NEWTON SOUTH HIGH SCHOOL  
140 Brandeis Road  
Newton, MA 02459  
Tel. 617-559-6700  Fax: 617-559-6701  
https://www.newton.k12.ma.us/nshs

Main Office  
617-559-6700

Principal: Joel Stembridge  
Vice Principal: Chris Hardiman (Interim)  
Executive Secretary: Tracy Connolly  
Director of Guidance: Daniel Rubin

**House Offices**

### Cutler House  
<table>
<thead>
<tr>
<th>Office</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Dean:</td>
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**Departments/Programs**

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### Records Office  
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Front Cover Artist: Tayo vanBeever ’21
Back Cover Artist: Ms. A. Choi
Art Coordinator: Ms. Megan Leary-Crist
Graphics Coordinator: Mr. Matt Briggs
Dear Newton South Student,

It is with great pride and anticipation that we present you with the 2020-2021 Newton South Program of Studies. These pages contain one of the most comprehensive academic programs of any high school in the Commonwealth. Our faculty is dynamic, thoughtful, and dedicated. Each course offered is carefully crafted to provide you opportunities for creativity, problem solving, and reflection.

Of course, the most important element in a successful academic program is you, the student. Each year brings a new opportunity to design a selection of courses that speaks directly to both who you are and who you would like to become.

As you peruse these offerings, I urge you to keep two concepts in mind: challenge and balance. Plenty in here will feed your mind, but you should also take the opportunity to find classes that will fill your heart. Consider taking a class in our fine arts department, be it photography, ceramics, studio art, glass, media, acting, technical theater, music production, composition, voice, or instrumental music. Perhaps you’d like to try principles of marketing, international cuisine, publications, robotics, graphic design, child development, computer programming, or woodworking. Did you know we offer classes titled: Sustainability, Sports Nutrition, Engineering, Yoga/Pilates, and 3D Computer Animation? There are colleges with fewer options than we offer here at South.

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

Graduation requirements are detailed in the front of this catalogue. All freshmen and sophomores must maintain an equivalent of at least 24 class blocks per week in each semester. Juniors and seniors may maintain a minimum of 22 class blocks per week per semester if they have significant extracurricular responsibilities that meet dean approval.

Good luck on your journey. We are all looking forward to assisting you on your way.

Best regards,

Joel Stembridge
Principal, Newton South High School
GENERAL INFORMATION

PROGRAMS

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

Problem solver, creator, and innovator – this is the type of student that will thrive in ID programs. Interdisciplinary Studies is built on collaboration, respect, and innovation.

Collaboration is key to developing 21st century skills. Whether online or in person, a collaborative spirit is a basic foundation of interdisciplinary work. Collaborative and creative individuals seek to encourage deep thinking and relevant learning. Respect for diverse groups and learning styles is also a building block for collaboration. The basic foundation is that everyone can learn and contribute to the community. Thus, ID classes are taught at multiple curriculum levels (honors, ACP, CP) in a differentiated environment.

ID classes strive for innovation, which comes from deep thinking about major challenges to the human existence. From sub-atomic particles to climate change - innovation is going to be required to solve the most pressing problems for human society. From sustainable agriculture to aquatic biodiversity, humans must make choices that matter.

ID programs also offer a smaller learning community experience. Diverse instruction requires smaller class sizes. Small learning communities support each other and encourage growth through a challenging curriculum.

The da Vinci Program - A three-year STEAM program (Science, Technology, Engineering, Arts and Math) beginning in Grade 10

• da Vinci is a differentiated program: Students may enroll at the Honors, ACP, or CP level and need not be at the same level in all da Vinci classes.

• da Vinci is a multi-year cohort program*:  
  o 10th grade: da Vinci chemistry, math, and art  
  o 11th grade: da Vinci biology, math, and engineering  
  o 12th grade: da Vinci capstone

The da Vinci program will provide students with the opportunity to build skills in experimentation, analytical problem solving, collaboration, communication, and engineering, technology, and artistic representation through student-driven learning and real-world applications.

*Details are found within each department listing.

A written application is required to join the da Vinci Program. See your mathematics/science teacher or counselor for more information.

The Global Communities Program - A three-year program beginning in Grade 10. Curious about what happens when cultures come together? Find out how global culture, economics, politics and the environment intersect in relevant ways to develop more respectful citizens and a sustainable planet.

The New Media Communities Program – A two-year program beginning in Grade 10. How do you know what you know? Where do your beliefs come from? What really matters to you and why? The key to answering all of these questions is the media: movies, television, social networks, the Internet. We live in a media-saturated world, so how are we to make sense of it all? New Media Communities is a new linked, interdisciplinary English and history course that seeks to explore how we arrived at this age of visual media and how to navigate it responsibly and critically. Like all sophomore classes, we will study World Literature and History, but with an intensive focus on media history, media analysis and media production. Through an innovative project-based curriculum, students will gain an understanding of the history of media and how the media have shaped history; they will also gain skills in filmmaking, audio production, graphic design, web design, social networking, and more. Our goal is to develop the next generation of leaders in the media arts, and to encourage active participation in our democracy through collaborative and creative work. If you love making movies, listening to podcasts, designing websites, and curating your social media persona, this is the course for you.

NMC Arts Menu: Over the course of their two years in the program, students in New Media grades 10 and 11 are encouraged to take at least one of the following courses from the Fine and Performing Arts Department:

- 270 Introduction to Acting
- 2730/1 Acting and Directing
- 2740/1 Acting for Screen & Stage
- 275 Technical Theatre
- 277 Costume Crew and Design
- 020 Art Foundations: 2-D meets 3-D
- 090 Art Foundations: Media Arts
- 081 Photography: Film
- 082 Photography: Studio
- 097/0970 Video Production
- 098/0980 Media Arts Studio

Look for the Φ symbol in the course listings indicating that the course is one of the Interdisciplinary Studies courses offered as part of Newton South’s Smaller Learning Communities.
Newton South International Travel Programs

Travel and study abroad are invaluable components of a student’s education, especially in today’s increasingly global world. Therefore, NSHS offers a rich array of subject-specific international travel opportunities. The opportunities listed below represent usual offerings. The list is not exhaustive and is subject to change based on availability and enrollment. For up-to-date information, please visit http://www.newton.k12.ma.us/Page/2030.

Scholarships are available for students with demonstrated financial need through the Jennifer Price Global Education Fund (GELF). To apply for financial aid, simply complete the financial aid supplement included with your child’s international program application. For more information on GELF, please visit http://www.newton.k12.ma.us/Domain/1055.

For more information on scholarships or any of the global travel opportunities below, please email Newton’s Global Education Programs Manager Samantha Mandel mandels@newton.k12.ma.us.

Cultural & Language Travel Programs

**Chinese Exchange (Beijing, China)** - 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 - Dates of Chinese student visit to Newton: Sept. 2020-Jan. 2021 / Dates of travel to China: Jan.-May 2021*

**French Exchange (Paris, France)** - Language & culture-focused homestay. Newton students live with host families and attend school abroad for two weeks and also host French students for two weeks. Applicants must be enrolled in French. Applications become available either in the spring or the fall preceding the trip through the World Language Department. *Frequency: Annual - Dates of travel to France: 2 weeks including February or April break / French student visit: 2 weeks in February or April*

**Spanish Exchange (San Rafael, Mendoza, Argentina)** – Language & culture focused homestay. Newton students live with host families and attend school abroad for two weeks and also host Argentinian students for two weeks. Applicants must be enrolled in Spanish. Applications become available in the fall preceding the trip through the World Language Department. *Frequency: Annual - Dates of travel to Argentina: 2 weeks including April break or 2 weeks in June after the end of school / Argentinian student visit: 2 weeks in October 2020*

**Ghana Exchange (Tema, Ghana)** – Culture-focused dormitory/hotel stay. Newton students will live in school housing and attend classes at the Tema International School (TIS) and participate in cultural excursions. Newton students will also host Ghanaian students for 10 days. Applicants must be juniors or seniors in good standing. Applications become available in May the year preceding the trip from METCO Counselor & English Teacher Katani Sumner. *Frequency: Biennial – Dates of Travel to Ghana: 2 weeks including April break / Ghanaian student visit: 10 days in October*

**Latin Crossroads of History Trip (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: Every other year, will be offered in 2020-21 - Dates of travel to Italy: 1 week including February break*

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 must have a strong interest in history. Applications become available in the fall through the History Department at Newton North. *Frequency: Annual - Dates of travel: 2.5 weeks directly after classes end in June*

**CLOSE UP** - American civics-focused enrichment program with flight and hotel stay. Students room with students from around the country, explore cultural sites in the nation’s capital, learn about the workings of US government, debate current issues, meet with our members of Congress, and learn how to be informed, active, involved US citizens. Applicants should have a strong interest in US government and politics. Registration for the trip starts in the late spring through the History Department. *Frequency: Annual - Dates of travel: 1 week in early March*
**Community Service 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 crafts, English, reading, math, yoga, and more. Students may engage in cultural excursions on weekends. Applicants must be NNHS or NSHS seniors. Applications become available from the Fine & Performing Arts department in the fall prior to travel. 

*Frequency: Annual - Dates of travel: 2 weeks in April or May*

**Puerto Rico Summer Service (San Juan & environs, Puerto Rico)** – Community service program with dormitory stays and cultural enrichment opportunities. Service projects may include sorting, packing, and distributing food for local food banks; assisting with trash clean-up and ecological restoration projects; helping to build homes/rebuild homes in low-income communities that have been impacted by the hurricane; and providing social interaction for seniors not living with their families. Applicants must be NSHS freshmen, sophomores, or juniors. Applications become available in the fall prior to travel.

*Frequency: Every 1-3 years – Dates of travel: 1 week directly after classes end in June*

**London Theatre (London, England & environs)** - Experiential travel program with hotel stays. This program is offered through Newton North but is frequently open to Newton South students. Students attend London shows, visit museums and historic sites, and participate in master classes through the UK National Theatre. Applicants cannot be seniors, and must have taken or be currently taking a Theatre class or have participated in Southstage. Applications become available in the fall through the Newton North Theatre Department.

*Frequency: Annual - Dates of travel: 1 week directly after classes end in June*

**Unaffiliated Travel Programs**

**Portugal UNESCO Trip (Lisbon, Portugal & environs)** – Cultural program with hotel stays centered around the 3-day International Meeting of Young Scientists of the UNESCO Associated Schools. Students present projects at the UNESCO Meeting and tour historical sites and landmarks in and around Lisbon, Portugal. Applicants must have a strong interest in the conference topic for that year. Applications become available in the spring prior to travel from Ms. Pavao at pavaos@newton.k12.ma.us. 

*Frequency: Annual - Dates of travel: 1 week in January*

**Global Communities Travel Programs**

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

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

Newton Public Schools affords its students the opportunity to experience a variety of Career & Technical Education (CTE) programs. Students who pursue a Chapter 74 CTE Program of Study may earn a Certificate of Program Completion in the career area studied in addition to a high school diploma. If one of the Chapter 74 Programs is a career area of serious interest for a student (whether after college or right out of high school) and the student is willing to commit to commuting to and from South and North, the student should pursue a Chapter 74 exploratory course that is offered at North. This avenue will allow for a smoother transition into a major for a CTE program, all of which are housed at North. For students who are not sure about their future endeavors but would like to sample a variety of career interests and would prefer to not commute back and forth between the two high schools, they should register for the career area electives offered at South. If after taking career area electives at South a student believes he/she would like to continue studying a career area that is one of our CTE programs and will commit commuting to and from South and North, the student’s counselor and the director of CTE will work to ensure the student is enrolled in the CTE program of interest at North. Transportation, although provided, does require a little extra effort, but it is so small in comparison to the benefits! More detailed information about the Chapter 74 CTE programs is located in the back of this book, as well as online in the Opportunities Book for Newton North High School.

**Work-Study Program**

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

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

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

9th grade Clusters aim to ease the transition to high school and to promote connections between and among students and teachers. We currently have three Clusters that include over three-fourths of the ninth-grade class and those students’ teachers in History, English, and Science. Clusters are designed to foster consistent communication among teachers, students, parents, and counselors. The goal of the collaboration during weekly meetings is to help students meet the ninth grade expectations in History, English, and Science.

J-Block is at the end of the academic day on Monday, Wednesday, and Thursday, and is a time when students can meet with their teachers for extra help or to make-up work. Full-time teachers are required to be available to assist students during two of the three J-Blocks. Meeting with teachers during J-Block takes precedence over all other activities.

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

The After School Program and Homework Club meets twice a week from 3:30 – 4:45 on Mondays and Thursdays. Ninth and tenth grade students are invited to the After School Program when they earn a D or an F in a major academic course. Program enrollment is assessed at the end of each term based on term grades. The program offers support in English, math, physics, chemistry, Spanish, and history. Students who are not formally enrolled in the program are invited to access the same after school supports on a “drop-in” basis by attending the Homework Club, which also meets on Mondays and Thursdays from 3:30 – 4:45 and is open to students at all grade levels.

The Student Support Center is a classroom that is open every block of the week for Small Studies. Rather than Directed Studies which have 20+ students, students are referred to Small Studies based on a recommendation from a teacher in a subject where they are either struggling to keep up or simply need an opportunity to re-learn specific material in order to understand the concepts. During Small Studies, students either work on assignments sent by their teachers in a small focused study group (5-7 students with one teacher) or they work one-on-one with a peer tutor (if one is available). Students have access to textbooks, computers, and a printer. The students’ progress is re-evaluated every eight to ten weeks.
Before entering the ninth grade, each student is assigned a guidance counselor for the entire four-year period. Counselors help students and parents with concerns they may have about a student’s academic, social, or family life. They also help students learn about themselves - their interests, aptitudes, and talents. The department’s goal is to assist every student with the normal developmental tasks that all adolescents undertake. Planning for the future is an important aspect of counseling. This is done in a variety of ways and includes examining available options and helping students on their way to becoming independent, self-confident adults. Career and college planning constitutes a major focus of the department. Detailed information is available on the Newton South website under “Counseling”.

**College and Career Center**

The College & Career Center is located within the Student Center/Cafeteria and is staffed by a full-time professional counselor. The College & Career Counselor works closely with school guidance counselors, students, and parents/guardians to provide comprehensive resources and guidance to all students at Newton South High School. Students are encouraged to drop-in for meetings, if available, and families along with their student may schedule appointments for individual assistance. Whether a student is interested in finding a job/internship, seeking scholarship opportunities, or needs advice in applying to college, a wide variety of resources are available. Laptops, career-related, armed forces, gap year, and college testing (SAT & ACT) information is available to assist with planning the next step after high school graduation. Each fall, the Center hosts group meetings for seniors to meet with college representatives. The visit schedule is available in the late summer on Naviance. Annual volunteer and trade fairs are held during lunches in December and March, respectively.

**Athletics, Clubs, and other Activities**

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

**Newton Summer School**

Students may take courses on a full-credit basis at Newton Summer School, which is part of Newton Community Education. Information is available online and includes details on offerings, fees, and start dates for summer courses. Visit: [http://www2.newtoncommunityed.org/](http://www2.newtoncommunityed.org/). You may also call 617-559-6999 or email staff@newtoncommunityed.org. Most courses taken in summer school count for academic credit and appear on the student’s transcript, however grades from summer school are not included in GPA calculations. See your counselor for specific details.

The summer school provides a wide selection of courses designed to provide enrichment and to help students improve academic foundations or to retake a course previously failed.

**Library**

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

The Newton School Committee sets requirements for graduation at Newton North and Newton South High Schools. Currently, to receive a diploma, students must earn a minimum of 100 credits. Credits are assigned to courses depending on the frequency of meeting and preparation required. The norm for major courses, which have four meetings per week (240 minutes) for a full school year, is five credits. Classes meeting four times a week all year are considered majors and those meeting four times a week for a semester or twice a week all year are considered minors.

Students are required to take a minimum of 24 blocks, although juniors and seniors who are committed to extra curricular activities are allowed to enroll in a minimum of 22 blocks with dean approval. These activities must be supervised by faculty/staff, be connected to the curriculum, and have a definite product or concluding performance. Examples of such activities include interscholastic school sports, school publications, theater (directing, acting or tech crew), science/math teams, Model UN, Mock Trial, speech team, school supervised community service, school supervised tutoring, and summer school. Students should see their guidance counselor for more information about taking 22 blocks along with extra curricular activities.

Subjects Required For Graduation

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

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

MCAS Graduation Requirement

In addition to the requirements set by the Newton School Committee, the Commonwealth of Massachusetts requires that students receive passing grades in the English Language Arts, Mathematics, and Science portions of the MCAS tests in order to receive a high school diploma. Students who do not pass the tests have several opportunities to retake the tests. Students earning below Proficient on the English Language Arts and/or Mathematics exams are subject to the regulations of an Educational Proficiency Plan. Please see http://www.doe.mass.edu/CCR/epp/qa.html for further information on this state requirement.

COURSE DETAILS

Course Levels

College Preparatory (CP)

These are college preparatory courses in which students will work with increasing independence on inquiry, problem solving, critical thinking, and reading and writing within each content area. The courses are often smaller, feature more structured instruction, and in some cases offer co-teaching to allow for more individualized attention.

Advanced College Preparatory (ACP)

These are more rigorous college preparatory courses in which students are expected to work more independently on inquiry, problem solving, critical thinking, and reading and writing within each content area.

The SAM option enables students who are still developing the skills necessary to succeed in an ACP class the opportunity to take an ACP class. The goal of this program is to allow students to Stretch intellectually, Aim for excellence and Make progress (SAM).

Honors / Advanced Placement (H)

Courses labeled H/AP contain advanced material taught at an accelerated pace. Students are expected to work independently on inquiry, problem solving, critical thinking, and reading and writing within each content area. AP courses are the equivalent of a college-level course and prepare students for the AP examinations. Due to the rigor of AP and Honors courses, we recommend that most students take no more than three courses at this level in one year.
**No Level**

Courses designated as “No Level” will receive standard letter grades. Other than those taken in the ninth grade, grades in “No Level” classes will be included in a student’s unweighted GPA, but not the weighted GPA.

**Pass-Fail (P-F)**

Classes designated as “Pass-Fail” will receive a grade of a P, F, or, in some cases, A. Pass-Fail courses are not included in a student’s weighted or unweighted GPA calculation.

**Grading Scale**

Grades are given four times a year for full year courses and twice a year for semester courses. In addition to term grades, a student will receive a year-end summative grade and, for those courses giving final exams, a final exam grade at the end of the course. Teachers determine how each individual grade is determined, and percentage grades are converted to letter grades using the following scale:

\[
\begin{align*}
100-93 &= A \\
92-90 &= A- \\
89-87 &= B+ \\
86-83 &= B \\
82-80 &= B- \\
79-77 &= C+ \\
76-73 &= C \\
72-70 &= C- \\
69-67 &= D+ \\
66-63 &= D \\
62-60 &= D- \\
59-0 &= F
\end{align*}
\]

**GPAs**

Newton South High School reports both unweighted and weighted grade point averages to colleges. Both are computed three times: after the second term of junior year (includes grades from the end of sophomore year and the first two quarters of junior year), at the beginning of senior year, and after the first two terms of senior year. The unweighted system is based on an A, 4.0; A-, 3.7; B+, 3.3; B, 3.0; B-, 2.7; C+, 2.3; C, 2.0; C-, 1.7; D+, 1.3; D, 1.0; D-, .7; and F, 0. To determine the weighted GPA, courses are placed in one of three groups. Each grade in each group is assigned a point value, is multiplied by the appropriate course credits, is added and then is averaged by dividing that sum by the total credits attempted. That number is the student’s weighted GPA. Neither GPA includes the ninth grade year, any course taken pass-fail*, Wellness, independent study, classes taken during summer school, or classes taken at other institutions. The points assigned to the three groups are as follows:

<table>
<thead>
<tr>
<th>Honors / AP</th>
<th>Advanced College Prep.</th>
<th>College Prep.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5.0</td>
<td>A</td>
</tr>
<tr>
<td>A-</td>
<td>4.7</td>
<td>A-</td>
</tr>
<tr>
<td>B+</td>
<td>4.3</td>
<td>B+</td>
</tr>
<tr>
<td>B</td>
<td>4.0</td>
<td>B</td>
</tr>
<tr>
<td>B-</td>
<td>3.7</td>
<td>B-</td>
</tr>
<tr>
<td>C+</td>
<td>3.3</td>
<td>C+</td>
</tr>
<tr>
<td>C3</td>
<td>.0</td>
<td>C</td>
</tr>
<tr>
<td>C-</td>
<td>2.7</td>
<td>C-</td>
</tr>
<tr>
<td>D+</td>
<td>2.3</td>
<td>D+</td>
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<tr>
<td>D</td>
<td>2.0</td>
<td>D</td>
</tr>
<tr>
<td>D-</td>
<td>1.7</td>
<td>D-</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>F</td>
</tr>
<tr>
<td>** N</td>
<td>0.0</td>
<td>N</td>
</tr>
<tr>
<td>*** WF</td>
<td>0.0</td>
<td>WF</td>
</tr>
</tbody>
</table>

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

* Courses designated as pass-fail are indicated in the level descriptor as “P-F.”

** The grade of N indicates failure due to a pattern of attendance inadequate to meet the requirements of the course. See the Orange Lion and the Student’s Rights and Responsibilities Handbook for more information.

*** The grade of WF indicates failure due to withdrawal from course after date set by school policy.
COLLEGE ADMISSION PROCESS

Reports To Colleges

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

SELECTING A PROGRAM

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

The pages that follow include a diverse array of course offerings from which students can choose. In order to ensure that the school’s master schedule is built in a way to accommodate the preferences of as many students as possible, it is imperative that students take time and care in making their initial course requests. Student-initiated requests to add or drop classes are subject to the following deadlines:

<table>
<thead>
<tr>
<th>Add Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FULL YEAR COURSES</strong>: September 30th</td>
</tr>
<tr>
<td><strong>SEMESTER COURSES</strong>: three weeks after the start of the course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Drop Deadline</th>
<th>Final Grade if Dropped Post-Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FULL YEAR COURSES</strong>: mid-point of the first term</td>
<td><strong>W</strong></td>
</tr>
<tr>
<td><strong>SEMESTER COURSES</strong>: mid-point of the first term of the course</td>
<td></td>
</tr>
<tr>
<td><strong>FULL YEAR COURSES</strong>: 1 week before the end of term 2</td>
<td><strong>WF</strong></td>
</tr>
<tr>
<td><strong>SEMESTER COURSES</strong>: end of the first term of the course</td>
<td></td>
</tr>
</tbody>
</table>

Students may initiate drops up to and including the first deadline above without having a final grade recorded on report card or transcript. Students are reminded that all final grades are included on the students’ report cards and transcripts. A grade of WF is defined as “Failure due to withdrawal from course after deadline set by school.” For GPA computation, a WF counts as a 0 and a W carries no weight.

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

Course Offerings

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

Courses for ninth graders ( symbol on classes) are offered at different levels, but grades earned in courses taken during ninth grade are not included in grade point averages. Courses for tenth, eleventh and twelfth grades are offered as either Honors, Advanced College Preparatory, College Preparatory, or no level. As of 2016-2017, all leveled and no level courses are included in the unweighted grade point average, while only leveled courses are included in the weighted grade point average. Courses that are offered as Pass/Fail are not included in grade point averages. When more than one level of a course is offered, whether in the same or separate sections, the expectations differ for those students within those different levels. A student’s level in a course is determined by the recommendation of the subject teacher from the previous year. If, after conferring with the teacher, the student and parent disagree with a teacher’s recommendation, they may appeal to the appropriate department head.

Not all courses listed in this Program of Studies will be taught during the 2020-2021 academic year. Registration requests must be sufficient to justify scheduling a course. Students should select alternate choices for each course other than the core courses. In scheduling elective courses, preference is given to upperclassmen who may need to fulfill graduation requirements. Due to scheduling constraints, students may have to choose between courses that are offered at the same time. In cases where conflicts exist, students need to prioritize their course selections by working closely with their guidance counselor.
### FRESHMAN COURSES

Freshman students are able to enroll in the courses listed below. The symbol 📅 is also located next to the course descriptions.

