

# Nashoba Regional High School

## *Program of Studies*

*2019-2020*

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It is the mission of The Nashoba Regional School District to educate all students to their fullest potential in a safe, caring environment to become critical, creative, reflective thinkers and positive contributors to the global community.

# Nashoba Regional High School

## Mission Statement **I-CARE**

We at Nashoba believe **INTEGRITY** is our foundation. We strive to make it a visible part of everything we do when we:

**COMMUNICATE:** with honesty and respect, clarity and effective purpose, guided by acceptance and open-mindedness

**ACHIEVE:** through consistent hard work and motivation, striving to realize high standards, to persevere over adversity by fostering the ability to innovate and adapt to change

**RELATE:** as a local and global citizen, practicing empathy and compassion, growing as an individual by finding common ground and appreciating differences.

**ENGAGE:** by taking initiative, participating with passion and enthusiasm, collaborating to create something bigger than each of us.

We expect our students to **aspire** to these values.

We expect our staff to **live** these values.

We expect our larger community to **support** these values.

We ask all to CARE, make the most of our time at Nashoba, and

**OWN IT!**

# Nashoba Regional High School

## 21st Century Learning Expectations

**INTEGRITY** - The student will apply personal responsibility and demonstrate character in the learning process.

**COMMUNICATE** - The student will communicate information and ideas clearly and effectively in varied contexts for a variety of purposes.

**ACHIEVE** - The student uses higher order thinking skills to problem solve.

**RELATE** - The student values and demonstrates appreciation for lifelong learning, cultural understanding, and character through empathy, compassion, and collaboration.

**ENGAGE** - The student will exhibit evidence of creativity, independent thinking, initiative, and enthusiasm

### OWN IT!

This Program of Studies booklet has been prepared to guide and assist you in planning your academic program at Nashoba Regional High School. It provides information on the academic offerings, suggested course patterns, course descriptions and policies affecting the offerings. As new courses and program are added, we will continue to update the Program of Studies to reflect the most current offerings.

Paul Di Domenico, *Principal*  
Stephen Cullinane, *Assistant Principal*  
Elizabeth Pratt, *Assistant Principal*

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It is the policy of Nashoba Regional High School not to discriminate on the basis of sex, race, color, religion, age, national origin, or sexual orientation in educational programs, activities, or employment agencies. Inquiries regarding compliance may be directed to the Title IX Coordinators at Nashoba Regional High School. Please contact Paul Di Domenico, Principal.

## Planning Your Future

Utilizing this Program of Studies you will be making some important decisions regarding your future. Some of you have already given this much thought, have made definite plans, and will continue toward your objective. Others will need to set up a tentative two, three, or four-year program. Whether your final decision is for immediate employment or further education, a high school diploma is a virtual necessity.

The importance of choosing the right program to fill your particular needs, interests, and abilities cannot be stressed enough. Select your subjects only after weighing with great care your interests, special abilities and scholastic record. Evaluate critically the recommendations and suggestions of your parents, teachers, and counselor. Choose subjects that will benefit you directly. Nashoba Regional High School provides the opportunity for all students to select challenging courses and levels with high expectations. Nashoba Regional High School does not “track” students. You and your parents are asked to solicit and consider teacher and counselor recommendations for courses and level placement when considering your selections.

Remember, if you select a course and after two weeks wish to change to another course, grades earned during the time in the course to be dropped will be averaged into the grades of the new course. As such, avoid being influenced by the choices of friends.

At Nashoba Regional High School you will have the opportunity to select your course of studies from different subject areas without being confined to a single curriculum level. You will be expected to include in your program certain subjects that are considered basic to a well-rounded high school education.

The guidance services of the school will help you intelligently choose a course of studies that will enable you to fulfill your ambitions beyond high school graduation. Guidance personnel are available to answer any questions you may have. You should see your guidance counselor for assistance in preparing your new schedule.

*Counselors:* Katherine Abruzzese  
Sarah Dodd  
Daniel Glover  
Jessica McDonald  
Trevor Short  
Erica Stone  
Jodi Specht, Director of Guidance

## Admission Policy - District Residents

Any student residing in the district who has successfully completed the eighth grade or its equivalent in any elementary, middle, or junior high school will be admitted to the ninth grade. Students transferring from other schools in advanced grades (10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup>) will be placed in an appropriate program upon evaluation of their records by the guidance director and the principal.

A student will be considered for admission without having completed the full eight grades upon written request of parents, accompanied by recommendations from local school officials. Such a student must meet any further explicit requirements that may be set by the Nashoba Regional School District Committee.