<table>
<thead>
<tr>
<th>Business</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>111</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>112</td>
<td>Personal Finance</td>
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<td></td>
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<td></td>
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<tr>
<td>ELL: English Language Learners</td>
<td>Computer Programming</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>Science</td>
</tr>
<tr>
<td>501</td>
<td>Healthy Cooking and Baking</td>
</tr>
<tr>
<td>502</td>
<td>Sports Nutrition</td>
</tr>
<tr>
<td>503</td>
<td>International Cuisine AAAE</td>
</tr>
<tr>
<td>504</td>
<td>International Cuisine EA</td>
</tr>
<tr>
<td>506</td>
<td>Sustainable Agriculture &amp; Food Sys</td>
</tr>
<tr>
<td>507</td>
<td>Culinary Arts Exploratory</td>
</tr>
<tr>
<td>511</td>
<td>Fashion, Clothing, Design &amp; Const. 1</td>
</tr>
<tr>
<td>512</td>
<td>Fashion, Clothing, Design &amp; Const. 2</td>
</tr>
<tr>
<td>521</td>
<td>Child Development</td>
</tr>
<tr>
<td>524</td>
<td>Career Exploration &amp; Development</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Fine &amp; Performing Arts: Art</td>
<td>Wellness</td>
</tr>
<tr>
<td>020</td>
<td>Art Foundations: 2-D meets 3-D</td>
</tr>
<tr>
<td>090</td>
<td>Foundations: Media Arts</td>
</tr>
<tr>
<td>091</td>
<td>Digital Imaging*</td>
</tr>
<tr>
<td>092</td>
<td>Digital Animation*</td>
</tr>
<tr>
<td>093</td>
<td>3-D Computer Imaging*</td>
</tr>
<tr>
<td>097</td>
<td>Video Production</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine &amp; Performing Arts: Music</td>
<td>World Language</td>
</tr>
<tr>
<td>711</td>
<td>Music Technology &amp; Composition</td>
</tr>
<tr>
<td>718</td>
<td>Ukulele</td>
</tr>
<tr>
<td>722/7220</td>
<td>Symphonic Band</td>
</tr>
<tr>
<td>724/7420</td>
<td>String Orchestra</td>
</tr>
<tr>
<td>725</td>
<td>Honors String Ensemble</td>
</tr>
<tr>
<td>726</td>
<td>Chamber Ensemble</td>
</tr>
<tr>
<td>727</td>
<td>Sonata Duo</td>
</tr>
<tr>
<td>731</td>
<td>Jazz Improvisation 1</td>
</tr>
<tr>
<td>732</td>
<td>Jazz Improvisation 2</td>
</tr>
<tr>
<td>736</td>
<td>Lab Jazz Ensemble</td>
</tr>
<tr>
<td>743</td>
<td>Vocal Ensemble</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Fine &amp; Performing Arts: Theatre</td>
<td>All School</td>
</tr>
<tr>
<td>270</td>
<td>Introduction to Acting</td>
</tr>
<tr>
<td>275</td>
<td>Technical Theatre</td>
</tr>
<tr>
<td>277</td>
<td>Costume Crew &amp; Design</td>
</tr>
<tr>
<td>History and Social Sciences</td>
<td>Career and Technical Education Exploratory Programs</td>
</tr>
<tr>
<td>411</td>
<td>World History, 300 C.E. to 1775</td>
</tr>
<tr>
<td>4111</td>
<td>World History, 300 C.E. to 1775 SAM</td>
</tr>
<tr>
<td>412</td>
<td>World History, 300 C.E. to 1775 CP</td>
</tr>
<tr>
<td>4131</td>
<td>World History and Literature SAM</td>
</tr>
</tbody>
</table>

(at Newton North) - Please see chart on page 73
Course offerings in the Business and Technology Department are designed to (1) provide students with the opportunity to learn business and computer literacy skills basic to personal, school, and career activities, (2) prepare students for courses taken at the college level and (3) develop the students’ understanding of current business events and how they relate to everyday adult life.

111 Introduction to Business (Grades 9 - 12)
* Periods per week: 4 First or Second half Credits: 2½ No level

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

112 Personal Finance (Grades 9 - 12)
* Periods per week: 2 Full year Credits: 2½ No level

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

113 Entrepreneurship (Grades 10 - 12)
* Periods per week: 4 First or Second half Credits: 2½ Level: ACP

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

114 Fashion Marketing and Merchandising (Grades 10 - 12)
* Periods per week: 2 First or Second half Credits: 1¼ Level: ACP

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

116 Principles of Marketing (Grades 10 - 12)
* Periods per week: 4 First or Second half Credits: 2½ Level: ACP

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

117 Financial Planning for Seniors (Grade 12, Grade 11 if space available)
* Periods per week: 2 First or Second half Credits: 1¼ Level: ACP

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Periods per week</th>
<th>Schedule</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>128F/S</td>
<td>2</td>
<td>First or Second half</td>
<td>¼</td>
<td>P-F</td>
</tr>
</tbody>
</table>

*Business Teaching Assistant* requires prior approval of the business teacher and the business Department Head. See page 68 for details on the role and expectations of teaching assistants.

**Independent Study Business**

<table>
<thead>
<tr>
<th>Code</th>
<th>Periods per week</th>
<th>Duration</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>129</td>
<td>+</td>
<td>Full year</td>
<td>2½</td>
<td>P-F</td>
</tr>
<tr>
<td>129F/S</td>
<td>+</td>
<td>First or Second half</td>
<td>1¼</td>
<td>P-F</td>
</tr>
</tbody>
</table>

*Independent Study Business* requires prior approval of the business teacher and the business Department Head. + = To be arranged by the department.
The English language learning courses are offered 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. 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 WIDA standards for English development and can be taken in place of a class offered by the English or History Departments. Content area courses are also taught in English using sheltered techniques.

Students are required to take an English course each of their four years at Newton South in order to meet the twenty-credit requirement. The English courses offered through the ELL Department have students enrolled from across grade levels since courses are leveled by English proficiency. Five levels of English as a Second Language, ranging from emerging to bridging, are offered. These courses provide rigorous high school level curricula while developing proficiency in all four areas of the English language: listening, speaking, reading, and writing.

### English

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Periods per week</th>
<th>Full Year</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>151</td>
<td>ELL English 1-2/ Entering/ Emerging</td>
<td>4</td>
<td></td>
<td>5</td>
<td>ACP</td>
</tr>
<tr>
<td>153</td>
<td>ELL English 3/ Developing</td>
<td>4</td>
<td></td>
<td>5</td>
<td>ACP</td>
</tr>
<tr>
<td>154</td>
<td>ELL English 4/ Expanding</td>
<td>4</td>
<td></td>
<td>5</td>
<td>ACP</td>
</tr>
<tr>
<td>155</td>
<td>ELL English 5/ Bridging</td>
<td>4</td>
<td></td>
<td>5</td>
<td>ACP</td>
</tr>
</tbody>
</table>

**ELL English 1-2** is for students who are reading and writing at grade level in their native language but are new to English. Students will use reading comprehension strategies to access beginner-level text and develop listening skills to understand social and academic English. Students will write paragraphs and short essays as well as present information about themselves, literature and informational text.

**ELL English 3** builds on skills learned in ELL English 1-2. 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.

**ELL English 4** is an extension of the skills learned in ELL English 3. Students 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.

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

### History

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Periods per week</th>
<th>Full Year</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>160</td>
<td>History for English Literacy</td>
<td>4</td>
<td></td>
<td>5</td>
<td>CP</td>
</tr>
</tbody>
</table>

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

Periods per week: 4  Full year  Credits: 5  Level: ACP

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

ELL United States History

Periods per week: 4  Full year  Credits: 5  Level: ACP

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

Other Offerings

Applying to College for English Language Learners (Grade 12)

Periods per week: 1  First half  Credits: 5/8  No level

Applying to College is designed to support ELL students through the college application process from finding the right school to what to do after acceptance. Teachers will assist students in choosing and applying to colleges. Class activities will include writing the college essay, filling out applications, applying for scholarships/financial aid, signing up for appropriate tests (e.g. TOEFL, SAT), and navigating web-based college services (Naviance and Common App). The class will include guest speakers and an opportunity to visit a college campus.

Academic Study

ELL Academic Study

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

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

ELL Academic Study is a class providing supports to students in their ELL and mainstream courses and provides additional English language instruction. Individual or group work in a small group setting is available for students who can study independently.

ELL Independent Study

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

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

+ = To be arranged by the department.

Bilingual Peer Education

Bilingual Academic Peer Education (Grades 11 - 12)

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

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

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

Ninth-Grade English

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

### Ninth-Grade English

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods per week</th>
<th>Duration</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>211</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>ACP</td>
</tr>
<tr>
<td>2111</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>ACP (SAM)</td>
</tr>
<tr>
<td>212</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>CP</td>
</tr>
</tbody>
</table>

In **Ninth-Grade English**, students will learn to read thoughtfully and accurately and to write fluently with well-structured paragraphs, complete sentences, varied sentence patterns, and correct grammar and mechanics. Readings in the course may include *Romeo and Juliet*, *The Hate U Give*, *The Lord of the Flies*, *The Catcher in the Rye*, *The Odyssey*, *The House on Mango Street*, *Of Mice and Men*, short stories, poetry, and essays. Students study expository and creative writing, sentence composing, vocabulary, mechanics and usage, speaking, listening, and study skills. All students will complete a major analytical paper. If you are considering signing up for CP English and think you would benefit from the challenge of an ACP class, please speak to your English teacher about signing up for the SAM (2111 or 2131) option. (For a description of SAM, see page 8.)

**Literature and World History** (this course must be taken with History 413 or 4131)

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods per week</th>
<th>Duration</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>213</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>ACP</td>
</tr>
<tr>
<td>2131</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>ACP (SAM)</td>
</tr>
</tbody>
</table>

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

Sophomore English

Students entering grade ten take one of the following yearlong recommended courses according to the placement suggested in grade nine. This placement is based on a student’s writing and reading ability, a disciplined work ethic, and their response to an essay prompt. All sophomores complete units on Shakespeare and public speaking, during which they prepare and deliver a 4-6-minute speech. In addition, students will read at least one outside reading book per term. All students will be prepared to take the MCAS.

### Sophomore English

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods per week</th>
<th>Duration</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>220</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>H</td>
</tr>
<tr>
<td>221</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>ACP</td>
</tr>
<tr>
<td>222</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>CP</td>
</tr>
</tbody>
</table>

In **Sophomore English**, students will increase their fundamental skills in reading and writing. Students do considerable work in sentence composing, grammar, usage, vocabulary, and analytic writing. They read from a variety of genres, study important background sources, and complete outside reading requirements. Representative texts include *A Midsummer Night’s Dream*, *Antigone*, *Things Fall Apart*, *Homegoing*, *A Tale of Two Cities*, *God of Small Things*, selected poetic works, and short stories. All students in this course will prepare and present to their class a 4-6-minute persuasive speech.
Global Communities English: Co-existence and Conflict (must be taken with History 4240/1/2)

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

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

New Media Communities: English (must be taken with History 4250/1/2)

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

The New Media Communities English course is linked with a history class and offers a project-based curriculum in which students gain an understanding of the history of media and how the media have in turn shaped history. Students should expect to learn the skills and content of the standard sophomore English course, as well as gaining skills in media literacy and production. Our goal is to develop the next generation of leaders in the media arts and to encourage active participation in our democracy through collaborative and creative work. If you love making movies, listening to podcasts, designing websites, and curating your social media persona, this is the course for you!

\(\Phi\) This is one of the Interdisciplinary Studies (ID) courses offered as part of Newton South’s Smaller Learning Communities. For a description of this program please see page 3.

Junior English

Students entering grade eleven take one of the following yearlong courses according to the placement recommended in grade ten. Every junior English course emphasizes reading in American literature to complement American history courses that students also take in grade 11. Students will complete a major creative writing piece and read at least one outside reading book per term.

Junior English

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

The core of Junior English is an exploration of American literature and the nature of the American experience. Texts may include works by Emerson, Hawthorne, Poe, Dickinson, Whitman, Kate Chopin, Fitzgerald, Zora Neale Hurston, Arthur Miller, Malcolm X, and Tim O’Brien. Junior English builds upon principles of sentence composing, grammar, mechanics, and usage introduced in the sophomore year and introduces more sophisticated stylistic principles. Students acquire increased skill in longer analytic and comparative essays and the thematic treatment of literature. Students study vocabulary from specific vocabulary texts or from literature covered in class.

Global Communities: American Literature (must be taken with History 4340/1/2)

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

This course is one of the Interdisciplinary Studies courses and is a continuation of Global Communities: Co-existence and Conflict the tenth grade Global Communities course. It is open to other students on a space available basis.

New Media Communities: English (must be taken with History 4350/1/2)

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

The New Media Communities Junior English course is linked with a history class and offers a continuation of the project-based curriculum begun in Sophomore New Media Communities. This year, students will learn the skills and content of the standard junior English course, while further developing the media literacy and production skills from last year. In addition to studying literary works like The Great Gatsby and Macbeth, students will learn about documentary filmmaking style and technique, leading to a culminating project that connects history, English, and our broader Newton community. On a thematic level, we will investigate the promise of America versus the reality of America, emphasizing the relationships among diverse groups and the often unheard voices.
Senior English

All students will select a year-long English course. The focus of each course is different (see listings below), but all contain five common elements: 1) Instruction in personal essay writing, generally toward the start of the year; 2) study of Shakespeare’s tragedy Hamlet; 3) a multi-page essay synthesizing several texts, in third and fourth terms; 4) a creative piece for the Heintzelman creative writing contest, typically due in mid-March; and 5) a reflective essay, in mid-to-late May.

Senior Honors Courses

250 AP English Literature and Composition
Periods per week: 4 Full year Credits: 5 Level: H
AP English Literature and Composition is a course for seniors who have been recommended to continue studying English at the honors level. The course encompasses the recommendations of the Advanced Placement program of the College Board. Classes discuss problems in mechanics and usage as they arise. The copious and detailed readings may include independent reading projects in the work of a single author and a major project in poetry. Representative titles include *Dubliners, Pride and Prejudice, Selected Stories of Franz Kafka, To the Lighthouse, Heart of Darkness, King Lear,* and selected essays by a variety of authors. Students will be expected to read an outside reading book each month.

260 AP English Language and Composition
Periods per week: 4 Full year Credits: 5 Level: H
AP English Language and Composition is a course for students recommended to study English at the honors level. Students study advanced composition and analysis of language at a level equivalent to an introductory college course, with a focus on non-fiction and journalism. In the process of refining their awareness of language and the writer’s craft, students will write publishable works and read established writers from a variety of eras and fields, from Jonathan Swift to John Hersey to Susan Orlean. The rigor of the course is designed to prepare students for the Advanced Placement examination in English Language and Composition; all enrolled students are encouraged to take that exam.

Senior Mixed-Level, ACP, and CP Courses

Contemporary Literature

241 Periods per week: 4 Full year Credits: 5 Level: ACP
242 Periods per week: 4 Full year Credits: 5 Level: CP

Senior English examines our complex modern world through the lens of various genres, including the graphic novel, non-fiction, the realistic novel, and fantasy. Readings will include high-interest texts from the 20th and 21st centuries, with possible texts including *Different Seasons* by Stephen King, *Slaughterhouse Five* by Kurt Vonnegut, *The Kite Runner* by Khaled Hosseini, or *Wench* by Dolan Perkins Valdes, as well as the traditional study of *Hamlet*. Students will continue their work on textual analysis as well as persuasive, personal, and creative writing. Critical thinking, effective rhetoric, and writing strategies also are important components of this course.

Shakespeare

2430 Periods per week: 4 Full year Credits: 5 Level: H
243 Periods per week: 4 Full year Credits: 5 Level: ACP

Shakespeare is a survey course that includes the study of the great author’s comedies and at least one history play alongside his two great tragedies, *Hamlet* and *King Lear*. The course will use both film and student performance, in addition to close reading and discussion, to help reveal Shakespeare’s stories, characters, and themes as particularly meaningful to today’s times. The author’s life and times, as well the debate over whether in fact Shakespeare is the actual author of these works, will also be studied. There is no requirement that students be experienced and confident readers of Shakespeare already, only that they are willing to patiently and earnestly explore the sometimes challenging—but often enlightening—language of English’s most renowned writer. Students taking the class for honors credit should expect an expanded reading and writing requirement—which may include the study of additional plays, background material, and scholarly criticism.

Global Communities English: Words that Change the World

2440 Periods per week: 4 Full year Credits: 5 Level: H
2441 Periods per week: 4 Full year Credits: 5 Level: ACP
2442 Periods per week: 4 Full year Credits: 5 Level: CP

What is the most important word to you? What is the most important word in your community? In the world? In this class we will tackle words and ideas that have changed—and will continue to change—the world. We will examine these key ideas through novels, plays, poems, essays, films, speeches, and primary documents from people such as Nadine Gordimer, Shakespeare, Martin Luther King Jr., Gloria Naylor, and Ken Kesey. The ultimate purpose of the course will be to put these words into action through individual and group projects. The fourth quarter project will involve each student or small group of students picking their own key word, reading and reflecting on it, and then designing a series of activities around the word.
**Horror and Science Fiction**  
Periods per week: 4  |  Full year  |  Credits: 5  |  Level: ACP  
Periods per week: 4  |  Full year  |  Credits: 5  |  Level: H  

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

**Women in Literature**  
Periods per week: 4  |  Full year  |  Credits: 5  |  Level: H  
Periods per week: 4  |  Full year  |  Credits: 5  |  Level: ACP  

*Women in Literature* seeks to expand students’ experience with texts written by or about women. Texts will be drawn from a wide variety of genres, periods, and cultures. Authors may include Toni Morrison, Jane Austen, Margaret Atwood, and Alison Bechdel. Students will write critical analyses of a variety of texts as well as explore their own experiences with gender in reflective writing. Critical writing, reading, and thinking are central to this course’s goals.  

**Multicultural Literature**  
Periods per week: 4  |  Full year  |  Credits: 5  |  Level: ACP  
Periods per week: 4  |  Full year  |  Credits: 5  |  Level: CP  

*Multicultural Literature* explores literature that represents a range of cultural experiences. The sharing of diverse perspectives and the honest exploration of race relations enrich classroom discussions of readings, which may include *The Mothers* by Britt Bennet, *Hotel on the Corner of Bitter and Sweet* by Jamie Ford, *Beloved* by Toni Morrison, *Wide Sargasso Sea* by Jean Rhys, and various essays by people of color. Similar to *Race, Class and Gender*, the goal of the course is for students to openly explore and to gain new perspectives and understanding of others and themselves.  

**African-American Literature**  
Periods per week: 4  |  Full year  |  Credits: 5  |  Level: H  
Periods per week: 4  |  Full year  |  Credits: 5  |  Level: ACP  
Periods per week: 4  |  Full year  |  Credits: 5  |  Level: CP  

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

**Asian and Asian-American Literature**  
Periods per week: 4  |  Full year  |  Credits: 5  |  Level: ACP  

What does it mean to be Asian or Asian American? What happens when East meets West? How does a person deal with and reconcile the crises of cultural and personal identities and the desire to pursue happiness in a world that is becoming more diverse every day? *Asian and Asian-American Literature* will explore the origin myths that have shaped the identity of several Asian cultures and take students on a journey of self-discovery. Students will read history’s first novel (*The Take of the Genji*) as well as several culturally defining works (*The Three Kingdoms*, *Kokoro*, and *Monkey - A Journey West*) and stories from those who have managed to bridge the gap between the East and the West (*The Laughing Sutra*, *The Tao of Pool*). Students will answer the question “who am I?” and ultimately gain the understanding that there is more that binds us than divides us.  

**Film Studies**  
Periods per week: 4  |  Full year  |  Credits: 5  |  Level: H  
Periods per week: 4  |  Full year  |  Credits: 5  |  Level: ACP  

*Film Studies* a full-year course focused on analyzing and creating movies. Most of us view films as a form of entertainment, something to do on a Friday night. The study of film, however, provides an alternative history of the last century, as well as a challenging investigation of the ways in which we make sense of our own world and our own identities. During the course, we will examine the elements of film production, learn the basics of film “language,” and explore the development of film style over the last 100 years. In addition, students will engage in extended analytical units on Alfred Hitchcock (*Vertigo*), Orson Welles (*Citizen Kane*) and Jean-Luc Godard (*Breathless*). The spiritual core of the course, however, is creative: over the year, we will produce *Hamlet* on film, we will learn how to write original screenplays, and we will work in small groups to produce 10-minute narrative shorts that will receive a public screening at the Newton South Film Festival. (Red carpet not included.)
### English Electives

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Periods per week</th>
<th>Terms</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>261</td>
<td>Introduction to Publications</td>
<td>2</td>
<td>Full year</td>
<td>2½</td>
<td>No level</td>
</tr>
<tr>
<td>263</td>
<td>Publications In Practice</td>
<td>2</td>
<td>Full year</td>
<td>2½</td>
<td>No level</td>
</tr>
<tr>
<td>264</td>
<td>Creative Writing Workshop (Grades 10-12)</td>
<td>2</td>
<td>Full year</td>
<td>2½</td>
<td>No level</td>
</tr>
<tr>
<td>264F/S</td>
<td>Creative Writing Workshop (Grades 10-12)</td>
<td>2</td>
<td>First or Second half</td>
<td>1¼</td>
<td>No level</td>
</tr>
<tr>
<td>2760</td>
<td>Public Speaking and Presentation (Grades 9-12) (co-listed with Theatre)</td>
<td>2</td>
<td>First or Second half</td>
<td>1¼</td>
<td>Level: H</td>
</tr>
<tr>
<td>2761</td>
<td>Public Speaking and Presentation (Grades 9-12) (co-listed with Theatre)</td>
<td>2</td>
<td>First or Second half</td>
<td>1¼</td>
<td>No level</td>
</tr>
</tbody>
</table>

* Do you ever wonder what it takes to tell a compelling story or craft a powerful poem? If you read and write poetry, plays or fiction on your own — or would like to try — then take this creative writing course. Emphasis will be on the “workshop model” where students write, edit, share and revise their work in a supportive, instructive and engaging environment. Students will also learn how to see their writing, as well as the writing of others, through a critical and observant lens.

### Other Offerings

**Writing Center**

- 295 | Periods per week: 2 | Full year | Credits: 2½ | Level: P-F
- 2951 | Periods per week: 1 | Full year | Credits: 1¼ | Level: P-F

Students in the **Writing Center** will meet once or twice a week with the Writing Center teacher or peer tutor to improve their writing skills. This class requires department head approval.

**Writing Center Peer Tutor** (Grades 11 – 12)

- 296 | Periods per week: 2 | Full year | Credits: 2½ | Level: P-F
- 296F/S | Periods per week: 2 | First or Second half | Credits: 1¼ | Level: P-F

Writing Center Peer Tutors, under the supervision of the Writing Center teacher, will work with students who come to the Writing Center for help with any writing problem from brainstorming a topic, to organizing an essay, to revising and proof-reading a creative piece. Students will receive training before each semester and are expected, above all, to maintain student confidentiality. **Teacher recommendation is required.**

**English Teaching Assistant** (Grades 11 – 12)

- 298 | Periods per week: 2 | Full year | Credits: 1¼ | Level: P-F
- 298F/S | Periods per week: 2 | First or Second half | Credits: ½ | Level: P-F

**English Teaching Assistant** offers juniors and seniors an opportunity to lead small group discussions and assist teachers in selected English courses, or to work with foreign language-speaking students on an individual basis. Students may also work as tutors twice a week in the Writing Center. **Teacher recommendation is required.** See page 68 for details on the role and expectations of teaching assistants.

**Independent Study in English** (Grades 11 – 12)

- 299 | Periods per week: + | Full year | Credits: 5 | Level: P-F
- 299F/S | Periods per week: + | First or Second half | Credits: 2½ | Level: P-F

**Independent Study in English** enables a limited number of students to create projects with specific teachers, with the approval of the department head. Examples are a reading or writing tutorial or an interdepartmental project. **Students and the teacher must submit their proposal to the department head.**
The Family and Consumer Sciences Department offers a variety of courses that meet the Arts requirement for graduation and are rooted in the Sciences, Arts, and Humanities. These integrative courses teach a variety of strategies to help students develop the knowledge and skills needed to maximize their potential in personal and work life. Courses are open to all students unless specifically stated otherwise and may be taken Pass-Fail with the approval of the department head.

### Culinary Adventures

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Elective Periods</th>
<th>Course Credits</th>
<th>Level</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>501 Healthy Cooking and Baking</strong></td>
<td></td>
<td>1¼</td>
<td>No level</td>
<td>Formerly known as “Healthy Cooking, Healthy Eating”, this revised course provides students with the opportunity to cook a variety of healthy recipes while exploring the relationship between nutrition and health. Students learn by actively participating in cooking labs with an emphasis on nutritious ingredients. The course has been updated to include a focus on healthy baking. Topics covered include reading and understanding food labels and ingredient lists, modifying recipes to make them more nutrient-dense, and connecting diet to disease prevention.</td>
</tr>
<tr>
<td><strong>502 Sports Nutrition</strong></td>
<td></td>
<td>1¼</td>
<td>No level</td>
<td>Sports Nutrition explores nutrition and its link to physical fitness, sports performance, and health promotion. Emphasis is on examining how much foods and fluids active people require, what types of food to eat and when. Students learn through class discussion, projects and interpretation of current nutrition information. Laboratory experience focuses on the preparation of nutritious meals and snacks that are specific to meeting the nutritional needs of active people. This course is offered jointly through the Family &amp; Consumer Science and Wellness departments. It is open to students in all grades but may be taken for Wellness credit in Grades 11 and 12.</td>
</tr>
<tr>
<td><strong>503 International Cuisine of Asia, Africa, Australia &amp; Europe</strong></td>
<td>2</td>
<td>1¼</td>
<td>No level</td>
<td>Students study and cook with ingredients grown in specific regions to learn how they determine the basis for foods consumed by the people in these areas. Eating rituals and holiday feasts are also explored. Cultures and cuisines from the countries of Israel, India, Morocco, China, Japan, Korea, Indonesia, Australia, New Zealand, Hungary, and Russia are covered. Discussion of local Boston area specialty markets and food demonstrations by the Newton South community native to the countries studied are part of this course.</td>
</tr>
<tr>
<td><strong>504 International Cuisine of Europe &amp; the Americas</strong></td>
<td></td>
<td>1¼</td>
<td>No level</td>
<td>International Cuisine students learn about the cuisines of several cultures in North America, Central America, South America, and Europe. Students study and cook with the ingredients grown in specific regions to learn how they determine the basis for foods consumed by the people in these areas. Eating rituals and holiday feasts are also explored. Cultures and cuisines from the countries of Canada, Caribbean countries, Colombia, Peru, United Kingdom, France, Scandinavian Countries, Spain, Italy, Greece, Germany and Hungary are covered. Discussion of local Boston area specialty markets and food demonstrations by the Newton South community native to the countries studied are part of this course.</td>
</tr>
<tr>
<td><strong>505 Intermediate International Cuisine</strong> (Prerequisite: 503 or 504)</td>
<td>2</td>
<td>1¼</td>
<td>ACP</td>
<td>Intermediate International Cuisine students will learn about culinary traditions from around the world while learning intermediate culinary techniques. This course will focus on a narrow selection of geographic regions to allow for in-depth study of each country’s culinary history, its food rituals and the role that religion, geography and trade all play in its food ways. Recipes will emphasize intermediate cooking techniques, building on the skills students have acquired in their prior coursework in the department.</td>
</tr>
</tbody>
</table>

* = course is open to ninth graders.

* = counts toward Fine, Performing, and Technical Arts credit.
### Sustainable Agriculture & Food Systems

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods per week</th>
<th>Timeframe</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>506</td>
<td>2</td>
<td>Full year</td>
<td>2½</td>
<td>ACP</td>
</tr>
<tr>
<td>506S</td>
<td>2</td>
<td>Second half</td>
<td>1¼</td>
<td>ACP</td>
</tr>
</tbody>
</table>

* Sustainable Agriculture & Food Systems will address the environmental, ecological, social and economic aspects of food and agriculture, from farm to table and beyond. Acting as the stewards of the NSHS Organic Garden, students will manage all aspects of its operation, gaining hands-on farming experience outside of the classroom and exploring their personal connection to food and the land while developing a solid foundation in the agricultural sciences and organic farming practices. In the classroom, students will critically analyze the state of local and global food systems and their connections to issues of public policy, health, social justice and waste management. Students will apply their learning to projects designed to help the school develop more sustainable practices such as incorporating school-grown produce in school lunches, expanding the building’s recycling and composting program, reintroducing native plants to school grounds, assisting in the implementation of the “Green Trail”, or collecting and analyzing data from the school’s solar panels.

### Culinary Arts Exploratory

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods per week</th>
<th>Timeframe</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>507</td>
<td>4</td>
<td>First or Second half</td>
<td>2½</td>
<td>ACP</td>
</tr>
</tbody>
</table>

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

### Culinary Arts & Foodservice Management (Prerequisite: Culinary Arts Exploratory)

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods per week</th>
<th>Timeframe</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>508</td>
<td>4</td>
<td>First or Second half</td>
<td>2½</td>
<td>ACP</td>
</tr>
</tbody>
</table>

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

### Sustainable Agriculture & Food Systems Independent Study (Prerequisite: Sustainable Agriculture & Food Systems)

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods per week</th>
<th>Timeframe</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>509</td>
<td>2</td>
<td>Full year</td>
<td>2½</td>
<td>ACP</td>
</tr>
<tr>
<td>509F/S</td>
<td>2</td>
<td>First or Second half</td>
<td>1¼</td>
<td>ACP</td>
</tr>
</tbody>
</table>

* Students continue to manage the activities of the Newton South Farm and pursue projects relevant to sustainable agriculture 2 times per week. Students are required to complete a capstone research paper or project. Enrollment requires teacher and department head approval.

### Fashion, Clothing, Design and Construction

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods per week</th>
<th>Timeframe</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>511</td>
<td>4</td>
<td>First or Second half</td>
<td>2½</td>
<td>No level</td>
</tr>
</tbody>
</table>

* Students will learn the skills necessary for hand stitching as well machine sewing, gain knowledge of different types of fabric, sketching, pattern design and reading, altering and mending clothing. We will look at the garment industry and fashion trends. Students will create personalized clothing and craft projects, one of which will be an up-cycling project. This class is an opportunity for students to allow their creativity to flourish! Students will progress at their own level of challenge and expertise.

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods per week</th>
<th>Timeframe</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>512 Fashion, Clothing, Design and Construction 2 (Prerequisite: Fashion, Clothing, Design and Construction 1)</td>
<td>4</td>
<td>First or Second half</td>
<td>2½</td>
<td>ACP</td>
</tr>
</tbody>
</table>

* Fashion, Clothing, Design and Construction 2 is a second level design course that focuses on creating and constructing more detailed and intricate fashion designs. Students will have the opportunity to sketch and construct original designs or use more advanced commercial patterns. Students will begin to master the application of advanced design and sewing techniques.

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods per week</th>
<th>Timeframe</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>513 Fashion, Clothing, Design and Construction 3 (Prerequisite: Fashion, Clothing, Design and Construction 2)</td>
<td>4</td>
<td>First or Second half</td>
<td>2½</td>
<td>ACP</td>
</tr>
</tbody>
</table>

* Fashion, Clothing, Design and Construction 3 is a third level design course extending and building upon the concepts taught in Fashion, Clothing, Design and Construction 1 and 2.

### Advanced Fashion Projects/Teaching Assistant

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods per week</th>
<th>Timeframe</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>519</td>
<td>2</td>
<td>Full year</td>
<td>1¼</td>
<td>P-F</td>
</tr>
<tr>
<td>519F/S</td>
<td>2</td>
<td>First or Second half</td>
<td>½</td>
<td>P-F</td>
</tr>
</tbody>
</table>

* Enrollment requires department head approval. See page 68 for details on the role and expectations of teaching assistants.
### Human Development

**Child Development**

<table>
<thead>
<tr>
<th>Periods per week: 4</th>
<th>First or Second half</th>
<th>Credits: 2½</th>
<th>Level: ACP</th>
</tr>
</thead>
</table>

Child Development focuses on the conditions that influence human growth and development from before birth to age five. Visits to class by parents with infants and toddlers help students to analyze the social, emotional, physical and cognitive development of the young child. Current issues affecting children in American society are presented, and students will learn about career opportunities in child-related fields. Students will write, create, and perform their own original puppet shows for preschool-aged children in the community. Students do not work regularly in the preschool classroom. Students interested in Early Childhood Education are encouraged to take this class as a pre-requisite.

### Career Exploration and Development

<table>
<thead>
<tr>
<th>Periods per week: 2</th>
<th>First or Second half</th>
<th>Credits: 1¼</th>
<th>No level</th>
</tr>
</thead>
</table>

Career Exploration and Development is designed to provide students with a foundation for learning about various career opportunities. To assist students in making career choices, career assessment and decision-making tools will be used in the classroom. Students will learn professional skills such as resume writing, interviewing techniques, and how to apply for jobs. Additionally, students learn how to research potential careers using job-related Internet resources. Guest speakers from education, social work, accounting, medicine, law, culinary arts and the sciences will be invited into the classroom to discuss career options and paths.

### Early Childhood Education Exploratory (Grades 10 – 12)

<table>
<thead>
<tr>
<th>Periods per week: 2</th>
<th>Full year</th>
<th>Credits: 2½</th>
<th>Level: ACP</th>
</tr>
</thead>
</table>

| Periods per week: 3 | Full year | Credits: 3½ | Level: ACP |

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

### Early Childhood Independent Study (Prerequisite: Early Childhood Education Exploratory)

| Periods per week: 2 | Full year | Credits: 2½ | Level: ACP |

Early Childhood Independent Study is by approval of department head. Students continue to act as interns 2 to 4 times per week in the Newton South Preschool. Students participate in an online Schoology course and complete all assignments including discussion boards, child observations, and preschool portfolios.

### Early Childhood Advanced Independent Study (Prerequisite: Early Childhood Education Exploratory and Early Childhood Independent Study)

| Periods per week: 2 | Full year | Credits: 2½ | Level: ACP |

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

### Early Childhood Education Minor (Prerequisites: Child Development and Early Childhood Education Exploratory)

| Periods per week: 8 | Full year | Credits: 10 | Level: ACP |

Early Childhood Education Work Experience is by approval of the department head. Students continue their study of early childhood education and increase their time as student interns in the Newton South Preschool Program. Students will take on more responsibility in the preschool classroom and commit to work after school in the preschool program.

### Early Childhood Education Major (Prerequisites: Child Development and Early Childhood Education Exploratory)

| Grade 12 Only, must meet all graduation requirements | Periods per week: 12 | Full year | Credits: 15 | Level: ACP |

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

* = course is open to ninth graders.

* = counts toward Fine, Performing, and Technical Arts credit.
FINE & PERFORMING ARTS
(Art, Music & Theatre courses)

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

| Music Certificate – 20 Music Credits, 7½ additional credits in any F&PA class & a demonstrated commitment to community. Courses 701 through 758 Community: TA, Work-Study, Club Leader, Community Service Coordinator (ex. Festies, Concert Coordinator). |
| Theatre Certificate - 10 Credits, 5 additional credits in any F&PA class & a demonstrated commitment to community. Courses 270 through 279 Community: TA, Work-Study, South Stage All-Access, Children of the Candy Corn, participation in South Stage. |

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

Art Foundations
For students who are new to art (9-12 grade)
Your journey in the art department starts with our foundation courses. Students can choose from 2D & 3D Art Foundations and the Media Lab Foundations, or both. Foundations Courses can also be taken concurrently with level 1 Art classes and all Media Lab classes. Foundation courses are designed to give students a sampling of our core disciplines while learning the essentials of visual communication. All grades are welcome. Foundation courses are prerequisites for all other art courses. da Vinci – 10th grade students who have not previously taken Foundations should enroll in either 020 or 090. da Vinci students who have completed Foundations in 9th grade should enroll in an appropriate Level 1 Arts course.

Foundation Courses

| 020 Art Foundations: 2-D meets 3-D * Periods per week: 2 Full year Credits: 2½ Level: ACP |
| 090 Foundations: Media Arts * Periods per week: 2 Full year Credits: 2½ Level: ACP |

| Foundations is an ideal start in South’s art program for any student who is interested in any form of 2-D (Photo, Drawing) or 3-D (Mixed Media, Ceramics) art. Over the course of a year, students will rotate each term to a different classroom and art medium. Thematically, the year will focus on learning the Elements and Principles of Art through exploration of discipline specific techniques, and how to apply those skills in making meaningful art. Conversations on Art History and Contemporary Art will empower students to develop their personal voice. |
| Foundations: Media Arts gives students who are new to the Media Lab the opportunity to explore a wide range of media arts. The course will focus on the fundamentals of art and design as seen through the lens of computer imaging. Students will learn how to use visual elements such as color, space, and motion to create meaning. This course will prepare students to take further courses in the Media Lab. It can be taken at the same time as other Media Lab courses in order to fulfill the prerequisite. |
Studio Art Courses are open to 10-12th grade, or can be taken concurrently with an enrollment in Foundations.

**Studio Art**

Studio Art Courses give students the opportunity to explore their observed and imagined worlds through the media of drawing, painting, printmaking and assemblage. Studio Art courses layer technical and conceptual skills at each level; these courses are appropriate for those seeking a creative community as well as those who wish to develop a portfolio of work for college or personal use.

- **Art and Design 1**
  021  Periods per week: 2  Full year  Credits: 2½  Level: ACP
  021S Periods per week: 2  Second half  Credits: 1¼  Level: ACP
  
  In this class, students learn fundamental drawing techniques and discover the expressive use of drawing and painting materials. Color theory, composition, perspective, self-portraiture and mixed media are some of the concepts that will be explored in a fun and creative atmosphere. 2D mediums covered in this course include but are not limited to graphite, collage, and painting.

- **Art and Design 2** (Prerequisite: Foundations Course, or Art & Design 1)
  022  Periods per week: 2  Full year  Credits: 2½  Level: ACP
  
  Art and Design 2 is a more in-depth study of drawing, painting, and printmaking. Students will work with a wide range of materials in 2D Art (i.e. charcoal, oil pastel, watercolor, colored pencils, ink, etc). There is a deeper exploration of artistic movements and historical art icons, while equipping students to express their personal voice.

- **Honors Art** (Prerequisite: Art & Design 2 or Painting & Printmaking)
  025  Periods per week: 4  Full year  Credits: 5  Level: H
  
  Honors Art is a fun and structured four times a week course for dedicated art students who are interested in refining their drawing and painting skills, while focusing on the figure, and learning abstraction. In-depth material investigations and a supportive environment enable students to express emotions, opinions and complex ideas using visual language. The use of arts terminology and critiques are also employed by students to discuss and improve their work. At the conclusion of this course students will have a collection of work that explores their own opinions and ideas, which will serve as a great launching pad for a possible supplementary portfolio.

- **AP Studio Art: Drawing** (Prerequisite: Honors Art or Department Head approval)
  026  Periods per week: 4  Full year  Credits: 5  Level: H
  
  AP Studio Art: Drawing is a challenging course intended for serious art students who wish to prepare a portfolio of artwork to submit with college applications, and for students with an ongoing interest in art. The focus of this course is on the creation of a portfolio that reflects excellence in three parts: breadth of media usage, idea investigation, and overall quality. The creation of this portfolio is majorly student driven and explores topics of personal interest respective to each student. While working in a supportive studio atmosphere on their portfolios, students hear presentations from leading college art programs, learn how to professionally photograph their work, and learn how to organize and hang an exhibition of artwork.

- **2-D Art Teaching Assistant** (Prerequisite: Honors Art or Painting & Printmaking)
  028  Periods per week: 2  Full year  Credits: 1¼  Level: P-F
  028F/S Periods per week: 2  First or Second half  Credits: ½  Level: P-F
  
  2-D Art Teaching Assistant election is subject to the approval of instructor and department head. See page 73 for details on the role and expectations of teaching assistants.

- **Work-Study in 2-D Art**
  030  Periods per week: 4  Full year  Credits: +  Level: P-F
  030F/S Periods per week: 4  First or Second half  Credits: +  Level: P-F
  
  Work-Study in 2-D Art provides students with the opportunity to gain experience in maintaining a studio space, assisting students when needed, such as photographing artwork and other related jobs like creating graphics for the F&PA. Students must have taken or be taking a 2-D art course. Enrollment is only with the approval of the department head.

- ° = course is open to ninth graders.
- * = counts toward Fine, Performing, and Technical Arts credit.
Mixed Media and Glass

- **Mixed Media 1**
  
  041  Periods per week: 2  Full year  Credits: 2½  Level: ACP
  
  041F/S  Periods per week: 2  First or Second half  Credits: 1¼  Level: ACP

  * Mixed Media 1 explores art-making in various mediums such as glass, paper mache, and found objects. The creative process is emphasized in this course along with techniques, processes, tools, and materials.

- **Jewelry Making** (Grades 10-12, Art Foundations, or Mixed Media 1)
  
  042  Periods per week: 2  Full year  Credits: 2½  Level: ACP
  
  042F  Periods per week: 2  First half  Credits: 1¼  Level: ACP

  * Jewelry Making students will learn how to design and create custom jewelry using both metal and glass, and hot and cold construction techniques. The history of wearable art will be explored for both inspiration and context into modern design trends. In class projects will range from both organic and sculptural forms to produce rings, pendants, and chain using methods such as enameling, wire wrapping, fusing, and soldering.

- **Honors 3-D Glass & Sculpture** (Prerequisite: Mixed Media 1, Jewelry or Hot & Cold Glass)
  
  056  Periods per week: 2  Full year  Credit: 2½  Level: H

  In Honors 3-D, students are presented with opportunities to shift their focus from craftsmanship to a focus on improving aesthetics in 3-D works. The projects will progress through the year from spatial explorations to narrative work. Materials used in the course will range from found materials to metals/enamel and glass. Projects will also vary in scale from personal objects to community installations.

- **AP 3-D Design** (Prerequisite: Honors 3-D Art)
  
  057  Periods per week: 4  Full year  Credit: 5  Level: H

  AP 3-D Design is the exploration of three-dimensional forms through a variety of media that emphasizes individual expression, deepening artistic practice and development of mastery in specific areas of art-making, including concept, composition, drawing and design. Students enrolled in this course will build on existing art-making skills (students enrolling in AP Studio Art generally have taken at least one art class prior to entry into the AP program) as they further develop their personal artistic voice, problem solving skills and understanding of the elements of art and principles of design. Students will engage in individual and peer critiques and write reflectively about their art-making experiences in order to expand their visual thinking, develop skills and participate in critical analysis.

- **Mixed Media Teaching Assistant** (Prerequisite: Mixed Media 1)
  
  058  Periods per week: 2  Full year  Credits: 1¼  Level: P-F
  
  058F/S  Periods per week: 2  First or Second half  Credits: ½  Level: P-F

  Mixed Media Teaching Assistant is for seniors only and election is subject to the approval of instructor and department head. See page 68 for details on the role and expectations of teaching assistants.

Ceramics

Ceramics begins with hand-building techniques, making simple forms using pinch, coil, and slab methods. New tools, equipment, and techniques are introduced each term. Each student has the space to discover his or her connection and ability with clay, working on craftsmanship and developing aesthetic awareness of three-dimensional work through the medium of clay. Students are graded individually on attendance, commitment, completed projects, craftsmanship, and participation.

- **Ceramics 1** (Prerequisite: Art Foundations or concurrent enrollment in Art Foundations)
  
  061F/S  Periods per week: 2  First or Second half  Credits: 1¼  Level: ACP

  Ceramics 1 focuses on developing strong construction skills in clay through hand building techniques and builds an awareness of three-dimensional design. Demonstrations and assigned projects will also explore various high and low fire glazing possibilities as we look at why people create.

- **Ceramics 2** (Prerequisite: Foundations Course or Ceramics 1)
  
  062  Periods per week: 2  Full year  Credits: 2½  Level: ACP

  * Ceramics 2 builds upon skills introduced in Ceramics 1 and also introduces the basics of wheel throwing. This course is designed to help students refine their construction techniques and will continue to explore ceramics as both a functional and expressive medium.

  = course is open to ninth graders.

  * = counts toward Fine, Performing, and Technical Arts credit.
Ceramics Studio (Prerequisite: Ceramics 2)

* Periods per week: 2       Full year       Credits: 2½       Level: ACP

Ceramics Studio can be taken for multiple years’ credit, and is designed to allow students to explore their own personal areas of interest while also working through guided assignments. The curriculum will focus on additional training in all hand building and wheel throwing techniques. This class will require more independent thought, creativity and a willingness to explore how people use art to make meaning of their world.

Honors Ceramics (Prerequisite: Ceramics Studio or Ceramics 2)

* Periods per week: 4       Full year       Credit: 5       Level: H

Honors Ceramics is an in-depth exploration of 3-D forms for advanced potters and hand-builders. Classwork will explore the historical evolution of 3-D forms and teach students how to manipulate clay to take on a personality of its own. By the end of the year, students will have produced a portfolio of advanced building and glazing techniques that explore: advanced 3-D forms, narrative work, and conceptual work. One major homework project will be assigned each term.

Ceramics Teaching Assistant

068    Periods per week: 2       Full year       Credits: 1½       Level: P-F

068F/S  Periods per week: 2       First or Second half       Credits: ½       Level: P-F

Ceramics Teaching Assistant is for seniors only and enrollment is subject to the approval of the instructor and department head. See page 68 for details on the role and expectations of teaching assistants.

Work-Study in Ceramics

070F/S  Periods per week: 4       First or Second half       Credits: +       Level: P-F

Work-Study in Ceramics provides students with on-the-job supervision in the ceramics studio. Enrollment is only with the approval of the department head. Each student must submit a copy of his/her social security card to be hired.

† = To be arranged by the department.

Photography

In a world filled with images, photography students discover the difference between looking and seeing by experiencing the world through a viewfinder. Student photographers work in a community studio space where they develop the skills to frame, develop, edit, print, interpret, and display their own work. Starting in Art Foundations, students experience one term of film and the Darkroom Process. In Film Photography, students have an option to take a half-year or full-year film course. In Photo Studio, students move fluently between digital and film, exploring Adobe Lightroom and Photoshop. Advanced Photography allows students to choose a medium that best suits their vision for their projects and offers an exploration of alternative processes. Seniors are able to enroll in this course for a second time - continuing with self-directed projects and building a final portfolio.

Photography: Film

081    Periods per week: 2       Full year       Credits: 2½       Level: ACP

081F/S  Periods per week: 2       First or Second half       Credits: 1½       Level: ACP

* Building on previous knowledge from the Art Foundations program, students continue building on their film photography skills. Topics include how light forms an image, 35mm film processes, photographing and developing film, making image selections, and darkroom printing. Students will begin to use photography to explore the world in expressive and personal ways in each project. Students will be responsible for photographing both at home and in class. Projects will emphasize composition, personal interests, and camera techniques. Students will look at and discuss the work of photographers and other artists and will learn how to scan film and prints for a digital portfolio of their darkroom work. Strongly recommended, but not required: 35mm camera with manual controls, Darkroom paper, and rolls of 35mm black and white film.

Photography Studio (Prerequisite Photography: Film)

* Periods per week: 2       Full Year       Credits: 2½       Level: ACP

Photography Studio allows students to switch between digital and film photography for certain projects throughout the year. This course will introduce students to digital DSLR cameras, as well as continue with 35mm film cameras. Throughout the year students rotate between the digital lab, using Adobe programs such as Lightroom and Photoshop, and the darkroom studio space. The class will consist of photo projects, technical demos, looking at the work of photographers, critiques, and discussions. Students will post their images and writing on their own online photo blog. Students will be required to photograph in class and at home. Recommended, but not required: Digital DSLR Camera, Darkroom paper, and 35mm Film Camera with manual controls.

= course is open to ninth graders.

* = counts toward Fine, Performing, and Technical Arts credit.
084  **Advanced Photography** (Grades 11-12, Prerequisite: **Photography: Film**)
* Periods per week: 2  Full year  Credits: 2½  Level: ACP
0840  Periods per week: 2  Full year  Credits: 2 ½  Level: H

Students taking Advanced Photography for the first time will be exposed to photographic alternative processes used in contemporary application. This includes but is not limited to: pinhole cameras, cyanotypes, and alternative development processes. They will also continue working with digital and film photography. This course will allow students to develop a more advanced knowledge of conceptual and aesthetic components of photography. Most of the photography projects will consist of both homework and in class projects.

Students returning to Advanced Photography for a second year will start off the year editing down their images from the past few years in the program to build a portfolio from old and new images. They will have the option to re-approach previous projects in Advanced Photo in new ways, work on entirely new projects, or work collaboratively to come up with self-directed projects. Seniors will have the opportunity to exhibit their work in the Spring Art Show. Most of the photography projects will consist of both homework and in class projects. *Strongly recommended, but not required: 35mm Film Camera with manual controls, Darkroom paper, 35mm Black and White Film, Digital DSLR Camera.*

**Work-Study in Photography**
087  Periods per week: 4  Full year  Credits: +  Level: P-F
087F/S  Periods per week: 4  First or Second half  Credits: +  Level: P-F

*Work-Study in Photography* provides students with the opportunity to gain experience in maintaining a studio space, assisting students when needed in the Photography studio and Darkroom. Students must be current Photography students. Enrollment is only with the approval of the teacher and the department head.

+= To be arranged by the department.

**Photography Teaching Assistant**
088  Periods per week: 2  Full year  Credits: 1¼  Level: P-F
088F/S  Periods per week: 2  First or Second half  Credits: ½  Level: P-F

*Photography Teaching Assistant* is subject to the approval of the instructor and the department head. See page 68 for details on the role and expectations of teaching assistants.

**Media Arts in the Media Lab**
The Media Lab is a studio where students work individually and collaboratively to explore new media technologies. They discover and express their creativity, develop their observational and analytical skills, and strengthen their computer skills. The **Foundations: Media Lab** course is a prerequisite to the other courses in the Media Lab and provides students with a general background in digital imaging. It can be taken in conjunction with any of the other courses. Courses beyond the **Foundations: Media Lab** course are designed to accommodate students at all levels, offering motivation and support to beginners and additional challenges and mentoring opportunities to advanced students. The **Media Studio** course is the exception and requires the **Foundations: Media Lab** course plus one other Media Lab course as prerequisites.

090  **Foundations: Media Arts**
* Periods per week: 2  Full year  Credits: 2½  Level: ACP

**Media Arts Foundations** gives students who are new to the Media Lab the opportunity to explore a wide range of media arts. The course will focus on the fundamentals of art and design as seen through the lens of computer imaging. Students will learn how to use visual elements such as color, space, and motion to create meaning. This course will prepare students to take further courses in the Media Lab. It can be taken at the same time as other Media Lab courses in order to fulfill the prerequisite.

091  **Digital Imaging** (Pre-requisite: **Foundations: Media Arts**)
* Periods per week: 2  First or Second Half  Credits: 1¼  Level: ACP

**Digital Imaging** is a studio course for students who want to develop their digital art skills. The emphasis is on learning about the basic elements and principles of art and design as well as understanding how computer imaging enables us to manipulate images. Students use a variety of programs that may include Adobe Photoshop, Adobe Illustrator, and 3D Imaging software to explore visual expression and communication.