## Graduation Requirements

Each student must successfully complete a total of 90 to graduate, while also meeting all of the individual subject-area requirements. Students must pass the Massachusetts Comprehensive Assessment System (MCAS) tests to receive a high school diploma in the Commonwealth of Massachusetts. It will be necessary to plan ahead so that you will have satisfied all graduation requirements by the end of your senior year.

### Courses Required

<u>Subject</u>	<u>Years</u>
English	4 years
Mathematics	3 years
Science	3 years
Social Studies	3 years (Including US History)
Languages	2 years
Fine Arts	1 years
Applied Arts	1 years (at least one semester of a technology-designated course)
Wellness	4 years
Minimum total credits to graduate	90 credits

### Minimum Credits Required for Graduation for All Graduating Classes

#### 90 Credits

- A full year course which meets every day is granted 4.0 credits, a half year course earns 2.0 credit.
- Every student is expected to enroll in a minimum of 25 credits each year.
- To receive credit for a course, a student must achieve a passing grade of 60 or above and meet the high school attendance requirements.
- Students may apply for early graduation if they anticipate meeting all of the graduation requirements on an accelerated pace.
- If a student enters mid-year, the school will attempt to place them in a full schedule which reflects the distribution requirements and the total credits necessary in order to graduate.
- To receive credit for summer school and night classes, students must have earned a C- or better.

## Transfer Courses

Recognizing that each educational provider offers a specific level of rigor that may or may not be reflected within a course title or level, and because we do not have the ability to objectively and inarguably determine the corresponding Nashoba level, the most advantageous method to represent these courses to colleges is for them to be presented on their originating transcript.

All credits on a student's transcript from a prior educational setting will be converted to Nashoba credits, where each full year course is granted 4 credits and all courses will be recognized. For courses being brought in from non-traditional

educational institutes (home-school, online, therapeutic, etc.) that have not been awarded credit, credit will be calculated according to the amount of time spent on each course prorated for independently verified instructional hours. Nashoba recognizes only those educational experiences which have been within an accredited educational institution. Home school programs approved by the LEA are the sole exception. The practical application to a student who transfers to Nashoba as an upperclassman will result in the following example transcript entry:

**Minuteman Regional High School**  
Transfer credit 30

As a matter of policy, any outside transcript received by the high school will be forwarded along with Nashoba's transcript for the college's review.

### **Proof of Residency/Guardianship**

When a student is enrolling new to the Nashoba Regional School District, evidence of residency, evidence of occupancy and evidence of identification must be provided. Residency may be established with a Purchase and Sale (if new construction, Oct. 1 Occupancy/Building Permit) or a Lease agreement; occupancy may be established with a current utility bill (that shows actual street address & name); identification can be established with a valid and current passport or state issued identification. If a student's guardian is not named on the above document, the school must have a notarized statement from the owner/lessee indicating that the guardian and student are current residents of the address indicated (P.O. Boxes will not be accepted).

Proof of guardianship is also required if the guardian is not a parent. Either a DSS statement of custody, foster parent agreement, or a Legal Order of temporary guardianship (attorney/notary seal required) is sufficient. In addition, current immunization records and physical exam reports are necessary. Finally, last year's transcript, which will include historical and current academic grades, is needed if a student is transferring mid-year.

### **Nashoba Regional High School Foreign Exchange Student Contract**

Sponsoring organizations shall notify the NRHS Principal and/or Foreign Exchange Student representative (guidance department) no later than May 25th regarding potential Foreign Exchange Students for the forthcoming school year. Each request shall be reviewed by the principal and/or representative. Notification of approval shall be issued to the sponsoring program no later than June 1<sup>st</sup>. NRHS will not be able to accommodate mid-year or semester break transfers into the school.

In order to provide outstanding service and achieve our mission statement goals, Nashoba Regional High School allows **three** Foreign Exchange students per academic year. The principal reserves the right to reduce the number of foreign exchange students based on financial hardships or unforeseen circumstances. Students must be approved by an accredited foreign exchange program. Students are eligible for a maximum stay of one continuous academic year, September through June at NRHS. Students must register prior to the first day of school. Host parents and students are required to be present at the time of registration. Foreign Exchange students must maintain at least a 2.0 grade point average at the end of each semester to remain in good standing at NRHS. Foreign Exchange students who are enrolled as seniors (grade 12) are able to participate in graduation ceremonies and will receive a Nashoba diploma provided that they pass MCAS exams, a US History course, and the NRHS graduation requirements. An 'Honorary Recognition Diploma' will be awarded if the full MCAS requirements or local graduation requirements are not met at the conclusion of the academic year.