= course is open to ninth graders.
* = counts toward Fine, Performing, and Technical Arts credit.
**Digital Animation**  (Pre-requisite: **Foundations: Media Arts**)

- Periods per week: 2  
- Full year  
- Credits: 2½  
- Level: ACP

*Digital Animation* is a studio course for students who want to learn how to create animations. Available software includes the 2D animation program, Adobe Animate, Adobe After Effects, and the 3D animation program, Cinema 4D. Basic animation principles such as squash and stretch and exaggeration are explored in order to make characters and objects come alive. Projects may include character animation, rotoscoping, motion graphics, and stop motion animation.

**Video Production**

- Periods per week: 2  
- Full year  
- Credits: 2½  
- Level: ACP

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

**Media Arts Studio**  (Prerequisite: **Foundations: Media Lab** and one other media course*)

- Periods per week: 2  
- Full year  
- Credits: 2½  
- Level: ACP

**Media Arts Studio** enables students who have previously taken Media Arts Foundations plus one other Media Lab course to continue to explore the range of media offerings in the Media Lab. Students can learn new software programs or concentrate on a program they already know. The emphasis is on defining and solving problems in the area of visual communication and expression.

*Media Studio can be taken concurrently with one other Media Lab course to fulfill the prerequisite.*

**Media Arts Studio Honors**  (Prerequisite: **Foundations: Media Lab** and two other media courses)

- Periods per week: 2  
- Full year  
- Credits: 2½  
- Level: H

**Media Arts Studio Honors** focuses on developing expertise in one or more media and in learning how to integrate various media for the purpose of visual communication and expression. Projects can be individual or group-based in this course.

**Media Teaching Assistant**

- Periods per week: 2  
- Full year  
- Credits: 1¼  
- Level: ACP

**Media Teaching Assistant** offers students the opportunity to assist in media classes and to work at an advanced level in that subject. Permission of the instructor is required. See page 68 for details on the role and expectations of teaching assistants.

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**Fine & Performing Arts: MUSIC**

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

**Music Theory**

AP Music Theory is one course, split into two years. Students will need both years to be ready to sit for the exam. Theory I and Theory II will run in alternating years.

**AP Music Theory I** (offered in 2020-2021)

- Periods per week: 2  
- Full year  
- Credits: 2½  
- Level: H

**AP Music Theory I** is designed for students with a strong musical background who would like to better understand how music is constructed. The course reviews the fundamentals of music (clefs, meter, and notation) and proceeds through the study of intervals, all scales, chord identification, and ear training through the use of computers and textbooks. This course is the first sequence of material in the AP Music Theory curriculum. This class is offered every other year.
AP Music Theory II (next offered in 2021-2022. Prerequisite: AP Music Theory I or equivalent)

• Periods per week: 2  Full year  Credits: 2½  Level: H

AP Music Theory II is designed for advanced musicians. The course continues the preparation of students for the College Board Advanced Placement examination. Requires successful completion of AP Music Theory I or permission of the Department Head. This class is offered every other year.

Jazz Theory

• Periods per week: 2  First or Second Half  Credits: 1¼  Level: ACP

In Jazz Theory students will study jazz harmony as it relates to improvisation as well as composition and arranging. The course will begin by exploring theory on paper while putting some of the scales into practice with hands on work. Later in the semester, arranging for small group and big bands will be covered and performed.

Music Technology and Production

Music Technology and Composition

• Periods per week: 2  Full year  Credits: 2½  Level: ACP

Music Technology and Composition is an introduction to music production. Students will use music sequencing software (Logic Pro) to create original music in many different styles including contemporary commercial music, blues, and world music. Students will learn basic music production techniques including effects, sampling, audio tracks and remixing. Students will learn to create their own MP3s while discovering the core concepts of music: Rhythm, Harmony, Melody, Improvisation, Form, and Composition. The course includes use of computer sequencing software, mixers, effects processors, and current and vintage recording equipment.

Music Production (Prerequisite: Music Technology and Composition)

• Periods per week: 2  Full year  Credits: 2½  Level: ACP

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

Advanced Music Production and Songwriting (Prerequisite: Music Production or AP Music Theory I)

• Periods per week: 2  Full year  Credits: 2½  Level: ACP

Advanced Music Production and Songwriting explores to process of creating, performing, and recording a song. Students will explore song structure, lyric writing, and recording techniques to create an original album/playlist in collaboration with other musicians.

Instrumental Music

Ukulele

• Periods per week: 2  Full Year  Credits: 2½  Level: ACP

Ukulele is a one-semester course for beginning ukulele. Students will learn the basics of music reading, chord symbols and simple song forms. NO prior music experience necessary. More experienced players can apply to be a TA.

Ukulele 2 (Prerequisite: Ukulele)

• Periods per week: 2  Full Year  Credits: 2½  Level: ACP

Ukulele 2 will focus on expanding chordal knowledge, finger picking, scales and melodic (single note) playing. Repertoire will include material selected by the instructor and pieces chosen by students. Classes will occasionally include informal performances designed to build the school community and the capacity of the student for casual performance.
Symphonic Band (Grades 9 - 12)

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<thead>
<tr>
<th>Code</th>
<th>Periods per week</th>
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<th>Credits</th>
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<td>5</td>
<td>ACP</td>
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*Symphonic Band* is a large performing group for winds, brass, and percussion. A wide range of music literature is performed from the Renaissance to twentieth century music in community, exchange, and tour concerts. All woodwind, brass, and percussion players are encouraged to elect Symphonic Band, as it is the core music group for these instrumentalists. Students electing the Honors course are expected to attend all rehearsals and concerts during and outside regular school hours. Additionally, students electing this course for Honors credit are expected to attend an additional J-Block rehearsal once per week.

String Orchestra (Grades 9 - 12)

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<th>Code</th>
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<td>7242</td>
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<td>Full year</td>
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</table>

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

Honors String Ensemble (Grades 9 – 12, Prerequisite: permission of the instructor)

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<td>725F/S</td>
<td>2</td>
<td>First or Second Half</td>
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</table>

*Honors String Ensemble* is for advanced orchestral string players (violin, viola, cello, double bass) who will rehearse and perform literature focusing on challenging works from the string and chamber repertoire with an emphasis on developing individual artistry in the context of a smaller-scale ensemble. Performance opportunities beyond the standard concert format may include special projects that explore the role of musicians within the community and collaborations with other performing disciplines and musicians. Enrollment is by audition -- students must be also enrolled in Orchestra/ have the permission of the instructor.

Chamber Ensemble (Grades 9 - 12)

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<th>Code</th>
<th>Periods per week</th>
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<td>Full year</td>
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<td>726F/S</td>
<td>2</td>
<td>First or Second Half</td>
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<td>ACP</td>
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</table>

*Chamber Ensemble* is for instrumentalists enrolled in Symphonic Band. Students will be placed into groups of two, three or four depending on course enrollment. Instrumentalists will also have the opportunity to join with pianists to perform solo works such as sonatas or concertos. Ensembles will rehearse music of various style periods and perform at concerts throughout the year. Enrollment in Symphonic Band is mandatory.

Sonata Duo (Grades 9 – 12)

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<th>Code</th>
<th>Periods per week</th>
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<td>727</td>
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<td>Full year</td>
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<td>727F/S</td>
<td>2</td>
<td>First or Second half</td>
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</table>

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

Select Wind Ensemble

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<tr>
<th>Code</th>
<th>Periods per week</th>
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<th>Credits</th>
<th>Level</th>
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<tbody>
<tr>
<td>728</td>
<td>2</td>
<td>Full year</td>
<td>2½</td>
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</table>

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

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

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<tr>
<th>Code</th>
<th>Periods per week</th>
<th>Type</th>
<th>Credits</th>
<th>Level</th>
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<tbody>
<tr>
<td>731</td>
<td>2</td>
<td>Full year</td>
<td>2½</td>
<td>No level</td>
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</table>

*Jazz Improvisation 1* is an introduction to all Jazz Improvisation classes. This course will familiarize students with chords and chord scales in all keys through written study, ear training, and playing that will prepare students for higher level jazz improvisation classes.
Jazz Improvisation 2 (Prerequisite: Jazz Improvisation 1 or permission of instructor)

- Periods per week: 2
- Full year
- Credits: 2½
- Level: ACP

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

Jazz Improvisation 3 (Prerequisite: Jazz Improvisation 2 or permission of instructor)

- Periods per week: 2
- Full year
- Credits: 2½
- Level: ACP

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

Jazz Improvisation 4 (Prerequisite: Jazz Improvisation 3 or permission of instructor)

- Periods per week: 2
- Full year
- Credits: 2½
- Level: ACP

Students continue study of the blues and ii-V progressions, with introduction more advanced chord changes. In addition to continuing to develop techniques and understanding jazz theory, there will be an emphasis in playing in all 12 keys. Students continue to develop compositional skills. Permission of instructor is required.

Honors Jazz Combo (Prerequisite: Jazz Improvisation 3 or permission of instructor)

- Periods per week: 3
- Full year
- Credits: 3½
- Level: H

Honors Jazz Combo is for select students who are seeking advanced study of Jazz improvisation. Enrollment is limited and by audition only; students must also be a member of the jazz ensemble. Auditions will take place in March. Jazz Ensemble instrumentation will be filled before Jazz Combo instrumentation. This group rehearses outside the school day. Students in this course are expected to attend all rehearsals and concerts during and outside regular school hours.

Jazz Ensembles

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

Lab Jazz Ensemble (Grades 9 - 12)

- Periods per week: 2
- Full year
- Credits: 2½
- Level: ACP

Lab Jazz Ensemble is the main jazz group open to all instrumentalists who wish to perform music of the big band tradition. We welcome flute, oboe, f horn, bassoon, cello, and more! Any instrumentalist may enroll! Lab Jazz Ensemble serves to introduce these students to the jazz big band vocabulary. Students perform traditional and contemporary big band music at concerts and in the community.

Honors Jazz Ensemble (Prerequisite: Lab Jazz Ensemble or permission of instructor)

- Periods per week: 4
- Full year
- Credits: 5
- Level: H

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

Vocal Music

Blues to Hip Hop: The American Musical Journey (open to grades 10-12)

- Periods per week: 2
- Full year
- Credits: 2½
- Level: ACP

Have you ever wondered why some songs get stuck in your head and others don’t? Have you always wanted to learn how to sing, but don’t want to be on stage? American Music, American Culture explores the history of American popular culture through vocal technique in a welcoming group setting. We will sing our way through the history of the Blues, Rock, Gospel, R&B, Hip-Hop, & Pop.
Vocal Performance Classes

**Vocal Ensemble**
- Periods per week: 2
- Full year
- Credits: 2½
- No level

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

**Newton South Chorale** (Grades 10 - 12 or by audition)
- Periods per week: 4
- Full year
- Credits: 5
- Level: ACP

**Newton South Chorale** is an advanced mixed choir for upperclassmen. Students will learn advanced group vocal technique, musicianship and sight-reading while preparing music from medieval through contemporary arrangements for concerts. Ninth graders may audition with the director. Students electing this course for Honors credit are expected to attend an additional J-Block per week along with all rehearsals and concerts during and outside regular school hours.

**Madrigals** (Grades 10 - 12 pre-requisite: *Vocal Ensemble 743* and audition)
- Periods per week: 4
- Full year
- Credits: 5
- Level: ACP

**Madrigals** is the most advanced vocal group at Newton South. Three to eight part music from the classical, jazz, gospel, folk and pop traditions will be performed in concerts both within the school and throughout the community, including tours (domestic and/or international). Students electing this course for Honors credit are expected to attend an additional J-Block per week as part of a community service requirement. All students are expected to attend all rehearsals and concerts during and outside regular school hours.

**Newton South A Cappella** (Grades 11 – 12, Auditions required)
- Periods per week: 2
- Full year
- Credits: 2½
- Level: H

**Newton South A Cappella** is a select singing group for students in grades 11-12. Entrance is audition based and preference will be given to those also enrolled in Madrigals. Students will learn advanced vocal, ensemble, and composing/arranging techniques to produce and perform a cappella music from primarily American styles such as vocal jazz, gospel, musical theater, and contemporary popular music.

Other Offerings in Music

**Work-Study in Music**
- Periods per week: 2
- Full Year
- Credits: 2½
- Level: P-F

**Work-Study in Music** provides students with the opportunity to assist music teachers in the maintenance of the music program. Students must be enrolled in at least one other music course. Selection is only with the approval of department head.

**Work-Study in Music – Concert Manager**
- Periods per week: +
- Full year
- Credits: +
- Level: P-F

Duties for this position will include coordinating logistics of concert flow and assessing stage set-up requirements for different ensembles, creating set-up layouts for each group in consultation with music faculty, enlisting stage crew help to execute stage changes and arranging schedules to facilitate smooth transitions, and serving as liaison between Fine & Performing Arts faculty to assess and communicate needs for performance events. This position will have varying hours with more time being concentrated closer to when performance events are taking place.

+ = To be arranged by department.

**Music Teaching Assistant**
- Periods per week: 2
- Full year
- Credits: 1¼
- Level: P-F

Permission to enroll in Music Teaching Assistant must be obtained from the department head. Students should also get prior approval from the teacher they wish to assist. See page 68 for details on the role and expectations of teaching assistants.
Entry into honors sections requires the signature of the Fine and Performing Arts Department Head. Honors sections require students to complete one significant independent project per semester beyond regular course requirements.

**270**  
**Introduction to Acting**  
* Periods per week: 2  
* Full year  
* Credits: 2½  
* Level: ACP

_Introduction to Acting_ explores and builds the basic skills of improvisation, scripted scene work, vocal projection, and physical expression. No experience is necessary, but a willingness to take risks, play games, and collaborate with your classmates is required. Some memorization is necessary, but most work consists of in-class exercises and performance.

**Actors’ Workshop** - (Prerequisite: _Introduction to Acting_ or equivalent)

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<th>Course Code</th>
<th>Periods per week</th>
<th>Time</th>
<th>Credits</th>
<th>Level</th>
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<tbody>
<tr>
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_Actors’ Workshop_ offers students the tools to develop unique, thoughtful, and believable performance choices on their own. The goal is to free student actors from dependence on a director and empower actors to analyze text and make strong choices on their own. Students will read and perform from full-length plays, one-act plays, short scenes, and a variety of material in pursuit of this goal. Stage combat, dialects, and other acting skills will be explored. Homework includes memorization of short scenes.

**Acting and Directing** - (Prerequisite: _Introduction to Acting_ or equivalent)

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_Actoring and Directing_ is designed for actors interested in putting their skills to work in short plays and for budding directors interested in learning the basics. Students will learn directing skills including script analysis, concept development, staging, rehearsal management, and designer collaboration. Homework includes memorization of short scenes.

**Acting for the Screen and Stage** (Prerequisite: _Intro. to Acting 270_ or equivalent)

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<th>Time</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2740</td>
<td>2</td>
<td>Full year</td>
<td>2½</td>
<td>H</td>
</tr>
<tr>
<td>2740F</td>
<td>2</td>
<td>First half</td>
<td>1¼</td>
<td>H</td>
</tr>
<tr>
<td>2741</td>
<td>2</td>
<td>Full year</td>
<td>2½</td>
<td>ACP</td>
</tr>
<tr>
<td>2741F</td>
<td>2</td>
<td>First half</td>
<td>1¼</td>
<td>ACP</td>
</tr>
</tbody>
</table>

_Actoring for the Screen & Stage_ is for the performance student who wants to explore screen acting techniques, as well as non-realistic stage acting techniques that range from the classical to the cutting-edge. First Semester will focus on acting for camera, voiceover, and directing (skills valuable and transferable to _Film Studies_). Second semester will focus on mask technique, commedia dell’arte, and classical verse.

**Improv Acting** (Grades 11 & 12 only. No prerequisite.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Periods per week</th>
<th>Time</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>278</td>
<td>2</td>
<td>Full year</td>
<td>2½</td>
<td>ACP</td>
</tr>
<tr>
<td>278F</td>
<td>2</td>
<td>First half</td>
<td>1¼</td>
<td>ACP</td>
</tr>
<tr>
<td>2780</td>
<td>2</td>
<td>Full year</td>
<td>2½</td>
<td>H</td>
</tr>
<tr>
<td>2780F</td>
<td>2</td>
<td>First half</td>
<td>1¼</td>
<td>H</td>
</tr>
</tbody>
</table>

_Impov Acting_ is great for older students who missed Intro to Acting or who want to build their speaking and presentation skills in a fun and relaxed environment. This class offers students the tools to think on their feet, work with a partner or team, and create instant theatre. Students progress quickly from short form improv scenes and games to long form improv structures. While performances are often funny, comedic talent in not necessary. The goal of improv is to collaborate and build characters and scenes on a theme or narrative. Homework includes online responses to in class exercises. No memorization is necessary.

**Public Speaking and Presentation** (Grades 9-12)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Periods per week</th>
<th>Time</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2760</td>
<td>2</td>
<td>First or Second half</td>
<td>1¼</td>
<td>H</td>
</tr>
<tr>
<td>2761</td>
<td>2</td>
<td>First or Second half</td>
<td>1¼</td>
<td>No level</td>
</tr>
</tbody>
</table>

_Public Speaking and Presentation_ is for the student who wants to learn techniques of making presentations, from persuasive speaking to interviews to “elevator speeches” to entertainment. Students taking 2761 prepare short presentations weekly, but no papers or written drafts are required. Honors students will prepare one 10 minute speech, in addition to weekly exercises. There is no after school requirement, but extra credit is given for speeches delivered outside of school or on speech team.
In Video Production, students learn how to communicate with an audience using recorded images and sound. Students develop techniques for use in pre-production, shooting, on-screen and voice-over performance, and post-production. Projects include music videos, short films, documentaries, news segments, and promotional videos. Returning students may work independently on individual or group video projects for honors credit with instructor approval. Note: this is the prerequisite course for CTE Television and Video at NNHS.

Technical Theatre (Grades 9 – 12)*

Technical Theatre is a class for students who enjoy getting their hands dirty. Students learn basic techniques in scenic design, set construction, lighting design, sound design, and make-up design. Various technical theatre skills will be explored by working on practical projects in support of South Stage productions; including building and painting sets, hanging and focusing lights, and programming the light board. No experience is necessary, but a willingness to lend a helping hand and use power tools is required. *Course may be taken more than once for credit.

Costume Crew & Design

* In this course, students will experience the costume design process. Various sewing and designing skills will be explored by working on practical projects in support of South Stage productions. Students will learn the basics of hand sewing, machine sewing, and design techniques. No experience is necessary!

Work-Study in Theatre

Work-Study in Theatre provides students with training as a working stagehand or production assistant. Students must have taken or be taking a theatre course and possess a social security card. Enrollment requires the approval of the department head.

+ = To be arranged by the department.
HISTORY AND SOCIAL SCIENCE

Students are required to take a two-year World History sequence in grades 9 and 10, and a year of United States History in grade 11. Seniors may choose from a variety of history and social sciences electives. In the ninth, tenth, and eleventh grades there are options (413, 424, 425, 434) that link the study of history with the study of English. Note that these courses, if elected, must be taken along with their English equivalents. If either the English course or the history course is changed at a later date, the linked class must also be changed. Not all students electing these courses will be placed in them, as space is limited; therefore, it is important that alternate choices be listed for these courses.

Ninth-Grade History and Social Science

World History, 300 C.E. to 1775

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods per week</th>
<th>Term</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>411</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>ACP</td>
</tr>
<tr>
<td>4111</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>ACP (SAM)</td>
</tr>
<tr>
<td>4112/414</td>
<td>6</td>
<td>Full year</td>
<td>5</td>
<td>CP (mixed level)</td>
</tr>
<tr>
<td>412</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>CP</td>
</tr>
</tbody>
</table>

World History, 300 C.E. to 1775 is a survey of world history from the golden ages of empires in Europe, Asia, Africa, and the Americas to the age of absolutism and the Enlightenment. The course utilizes both textbooks and supplementary sources, such as maps, primary documents, secondary readings and videos. Students also have the opportunity to conduct research and to work on geography, note taking, and analytical essay writing skills. If you think you would benefit from the challenge of an ACP class, but might need extra help, please speak to your history teacher about signing up for the SAM (4111) option. (For a description of SAM, see page 8.)

World History and Literature (This course must be taken with English 213 or 2131)

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods per week</th>
<th>Term</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>413</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>ACP</td>
</tr>
<tr>
<td>4131</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>ACP (SAM)</td>
</tr>
</tbody>
</table>

World History and Literature is a survey of world history from the golden ages of empires in Europe, Asia, Africa, and the Americas to the age of absolutism and the Enlightenment. The course also relates world history and literature when possible, such as linking Romeo and Juliet to the Renaissance. Throughout the year, students will work on interdisciplinary projects that will combine historical analysis with usage and composition skills. The course utilizes works of literature, textbooks, and supplementary sources. Students will write at least two major research papers, one for World History and one for Literature, following similar research, writing, and revision procedures.

Tenth-Grade History and Social Science

World History, 1775 to Present

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods per week</th>
<th>Term</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>420</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>H</td>
</tr>
<tr>
<td>421</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>ACP</td>
</tr>
<tr>
<td>422/4212</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>CP</td>
</tr>
</tbody>
</table>

World History, 1775 to Present covers the period of time from the American and French Revolutions through the twentieth century into today’s world. Students look at the development of constitutional government in the United States and France, the industrial revolutions in Europe, North America, and Japan; the spread of nationalism in Europe, Africa, Asia, and the Americas; imperialism and its consequences; revolutions; global wars; and a changing and more interdependent world economy. America will be dealt with from a global perspective with particular emphasis placed on a comparative study of the American and French revolutionary periods. In addition to reading their textbook, students will work with primary and secondary sources, maps and charts. Students will also do research and write analytical essays.

Global Communities: World History (must be taken with English 2240/1/2)

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods per week</th>
<th>Term</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>4240</td>
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<td>Full year</td>
<td>5</td>
<td>H</td>
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<tr>
<td>4241</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>ACP</td>
</tr>
<tr>
<td>4242</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>CP</td>
</tr>
</tbody>
</table>

What happens when cultures come together? From imperialism to modern globalization, cultural interactions have presented both promise and peril for the peoples involved. This Smaller Learning Community seeks to help students examine this interaction through the study of world history and literature. Students who join the Global Community should expect to learn the skills and content of World History, 1775 to Present, which covers the period of time from the American and French Revolutions through the twentieth century. Students will also be asked to connect the history and literature to better understand the global community.
New Media Communities: World History must be taken with English 2250/1/2

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods per week</th>
<th>Terms</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>4250</td>
<td>4</td>
<td>Full year</td>
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<td>4251</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>ACP</td>
</tr>
<tr>
<td>4252</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>CP</td>
</tr>
</tbody>
</table>

The New Media Communities World History course is linked with an English class and offers a project-based curriculum in which students gain an understanding of the history of media and how the media have in turn shaped history. Students should expect to learn the skills and content of the standard sophomore history course, *World History, 1775 to Present*, which delves into major world events from the time of the American and French revolutions through the twentieth century. Additionally students will gain skills in media literacy and production. Our goal is to develop the next generation of leaders in the media arts, and to encourage active participation in our democracy through collaborative and creative work. If you love making movies, creating your own podcasts, or designing websites (or want to learn how), this is the program for you!

This is one of the Interdisciplinary Studies (ID) courses offered as part of Newton South’s Smaller Learning Communities. For a description of this program please see page 3.

Eleventh-Grade History and Social Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods per week</th>
<th>Terms</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>430</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>H</td>
</tr>
</tbody>
</table>

**AP United States History**

The course will include an intensive review of early American history. Students read sources beyond the text, both primary and secondary, and often engage in seminar-like classes. There is emphasis on the writing of historical analytical essays in preparation for the Advanced Placement examination.

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods per week</th>
<th>Terms</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>431</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>ACP</td>
</tr>
<tr>
<td>432/4312</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>CP</td>
</tr>
</tbody>
</table>

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

This course is a continuation of Global Communities: World History and is open to students who were not in the 10th grade program on a space available basis. Like the United States History course, the Global US course focuses on the development of American institutions and culture throughout the nineteenth and twentieth centuries. However, there is also a strong focus on connecting this history to global events. In addition to reading the course textbook, students also read selected primary and secondary sources, conduct research and write analytical essays. Global Communities classes include all three levels in one classroom.

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods per week</th>
<th>Terms</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>4340</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>H</td>
</tr>
<tr>
<td>4341</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>ACP</td>
</tr>
<tr>
<td>4342</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>CP</td>
</tr>
</tbody>
</table>

This course is a continuation of Global Communities: World History and is open to students who were not in the 10th grade program on a space available basis. Like the United States History course, the Global US course focuses on the development of American institutions and culture throughout the nineteenth and twentieth centuries. However, there is also a strong focus on connecting this history to global events. In addition to reading the course textbook, students also read selected primary and secondary sources, conduct research and write analytical essays. Global Communities classes include all three levels in one classroom.

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods per week</th>
<th>Terms</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>4350</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>H</td>
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<tr>
<td>4351</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>ACP</td>
</tr>
<tr>
<td>4352</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>CP</td>
</tr>
</tbody>
</table>

The New Media Communities US History course is linked with an English class and offers a project-based curriculum in which students gain an understanding of the history of American media and how the media have in turn shaped American history. In addition to learning the Junior US History curriculum that focuses on the changing role of the US federal government and the United States’ position in the world, students will learn documentary filmmaking style and technique, leading to a culminating project that connects History, English, and our broader Newton community. New Media Communities junior classes include all three levels in one classroom.

This is one of the Interdisciplinary Studies (ID) courses offered as part of Newton South’s Smaller Learning Communities. For a description of this program please see page 3.
Twelfth-Grade History and Social Science Electives

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Periods per week</th>
<th>Type</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>440</td>
<td>4</td>
<td>AP</td>
<td>5</td>
<td>H</td>
</tr>
<tr>
<td>4410</td>
<td>4</td>
<td>Full</td>
<td>5</td>
<td>H</td>
</tr>
<tr>
<td>441</td>
<td>4</td>
<td>ACP</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4412</td>
<td>4</td>
<td>CP</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**AP European History** is a survey of European political, economic, social and intellectual history from 1450 to the present. Working with a variety of primary, secondary, and visual sources, students will delve deeply into events in European history, from the Renaissance through the fall of communism in the late 20th century; students will also discuss the ideas of European intellectuals such as Machiavelli, Locke, and Marx. This course will prepare students to take the Advanced Placement exam in European History offered in May.

**Understanding the Contemporary World: 1945 to the Present**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Periods per week</th>
<th>Type</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>4410</td>
<td>4</td>
<td>ACP</td>
<td>5</td>
<td>H</td>
</tr>
<tr>
<td>441</td>
<td>4</td>
<td>CP</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**Understanding the Contemporary World** provides students with the opportunity to explore a wide range of current issues impacting the United States and the world. The curriculum responds to real-time events and involves a great deal of student input. Topics of study may include: the development of modern terrorism and how the United States and the world responds to terrorism, refugees and international immigration policies, how the world responds to modern genocides, international diplomacy and the role of the United Nations, American intervention abroad, global healthcare and educational issues, and important international issues like Brexit, the Syrian Civil War and the rise of a nuclear North Korea. Students will engage in class discussions and debates about the course content and will use newspaper articles, political cartoons, documentaries, and other forms of journalism to analyze how the media reports on and impacts world and domestic events. Students choosing to take this course for honors credit will be responsible for additional readings, papers, and projects.

**Race, Class, and Gender**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Periods per week</th>
<th>Type</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>4420</td>
<td>4</td>
<td>ACP</td>
<td>5</td>
<td>H</td>
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<tr>
<td>4421</td>
<td>4</td>
<td>CP</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

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

**Ethics in the Modern World**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Periods per week</th>
<th>Type</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>4430</td>
<td>4</td>
<td>ACP</td>
<td>5</td>
<td>H</td>
</tr>
<tr>
<td>443</td>
<td>4</td>
<td>CP</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

In the Disney version of *The Little Mermaid*, Ursula, the evil sea witch, tells Ariel that, “Life is full of tough choices.” She’s right. For centuries, philosophers have tried to help us think about how we should make these choices. What ideas and ethical systems can we consider as potential “compasses” for navigating the quandaries of personal and social life? Is it right to tell a lie when the truth may damage others? What is the *good life*? What are the legitimate limitations upon the state, when fighting a war, or proscribing speech? If such things as “good” and “evil” exist, how and why do they thrive? In this course, students will explore these types of questions, using original works by moral philosophers such as Plato, Aristotle, Bentham, Kant, and Mill. Students will analyze difficult ethical choices, both in world history and in their everyday lives. Students will also endeavor to refine their communication skills in the Classical tradition, practicing the mechanics of debate, and the art of dialogue.
We live in an increasingly interconnected world - our communities, our challenges, and our devices are interconnected in ways they never have been before. The future offers us promises and perils - how will our world encourage sustainable solutions to combat income inequality and climate change, stabilize human populations, preserve cultural and biological diversity, and promote livable cities? Students will explore these 21st century challenges, create solutions, and connect with communities around the world. For example, students could investigate how to use internet-connected devices and apps to protect endangered species or increase awareness of food problems facing the world. This course uses multiple media, including films, online videos, and Skype conversations with students across the globe to understand ways to approach these issues. In the second semester, students will work on action projects that help devise a solution to a real world problem of their choosing. While one does not have to be a student in Global Communities in tenth and eleventh grades in order to sign up for this course, preference will be given to those students who have participated in the program for the past two years.

This is one of the Interdisciplinary Studies (ID) courses offered as part of Newton South’s Smaller Learning Communities. For a description of this program please see page 3.
**Other Offerings**

**History Teaching Assistant** (Grades 11-12)

<table>
<thead>
<tr>
<th>Code</th>
<th>Periods per week</th>
<th>Duration</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>498</td>
<td>2</td>
<td>Full year</td>
<td>1¼</td>
<td>P-F</td>
</tr>
<tr>
<td>498F/S</td>
<td>2</td>
<td>First or Second half</td>
<td>½</td>
<td>P-F</td>
</tr>
</tbody>
</table>

History Teaching Assistant offers juniors and seniors an opportunity to lead small group discussions and assist teachers in selected History and Social Science courses. Under the supervision of a teacher, the history assistant will work with foreign language-speaking students on an individual basis, and/or help other students who want or need additional support. *Teacher recommendation is required.* See page 68 for details on the role and expectations of teaching assistants.

**Independent Study in History and Social Science**

<table>
<thead>
<tr>
<th>Code</th>
<th>Periods per week</th>
<th>Duration</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>499</td>
<td>+</td>
<td>Full year</td>
<td>5</td>
<td>P-F</td>
</tr>
<tr>
<td>499F/S</td>
<td>+</td>
<td>First or Second half</td>
<td>2½</td>
<td>P-F</td>
</tr>
</tbody>
</table>

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

+ = To be arranged by the department.
Courses in the mathematics department emphasize skill and concept development. Most courses integrate the study of Algebra, Geometry, Probability, and Data Analysis. Ninth grade placement is determined by the 8th grade recommendation process. Placement in grades 10-12 is based on prerequisite content knowledge as determined by previous performance in courses, or, in the case of students new to the school, a placement exam.

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

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

### Foundations of Mathematics and Algebra 1

<table>
<thead>
<tr>
<th>Course</th>
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<th>Full year</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
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<td>630</td>
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<td></td>
<td>5</td>
<td>CP</td>
</tr>
<tr>
<td><strong>Foundations of Mathematics</strong></td>
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<tr>
<td>620</td>
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<td></td>
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<tr>
<td><strong>Algebra 1</strong></td>
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<td>601</td>
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<td><strong>Math 1 Honors</strong></td>
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<tr>
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<td><strong>Math</strong></td>
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Math 1 continues the study of algebra, geometry and statistics begun in **Foundations of Mathematics (630)**. This course is also recommended for students who complete Algebra I (620) and would benefit from an in depth review of certain MCAS topics. Topics include statistics, properties of algebra and real numbers, equation solving, probability, logic and geometry, similarity, Pythagorean theorem, linear equations and inequalities, and polynomials.
Math 2

Math 2 Honors
Periods per week: 4  Full year  Credits: 5  Level: H
Math 2 Honors completes the study of Geometry and Algebra 2 started in Math 1 Honors and begins a detailed study of Trigonometry. Topics include similarity, study of circles, area and volume, rational, exponential, logarithmic and trigonometric expressions and functions, geometric proof, the real and complex number system, 2-dimensional vector algebra and geometry, higher degree polynomials, trigonometric identities, and finite and infinite sequences and series.

Math 2 Acc
Periods per week: 4  Full year  Credits: 5  Level: ACP

Math 2
Periods per week: 4  Full year  Credits: 5  Level: ACP
Math 2 and Math 2 Acc continue the study of Algebra 2 and Geometry begun in Math 1. Topics include quadratic equations, relations and functions, radicals and rational exponents, functions, geometric proof, volume, similarity, introduction to trigonometry, and probability.

Math 2
Periods per week: 4  Full year  Credits: 5  Level: CP
Math 2 continues the study of algebra, geometry, and statistics begun in Math 1 (631) and Algebra 1 (620). Topics include polynomials, quadratic functions, similar triangles, quadrilaterals, polygons, systems of equations, circle geometry, probability, and statistics.

da Vinci Math 2Φ (must be taken with da Vinci Science 1 - Chemistry 8270/1/2 and an appropriate art class – see below*)

6270  Periods per week: 4  Full year  Credits: 5  Level: H
6271  Periods per week: 4  Full year  Credits: 5  Level: ACP
6272  Periods per week: 4  Full year  Credits: 5  Level: CP
da Vinci Math 2 is a multilevel course that will engage students in the study of mathematics similar to what is learned in equivalent Math 2 courses listed in this guide. Students are enrolled with the rest of the 10th grade da Vinci cohort, and engage in a project-based learning environment that introduces them to new material in the context of real world application, science, technology, engineering and art.*

* Students should have taken or be concurrently registered in Art Foundations. Students who have completed Art Foundations in 9th grade should enroll in an appropriate Level 1 Arts course. Admission application must be submitted to join the da Vinci program. Speak with your mathematics/science teacher or counselor for more information.

Φ This is one of the Interdisciplinary Studies (ID) courses offered as part of Newton South’s Smaller Learning Communities. For a description of this program please see page 3.

Math 3

Precalculus Honors
Periods per week: 4  Full year  Credits: 5  Level: H
Precalculus Honors extends the study of Trigonometry begun in Math 2 Honors, covers topics in Precalculus, and begins the study of Differential Calculus. Topics include trigonometric functions and applications, parametric functions, polar equations, probability, 3-dimensional vectors, series, iteration, induction, limits of functions, continuity, and derivatives and their applications. Graphing calculators are used extensively in this course.

Math 3 Acc
Periods per week: 4  Full year  Credits: 5  Level: ACP

Math 3
Periods per week: 4  Full year  Credits: 5  Level: ACP
Math 3 and Math 3 Acc complete the study of Geometry and Algebra 2 begun in Math 2 and begins the study of Trigonometry. Topics of study include, but are not limited to, exponential and logarithmic functions, sequences and series, trigonometric functions (graphs and properties), right and oblique triangle trigonometry, and the unit circle.

Math 3
Periods per week: 4  Full year  Credits: 5  Level: CP
Math 3 continues the study of mathematics begun in Math 2 (632) with an emphasis on mathematical modeling. Students study linear, exponential, logarithmic, and trigonometric functions (with all the prerequisite skills required) within the context of real-world problems. Additional topics include area and volume of 3-dimensional figures.
da Vinci Math 3◊ (must be taken with da Vinci Science II - Biology 8370/1/2 and Engineering and Inventing 567)

6370  Periods per week: 4  Full year  Credits: 5  Level: H
6371  Periods per week: 4  Full year  Credits: 5  Level: ACP
6372  Periods per week: 4  Full year  Credits: 5  Level: CP

Da Vinci Math 3 is a multilevel course that will engage students in the study of mathematics similar to what is learned in equivalent Math 3 courses listed in this guide. Students are enrolled with the rest of the 11th grade da Vinci cohort, and engage in a project-based, student-centered learning environment that introduces them to new material in the context of real world application, science, technology, engineering and art. This course is less lecture-based than a traditional classroom.

◊This is one of the Interdisciplinary Studies (ID) courses offered as part of Newton South’s Smaller Learning Communities. For a description of this program please see page 3.

Math 4 - Precalculus

614  Precalculus Acc
    Periods per week: 4  Full year  Credits: 5  Level: ACP
    Precalculus Acc continues the study of Trigonometry begun in Math 3 Acc (613) and covers topics from Precalculus including polynomial functions, analytic geometry, polar coordinates and complex numbers, vectors, sequences and series with iteration and limits, matrices, combinatorics, and probability. Students completing course number 613 with a strong showing may elect this course with teacher approval.

616  Precalculus and Statistics (Prerequisite: Successful completion of 613 or an A- or better in 623)
    Periods per week: 4  Full year  Credits: 5  Level: ACP
    Precalculus and Statistics covers topics from Precalculus during the first half of the year and Statistics during the second half of the year. Topics include polynomial and rational functions, analytic geometry, conic sections, sequences and series with iteration and limits, matrices, combinatorics and probability, collecting statistical data, descriptive statistics, and normal distributions. A graphing calculator (TI-83/TI-84) is required for this course. This course is open to seniors only.

618  Introduction to Calculus (Prerequisites: Successful completion of 613 with an A- or better, or successful completion of 614)
    Periods per week: 4  Full year  Credits: 5  Level: ACP
    Introduction to Calculus expands on the study of Precalculus begun in Math 3 Acc (613) and provides students with an introduction to calculus. Topics include, functions, trigonometry, limits, derivatives and integrals. When possible, students will be introduced to applications of calculus. This course is open to seniors only.

624  Precalculus
    Periods per week: 4  Full year  Credits: 5  Level: ACP
    Precalculus continues the study of trigonometry begun in Math 3 (623) and includes Precalculus topics. Topics include sequences, probability, exponential, logarithmic, polynomial, and rational functions, trigonometric functions and their graphs, trigonometric identities and equations, conics, systems of equations and inequalities, and matrices. Students completing course number 623 with a strong showing may elect this course. This course is open to seniors only.

634  Math 4
    Periods per week: 4  Full year  Credits: 5  Level: CP
    Math 4 is a full-year course continuing the study of mathematics begun in Math 3 (633). The course covers topics from precalculus including exponential functions and models, logarithms and logarithmic functions, right triangle trigonometry, oblique triangle trigonometry, and trigonometric/circular functions. This course is often run as a mixed level course with Math 4 ACP (624). This course is open to seniors only.

Advanced Placement Offerings

604  AP Calculus BC  (Prerequisite: Successful Completion of 603 with a B- or higher).
    Periods per week: 4  Full year  Credits: 5  Level: H
    AP Calculus BC begins with a brief review of functions, limits, and continuity. It then extends the study of derivatives and their applications, and continues with integration. Topics include the calculus of polynomial, rational, exponential, trigonometric, polar, and parametric functions; the calculus of vectors; infinite series; and an introduction to differential equations. Graphing calculators are used extensively in this course.
608 AP Calculus AB (Prerequisite: Successful completion of 614 or 603)
Periods per week: 4  Full year  Credits: 5  Level: H
AP Calculus AB begins the study of calculus and covers functions, limits, continuity, derivatives and integration and their applications. Topics include the calculus of polynomial, rational, exponential and trigonometric functions; and an introduction to differential equations and slope fields. Graphing calculators are used extensively in this course. This course is open to seniors only.

605 AP Statistics (Prerequisite: Successful completion of 602 or 614 with a B or better)
Periods per week: 4  Full year  Credits: 5  Level: H
AP Statistics is equivalent to a non-calculus based college level statistics course. The syllabus is divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. Major topics include: descriptive statistics, correlation and regression, sampling methods, experimental design, probability, sampling distributions, confidence intervals, and hypothesis testing. Students will need a graphing calculator (TI-83/84, or TI-Nspire). Students completing 613 with a A- or better may take 605 and 614 concurrently with Department Head approval.

Other Offerings

Concepts and Skills (Grade 10)
661 Periods per week: 2  First half  Credits: 1¼  Level: P-F
662 Periods per week: 2  Second half  Credits: 1¼  Level: P-F
Concepts and Skills course is open by recommendation. The course reinforces the grade-level mathematics while emphasizing test-taking strategies. Concepts and Skills may not be applied towards mathematics graduation requirements.

Mathematics Peer Tutor (Grades 11 - 12)
697 Periods per week: 2  Full year  Credits: 2½  Level: P-F
697F/S Periods per week: 2  First or Second half  Credits: 1¼  Level: P-F
Mathematics Peer Tutor provides an opportunity for students to work 1-1 helping other students learn mathematics. Teacher recommendation and department head approval is required.

Mathematics Teaching Assistant (Grades 10 - 12)
698 Periods per week: 2  Full year  Credits: 1¼  Level: P-F
698F/S Periods per week: 2  First or Second half  Credits: ½  Level: P-F
Mathematics Teaching Assistant provides an opportunity for students to assist in mathematics classrooms. Requires approval of the mathematics teacher that the student will be assisting and the department head. See page 68 for details on the role and expectations of teaching assistants.

Independent Study in Mathematics
699 Periods per week: +  Full year  Credits: 2½  Level: P-F
699F/S Periods per week: +  First half  Credits: 1¼  Level: P-F
Department Head approval required.

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

### 650 Introduction to Object Oriented Programming

- **Periods per week:** 2
- **Full year**
- **Credits:** 2½
- **Level:** No Level

**Introduction to Object-Oriented Programming** is an introduction to the fundamental concepts and applications of modern programming. Topics include: basic programming conventions, techniques of object-oriented programming, components of computer systems, introduction to data structures, introduction to sorting/searching algorithms, and designing/implementing basic projects. The course introduces basic programming conventions through a graphical development environment such as Scratch or Alice, and then transitions to a more traditional object-oriented programming language such as Python or Java. Although students will not be required to do any programming at home, there will be written assignments given. No prior programming experience is required.

### 652 Introduction to Programming and Computer Science

- **Periods per week:** 2
- **Full year**
- **Credits:** 2½
- **Level:** H

**Introduction to Programming and Computer Science** is a rigorous and advanced introduction to Computer Science featuring the Swift programming language. Swift is a modern programming language that incorporates both functional and object oriented programming techniques. Topics include: ideas in functional and object oriented programming, basics of the Swift language, introduction to data structures including arrays, sets, and dictionaries, the value of immutable data structures, history of programming languages and computer technology, and the components of a computer system. Students will be developing projects in the Swift programming language. The student must commit to spending significant time outside of class independently working on projects. Prerequisite: This course is recommended for students in grades 10-12. Ninth graders may enroll with department head approval. No prior programming experience is required, however a student must have earned a B or better in an honors math class or have the permission of the instructor.

### 656 Advanced Programming with Swift

- **Periods per week:** 2
- **Full year**
- **Credits:** 2½
- **Level:** H

**Advanced Programming with Swift** is the continuation of course 652. It will cover more advanced programming ideas and present fundamental topics of computer science such as: sorting and searching, efficiency of algorithm, recursion, recursive data structures, and other advanced ideas in software development. The class will include opportunities to develop larger projects. Some group work will be required. The student must commit to spending significant time outside of class independently working on projects. Prerequisite: B or better in **Honors Introduction to Programming and Computer Science** (652).

### 658 Introduction to iOS Programming with Swift

- **Periods per week:** 2
- **Full year**
- **Credits:** 2½
- **Level:** H

**Introduction to iOS Programming with Swift** is an advanced course which gives students an introduction to the programming of the Apple iPhone, iPad and iPod Touch mobile devices using Apple’s Swift programming language and the Xcode development system. It is expected that by the end of the year the student will have obtained the skills needed to design and develop their own iPhone/iPad app. The student must commit to spending significant time outside of class independently working on projects. Access to a Macintosh computer outside of school is required. Prerequisite: B or better in **Honors Introduction to Programming** (652).

### 659 Computer Programming Teaching Assistant (Grades 10-12)

- **Periods per week:** 2
- **Full year**
- **Credits:** 1¼
- **Level:** P-F

**Computer Programming Teaching Assistant** provides an opportunity for qualified students to assist in Computer Programming classes. See page 68 for details on the role and expectations of teaching assistants.
SCIENCE

The science department offers students an opportunity to explore the physical and biological world through a balance of student-centered, hands-on learning experiences, experimentation, and more traditional classroom experiences. Emphasis is placed on how science develops explanations while students master the content of a given course. First year survey courses in physics, chemistry, and biology are offered as the foundations for electives that explore more specific topics. Scientific inquiry and creative problem solving are central as students develop their ability to think critically about the behavior of the physical and biological world, and to build reasoned arguments based on observable data. AP courses in Physics, Chemistry, Biology, and Environmental Science are offered as second year coursework following a full-year, laboratory-based course.

Ninth-Grade Physics

811 Physics I with Algebra
Periods per week: 4  Full year  Credits: 5  Level: ACP

Physics I with Algebra is an introductory physics course for ninth graders. The course stresses experimental design, laboratory investigation, data collection, and analysis through traditional or computer-based methods, critical thinking skills, and algebra-based problem solving. Students enrolled in this course should be proficient using algebra and comfortable learning independently from a textbook. Topics include measurement, motion and forces, energy and momentum, heat, electricity and magnetism, and waves. This course prepares students for the Introductory Physics MCAS exam.

8111 Physics I with Trigonometry
Periods per week: 4  Full year  Credits: 5  Level: ACP

Physics I with Trigonometry is an introductory physics course for ninth graders. The course stresses experimental design, laboratory investigation, data collection, and analysis through traditional or computer-based methods, critical thinking skills, and multi-step problem solving involving algebra and trigonometry. Topics include vectors in two dimensions, measurement, motion and forces, energy and momentum, heat, electricity and magnetism, and waves. Students enrolled in this course should be very comfortable with applying algebra independently and prepared to learn and apply trigonometry to analyze phenomena in multiple dimensions; they should be strong, independent learners and curious problem solvers who are ready to persist through complex mathematical analysis of the content involving multiple cognitive leaps. This course prepares students for the Introductory Physics MCAS exam.

812 Physics
Periods per week: 4  Full year  Credits: 5  Level: CP

Physics is a course for ninth graders. The course stresses experimental design, laboratory investigation, data collection and analysis through traditional or computer-based methods, critical thinking skills, and problem solving. Topics include measurement, motion and forces, energy and momentum, heat, electricity and magnetism, and waves. This course is designed for students who would benefit from increased teacher support in a more structured learning environment. While algebra will be used, the emphasis of this course is more qualitative than quantitative. This course prepares students for the Introductory Physics MCAS exam.

813 Physics and Engineering
Periods per week: 4  Full year  Credits: 5  Level: ACP

Physics and Engineering is for ninth grade students. Students planning to elect this course should be proficient in mathematics and have an ability to learn independently from a textbook. The course is co-taught by a science teacher and a technology teacher. Students alternate between the science and technology classrooms, switching content areas every two weeks. Science topics include measurement, motion and forces, heat, energy and momentum, electricity and magnetism, and waves. This course proceeds at an accelerated pace to cover the material in a condensed format. The engineering topics stress the engineering design process as well as improving building techniques. The material students learn in physics will be complemented by the hands-on projects completed in the engineering portion of the class. This course serves as an introductory engineering course, and students will receive 5 credits towards earning the Engineering Certificate at South (see program requirements on page 54). This course prepares students for the Introductory Physics MCAS exam.
da Vinci Program - Science

**daVinci Science I - Chemistry** (must be taken with da Vinci Math 2 6270/1/2 and an appropriate art class—see below*).

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<th>Course</th>
<th>Periods per week</th>
<th>Type</th>
<th>Credits</th>
<th>Level</th>
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<tbody>
<tr>
<td>8270</td>
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<td>H</td>
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<tr>
<td>8271</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>ACP</td>
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<tr>
<td>8272</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>CP</td>
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**daVinci Science I - Chemistry** is a student-driven integrated course with a focus on chemistry and its applications to life science. Students in this multi-leveled course will discover the principles of chemistry through interactive projects, hands-on exploration, and collaboration in the classroom, laboratory, and the community. Students will explore how chemistry impacts the structure and function of organisms, and how energy connects these domains. Each term will culminate with a student-driven investigation integrating these themes with principles of chemistry, biology, technology, art, and mathematics. Students will be exploring how they might design products and systems that may address some of the world’s technological imperatives, including clean water and renewable energy.

* Students should have taken or be concurrently registered in Art Foundations. Students who have completed Art Foundations in 9th grade should enroll in an appropriate Level 1 Arts course. **Admission application must be submitted to join the da Vinci program.** Speak with your mathematics/science teacher or counselor for more information.

**daVinci Science II - Biology** (must be taken with da Vinci Math 3 6370/1/2 and Engineering and Inventing 567)

<table>
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<th>Course</th>
<th>Periods per week</th>
<th>Type</th>
<th>Credits</th>
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<tbody>
<tr>
<td>8370</td>
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<td>8371</td>
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<td>ACP</td>
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<tr>
<td>8372</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>CP</td>
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**daVinci Biology II** explores the themes of Change, Balance, and Harmony, both in biological and chemical systems. Students will deepen their understanding of the molecular and cellular basis of living organisms and examine the role and impact of humans in creating balance and harmony in the ever-changing world around them. Students will study principles of biochemistry, cell and molecular biology, genetics, evolution, human physiology, nanotechnology, biotechnology, and medical sciences. Student-centered projects integrate engineering design principles, scientific and mathematical knowledge to create interdisciplinary, hands-on, creative products of their understanding.

**da Vinci III STEAM Capstone Project**

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods per week</th>
<th>Type</th>
<th>Credits</th>
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<tbody>
<tr>
<td>8470</td>
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<tr>
<td>8471</td>
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<td>Full year</td>
<td>5</td>
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</table>

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

*Φ This is one of the Interdisciplinary Studies (ID) courses offered as part of Newton South’s Smaller Learning Communities. For a description of this program please see page 3.

Chemistry

At Newton South, ninth grade physics is typically followed by a course in Chemistry in grade 10 and Biology in grade 11.