## Agreement

- 1 Foreign Exchange students will be subject to all rules and regulations governing all students at Nashoba Regional High School
- 2 The program representative is responsible for informing students of any agreements with the program and all rules and regulations.
- 3 Foreign exchange students are not eligible for FREE and REDUCED lunches.
- 4 The following information should be presented for acceptance:
  - a Insurance ( medical and accidental coverage)
  - b Permission to participate in athletics sponsoring organizations must meet MIAA standards.
  - c Physical examination form including shot record and current physical.
  - d If the student wishes to achieve an NRHS diploma, an official English translated transcript from the foreign student's school.
  - e A profile of student and his or her family.
  - f Statement regarding responsibility of host parents for supervision and support of all school activities.
  - g A copy of host family application and host family profile.

## Course Levels

Course levels give students of different abilities opportunities for academic success, appropriate challenge and enrichment. Different levels are geared to specific student characteristics and academic needs. Most elective courses are not differentiated by level and are not included in the weighted GPA to encourage students to explore their interests.

## Honors (HON)

**Honors Level** courses are recommended for students who have demonstrated exceptional academic achievement through a combination of ability and motivation. Instruction will assume that students are able to grasp concepts on initial presentation and will, therefore, emphasize observation, analysis, synthesis, and problem-solving. Students are expected to be able to organize their time, to plan long-term assignments and to seek help when necessary, all on their own initiative. A student recommended for Honors demonstrates the following characteristics:

- Has comprehensive and in-depth understanding of rigorous subject matter
- Has the ability to provide sophisticated solutions to complex problems
- Has the ability to self-assess and learn from mistakes
- Engages in metacognition
- Has the ability to organize time and materials efficiently
- Has the ability to read and understand college level materials
- Has excellent ability to convey complex ideas both verbally and in writing
- Has the ability to easily analyze, synthesize and evaluate information
- Demonstrates intellectual curiosity by exceeding stated requirement

## Advanced Placement Courses (AP)

Within the Honors level, students may participate in Advanced Placement programs. AP classes prepare the student to take AP exams. The AP curriculum is prescribed by the College Board and successful completion may enable the student to receive college credit at some schools. These courses are recommended only for students who have demonstrated exceptional academic achievement through a combination of ability and motivation. Students should have teacher recommendations to enroll in AP classes. In order for a student to receive the AP designation on a transcript, he/she must take the AP exam. If the student chooses not to take the exam, the course will be designated as "Honors" on the transcript.

## Accelerated Level (ACC)

Students who are recommended for this level demonstrate high levels of achievement and motivation. These courses either move at a somewhat faster pace than our college preparatory courses and/or include some additional materials that expand on topics being covered; therefore, more homework can be anticipated both in volume and in degree of difficulty. While these courses provide some practice and repetition in the classroom, it is assumed that students will be able to operate independently with the teacher's direction. A student at this level demonstrates the following characteristics:

- Has a solid understanding of challenging subject matter and the ability to solve a wide variety of problems
- Reads above grade level
- Has the ability to self-assess and articulate areas he/she does not understand
- Will independently seek extra help
- Has the ability to write with few grammatical errors
- Is able to connect what is learned to relevant topics in the world and in real life
- Has developed and utilizes a repertoire of organizational and study skill

## College Preparatory Level (CP)

**College Preparatory Level** courses are recommended for students who have solid levels of achievement and motivation and perform best when there is consistent explanation and repetition as well as structure and support in their instructional setting. College Prep courses incorporate strategies for test taking, study and project planning; these courses provide sequential directions and steps for activities and projects. A student at the college prep level demonstrates the following characteristics:

- Has a partial understanding of subject matter and the ability to solve basic problems
- Reads at or above grade level
- Does better with structured tasks and guided activities
- Sometimes has difficulty with time management
- Benefits from advanced organizers and study guides
- Needs development of writing skills
- Is still building a repertoire of strategies for organizing work and time
- Benefits from additional time to process information
- Utilizes basic organizational strategies such as keeping a notebook and assignment book but wishes to enhance them
- Needs direction to self-assess and learn from mistakes
- Benefits from a comprehensive grammar review in preparation for college level writing and SAT exams

Within the College Prep level, additional support from special education staff is provided in several co-taught inclusion classes. Students enrolling in these courses benefit from:

- Monitoring of organizational strategies such as keeping a notebook or assignment book
- More frequent opportunities to revise poor work in order to learn from mistakes
- Development of strategies to self-assess
- More time in class to apply learning

## The Registration Process

The purpose of the registration process is to generate interest in the many courses that are offered at Nashoba. After students have selected their courses in the spring, administrators use that information to build a schedule for the following year. For this reason, students must select their courses carefully as *changes must be held to a minimum*.