**Honors Chemistry**

<table>
<thead>
<tr>
<th>Course</th>
<th>Periods per week</th>
<th>Type</th>
<th>Credits</th>
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<td>820</td>
<td>4</td>
<td>Full year</td>
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**Honors Chemistry** is a rapidly paced and in-depth study of the principles of chemistry. Admission to the course depends on previous performance in science, facility with mathematical skills, a demonstrated readiness to engage in abstract/independent problem solving, and performance on a diagnostic test. Course topics include atomic structure, stoichiometry, chemical reactions, kinetic theory, states of matter, thermochemistry, periodicity, bonding, kinetics, equilibrium, and nuclear chemistry. Emphasis is placed upon the quantitative aspects of chemical principles. Laboratory work is an integral part of the course, and comprehensive lab reports are required. Students are expected to have a strong mathematics background, excellent reading skills, exceptional study habits, and the ability to work both independently and cooperatively in small groups.
Chemistry

Periods per week: 4  Full year  Credits: 5  Level: ACP
Chemistry is a college preparatory course with emphasis placed on students’ conceptual understanding of the big ideas in chemistry and their development of quantitative skills to analyze and solve complex problems. Topics include atomic structure, periodicity, bonding, stoichiometry, chemical reactions, kinetic theory, thermochemistry, equilibrium, and states of matter. Laboratory activities, engineering design challenges, and research projects present opportunities to build students’ understanding of the content and further develop learning skills. Concurrent enrollment in an ACP mathematics class is strongly recommended.

Chemistry

Periods per week: 4  Full year  Credits: 5  Level: CP
Chemistry is a college preparatory course that presents the fundamentals of chemistry using a thematic approach. Topics include atomic structure, periodicity, bonding, stoichiometry, chemical reactions, kinetic theory, thermochemistry, equilibrium, and states of matter. Laboratory work is an integral component of the course, and formal reports are required. The content of the course and the associated skills are structured in a way that develop the learning habits of students, and prepares them for continued success in science. Chemistry 822 provides students with teacher support in a more structured learning environment.

Introduction to Advanced Chemistry (Grades 10 - 11)

Periods per week: 4  Full year  Credits: 5  Level: ACP
Introduction to Advanced Chemistry is a multi-leveled course designed to present students with a strong foundational understanding of the content presented in AP Chemistry. Students who succeed in the class will have the opportunity to take AP Chemistry in 11th or 12th grade. The course stresses greater depth of understanding across a more limited scope of content as compared with 821 or 822. Emphasis will be placed on lab design, atomic structure, bonding, intermolecular forces, chemical reactions, and the mathematical analysis of chemical interactions.

AP Chemistry (Grades 11 - 12)

Periods per week: 4 1/2  Full year  Credits: 5  Level: H
AP Chemistry provides students with a college-level foundation in chemistry together with the development of strong science practices. Students deepen their understanding of chemistry and hone their lab skills through hands-on labs and inquiry-based investigations. AP Chemistry follows College Board standards for Advanced Placement courses and focuses on inorganic chemistry with the emphasis on quantitative relationships. Students entering this course are expected to have a strong mathematical background and to have mastered the fundamentals of stoichiometry. Successful completion of a previous chemistry course, and the recommendation of a science teacher are required for admission. Students electing this course are expected to take the Advanced Placement exam in Chemistry. A summer assignment will be required.

Honors Chemistry II (Grades 11 – 12) (next offered in 2021-2022)

Periods per week: 4  Full year  Credits: 5  Level: H
Honors Chemistry II is a second year offering that affords students the opportunity to gain further insight into chemistry. In addition to working to gain a deeper understanding of fundamental chemistry, topics will include spectroscopy, transition metal complexes, quantum theory, electrochemistry, and may also include current topics based on student interest. In addition to laboratory experiences, students will engage in computer modeling and advanced mathematical analysis of atomic structure and chemical interactions. A strong math background is required, including concurrent or past coursework in calculus.

Chemistry II – Citizen Scientist (Grade 11 - 12) (offered 2020-2021)

Periods per week: 4  Full year  Credits: 5  Level: ACP
Chemistry II – Citizen Scientist is an elective course open to seniors who have successfully completed biology and chemistry. The hands-on survey course explores applications of chemistry in the world around us. Students will examine the chemical processes involved in the human body, the materials around us, and in the natural environment. Students will gain exposure to applied chemistry topics in: organic chemistry, biochemistry, forensic science, materials science, environmental chemistry, and analytical chemistry. Laboratory work and techniques are emphasized and students will have opportunities to connect chemistry to their everyday living.
**Organic Chemistry** (Grade 12) (offered 2020-2021)

Periods per week: 4  Full year  Credits: 5  Level: ACP

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

**Biology**

**Honors Biology**

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

Honors Biology follows a full year of chemistry and is open to students by teacher recommendation. This course is an intense survey of modern biology with an emphasis on functional processes in living organisms in the context of evolution. Weekly laboratory activity expands upon and reinforces course concepts. Biochemistry, cell and molecular biology, genetics, evolution, human physiology, and introduction to the different biological domains are addressed in depth. A demonstrated ability to excel in language-based learning tasks is highly recommended.

**Biology**

Periods per week: 4  Full year  Credits: 5  Level: ACP

Biology is a general survey course in life sciences that includes weekly laboratory activities emphasizing process skills, experimental design, data analysis, and critical thinking. The course requirements include strong reading and writing skills, the ability to work independently, and demonstrated ability with independent language-based learning challenges.

**Global Biology** (Grade 11)

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

Global Biology follows a full year of chemistry and is open to students by teacher recommendation. This course is an intense survey of modern biology with an emphasis on functional processes in living organisms in the context of evolution. Weekly laboratory activity expands upon and reinforces course concepts. Biochemistry, cell and molecular biology, genetics, evolution, human physiology, and introduction to the different biological domains are addressed in depth. A demonstrated ability to excel in language-based learning tasks is highly recommended.

This course is one of the Interdisciplinary Studies courses offered as part of Newton South’s Smaller Learning Communities. The science content of this course will be the same as described in 830/831/832, however, there will be interdisciplinary lessons and assessments that connect to the 11th grade Global Communities History and English curricula. This course is available only to students who are currently enrolled in the Global Communities Program.

Φ This is one of the Interdisciplinary Studies (ID) courses offered as part of Newton South’s Smaller Learning Communities. For a description of this program please see page 3.

**AP Biology** (Grade 12)

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

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

**Neurobiology** (Grade 12)

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

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

841 Physics II (Grade 11 - 12)
   Periods per week: 4         Full year          Credits: 5          Level: ACP
Physics II is a class designed for upperclassmen to have a second experience studying topics such as motion, forces, gravity, energy, momentum, waves, and electricity and magnetism. Students will also have the opportunity to cover content not seen in any other physics course at South. Topics may include special relativity, high energy/particle physics, optics and quantum mechanics. Students taking this course should be very comfortable with algebra and geometry and be willing to apply trigonometry to analyze phenomena in two dimensions.

843 Physics & Music (Grades 11 - 12)
   Periods per week: 4         Full year          Credits: 5          Level: ACP

8432 Physics & Music (Grades 11 - 12)
   Periods per week: 4         Full year          Credits: 5          Level: CP
Physics and Music is an elective course open to juniors and seniors. The course focuses on the science of sound. Semester one covers acoustic phenomena with an emphasis on the physics of acoustic musical instruments and culminates in the design and creation of a musical instrument. Semester two covers the physics of audio electronics including: microphones, speakers, recording, and audio synthesis, and culminates in an independent project involving electronic audio. This course is available to all levels of learners and can be differentiated for assessment at the ACP or CP level. Students should be comfortable with algebra, and do not need to be musicians or be proficient in music theory.

870 AP Physics C Mechanics (Grade 12)
   Periods per week: 4½        Full year          Credits: 5          Level: H
AP Physics C Mechanics is open to students who are enrolled in or have already taken AP Calculus BC (604) or AP Calculus AB (608). This course is equivalent to a first semester college course in classical mechanics for students in a physical science or engineering curriculum. Calculus is used throughout the year and students should expect to apply topics covered in calculus directly in AP Physics. A major focus is on developing systematic approaches to solving complex problems. The laboratory component of this course is emphasized. Students use computer based probes to collect data. Both spreadsheet programs and statistical techniques are used to analyze data. After successfully completing this course, students are prepared to take the Advanced Placement Physics C: Mechanics exam.

880 AP Physics C (Mechanics and Electricity & Magnetism) (Grade 12)
   Periods per week: 4½        Full year          Credits: 5          Level: H
AP Physics C is open to students who are enrolled in or have already taken AP Calculus BC (604). This course is equivalent to a first year (two semester) college course in both classical mechanics and E&M, for students in a physical science or engineering curriculum. Topics in the course include Newton’s laws, conservation laws, rotation, gravitation, simple harmonic motion, electrostatics, electrodynamics, circuits, magnetism, and electromagnetism. Calculus is used throughout the year and students should expect to apply topics covered in AP Calculus directly in AP Physics C. A major focus is on developing systematic approaches to solving complex problems. The laboratory component of this course is emphasized. After successfully completing this course, students are prepared to take the Advanced Placement Physics C: Mechanics exam as well as the Electricity & Magnetism exams. The pace of the course makes successful independent learning an essential element in this course.

Other Science Offerings for Grades 11 and 12

Astronomy and Earth Science (Grade 12)
   851 Periods per week: 4         Full year          Credits: 5          Level: ACP
   8512 Periods per week: 4         Full year          Credits: 5          Level: CP
Astronomy and Earth Science is an elective course introducing basic concepts of astronomy and earth science. Topics covered in astronomy range from the solar system to cosmology. Earth science topics include geology, meteorology, and oceanography. The course is available to seniors who have completed physical science, biology, and chemistry.

AP Environmental Science (Grade 12)
   8550 Periods per week: 4         Full year          Credits: 5          Level: H
   855 Periods per week: 4         Full year          Credits: 5          Level: ACP
AP Environmental Science will cover the scientific principles and methodologies used to explore the interconnected relationships in the natural world and their links to various element cycles. Students will identify and investigate environmental problems, evaluate and analyze the risks associated with these problems, and will explore prevention strategies and provide solutions. Prerequisites for the course include a year of Biology and Chemistry. Students will be required to review problems using dimensional analysis and study environmental laws over the summer. This multi-leveled course will be offered at the AP level and also at the ACP level for students who are curious to explore this subject and who do not plan to prepare for the AP exam.
Sustainable Agriculture & Food Systems
(Offered through the Family and Consumer Sciences department - see page 23 for description)

**Marine Biology (Grade 12)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Periods per week</th>
<th>Type</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>861</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>ACP</td>
</tr>
</tbody>
</table>

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

**Global Marine Biology (Grade 12)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Periods per week</th>
<th>Type</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>8620</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>H</td>
</tr>
<tr>
<td>8621</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>ACP</td>
</tr>
<tr>
<td>8622</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>CP</td>
</tr>
</tbody>
</table>

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

**Biotechnology (Grade 12)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Periods per week</th>
<th>Type</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>8710</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>H</td>
</tr>
<tr>
<td>871</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>ACP</td>
</tr>
</tbody>
</table>

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

**Anatomy and Physiology (Grade 12)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Periods per week</th>
<th>Type</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>881</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>ACP</td>
</tr>
</tbody>
</table>

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

**Anatomy and Physiology (Grade 12)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Periods per week</th>
<th>Type</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>882</td>
<td>4</td>
<td>Full year</td>
<td>5</td>
<td>CP</td>
</tr>
</tbody>
</table>

**Anatomy and Physiology** is a college preparatory elective course open to seniors who have successfully completed biology and chemistry. The hands-on course will focus on the structure and function of the human body. The course will follow a thematic approach of how the body works, examining both normal function and diseases and disorders. Topics include the muscular, skeletal and nervous systems, organs and tissues, and the respiratory and circulatory systems. Physiology will be reinforced through a variety of lab techniques including dissections. Case studies will allow students the opportunity to apply their learning to real-life situations.

**Other Science Offerings**

**Introductory Physics Study (Grades 9 - 10)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Periods per week</th>
<th>Type</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>890</td>
<td>2</td>
<td>Full year</td>
<td>2½</td>
<td>P-F</td>
</tr>
<tr>
<td>890F/S</td>
<td>2</td>
<td>First or Second half</td>
<td>1¼</td>
<td>P-F</td>
</tr>
</tbody>
</table>

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

**Biology Concepts and Skills**

<table>
<thead>
<tr>
<th>Code</th>
<th>Periods per week</th>
<th>Type</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>892</td>
<td>2</td>
<td>Full year</td>
<td>2½</td>
<td>P-F</td>
</tr>
<tr>
<td>892F/S</td>
<td>2</td>
<td>First or Second half</td>
<td>1¼</td>
<td>P-F</td>
</tr>
</tbody>
</table>

**Biology Concepts and Skills** provides students in grades 10-12 an opportunity to practice for the science MCAS test in Biology. Students will be placed in this course on an as needed basis.
**Science Peer Tutor** (Grades 11-12)

<table>
<thead>
<tr>
<th>Code</th>
<th>Periods per week</th>
<th>Per.</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>897</td>
<td>2</td>
<td>Full</td>
<td>2½</td>
<td>P-F</td>
</tr>
<tr>
<td>897F/S</td>
<td>2</td>
<td>First or Second half</td>
<td>1¼</td>
<td>P-F</td>
</tr>
</tbody>
</table>

**Science Peer Tutors** assist in the Science Help Center by helping students with specific questions about science. Students from physics, chemistry, and biology class drop by the Science Help Center for help on homework, labs, or general science questions. The Science Peer Tutor should have a good background in each of these sciences. You must have approval of your current science teacher and register with the department chair.

**Science Teaching Assistant** (Grades 11 - 12)

<table>
<thead>
<tr>
<th>Code</th>
<th>Periods per week</th>
<th>Per.</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>898</td>
<td>2</td>
<td>Full</td>
<td>1¼</td>
<td>P-F</td>
</tr>
<tr>
<td>898F/S</td>
<td>2</td>
<td>First or Second half</td>
<td>½</td>
<td>P-F</td>
</tr>
<tr>
<td>8984</td>
<td>4</td>
<td>Full</td>
<td>2½</td>
<td>P-F</td>
</tr>
<tr>
<td>8984F/S</td>
<td>4</td>
<td>First or Second half</td>
<td>1¼</td>
<td>P-F</td>
</tr>
</tbody>
</table>

**Science Teaching Assistants** work with a specific teacher. Students will be asked to help teachers prepare for the laboratory component of classes by: preparing solutions and mixtures and setting up/breaking down equipment. TAs could also help teachers in specific classes by providing academic support to the students. You must have the approval of a science teacher and register with the department chair indicating the teacher you wish to assist. See page 68 for details on the role and expectations of teaching assistants.

**Independent Study in Science**

<table>
<thead>
<tr>
<th>Code</th>
<th>Periods per week</th>
<th>Per.</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>899</td>
<td>+</td>
<td>Full</td>
<td>5</td>
<td>P-F</td>
</tr>
<tr>
<td>899F/S</td>
<td>+</td>
<td>First or Second half</td>
<td>2½</td>
<td>P-F</td>
</tr>
</tbody>
</table>

**Independent Study in Science** is generally for seniors who have successfully completed biology, chemistry, and physics and have made prior arrangements with the department head. Some possibilities for independent study that might lead to an affiliation with a science-related career are horticulture (working in the greenhouse), laboratory teacher aides, and a meteorological project. There is a physics option available for the study of electromagnetism.

+= To be arranged by the department.

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**TECHNICAL EDUCATION & ENGINEERING**

Tech Ed and Engineering courses offer students the chance to learn through designing, building, revising, and collaborating on both teacher and student directed projects. The real-world, practical experiences are designed to carry over into students’ future pursuits as critical thinkers, creative problem solvers, and well-informed consumers. Recently added is the Engineering Certificate sequence, through which students can engage in a longitudinal study of engineering throughout their high school careers, culminating with a student-driven capstone build in their Senior year.

**Drafting**

<table>
<thead>
<tr>
<th>Code</th>
<th>Periods per week</th>
<th>Per.</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>551</td>
<td>4</td>
<td>First or Second half</td>
<td>2½</td>
<td>No level</td>
</tr>
<tr>
<td>552</td>
<td>4</td>
<td>Second half</td>
<td>2½</td>
<td>Level: ACP</td>
</tr>
<tr>
<td>553</td>
<td>4</td>
<td>First or Second half</td>
<td>2½</td>
<td>No level</td>
</tr>
</tbody>
</table>

**Architecture I**

* Students should have completed our Introduction to Design course, or have the approval of the instructor.

**Architecture I** introduces the fundamentals of residential design and building techniques from house framing to electrical work. Students familiarize themselves with CAD drafting software and manual drafting instruments to complete a set of working blueprints. Students will also design their own ranch style house and build a ¼” scale model.

**Architecture II** (Prerequisite: **Architecture I**)

* Students should have completed our Introduction to Design course, or have the approval of the instructor.

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

**CAD and 3D Modeling**

* Students should have completed our Introduction to Design course, or have the approval of the instructor.

**CAD and 3D Modeling** is taught as a language that is essential for students considering technical careers. Students will design objects in both two and three dimensions. Each student will work on hand printing, 2-dimensional CAD printing, and 3-dimensional printing of objects. Students will use our 3D printer to render their designs.
Engineering Technology
Newton South offers the opportunity for students to earn an Engineering Certificate, parallel to the offering at Newton North High School. Students who wish to commit to this program will enroll in a sequence of engineering courses starting in ninth grade.

Engineering Certificate – Total of 60 Credits for Certificate

Engineering Certificate Electives – 10 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>562</td>
<td>2.5</td>
</tr>
<tr>
<td>563</td>
<td>2.5</td>
</tr>
<tr>
<td>564</td>
<td>5</td>
</tr>
<tr>
<td>561</td>
<td>2.5</td>
</tr>
<tr>
<td>567</td>
<td>5</td>
</tr>
<tr>
<td>or 813</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Engineering I
Periods per week: 4
First or Second half
Credits: 2½
No level
Freshman Engineering affords 9th grade students to gain a foundational understanding of engineering principles through a series of projects. This class will explore the engineering design process, mechanical engineering, gearing, pulley and lever systems. This course will take a broader scope so that students can build the skills necessary for success in engineering coursework.

Engineering II (Grades 10 – 12)
Periods per week: 4
First half
Credits: 2½
Level: ACP
Engineering II is designed to expose students to some of the many forms of engineering. In this class the students will learn about the engineering design process, introduction to structures, electrical engineering, power & energy and prototype building. Most 3-D designs will be made in SolidWorks for simulation purposes. Students will use various testing equipment including multimeters and oscilloscopes to collect and analyze data.

Engineering III (Prerequisite: Engineering I and II) (Grade 11-12)
Periods per week: 4
Full Year
Credits: 5
Level: H
Engineering III will afford the opportunity to engage in a year long in-depth investigation of Engineering by sustaining a year-long student-driven build that incorporates the content mastered in Engineering 1+2. Students will build upon their knowledge of Physics, Chemistry, electrical, and mechanical engineering, as members of cooperative teams, to design various projects through the year. Admission into the course is by instructor approval, and may be limited only to those students who are actively pursuing an Engineering Certificate at Newton South.
Robotics I
* Periods per week: 4  First half  Credits: 2½  No level

Students are introduced to Robotics through hands on learning activities and lectures. Students in groups will program robots to navigate around obstacles. They will also add sensors such as infrared, touch photoresistors and ultrasonics to send feedback signals to the navigation control program. Robots will be programmed using the C-based language of Arduino to carry out particular autonomous tasks. This course will help to prepare students interested in participating on the Robotics Team.

Robotics II (Prerequisite: Robotics I)
* Periods per week: 4  Second half  Credits: 2½  Level: ACP

Robotics II is a continuation of Robotics I. The projects will get more complicated with the addition of new sensors and programming techniques.

da Vinci Program: Engineering and Inventing (must be taken with da Vinci Science II - Biology 8370/1/2 and da Vinci Math 36370/1/2 for da Vinci Program students)
* Periods per week: 4  First half  Credits: 2½  Level: ACP

Engineering and Inventing students explore hands-on engineering as a way to further express their learning within the da Vinci classes. Students learn basic engineering concepts, solve 3D design challenges, and invent and construct engineered works of art.

This is one of the Interdisciplinary Studies (ID) courses offered as part of Newton South’s Smaller Learning Communities. For a description of this program please see page 3.

Solidworks (offered in 2020-2021)
* Periods per week: 2  First half  Credits: 1¼  No level

Solidworks will introduce students to one of the standard modeling program used in the industry. Students will explore the computer application through multiple projects that build in their level of sophistication as the semester progresses. If time permits, students will use our 3D printers to create their projects.

Materials Science (Grade 10-12) (next offered in 2021-2022)
* Periods per week: 2  First half  Credits: 1¼  No level

Materials Science explores the substances that make up our modern world, and how technology can use these materials to improve the quality of life for the human race. Metal, ceramics/glass, polymers and composites will be explored through hands on activities and study. Students enrolled in this class must have passed chemistry or be concurrently enrolled. This class is offered every other year.

Industrial Design (offered in 2020-2021)
* Periods per week: 2  First half  Credits: 1¼  No Level

This course will focus on various topics including innovative product design through production and fabrication; innovation through socially responsible, humanitarian and sustainable design; and innovation through science and technology. This class is offered every other year.

Electronics (offered in 2021-2022)
* Periods per week: 2  First half  Credits: 1¼  No Level

The course provides an introduction to the actual design, construction, testing and measurement of electrical circuits, giving the hobbyist a jumping-off point for further pursuit of the subject. In addition, the course highlights some key concepts of IC chips, semiconductors and semiconductor devices.

Graphic Communications

Graphic Design I
* Periods per week: 2  Full year  Credits: 2½  No level

Graphic Design I covers all aspects of graphic design. Students will use various design software, Photoshop, Illustrator Acrobat, Microsoft Word and InDesign along with manual techniques to make clip art, greeting cards and small newspaper layout. Students also produce multi-color designs on paper, cloth, or plastics to create posters, t-shirts or bumper stickers through screen-printing processes and also produce work on a digital color/bw printers.
Graphic Design II (Prerequisite: Graphic Design I)
* Periods per week: 2       Full year       Credits: 2½       Level: ACP
A continuation of Graphic Design I, this studio based class concentrates on desktop publishing, using Adobe Illustrator, PhotoShop and InDesign to create advanced publications along with direct screen-printing techniques and sublimation printing.

Woodworking

Woodworking I
* Periods per week: 4       First or Second half       Credits: 2½       No level
Woodworking I is an activity-centered program in which students select, construct, and finish pieces of furniture. Emphasis is placed on the students’ acquiring proficiency in the set-up, maintenance, and safe use of the most frequently used machines. Students are trained to work with a partner while constructing their own project. They are also expected to work from drawn plans and written instructions, and work in a safe manner.

Woodworking II (Prerequisite: Woodworking I)
* Periods per week: 4       Second half       Credits: 2½       Level: ACP
Woodworking II is a continuation of the skills learned in Woodworking I. In addition, students will develop their own designs using CAD and hand drawn methods, plan the fabrication method, and estimate the cost of producing their project.

Work-Study and Independent Study in Technical Education

Graphics Work-Study
Periods per week: 4       Full year       Credits: 5       Level: P-F
Graphics Work-Study offers students an opportunity to learn all the production capabilities available in the graphics area. Students are employed to produce school projects ranging from The Orange Lion to graduation programs. Election of this course is subject to the approval of the instructor and department head.

Maintenance Work-Study
Periods per week: 5       Full year       Credits: 5       Level: P-F
Maintenance Work-Study requires a minimum of five hours of work per week. Students taking or who have satisfactorily completed a course in Woodworking are eligible for this program. Election of this course is subject to the approval of the instructor and department head.

Independent Study in Technical Education
* Periods per week: 4       First or Second half       Credits: 2½       Level: P-F
Election of Independent Study in Technical Education is subject to the approval of the instructor and department head.

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

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

All Newton South students are required to complete five credits in Wellness in order to graduate. Ninth and tenth grade students are enrolled in core Wellness classes. Eleventh and twelfth grade students are required to complete a wellness course each year, and must take one from each of the Wellness Dimensions.

NINTH GRADE CORE COURSES

771 Ninth-Grade Wellness – Introduction to Wellness and Fitness Fundamentals
   Periods per week: 2  First or Second half  Credits: 1  Level: P-F
   Ninth grade curriculum incorporates a Wellness introduction and the SEL competency Social Awareness while working on fitness fundamentals. While learning about the SEL competency Social Awareness students will develop a fitness program using Project Based Learning. This will be a small group approach to building a fitness regimen that meets the needs of each student. Students will understand the importance of nutrition and its impact on overall fitness. SEL Competency: Social Awareness. Curriculum Learning Objectives: Perspective taking, Empathy, Appreciating diversity and Respect for others.

772 Ninth-Grade Health – Sexuality and Health
   Periods per week: 2  First or Second half  Credits: 1  Level: P-F
   This course is composed of topics that will enable students to build self-esteem, make responsible, healthy decisions and develop coping skills through objective content. Using the SEL competency Self-Awareness as the main focus, topics that will be covered include a drug and alcohol education unit, human sexuality including reproductive anatomy, choosing abstinence, healthy relationships, contraception methods, sexually transmitted diseases, sexual orientation, sexual harassment and violence prevention and the practice of peer refusal skills. Learning is accomplished through the use of lectures, videos, guest speakers, current literature, and interactive and kinetic activities and projects. SEL Competency: Self-Awareness. Curriculum Learning Objectives: Identifying emotions, accurate self-perception, recognizing strengths, self-confidence, and self-efficacy.

TENTH GRADE CORE COURSE

773 Sophomore Wellness – Leadership Skills
   Periods per week: 2  First or Second half  Credits: 1  Level: P-F
   The semester will be spent initially exploring the concepts of responsible decision making and its relationship to lifelong health and well-being through Project Adventure (PA). PA uses four different phases for community building. Cooperation develops social norms, goal setting, and challenge by choice. Trust is the cornerstone for learning about empathy, risk taking, and making mistakes. Problem solving develops leadership, decision-making, and conflict resolution. Challenge is the phase that allows individuals to state needs, encourage, support, and learn from success or failure. Also included in the course will be American Heart Association CPR/AED Heartsaver certification and a unit on Square Dancing, promoting social cooperation and community-building skills. SEL Competency: Responsible Decision Making. Curriculum Learning Objectives: Identifying problems, analyzing situations, solving problems, evaluation, and reflecting.
WELLNESS DIMENSIONS & COURSES
Courses for 11th and 12th grade only
Mental & Emotional Dimensions

785 The Centered Self (Grades 11-12 only)
    Periods per week: 2    First or Second Half    Credits: 1    Level: P-F
Centered Self is a stress management course designed to cultivate self-awareness and personal growth to better manage the demands of school and life. As humans we experience stress, both good and bad, on a regular basis. To better manage individual stress levels, students will learn about stress, its causes, its effects, and how it impacts the seven dimensions of wellness. While concentrating on the SEL competency Self-Management, we will explore a range of stress management and relaxation techniques that include time management skills, breathing techniques, progressive muscle relaxation, mindfulness, meditation, guided imagery/creative visualization, restorative yoga, yoga nidra, etc. Full participation with an open, non-judgmental mind is beneficial for this course. SEL Competency: Self-Management. Curriculum Learning Objectives: Impulse control, stress management, self-discipline, self-motivation, goal-setting, and organizational skills.

787 Yoga/Pilates (Grades 11-12 only)
    Periods per week: 2    First or Second half    Credits: 1    Level: P-F
Yoga/Pilates is a stress management and/or lifelong wellness course for students who are interested in learning this form of physical fitness and stress relief. Eastern practices meet Western influences in this course that combines the physical and mental aspects of yoga and pilates for core strength, full-body stretching, and mindful relaxation. While learning about the SEL competency Self-Management, students will explore the philosophy of yoga and experience the mind/body connection through the exploration of asanas (physical postures/poses), pranayama (breathing techniques), pilates/core exercises, mindfulness and meditation techniques, and savasana (deep relaxation). SEL Competency: Self-Management. Curriculum Learning Objectives: Impulse control, stress management, self-discipline, self-motivation, goal-setting, and organizational skills.

788 Personal Fitness as Stress Relief (Grades 11-12 only)
    Periods per week: 2    First or Second half    Credits: 1    Level: P-F
Personal Fitness as Stress Relief is a class for all fitness levels where you will learn to “work out” your stress. While learning about the SEL competency Self-Management, students will explore how exercise is very effective in reducing fatigue, improving alertness and concentration, and enhancing overall cognitive function. This is especially helpful when stress has depleted your energy. By exercising you will have a better response to stress and anxiety. This class is tailored to the needs of students looking for a more active approach to stress management. It will include aerobic and strength-building components, along with stress management techniques taught in other classes. SEL Competency: Self-Management. Curriculum Learning Objectives: Impulse control, stress management, self-discipline, self-motivation, goal-setting, and organizational skills.

789 Early Morning Personal Fitness as Stress Relief (Grades 11-12 only)
    Periods per week: 2    First or Second half    Credits: 1    Level: P-F
Early Morning Personal Fitness as Stress Relief is a class for all fitness levels where you will learn to “work out” your stress. While learning about the SEL competency Self-Management, students will explore how exercise is very effective in reducing fatigue, improving alertness and concentration, and enhancing overall cognitive function. This is especially helpful when stress has depleted your energy. By exercising you will have a better response to stress and anxiety. This class is tailored to the needs of students looking for a more active approach to stress management. It will include aerobic and strength-building components, along with stress management techniques taught in other classes. This course meets from 6:40am - 7:30am twice a week. SEL Competency: Self-Management. Curriculum Learning Objectives: Impulse control, stress management, self-discipline, self-motivation, goal-setting, and organizational skills.
Physical and Spiritual Dimensions

783  **Lifetime Pursuits** (Grades 11-12 only)

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

Lifetime Pursuits is a course that explores ways in which to stay fit through socially engaging activities. While learning about the SEL competency Relationship Skills, students will participate in lifetime activities such as racket sports, golf, and other cooperative games to develop competence and enjoyment for daily physical activity.  
**SEL Competency: Relationship Skills.  Curriculum Learning Objectives:** Communication, Social Engagement, Relationship-building, and Teamwork.

784  **Sexuality and Health II** (Grades 11-12 only)

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

Sexuality & Health II will allow students to revisit and explore more in depth topics previously presented through the 9th grade Sexuality and Health curriculum while incorporating the SEL competency Relationship Skills. Student pairs will select research topics to prepare and present information/activities to their peers. Experts on various topics will also be invited to speak with the class when appropriate. This class will focus on the skills such as accessing information, analyzing influences, interpersonal communication, conflict resolution, decision making, goal setting, and advocacy.  
**SEL Competency: Relationship Skills.  Curriculum Learning Objectives:** Communication, Social Engagement, Relationship-building, and Teamwork.

786  **Global Games** (Grades 11-12 only)

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

Global Games is a course that provides students the opportunity to incorporate leadership qualities into their lifestyle by engaging in games that are played around the world! The curriculum will help students connect content to the SEL competency Relationship Skills as one “travels the globe”, discovering diverse cultural and societal values through games like Korf Ball, Sepak Takraw, team handball, cricket, rugby, pelota, and more!  
**SEL Competency: Relationship Skills.  Curriculum Learning Objectives:** Communication, Social Engagement, Relationship-building, and Teamwork.

787  **Yoga/Pilates** (Grades 11-12 only)

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

**Yoga/Pilates** is a stress management and/or lifelong wellness course for students who are interested in learning this form of physical fitness and stress relief. Eastern practices meet Western influences in this course that combines the physical and mental aspects of yoga and pilates for core strength, full-body stretching, and mindful relaxation. While learning about the SEL competency Relationship Skills, students will explore the philosophy of yoga and experience the mind/body connection through the exploration of asanas (physical postures/poses), pranayama (breathing techniques), pilates/core exercises, mindfulness and meditation techniques, and savasana (deep relaxation).  
**SEL Competency: Relationship Skills.  Curriculum Learning Objectives:** Communication, Social Engagement, Relationship-building, and Teamwork.

502  **Sports Nutrition** (Wellness credit for Grades 11-12 only)

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

**Sports Nutrition** explores nutrition and it’s link to physical fitness, sports performance, and health promotion. Emphasis is on examining how much foods and fluids active people require, what types of food to eat and when. Students learn through class discussion, projects and interpretation of current nutrition information. Laboratory experience focuses on the preparation of nutritious meals and snacks that are specific to meeting the nutritional needs of active people. This course is offered in conjunction with the Family & Consumer Science Department.  
**SEL Competency: Relationship Skills.  Curriculum Learning Objectives:** Communication, Social Engagement, Relationship-building, and Teamwork.

797F/S  **Leadership Assistant** (Grade 12 only)

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

The objective of this program is to encourage students to experience leadership opportunities through a growth-mindset while learning about the SEL competency Relationship Skills. The goal is to learn to assist, lead, and teach with Wellness teachers in the ninth or tenth grade wellness core curriculum courses, OR, assist members of the Inclusion Program who have special needs in Wellness. Approval from the Wellness Department is required.  
**SEL Competency: Relationship Skills.  Curriculum Learning Objectives:** Communication, Social Engagement, Relationship-building, and Teamwork.

798  **Connections/STRIDE Program Wellness Teaching Assistant** (Grades 11-12 only)

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

Connections/STRIDE Program Wellness Assistant is designed for students who would like to work with students in the Connections or STRIDE program as a wellness assistant. The purpose of this role is to serve as a positive peer role model for students in the Connections or STRIDE program and may involve assisting students in a Wellness class or in another activity designed to target their social/emotional health. A willingness to learn about human differences is required. Scheduling is done on an individual basis with Connections or STRIDE Teachers.
The World Language Department offers sequential programs in Chinese, French, Latin, Russian, and Spanish, as well as a two-year sequence in ASL. We strongly recommend that students consider their high school study of language as part of a long-term commitment to become proficient in at least one language other than English. The primary objective of all language courses is communicative proficiency, a goal requiring commitment over time. To this end, the department recommends that students pursue the study of at least one world language through the upper levels, including level 5, where it is offered. In addition, we encourage students to explore the possibility of participating in one of our study abroad programs to China, France, Rome or Argentina as a means to further develop their cultural and linguistic skills. The Jennifer Price Global Education Leadership Fund (GELF) exists to provide scholarship support to make this feasible for all students. Students have the opportunity to demonstrate their level of proficiency on nationally normed assessments by applying for the State Seal of Biliteracy in the fall of their senior year.

Placement for CP, ACP, and Honors classes (as well as SAM in French and Spanish classes) is made by teacher recommendation. In all modern language classes, a balance of assessment activities combines proficiency testing and traditional testing throughout the year. Students take integrated performance finals in June to demonstrate their ability to understand, speak, read and write another language in a thematic context.

World Language courses are geared to students who take them as a second or third language. Native speakers of Chinese, French, Russian and Spanish who wish to study their own language must submit a writing sample to determine if they might benefit from a World Language course in this language. See guidance counselors (Oak Hill, Brown or NSHS) for the placement form before the registration deadline and return the form to the counselor or contact the World Language Department Head at NSHS.

*N: Communicative proficiency refers to what a student is able to accomplish with a language (in terms of reading, writing, speaking, and listening) in an unrehearsed, real world context. An overview of proficiency guidelines by the American Council of Teachers of Foreign Languages can be found here: https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012

Ninth Grade World Language Courses

A. CONTINUING COURSES

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

- Intermediate French 2
- Intermediate Spanish 2
- Intermediate French 2 SAM
- Intermediate Spanish 2 SAM
- Chinese
- Novice Spanish 2
- Chinese 2
- Novice Spanish 2 SAM
- Russian 1
- Novice Spanish 1
- Spanish 1
- Latin 1

B. BEGINNING COURSES

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

- Novice French 1
- Novice French 1 SAM
- Chinese 1
- Russian 1
- Novice Spanish 1
- Spanish 1
- Latin 1

World Language Courses for Grades Nine, Ten, Eleven, and Twelve

Chinese

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

Heritage/native speakers of Chinese who have not taken Chinese within the Newton Public Schools must submit a writing sample to determine whether they can benefit from World Language courses in their native language. See guidance counselor during registration for the placement form and return the completed form to the counselor or World Language Department Head at NSHS.
The **341-345 ACP** sequence develops proficiency in all aspects of language learning in cultural and literary contexts through oral and written expression. It also provides a systematic refinement of linguistic structure.

### Chinese 1
- **Periods per week:** 4  
- **Full year**  
- **Credits:** 5  
- **Level:** ACP

**Chinese 1** provides students the opportunity to learn the fundamentals of Chinese conversation through topics such as school, family, daily routines and weather in the standard Mandarin dialect. Classes are taught in a cultural context in order for students to develop increasing understanding of the Chinese people, their history, and civilization. This is a textbook-based course with cultural activities.

### Chinese 2
- **Periods per week:** 4  
- **Full year**  
- **Credits:** 5  
- **Level:** ACP

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

### Chinese 3
- **Periods per week:** 4  
- **Full year**  
- **Credits:** 5  
- **Level:** ACP

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

### Chinese 4
- **Periods per week:** 4  
- **Full year**  
- **Credits:** 5  
- **Level:** ACP

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

### Chinese 5
- **Periods per week:** 4  
- **Full year**  
- **Credits:** 5  
- **Level:** ACP

**Chinese 5** is the senior course and the culmination of the ACP sequence. Cultural topics and contemporary issues related to China are explored through authentic readings and videos. Literature (short stories and poetry) and films are woven into the course content.

The **3430–346 honors** sequence is an intensively accelerated program for highly motivated students who are enthusiastic in their study of Chinese and have demonstrated sophisticated linguistic skills and the capacity to work independently. The sequence culminates in the AP Chinese Language and Culture course.

### Chinese 3H
- **Periods per week:** 4  
- **Full year**  
- **Credits:** 5  
- **Level:** H

In this textbook-based course, spoken Chinese is stressed with a focus on basic sentence patterns for daily conversation. In addition, students are introduced to Chinese culture and contemporary society. Students will develop proficiency in all aspects of language learning through frequent and intensive oral and written expression. **Election of Chinese 3H requires teacher recommendation.**

### Chinese 4H
- **Periods per week:** 4  
- **Full year**  
- **Credits:** 5  
- **Level:** H

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

### Chinese 5H
- **Periods per week:** 4  
- **Full year**  
- **Credits:** 5  
- **Level:** H

**Chinese 5** continues to build upon the skills students hone in **Chinese 4**. The course will help students further develop and refine their language skills as they focus on particular grammatical structures. Contemporary issues related to China are explored through authentic readings and videos. Literature (short stories and poetry) and films are woven into the course content. **Election of Chinese 5H requires teacher recommendation.**
AP Chinese Language and Culture
Periods per week: 4 Full year Credits: 5 Level: H
AP Chinese Language and Culture, the culminating course in the honors sequence, prepares students for the Advanced Placement examination in language and culture and for upper-level college courses in Chinese. Students hone their language skills across communicative modes, developing knowledge in pronunciation, vocabulary, idiomatic expressions, grammatical structures, and written characters. In addition to textbooks, students make use of authentic materials, including newspapers, fiction and nonfiction texts, poetry, and films. Election of AP Chinese requires teacher recommendation.

French
The 311-315 Advanced College Preparatory program emphasizes proficiency-based instruction and uses textbooks, readers and authentic materials, including print, audio, and video texts, to develop communication skills in French and to investigate the cultures of the French-speaking world. Students have many opportunities to speak and write French in communicative contexts. They interview one another, take part in small-group discussions, perform role-plays, write original stories, and create skits and presentations. The complexity of the communicative tasks increases as students acquire skills and competency. The 3121-3151 SAM sequence provides more targeted support and additional scaffolding to students in the ACP classroom. Assessments in SAM courses are modified accordingly.

Novice French 1
311A Periods per week: 4 Full year Credits: 5 Level: ACP
3111 Periods per week: 4 Full year Credits: 5 Level: ACP (SAM)
French 1, which is taught in French, uses a textbook as well as authentic materials to examine the functions and themes of daily life, such as self, family, home, clothing, friends, food, telling time, leisure, and weather. In addition to basic French syntax, students are exposed to the diversity of the Francophone world.

311B Novice French 2
Periods per week: 4 Full year Credits: 5 Level: ACP
Novice French 2 is the appropriate course for students who have completed the study of French 311A (Novice French 1) at the high school level, and may also meet the needs of certain students with a limited middle school background in French. While continuing to delve into topics concerning daily life, students refine the linguistic skills necessary to readily communicate needs and interests. Upon successful completion of this course, students are well prepared for Intermediate French 2 (312). Teacher recommendation is required.

Intermediate French 2
312 Periods per week: 4 Full year Credits: 5 Level: ACP
3121 Periods per week: 4 Full year Credits: 5 Level: ACP (SAM)
French 2 uses a textbook and its ancillary materials as well as numerous authentic sources. French 2 features the French-Canadian experience and targets themes such as sports and leisure, travel, and the home. Students learn to narrate past events and experiences.

French 3
313 Periods per week: 4 Full year Credits: 5 Level: ACP
3131 Periods per week: 4 Full year Credits: 5 Level: ACP (SAM)
French 3 uses a textbook and its ancillary supports to explore themes such as describing oneself, one’s responsibilities at home and to the natural world and life in a global community. Reading comprehension skills are developed through a focus on excerpts of francophone literature from around the globe, including the Caribbean. Students further develop their ability to narrate past events and express and defend opinions.

French 4
314 Periods per week: 4 Full year Credits: 5 Level: ACP
3141 Periods per week: 4 Full year Credits: 5 Level: ACP (SAM)
French 4 uses a textbook and its ancillary supports to explore themes such as travel and health, family and friendship and the professions. Readings are thematically linked to the units of study and include excerpts from the classical French tradition and the global francophone community. Students refine their use of more advanced structures with the goal of fostering a more sophisticated level of expression.
French 5

315  Periods per week: 4  Full year  Credits: 5  Level: ACP
3151 Periods per week: 4  Full year  Credits: 5  Level: ACP (SAM)

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

The 303-305 Honors sequence is an intensive program for highly motivated students enthusiastic in their study of French who have demonstrated sophisticated language skills. In addition to preparing students to take the AP French language exam, this sequence develops proficiency in all aspects of language learning in cultural and literary contexts through oral and written expression. It also provides a systematic refinement of linguistic structure.

303  French 3H

Periods per week: 4  Full year  Credits: 5  Level: H
Moving at an intensively accelerated pace, French 3H offers an overview of French history up to World War II and a look at the art of Europe, West Africa and Haiti. In addition to examining various authentic texts and films, students also read a short novel.

304  French 4H

Periods per week: 4  Full year  Credits: 5  Level: H
French 4H draws primarily from authentic sources with targeted review of grammatical concepts as needed. Literary selections offer an increased level of sophistication and require a deeper level of cultural analysis. Explored in the context of 19th and 20th century French history, these themes include love and friendship, the search for self, ethnic identity, post-colonialism and existentialism.

305  AP French Language

Periods per week: 4  Full year  Credits: 5  Level: H
AP French Language (in tandem with French 4H) is designed to promote communicative proficiency in French, and to enable students to explore culture in contemporary and historical contexts. Using a variety of authentic print, audio and video sources from around the Francophone world, students explore such universal themes as global challenges, the evolving roles of science and technology, personal and public identities, and family and communities. As students examine various cultural products, practices and perspectives, they hone their ability to express ideas, exchange opinions, and interpret both written and spoken French.

Latin

The sequence 351-355 teaches students two languages. Directly it teaches Latin—its vocabulary, grammar, and literature—and indirectly it teaches English, a Germanic tongue whose vocabulary derives largely from Latin and whose literature is shaped by the Classical inheritance. Accordingly, the relevance of Latin to the English language and to our Western culture is emphasized throughout and across the curriculum. Students develop reading skills as they analyze (and at times dramatize) the authentic poems, letters, and histories of Roman authors such as Catullus, Ovid, Pliny, Cicero, and Vergil.

351  Latin 1

Periods per week: 4  Full year  Credits: 5  Level: ACP
Latin 1 is designed for students who have not yet studied a world language or who wish to start studying a second world language. It grounds students in elementary Latin vocabulary and grammar. With this foundation, students also learn English derivatives from Latin words and begin to develop close reading skills. Roman mythology, geography, daily life, and history are all explored through group projects.

352  Latin 2

Periods per week: 4  Full year  Credits: 5  Level: ACP
Latin 2 builds on the skills and concepts that students have acquired in the first-year course. In Latin 2, students largely complete their study of basic Latin grammar, double the size of their vocabulary, and learn to read considerably more complex and interesting Latin prose. Accompanying this more mature encounter with the Latin language is a more intellectual study of Roman culture and history.
Latin 3

353
Periods per week: 4  Full year  Credits: 5  Level: ACP

Latín 3 is for students who have successfully completed Latin 2. After learning in quarter one the most important remaining concepts of advanced Latin grammar, students begin in quarter two to read authentic Latin literature. They start with the simple prose of the historian Eutropius, marching through the Alps with Hannibal and leading the Roman resistance with Scipio. Then they graduate to the love poetry of Catullus — learning to scan multiple poetic meters and to recognize literary devices — and reflecting on the unchanging nature of love. Time permitting, students delve into the works of other authors in the fourth quarter. Latin 3 H is for students who have completed Latin 2 with extraordinary success, and enrollment requires teacher recommendation. Latin 3 H students are expected to read a great deal more extensively and independently than Latin 3 ACP students, and to translate more exactly.

Latin 4

3540  Periods per week: 4  Full year  Credits: 5  Level: H

354  Periods per week: 4  Full year  Credits: 5  Level: ACP

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

Latin 5

3550  Periods per week: 4  Full year  Credits: 5  Level: H

355  Periods per week: 4  Full year  Credits: 5  Level: ACP

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

Russian

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

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

361  Russian 1

Periods per week: 4  Full year  Credits: 5  Level: ACP

Russian 1 is designed for students taking Russian as a foreign language. This course provides a solid foundation in the mechanics of reading, writing, listening, and speaking, as well as an introduction to geography and poetry. Students who hear or speak Russian at home are not eligible for Russian 1. A student who hears or speaks Russian at home but cannot read or write it should enroll in 362 (Russian 2).

362  Russian 2

Periods per week: 4  Full year  Credits: 5  Level: ACP

Russian 2 emphasizes oral and written proficiency with an expanding grammar base. This is the appropriate class for students who have completed Russian 1, or who hear or speak Russian at home but cannot yet read or write in Russian.

Russian 3

363  Periods per week: 4  Full year  Credits: 5  Level: ACP

Russian 3 uses authentic reading selections in combination with a grammar text. This class is designed for students who have completed Russian 2. For students who read and write Russian, placement is contingent upon a writing sample submitted to the Russian teacher.
Russian 4

- Periods per week: 4
- Full year
- Credits: 5
- Level: ACP

Prototype AP Russian Language and Culture

- Periods per week: 4
- Full year
- Credits: 5
- Level: H

**Russian 4 and Prototype AP Russian Language and Culture** combine to form the culminating course in the sequence with an alternative year curriculum that continues to build proficiency in Russian through the use of authentic reading selections, film, and supplementary texts. Readings include texts by authors such as Tolstoy and Chekhov, as well as Bulgakov’s *Master and Margarita*. Students make regular presentations to the class based on current events and topics relevant to the curriculum. At the end of the Prototype AP course, students are prepared to take the Prototype AP Russian Language and Culture examination. This course is designed for students who have successfully completed Russian 3, and is based on teacher recommendation.

### Spanish

The **391-395 College Preparatory** sequence emphasizes real-life communication skills in Spanish in a cultural context and incorporates a variety of print, audio and visual materials into classroom instruction. Classes are interactive and students have many opportunities to write and speak Spanish in small groups. The sequence is intended for students who benefit greatly from smaller class size, a tightly scaffolded approach, a deliberate focus on aural comprehension and oral production, and a highly contextual approach to grammar as they develop listening, speaking, reading and writing skills in Spanish.

#### Spanish 1

- Periods per week: 4
- Full year
- Credits: 5
- Level: CP

**Spanish 1** introduces students to basic communication skills, building a foundation for understanding and speaking, and then reading and writing in Spanish. Students use a variety of print, audio, and visual material as they explore themes such as daily routines, family, home and school, and basic leisure activities.

#### Spanish 2

- Periods per week: 4
- Full year
- Credits: 5
- Level: CP

**Spanish 2** is designed for students who have completed a middle-school sequence in Spanish or the introductory course at the high school level. A marked emphasis is placed on listening and speaking skills as students also begin to build proficiency in reading and writing. Various student projects (such as posters, videos, oral presentations) permit students to use and apply newly acquired vocabulary and structures.

#### Spanish 3

- Periods per week: 4
- Full year
- Credits: 5
- Level: CP

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

#### Spanish 4

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

The **381-385 Advanced College Preparatory** program emphasizes proficiency-based instruction and uses textbooks, readers and authentic materials, including audio, video and software, to develop communication skills in Spanish and to investigate the cultures of the Spanish-speaking world. Students have many opportunities to speak and write Spanish in communicative contexts. They interview one another, do role-plays, write original stories, and create and perform skits. The difficulty of the communicative tasks increases as students acquire skills and competency. The **3821-3831 SAM** sequence provides more targeted support and additional scaffolding to students in the ACP classroom. Assessments in SAM courses are modified accordingly.

#### Novice Spanish 1

- Periods per week: 4
- Full year
- Credits: 5
- Level: ACP

**Novice Spanish 1** is a textbook-based course in which students become acquainted with the various Spanish-speaking regions of the world. Students develop basic communication skills around themes such as school, family, daily life and routines. Frequent use of audio, visual and computer resources supplement skill building and comprehension.
Novice Spanish 2
Periods per week: 4  Full year  Credits: 5  Level: ACP

Novice Spanish 2 is the appropriate course for students who have completed the study of Spanish 381A (Novice Spanish 1) at the high school level, as well as for certain students who have a middle school background with fewer than three years of Spanish study. While continuing to delve into topics concerning daily life, students refine the linguistic skills necessary to readily communicate one’s needs and interests. When they have successfully completed this course, students are well prepared for Intermediate Spanish 2 (382). Teacher recommendation is required.

Intermediate Spanish 2
Periods per week: 4  Full year  Credits: 5  Level: ACP

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

Spanish 3

Spanish 3 continues to build students’ vocabulary and functional linguistic skills as they delve into the cultural aspects of storytelling, the contributions of ancient Mayan and Aztec civilizations to the world, culinary traditions of the Hispanic world, audiovisual artistic expression in the current Latino culture of the US, and collective efforts to care for our planet. Various audio and visual resources reinforce and enrich the curriculum. Spanish 3 SAM continues to provide additional scaffolding and support to students within the ACP classroom, along with assessments that are modified accordingly.