***Although we would like for all classes to be available, there may be some classes that are not offered due to insufficient student enrollment. In addition, there are often scheduling conflicts which prevent students from taking all their desired courses.*** Therefore, any class with less than 15 student requests will be studied very carefully to determine whether the class will run or not. Also, in some cases, academic levels within a course may be combined.

The program of studies booklet is revised each year to accurately reflect our present course offerings, and to maximize a student's chance of being able to take courses appropriate to their interests and abilities. Should any changes, corrections or adjustments become necessary after this booklet goes to press, we will publish the necessary addendum and make it available in the main office and on the high school website as the information becomes available.

## Teacher Recommendations

The different levels are geared to specific student characteristics and academic needs. Faculty members give serious thought to both the student and the curriculum in making recommendations and students are encouraged to discuss each level recommendation with their teacher. Historically, the recommendations made by teachers have been the most appropriate placements.

In the event that a student wishes to *override* a teacher recommendation into a more advanced level, there is a process that must be followed and a form will be available with the registration materials. Any student enrolling in a course at an override level is committing to the course for a minimum of 10 weeks. **To ensure enrollment and a balanced schedule for all, overrides must be completed in tandem with the course selection process.**

Any requests for overrides initiated after Course Request Verifications have been distributed may be held for evaluation until the start of school.

## Drop/Add

*Course changes* involving a subject change (for example Physics to Chemistry, or French to Spanish) elected by the student will be made *for the first three weeks of classes only* and the student is responsible to make up all missed work. *Level Changes* within the same subject (Accelerated Chemistry to College Prep Chemistry, for example) may be initiated by the student *up to two weeks after the first progress report* for the course. Beyond this point a student is expected to seek extra help from the teacher and additional support from the Academic Support Center, and parents are advised to consult the teacher for academic and study strategies. Communication and concentrated effort are often the keys to a student finding success at this stage.

If after these significant efforts, both the teacher and the student agree that a level change is appropriate, the student can initiate a schedule change request in guidance.

## Course Sequences

It is expected that all NRHS students will participate in the program sequences for various departments as described in the Nashoba High School Program of Studies. Students wishing to accelerate an academic course of study have options to do so, but must follow the process and guidelines listed here. "Opting out" of courses – i.e., not taking a course in the sequence listed in the Program of Studies – is not allowed.

The following options exist for students wishing to accelerate a program:

- Double-up on courses in a given year. Students should work with their guidance counselor and subject teacher to determine acceptable courses to take concurrently; for example, taking Algebra II and Geometry concurrently is an appropriate option because of the disparities in the two curricula, whereas taking Algebra II and Pre-Calculus concurrently would not be appropriate because the Pre-Calculus curriculum depends in part on prior mastery of the Algebra II curriculum. All general deadlines around dropping and adding courses apply when students double-up on courses.
- Students may take an approved course outside Nashoba Regional High School through an accredited academic institution. Students wishing to explore this option must set up a meeting beforehand with the guidance department head and the subject area department head to ensure that the outside provider is an approved and accredited institution, and that the proposed curriculum offered by the outside provider covers the same content covered by the equivalent course at Nashoba. Students wishing to advance their program must enroll in outside courses independently, pay for the courses themselves, and provide proof of completion with an official transcript. Students choosing to take a course at an outside institution will be required to complete a NRHS summative assessment of the curriculum, both to determine mastery of content and to inform placement in the next course and level. Course levels at an outside institution (e.g., Honors, Accelerated, College Preparatory) do not automatically guarantee placement at a commensurate level in the next course at Nashoba.

### Grade Point Average (GPA)

Only courses taken and completed at Nashoba Regional High School will be calculated in the student's GPA. Each student's transcript will have an annual weighted GPA and a cumulative weighted and unweighted GPA. A valedictorian and salutatorian will be recognized at graduation, based upon seventh semester cumulative weighted GPA.

### Weighted GPA

Grades in each leveled course are assigned quality points when computing the weighted measures. Non-leveled courses are not factored into the weighted GPA calculation. The more difficult the course, the greater the number of quality points awarded. The weighted GPA is calculated using the allotted quality points multiplied by the number of credits and the above product is then divided by the total number of credits.

$$\frac{\text{Quality Points} \times \text{Credits}}{\text{Total Credits}} = \text{Weighted GPA}$$

### Quality Points

<u>Honors</u>	<u>Accelerated</u>	<u>College Prep</u>
A+ 5.00	A+ 4.50	A+ 4.00
A 4.75	A 4.25	A 3.75
A- 4.50	A- 4.00	A- 3.50
B+ 4.25	B+ 3.75	B+ 3.25
B 4.00	B 3.50	B 3.00
B- 3.75	B- 3.25	B- 2.75
C+ 3.50	C+ 3.00	C+ 2.50
C 3.25	C 2.75	C 2.25
C- 3.00	C- 2.50	C- 2.00
D+ 2.75	D+ 2.25	D+ 1.75
D 2.50	D 2.00	D 1.50
D- 2.25	D- 1.75	D- 1.25
F 0	F 0	F 0

## Unweighted GPA

Students receive an unweighted GPA. All classes with letter grades are used in this calculation. Pass/fail grades are not included in the calculation. This GPA is calculated using the allotted points multiplied by the number of credits and the above product is then divided by the total number of credits. Unweighted GPA is on a 4.0 scale.

A = 4.0

B = 3.0

C = 2.0

D = 1.0

F = 0

## Additional Information

1 **Scheduling:** The process begins with the distribution of the Program of Studies and course and level recommendations made by current teachers. Although we do our best to provide every student with every course he/she wishes to take, scheduling conflicts sometimes make this impossible and alternate course choices must be made.

2 **Performance Reports:** Report cards are issued four times a year. In addition, teachers, counselors, and administrators may provide information on performance through letters, PowerSchool Parent/Student Access, e-mail, or telephone calls as necessary.

3 **Formal Records:** A *Temporary File*, containing all school information collected during earlier school years (report cards, transfer reports, test summaries) is maintained for each student. This file is located in the guidance office and may be reviewed by a student or parent upon request for an appointment. In addition, the administration maintains a *Permanent File* for each student, which is a record of courses taken, grades awarded, and credits accrued.

4 **Remember, fall eligibility for athletic and extracurricular programs is based on a student passing a minimum of 16 credits in four major academic subjects during the previous school year 4<sup>th</sup> quarter as well as the year end grades.** Eligibility for winter and spring participation is based on the preceding quarter's grades. A student must be passing the equivalent of four full year courses as well as maintaining an overall cumulative average of 60% or more. Credit reduction in a course is considered to be a non-passing grade for eligibility purposes only

5 **Honor Roll** - Only those subjects that meet 5 days a week are considered. Honor roll eligibility is determined each quarter as follows:

- Honors  
A student must achieve a quarterly unweighted GPA of at least a 3.0 to receive Honors recognition.
- High Honors  
A student must achieve a quarterly unweighted GPA of at least a 3.5 to receive High Honors recognition.
- Highest Honors  
A student must achieve a quarterly unweighted GPA of at least a 3.75 to receive Highest Honors recognition.

6 **Attendance:** All students are expected to attend school on a regular basis. Under the laws of the Commonwealth of Massachusetts: "Every child between the ages of 7 and 16 is compelled to attend school." At NRHS, pupils 16 years of age or over are also expected to conform to the same rules of attendance.

The Nashoba Regional School District adheres to, and is in full compliance with, Chapter 76 of the laws of the Commonwealth of Massachusetts which defines attendance regulations. Except in cases of illness or other extenuating circumstances, students are expected to be present when school is in session. Family vacations and trips which are scheduled when school is in session are not considered valid reasons for absence. Although teachers will allow students to make up missed assignments, tests, and quizzes, they are not required to prepare work in advance for a vacation related absence. In addition, teachers are not required to re-teach or tutor students when they return from a vacation.

Furthermore, the classroom teacher will establish the appropriate timeframe for making up the work. It is the student's responsibility to determine the work which needs to be done when he or she returns to school.

Any student who is absent from school on a particular day will not be allowed to participate in any school activities or dances on that day. (The only exception would be if the absence from school has been authorized by the Principal, or his/her designee, in advance.) A student who is tardy after 9:45 AM or is dismissed prior to 11:15 AM will be ineligible to participate in extracurricular activities on that day unless the tardy arrival or dismissal has been authorized in advance by the Principal. This rule applies to games, practices, club meetings, rehearsals, dances, and any inter-school competitions. Other special requests for excused absences or the changing of final exams must be cleared in advance by the Principal prior to approval.