Spanish 4
Periods per week: 4  Full year  Credits: 5  Level: ACP

Spanish 4 is an upper-level course in which students build increasingly complex vocabulary sets while refining their ability to narrate and express opinions in Spanish. They build conversational skills and presentational skills while exploring themes such as sports, health and wellbeing, art and music of the Spanish-speaking world, and careers and job readiness.

Spanish 5
Periods per week: 4  Full year  Credits: 5  Level: ACP

Spanish 5 is the senior course and the culmination of the sequence. This is a language and culture course taught through the lens of contemporary Latin American and Spanish resources; students explore mature themes of identity and social justice through several contemporary films and documentaries from various countries over the course of the year. The primary goal of this class is for students to use authentic resources as a means to enhance their ability to communicate in Spanish as they learn more about life and current events in Latin America and Spain. The Spanish 5 course focuses on vocabulary building and communicative skills, and is appropriate for students of a wide variety of proficiency levels.

The 373-375 Honors sequence, available by recommendation, is an intensive program for highly motivated students who are enthusiastic in their study of Spanish and who have demonstrated sophisticated linguistic skills. This sequence develops proficiency in all aspects of language learning in cultural and literary contexts through oral and written expression. It also provides a systematic refinement of linguistic structure.

Spanish 3H
Periods per week: 4  Full year  Credits: 5  Level: H

Moving at an accelerated pace, Spanish 3H broadens students’ vocabulary base and intensively builds linguistic structures in reading, writing, speaking and listening; students are expected to build and refine oral expression through active participation in class discussions. A wide variety of authentic texts, short stories, articles, videos and documentaries are used to build a deeper understanding of the culture and history of the Spanish-speaking world.
Spanish 4H

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

Spanish 4H draws primarily from authentic audio, video and print sources with an intense and targeted review of grammatical concepts as needed. Students read a play, a novel and a selection of short stories from a variety of Spanish-speaking countries, and actively debate and analyze the themes that emerge from these works. Through this literary and cultural exploration, students focus on the consistent refinement of oral and written expression.

AP Spanish Language

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

In tandem with Spanish 4H, AP Spanish Language prepares students for the Advanced Placement examination in language and for upper-level college courses in Spanish by promoting proficiency in Spanish. As students examine various cultural products, practices and perspectives from around the Spanish-speaking world, they will hone their ability to express ideas, exchange opinions, and interpret both written and spoken Spanish. Students make use of a variety of audio, video and written materials from authentic sources as well as supplementary grammar text(s).

Other Offerings in World Language

American Sign Language 1 (Grades 9-12)

Periods per week: 2  Full year  Credits: 2½  No level

American Sign Language 1 introduces visual sign language (using hands, arms, body, and face). Students will learn hand shapes (alphabet and numbers), and sign vocabulary. Students will study basic grammatical rules of ASL (American Sign Language). Throughout assignments both inside and outside of the classroom, students will learn about the Deaf Community and Deaf Culture. The study and practice of Culturally Appropriate Behavior (CAB) is a key part of the course. This class is taught in ASL.

American Sign Language 2 (pre-requisite: American Sign Language 1)

Periods per week: 2  Full year  Credits: 2½  Level: ACP

American Sign Language 2 builds on the vocabulary and grammatical rules learned in American Sign Language 1. Students will focus on non-manual markers (face and lip movement) and role-playing, and through this will expand their expressive and receptive skills in ASL. Through assignments both inside and outside of the classroom, students will improve their understanding and knowledge of Deaf Culture. This class is taught in ASL.

American Sign Language 3 (pre-requisite: American Sign Language 2)

Periods per week: 2  Full year  Credits: 2½  Level: ACP

American Sign Language 3 is offered to expand students’ everyday conversational skills, to improve their skills in English to ASL translation, and to develop their ability to make formal presentations in ASL. Video ASL stories are used to enhance students’ comprehension skills. Deaf speakers and ASL guests will be invited to present to the class. Students enrolled in ASL3 act at times as mentors and assistants for the ASL2 students enrolled in this combined class. Through assignments both inside and outside of the classroom, students will continue to expand their understanding and knowledge of the Deaf community. This class is taught in ASL.

World Language Peer Tutor

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

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

World Language Teaching Assistant

Periods per week: 2  Full year  Credits: 1¼  Level: P-F

Periods per week: 2  First or Second half  Credits: ½  Level: P-F

World Language Teaching Assistant offers skilled students who have completed a language sequence the opportunity to lead small groups and to assist teachers in selected World Language courses. Teacher recommendation is required. At the beginning of the academic year, the interested student must submit a proposal in writing to the department head, signed by the supervising teacher. See page 68 for details on the role and expectations of teaching assistants.

Independent Study in World Language

Periods per week: +  Full year  Credits: +  Level: P-F

Periods per week: +  First or Second half  Credits: +  Level: P-F

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

Teaching Assistants
- Business - see page 14
- English - see page 21
- Fashion - see page 23
- 2-D Art - see page 26
- Mixed Media - see page 27
- Ceramics - see page 28
- Photography - see page 29
- Media - see page 30
- Music - see page 34
- History - see page 41
- Mathematics - see page 45
- Computer Programming - see page 46
- Science - see page 53
- Connections/STRIDE Program Wellness - see page 59
- Leadership - see page 59
- World Language - see page 67

Teaching Assistants work closely with a teacher to support the content learning of students in the teacher’s class. Teaching Assistants may work with individuals or with groups of students in the class, assist in the preparation of classroom materials, and provide general support to the classroom as a whole. Teaching Assistants are expected to:
1. Model positive academic and social behaviors.
2. Be prepared for class and on time.
3. Be attentive to class instruction in order to be able to aid students as needed with content.
4. Assist the teacher as requested in working with individual students or groups of students.
5. Ask for help as needed on how to perform challenging tasks or work with students.

Students who wish to enroll as a Teaching Assistant should reach out to one of their teachers and to the department head in the appropriate subject area. Students will need to complete a Teaching Assistant Application.

Advisory Leader (Grades 11–12, with permission from instructor)
Periods per week: Advisory
- First
- Full year
Credits: 1
Level: P-F
Advisory Leader is a voluntary service opportunity for juniors or seniors to attend freshman advisories regularly to provide leadership and peer mentoring for freshman students, as well as assist Advisory teachers. Advisory Leaders are responsible for initiating one program per semester with the freshman students, attending one large group meeting per term with the coordinator of the program, and assisting Advisory teachers as needed. Permission of the program coordinators and application are required. See guidance counselors Ms. Batler (Goldrick) or Mr. Allen (Wheeler) if interested.

Peer Leadership (Grades 10–12)
Periods per week: 1
First
Credits: 1
Level: A/P/F
Peer Leadership Peer Leadership is for students who want to explore and develop their own leadership style and celebrate diversity at Newton South and the community at large. Students will participate in self-exploration activities and are expected to actively engage in candid conversations around race, class, gender, ethnicity, etc. with a focus on how students at South can play a more active role in developing an inclusive community. They will then have the opportunity to create and implement school-wide initiatives and enrichment programs at Newton South designed to make positive and inclusive change happen. Class enrollment is determined through nomination and invitation. Students who are interested in this class should see their guidance counselor or history teacher.

Big Brother, Big Sister (Grades 11–12)
Periods per week: 2*
Full year
Credits: 5
Level: P-F
The Big Brother, Big Sister program (also known as Newton’s One to One Program) is a yearlong service-learning program in which participants serve as “big brothers or big sisters” to children in need of mentoring in Newton. Boston students will be matched with young NPS students who also live in Boston. Students participate in an orientation/training program in September and October, which is led by a social worker, who is manager of the program. High school students are matched with little brothers and little sisters in November. Students are required to meet their mentee for 25 hours a week from November through May. Participation in the program is contingent on students having a solid academic and attendance history. This course is graded A-P-F.
*1 class and 1 meeting per week with little brothers/sisters

METCO Advisory (Grade 9 only)
Periods per week: 1
First half
Credits: 5/s
Level: P-F
This course is required for all ninth graders in the METCO program. Led by the NSHS METCO counselor, METCO Advisory provides support, orientation, and community building to students as they adjust to the academic and social challenges of high school.
W.I.S.E. (WISE Individualized Senior Experience) Program

Periods per week: 1*  
Second half  
Credits: 2½**  
Level: P-F

The W.I.S.E (WISE Individualized Senior Experience) Program is a senior elective that gives you an opportunity beyond the classroom to pursue a passion or interest through an internship placement or project of your own design. Senior projects/internships are designed to help you explore a personal interest, a possible career choice, a special talent, a research project, or a community service project.

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

The Program is offered during the second semester. You may be eligible to be released from some classes to devote time to your WISE experience. The number of classes from which you are released is determined by the breadth and scope of the project and the number of hours spent at the internship. The project/internship hour requirement is determined on a case-by-case basis. You will receive 3.75 credits for each class from which you are released.

* = 1 class period per week terms 3 & 4 plus project/internship term 4.
** = 2½ credits are given for a part-time project/internship and 5.0 credits for a full-time internship.

Peer Tutor

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

Peer tutor is a great opportunity to hone your skills as a communicator and to help out a student who struggles in a subject that is an area of strength for you. A minimum of twice a week, you will meet with a 9th or 10th grader in the student support center and help him or her get organized, keep up with assignments, and work to build skill in the area where he or she struggles. Students excelling in any of their subjects are encouraged to apply. Teacher recommendation for the subject(s) you would like to tutor is a requirement. There is also a mandatory two-block training during the school day in late September. You can pick up a copy of the Peer Tutor Recommendation Form outside room 1312 or from your counselor. Let us know on your Peer Tutor Recommendation Form if you are interested in creating short, helpful videos (Khan Academy style) about key skills and content in 9th and 10th grade courses.

Connections/STRIDE Program Peer Tutor

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

Connections/STRIDE Program Peer Tutor is designed for students who would like to work in the Connections or STRIDE program as a peer tutor. The purpose of this role is to serve as a positive peer role model for students in the Connections or STRIDE program and may involve assisting students in elective classes, in academic support blocks, or in social groups. A willingness to learn about human differences is required. Scheduling is done on an individual basis with Connections or STRIDE Teachers.

Connections/STRIDE Program Wellness Assistant (Grades 11-12 only. Also listed in Wellness)

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

Connections/STRIDE Program Wellness Assistant is designed for students who would like to work with students in the Connections or STRIDE program as a wellness assistant. The purpose of this role is to serve as a positive peer role model for students in the Connections or STRIDE program and may involve assisting students in a Wellness class or in another activity designed to target their social/emotional health. A willingness to learn about human differences is required. Scheduling is done on an individual basis with Connections or STRIDE Teachers.

Office Assistant

Periods per week: 2  
Full Year  
Credits: 2½  
Level: P-F

Office Assistant provides the opportunity for students to assist in the House Offices, the College and Career Center, or with the Student Activities Coordinator on a regular basis. Students who volunteer would assist with tasks such as distributing mail, office filing, assisting with school mailings, data entry, and website maintenance. Permission of the Dean for House Office assistant, Mrs. Sabet for the College and Career Center assistant, or Mr. Hardiman for Student Activities assistant, is required.
Bilingual Academic Peer Education (Grades 11 - 12)
917F/S  Periods per week: 2  First or Second half  Credits: ¼  Level: P-F
Bilingual Academic Peer Education is for fluently bilingual juniors and seniors who are in good academic standing. Students learn basic tutoring techniques and apply them in a bilingual classroom setting. Sections meet twice a week concurrently with an ELL Academic Study class and are limited to 4 students per section. Students will need the signature of their counselor and a teacher to be eligible. The ELL Program coordinator makes the final decision based on recommendations as well as the language and academic needs of currently enrolled students.

Library Service (Grades 10 - 12)
919  Periods per week: 2  Full Year  Credits: ½  Level: P-F
919F/S  Periods per week: 2  First or Second half  Credits: ¼  Level: P-F
Library Service offers students the opportunity to assist with the daily operation of our innovative learning center. Students assist library staff by performing organizational and clerical tasks, shelving and retrieving materials, and working on library displays. Space is very limited; permission of a library teacher is required.

CORE COHORT

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

Sophomore English
2291  Periods per week: 4  Full year  Credits: 5  Level: ACP
2292  Periods per week: 4  Full year  Credits: 5  Level: CP

Junior English
2391  Periods per week: 4  Full year  Credits: 5  Level: ACP
2392  Periods per week: 4  Full year  Credits: 5  Level: CP

World History 1775 to Present (Grade 10)
4291  Periods per week: 4  Full year  Credits: 5  Level: ACP
4292  Periods per week: 4  Full year  Credits: 5  Level: CP

United States History, Civil War to the Present (Grade 11)
4391  Periods per week: 4  Full year  Credits: 5  Level: ACP
4392  Periods per week: 4  Full year  Credits: 5  Level: CP

Academic Study (Grade 10)
973  Periods per week: 4  Full year  Credits: 5  Level: P-F
9732  Periods per week: 2  Full year  Credits: ½  Level: P-F

Academic Study (Grade 11)
974  Periods per week: 4  Full year  Credits: 5  Level: P-F
9742  Periods per week: 2  Full year  Credits: ½  Level: P-F

Academic Study (Grade 12)
975  Periods per week: 4  Full year  Credits: 5  Level: P-F
9752  Periods per week: 2  Full year  Credits: ½  Level: P-F
**SPECIAL EDUCATION PROGRAMS AND SERVICES**

In order for students to be enrolled in special education courses and/or programs, they must have an Individualized Education Program (IEP), which calls for the particular course(s) or program(s). Entry into or exit from special education courses or programs is a Team decision. The IEP Team will determine enrollment in these classes. Please refer to the district-wide program guide for available special education supports: [https://www.newton.k12.ma.us/cms/lib/MA01907692/Centricity/Domain/108/ProgramGuide_January272017.pdf](https://www.newton.k12.ma.us/cms/lib/MA01907692/Centricity/Domain/108/ProgramGuide_January272017.pdf)

**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. 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. 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. Students who participate in CTE programs develop an individual Career Plan designed to help them make informed choices, traditional and non-traditional, now and for their futures. Upon graduation, students will be prepared to pursue a two- or four-year college education, a technical training institute, apprenticeships, and/or enter the workforce. Students who complete a three-year 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 (Automotive Technology, Construction Technology, Culinary Arts, 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

<table>
<thead>
<tr>
<th>CTE Chapter 74:</th>
<th>CTE Non-Chapter 74:</th>
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<tbody>
<tr>
<td>Automotive Technology</td>
<td>Design &amp; Visual Communications</td>
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<tr>
<td>TV Media Arts</td>
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<tr>
<td>Carpentry/Construction Technology</td>
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<tr>
<td>Culinary Arts</td>
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<td>Drafting</td>
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<tr>
<td>Early Education &amp; Care</td>
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<td>Graphic Communications</td>
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The CTE Exploratory and Major 1 Courses at Newton North are scheduled during the 1st block of the day so students have minimal impact on their schedule at Newton South. Transportation is provided in both directions to support students’ commitments to pursue a CTE program.

**NOTE:** The bus to bring students from South to North for first period departs South at 7:05. If a student typically takes a bus to South, the student may not arrive in time for this 7:05 bus and will need to make his/her own arrangements to either get to South in time for the 7:05 bus or to get to North for first class at 7:50. **Transportation, although provided, does require a little extra effort, but it is so small in comparison to the benefits!**

**EXPLORATORY PROGRAM** - Exploratory meets four blocks a week for one semester

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

*Grade 11/12 students are only allowed to take this class if after all Freshmen and Sophomores have been placed, there is a spot available. Note, this is a rare occurrence.*

**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 I courses meet four blocks per week for the full year.

To apply to a CTE program as a Major 1, students need to have placed well according to the Exploratory Program Rubric, earned an Exploratory Safety Training Certificate, received the teacher’s recommendation and complete the CTE program application. For applications see the CTE teacher, counselor, CTE office in room 112 or refer to the form in the back 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. Major 2 courses meet 8 blocks a week. Students in Major 2 will be registered for Health & Wellness (PE033); this PEHW course includes First Aid, Safety and CPR and is incorporated into the 8 blocks. This PEHW meets a graduation requirement and is also a requirement to be eligible for a cooperative education work place learning experience second semester in their senior year.

MAJOR 3
For students who have developed a genuine interest in the CTE program, who have successfully completed Major 2 and who have been recommended by the teacher, Major 3 is the last course in the sequence of the CTE program of study. Students refine their foundation of academic knowledge and technical competency skills. Major 3 courses meets 12 blocks a week. Students in the Major 3 will be registered for Entrepreneurship (759) in the fall of their senior year (with exception to those in Culinary Arts and Graphic Communications; it’s an embedded aspect of these two programs). Entrepreneurship is a requirement to be eligible for a cooperative education work place learning experience second semester senior year. Students who complete Major 3 in a CTE program are eligible to receive college credits through post-secondary articulation agreements 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 and the course number 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 (Transportation), Carpentry, Culinary Arts, Drafting and Early Education & Care (Early Childhood Education). The information can be accessed on the following website: www.masscc.org/articulation

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

72
Courses Listed in this column are State approved and regulated Chapter 74 Programs.

They are all housed at Newton North High School.

<table>
<thead>
<tr>
<th>Courses listed in this column are electives that are housed at South that provide a similar experience to the CTE Exploratory Programs housed at North (see the column to the left).</th>
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</thead>
</table>

**Automotive Technology – CIP CODE: 470604**

**880 Exploratory Automotive Technology**

- Periods per week: 4  Second half
- Credits: 2½  No Level

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 Technical 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.

Proper dress and footwear is required.

There is no Automotive Technology elective available at Newton South.

**Carpentry/Construction Technology – CIP CODE: 460201**

**887 Exploratory Carpentry**

- Periods per week: 4  Second half
- Credits: 2½  No Level

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

Proper dress and footwear is required.

**581 Woodworking I**

- Periods per week: 4  First or Second half
- Credits: 2½  No Level

Woodworking I is an activity-centered program in which students select, construct, and finish pieces of furniture. Emphasis is placed on the students’ acquiring proficiency in the set-up, maintenance, and safe use of the most frequently used machines. Students are trained to work with a partner while constructing their own project. They are also expected to work from drawn plans and written instructions, and work in a safe manner.
<table>
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<tr>
<th>Course</th>
<th>Newton North High School</th>
<th>Newton South High School</th>
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<tbody>
<tr>
<td>Culinary Arts - CIP CODE: 120503 902 Exploratory Culinary Arts</td>
<td>Exploratory students will develop and apply basic food service principals as well as kitchen safety and sanitation codes. With this fundamental knowledge and skills students will rotate through a variety of learning stations on a daily basis. Students will be introduced to the commercial food preparation of a bakery and a restaurant; making homemade pasta is a favorite student lesson. If you are interested in learning about the fine art of cooking, the operations of a restaurant and the hospitality the Tiger’s Loft is the place to start! Students also learn to enjoy meeting people, building customer relations, solving daily challenges, have high energy and enjoy a fast paced work environment.</td>
<td>This course is designed for students who want to acquire the fundamental food preparation techniques central to all areas of the food service business. Students are introduced to quantity food preparation in the areas of baking, pastry and hot and cold meals. Students will rotate through food preparation stations and actively participate in the business of food service. Emphasis is on learning basic culinary skills, and kitchen sanitation and safety practices that align with the food service industry. Students will gain practical experience while preparing and serving meals in the “Lion’s Den Bistro,” Newton South’s student run restaurant.</td>
</tr>
<tr>
<td>Drafting - CIP CODE: 151301 5911 Exploratory Drafting</td>
<td>Exploratory students learn to draft exciting 3 dimensional spaces and objects on the computer using two different industry standard software programs: Autodesk’s Revit ® and Inventor ® programs. These drafting software programs allow students to see their creations in a realistic 3 dimensional shape, you can create walk through videos of your buildings; you can assemble parts and even make them move! The course introduces the basic drafting principles of reading drawings, and creating spaces and objects. Many assignments allow students to apply their drafting skills into projects of their own design such as a house, a golf course, or even a cell phone case! If you like exploring how spaces or parts are designed and would like to try drawing them on the computer, then this is the class for you!</td>
<td>Architecture I introduces the fundamentals of residential design and building techniques from house framing to electrical work. Students familiarize themselves with CAD drafting software and manual drafting instruments to complete a set of working blueprints. Students will also design their own ranch style house and build a ¼” scale model.</td>
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<tr>
<td>Early Education and Care - CIP CODE: 131210 894 Exploratory Child Development</td>
<td>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, The Developing Child, by Holly Brisbane</td>
<td>Child Development focuses on the conditions that influence human growth and development from before birth to age five. Visits to class by parents with infants and toddlers help students to analyze the social, emotional, physical and cognitive development of the young child. Current issues affecting children in American society are presented, and students will learn about career opportunities in child-related fields. Students will write, create, and perform their own original puppet shows for preschool-aged children in the community. Students work regularly in the preschool classroom. Students interested in Early Childhood Education are encouraged to take this class as a pre-requisite.</td>
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| **Graphic Communications - CIP CODE: 100301**  
932 Exploratory Graphic Communications  
Periods per week: 4  Second half  
Credits: 2½  No Level  
Exploratory students will be introduced to a variety of graphic communications techniques. Students will design a personal crest, memo pads, school poster, T-shirts, buttons, and note cards as well as class projects: Photoshop Morph and custom Illustration. Students will produce work on digital 1-color and 4-color printers and learn how to silk screen on T-shirts. All graphics will be created using the Adobe Creative Suite: InDesign, Photoshop, Illustrator, Acrobat software on Macintosh computers | 578 Graphic Design  
Periods per week: 2  Full Year  
Credits: 2½  No Level  
Graphic Design I covers all aspects of graphic design. Students will use various design software, Photoshop, Illustrator Acrobat, Microsoft Word and InDesign along with manual techniques to make clip art, greeting cards and small newspaper layout. Students also produce multi-color designs on paper, cloth, or plastics to create posters, t-shirts or bumper stickers through screen-printing processes and also produce work on a digital color/bw printers |
| **Design & Visual Communications**  
CIP CODE: 500401  
978 Exploratory Design & Visual Communications  
Periods per week: 4  Second half  
Credits: 2½  No Level  
This exploratory course welcomes students of all backgrounds to learn the creative design process and bring ideas to life. Students will research solutions to design prompts, illustrate concepts, articulate and critique design ideas, and manipulate digital images. Final drafts of movie posters, 3D drawings, digital sketches, and animations will be created on the computer with professional programs such as Adobe Photoshop, Adobe Illustrator, Adobe Flash and 123D. Students will gain a strong design foundation, allowing them to approach problems with a creative mind, think more critically, and innovate beyond typical classroom boundaries through authentic work experience. | There is no singular Design & Visual Communications elective at South; however, many electives provide the same components of the Exploratory Program offered at North. |
| **Television & Video Production –**  
CIP CODE: 090701  
173 Exploratory TV Media Arts  
Periods per week: 4  Second half  
Credits: 2½  No Level  
Exploratory students are given the opportunity to develop into creative professionals and media artists, working with images and sounds to entertain, inform, and persuade viewer, using state-of-the-art multimedia equipment. Students will learn the fundamental aspects of visual storytelling to create multiple original short films and news stories. Working in teams, they either report stories on camera or direct from behind the scenes to shoot, edit, and weave together short video segments. Projects will take students beyond the traditional classroom setting to new environments where they’ll conduct authentic learning by capturing stories throughout the school. | 097 Video Exploratory  
Periods per week: 2  Full Year  
Credits: 2½  Level: ACP  
In Video Production, students learn how to communicate with an audience using recorded images and sound. Students develop techniques for use in pre-production, shooting, on-screen and voice-over performance, and post-production. Projects include music videos, short films, documentaries, news segments, and promotional videos. Returning students may work independently on individual or group video projects for honors credit with instructor approval. Note: this is the prerequisite course for CTE Television and Video at NNHS. |
Newton South High School is a community of students, families, faculty and staff committed to engaging all students with challenging coursework, so they can develop into knowledgeable, thinking, and creative individuals with the ability to communicate and interact successfully with those in the world around them.

We believe that all students can reach high levels of success when they:
• know they are safe, valued, and respected by teachers and peers
• are given equitable access to learning resources and opportunities
• are connected to and supported by a community of students and adult learners
• are guided by adults who work collaboratively towards a common purpose
• are motivated, challenged and inspired by connections between the classroom and the world
• demonstrate a strong work ethic, a spirit of inquiry, and a passion for learning
• maintain a balanced, healthy lifestyle

**Academic Expectations**

Newton South students are expected to master course content. With this foundation of acquired knowledge students will:

**Inquire**- ask questions and seek answers through research, using technology and other resources, to create new understandings of the world

**Solve Problems**- develop solutions to problems in situations that stretch understanding and require innovative thinking

**Think Critically**- analyze, interpret, synthesize, evaluate, and draw conclusions to develop deeper understandings

**Create**- build, compose, design, or perform to develop an understanding of themselves, others, or the world

**Communicate**- write and speak with clarity and purpose to a variety of audiences

**Social and Civic Expectations**

As they achieve at a high level academically, students are expected to:

Act responsibly- consider the impact of one’s decisions while assuming responsibility and accepting consequences

Collaborate- work effectively and respectfully with diverse groups of peers and adults

Contribute- explore and make positive contributions to the world beyond the classroom

Maintain Balance- develop skills, including strategies to manage workload and stress, to maintain a balanced and healthy lifestyle
At Newton South We.....