A student who enrolls in a course is expected to be present for every class session. A student is allowed **14 unexcused absences total for a yearlong course (4 credits)** and **5 unexcused absences for a semester course (2 credits)**. Students would be permitted **4 unexcused absences for P.E. or any 1 credit course**. Attendance will be reviewed quarterly and each semester and noted on progress reports and report cards. Missing more than half of the class period due to unexcused tardiness will be counted as an absence for the class period. **7 unexcused tardies (tardies without a note from a sending teacher/administrator/staff member) will equate to unexcused absence. See the current Student Handbook for the specific ratio.**

A student is required to submit an absence note to the main office within two days of his/her return to school. Notes do not eliminate/excuse absences, tardies, or dismissals; they indicate parent awareness of the absence. The notes are important documentation should an appeal process be necessary.

#### Excusable Absences (Formal Documentation Required)

Absences not counted toward the limit of 14 or 7 for semester course:

- Death in the family (parent, sibling, grandparent, aunt, uncle, niece, nephew, cousin.)
- Health Professional appointment - formally documented note needed from Physician, Dentist, Optometrist, etc.
- School sponsored/sanctioned activities: field trips, class meetings, in-school or external suspension, up to 3 college interviews approved by the Guidance Department, Administration, and teachers in advance of the interview/visit
- Religious Holiday Observance
- Legal/Court appointments- Court note required upon return to school

**Please see the Student Handbook for additional information regarding the attendance policy.**

## **Accreditation Statement**

Nashoba Regional High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one that has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association at the following address:

Commission on Public Secondary Schools  
New England Association of Schools and Colleges  
209 Burlington Road  
Bedford, MA 01730-1433

## **Credits and Graduation Requirements**

### **Credit System**

A minimum of 90 credits is required for graduation. Students must be enrolled in at least 25 credits per year, per School Committee policy. Students wishing to enroll in fewer than 25 credits per year must have their request approved by the Guidance Director, in instances in which the student requests to enroll in 24 credits, or by the Guidance Director and Principal, in instances in which the student wishes to enroll in fewer than 24 credits. The Guidance Director will approve plans to enroll in 24 credits in instances in which scheduling logistics prevent a student from enrolling in 25 credits. Permission to be enrolled in fewer than 24 credits will only be given to students in exceptional circumstances with legitimate and compelling reasons to do so as documented in a formalized plan, such as an accompanying 504 plan or IEP plan. All academic subjects that meet daily for the entire year are given 4.0 credits. Those which meet daily for a semester are given 2.0 credits. Those which meet daily for a quarter are given 1.0 credit.

Credit for all special projects, independent study courses, and teacher aides will be determined by the number of hours completed. All courses of this type must be approved by the Principal.

## **Make-Up Credit**

Students must earn a grade of F (50 – 59) in order to be eligible to earn credit through summer school. Students who earn an F (0-49) are not eligible to earn academic credit in summer school. To receive credit, a C- (70%) grade or better in summer school is required. Prior approval from the guidance office is required for summer school courses.

## **Placement Exams**

Nashoba Regional High School has the right to administer a Nashoba placement exam in courses such as Math and Foreign Language where prerequisite knowledge is essential in order to progress to the next level. Guidance will typically request a writing sample of a student to assist with placement in Humanities courses.

## **Credit Courses at Other Schools**

Credit toward a Nashoba diploma for outside activities will be awarded to a student only if the following criteria are met:

- The outside activity is an academic classroom course given by an accredited institution.
- The Principal or the Director of Guidance must approve the course prior to enrollment.
- The student must achieve a satisfactory grade and must be in attendance ninety percent of the class time.

## **Early Graduation**

Students who wish to graduate early must plan to earn the required credits and complete the required courses in the appropriate time-frame. Students are expected to present a plan to their guidance counselor and the principal for approval. This agreement must be signed by student, parent, guidance counselor and principal by the end of sophomore year for graduation after junior year and by the end of junior year for graduation mid-senior year.

Students graduating early will be able to begin college, work to save for college, join the military, explore careers, do volunteer work, or travel. Be advised that this option may weaken one's chances for college admission.

## Planning for After High School

### Massachusetts State Universities & UMass Minimum Admissions Standards

The admissions standards for the state universities and UMass emphasize a strong academic high school background so that students enter college ready to learn. These standards represent minimum requirements; meeting them does not guarantee admission since campus officials consider a wide range of factors in admissions decisions. Students shall have fulfilled all requirements for the high school diploma or its equivalent upon enrollment. It is important to note that admissions standards for the state's community colleges differ. *Community colleges may admit any high school graduate or GED recipient.*

#### Freshmen Applicants

The new admissions standards for freshmen applicants have two main parts:

- 17 required academic courses
- A minimum required grade point average (GPA) earned in college preparatory courses completed at the time of application.

Applicants must also submit an SAT or ACT score if required: many but not all Mass public universities are test optional – *notably, as of 2019 testing is still required at the University of Massachusetts at Amherst.*

#### Academic Course Requirement

Seventeen college preparatory courses distributed as follows are required. A course is equivalent to one full school year of study. Courses count toward the distribution only if passed.

Subject	Requirement
English	4 courses
Mathematics	4 courses (Algebra I & II and Geometry required)
Sciences	3 courses with lab work (from Natural and/or Physical Science and Technology/Engineering)
Social Sciences	2 courses (including 1 course in US History)
Foreign Language	2 courses (in a single language)
Electives	2 courses (from above subject areas, or Arts & Humanities or Computer Science)

#### Minimum Required Grade Point Average (GPA)

The minimum average GPA for freshman applicants, weighted for Honors and Advanced Placement courses, is 3.0 for both the state universities and the UMass campuses and **no applicant with a high school GPA below 2.00 may be admitted to a Massachusetts state college or university campus.** Calculating the weighted GPA is a process conducted by admissions office and does not reflect policies and practices in place in high schools. This GPA is based on all academic courses completed and grades received for courses in which the student is currently enrolled (for example, mathematics courses in which the student is enrolled during the senior year of high school).

The NRHS unweighted GPA is often very close to the Massachusetts Public system calculation, but students are urged to do their own calculations. Pay particular note to the fact that that the formula does not allow for weighting of our accelerated level in this calculation formula. To calculate a weighted GPA, individuals must convert each final grade earned in college preparatory courses to a 4-point grading scale (where "A+"=4.3; "A"=4.0; "A-"=3.7; "B+"=3.3; etc.). Honors level and Advanced Placement courses will receive an extra .5 and 1.0 points on the 4-point scale, respectively. For details, see <http://www.mass.edu/forstudents/admissions/admissionsstandards.asp>

If an applicant's GPA falls below the required minimum, a sliding scale will apply. This scale should be used only when an applicant's GPA falls below the required 3.0 minimum for admission to the state colleges or UMass. An applicant with Learning Disabilities may submit the current IEP in lieu of testing.

## **Twelfth Year Program/Dual Enrollment**

Students wishing to complete their high school education at a state community college, state college, or state university may do so through the Twelfth Year or Dual Enrollment Program. The student's family must cover all costs (i.e., tuition, fees, books, and transportation). Costs may range from \$3,000 to \$7,000 per year. Requirements for the Twelfth Year Program differ from school to school. As a general rule, appropriate applicants must:

- Have a high school profile free of any disciplinary actions
- Have attained a G.P.A. of 3.0 higher
- Pass the appropriate placement tests in math and English at the institution they wish to attend. In some cases, students may also be required to take a placement test in science.

Students interested in the Twelfth Year Program should plan to meet with their guidance counselor to discuss the requirements.

## **College Articulation Agreements**

Students taking Accounting I or Information Computer Technology (ICT) are eligible to receive 3.0 college credits from Quinsigamond Community College and Mount Wachusett Community College. Seniors enrolled in College Writing semester 1 will be awarded 3.0 undergraduate English credits from Quinsigamond Community College upon satisfactory completion of all requirements.

## **College-Bound Student Athletes**

Students wishing to compete on a Division I or Division II college athletic team must meet NCAA Clearinghouse eligibility requirements. Requirements include a strong set of academic course requirements, a minimum GPA, and a sliding scale SAT or ACT requirement. If you are considering college athletics, please see the NCCA Guide for details. Division III sports do not use the Eligibility Center, and college intramural teams are open to all.

## Course Descriptions

**Please Note:** The description of a course in this Program of Studies indicates the ability of the Nashoba Regional High School staff to provide the experience. However, if an inadequate number of students select a specific course, it will not be possible to offer the course. In cases where courses are oversubscribed, priority for enrollment will be given first to seniors, then juniors, then sophomores, and finally freshmen, provided they have satisfied course prerequisites. Students who are unable to be enrolled in a course of their first choice will be offered an alternate course.

### Applied Arts Program

#### Business/Computer Technology

The Business/Computer Technology program is designed to integrate business and computer technology skills in the high school curriculum. Using current technology, students are exposed to real-world applications while learning marketable skills. Courses are designed to prepare students for successful entry into a business related field.

Learn more about the Applied Arts Program here <https://goo.gl/3uWPwk>

Nashoba's DECA club is for students who have an interest in the business field. Our members compete in a program that uses presentations, tests, role plays, and written projects to evaluate their marketing and management skills. Members have an opportunity to compete at three levels (Districts, States, and Internationals) as either individuals or in groups of 2 or 3.

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#### ACC, CP Accounting 1

10-12

4.0

This full year Accounting course introduces students to the preparation and interpretation of financial records. This course will teach the fundamentals of financial accounting for business, social, and personal use. Projects and practices at frequent intervals will give practice in performing accounting tasks commonly found in business. It is recommended that those students interested in a college major in business take accounting. The course of studies includes double-entry accounting procedures, financial records, business transactions, banking activities, and special projects. Accelerated classes will be given additional practice problems and a second simulation. This course has an Articulation Agreement with Quinsigamond Community College and Mount Wachusett Community College where students receive three college credits. *Meets math requirement for graduation. DECA eligible course.*

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#### ACC, CP Accounting 2

11-12

4.0

This full year Accounting 2 course provides the capable student with further skills in double-entry accounting. Emphasis in this year is on accounting for partnership, corporations, and income tax. Accounting 2 increases the competence of those who seek positions as qualified accounting clerks and builds a good foundation in accounting for those who may take a further course in accounting in post-secondary school or major in Business/Accounting in college. Accelerated classes will be required to do additional practice problems and a simulation using the computer. *Prerequisite: Accounting 1. Meets math requirement for graduation. DECA eligible course.*

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#### NL Banking

9-12

1.0-2.0

This course will introduce students to the career field of banking. Students will receive on-the-job training and work as tellers in Nashoba's branch of the Clinton Savings Bank. Students will take online blended classes from Banker's Academy through Clinton Savings Bank and will focus on financial literacy as a component of this class. Banking can be flexibly scheduled to meet the individual needs of the student's representative schedule. *DECA eligible course.*

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#### NL Introduction to Business

9-12

4.0

This full year course presents students with a broad overview of many fields of business including Economics, Marketing, Entrepreneurship, Human Resources, Business Ethics, Accounting, and Personal Finance. Students will gain a basic

understanding of these fields as well as be exposed to possible careers in those fields. This course will also explore the design thinking process in relation to business concepts. Students will focus on strategies which solve real-world business problems. *DECA eligible course.*

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**ACC, CP Economics****11-12****2.0**

This introductory semester course will give students a basic understanding of economics and how it plays a role in business and politics. Students with an interest in history, political science, finance and business are encouraged to take this course. The class will focus on micro and macro-economic theory as well as the laws of supply and demand. Students will apply these ideas to current topics related to business, finance and politics. *DECA eligible course.*

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**NL Entrepreneurship****9-12****2.0**

This semester course is designed to help students understand the principles of starting a small business. Entrepreneurship is designed to be fast paced and teaches students skills and topics that every entrepreneur needs to have in order to run a successful business. Students will be required to formulate a Business Plan while gaining real-life hands on experience of actually starting and operating their own business. *DECA eligible course.*

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**NL Marketing****10-12****2.0**

This semester long Marketing course focuses on teaching students the basic functions of satisfying consumer needs. Students will understand how companies design a product or service, price their products/services, distribute their goods efficiently and how they promote themselves to a target market. Social media marketing as well as current trends in Marketing will also be analyzed. *DECA eligible course.*

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**NL Marketing 2****10-12****2.0**

This semester course is a continuation of the Marketing 1 curriculum. Students will work in a project-based mold where they will be used to use extensive marketing research to solve problems. They will learn the importance of a marketing plan, marketing research, and current retail practices. *Prerequisite: Marketing 1. DECA eligible course.*

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**NL Sports and Entertainment Marketing****11-12****2.0**

The field of sports and entertainment marketing is rapidly growing and expanding. Many colleges and universities offer specializations in sports and entertainment marketing. This class will explore the ever-changing world of sports and entertainment from the perspective of marketing. The functions of marketing that are presented are intended to be a guide in taking the first career step into the exciting world of sports and entertainment. This course will help students develop a thorough understanding of the marketing concepts and theories that apply to sports and entertainment events. In addition, Sports and Entertainment Management teaches leadership, finance, product management, sponsorship, event marketing, promotions, human resources, legal and ethical issues, managing, and customer relations. This course will also introduce promotion plans, sponsorship proposals, and sports marketing plans. *Prerequisite: Marketing I. DECA eligible course.*

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<b>NL Personal Finance</b>	<b>9-12</b>	<b>2.0</b>
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This semester course will teach students how to manage their money. It is very important to make sure our students are knowledgeable in how to manage their finances. In our society, almost everyone will buy a car, a home, insurance, and pay taxes at one point or another of their lives. Saving, budgeting, investing and using credit wisely has become increasingly important in today's world. The program will help students realize that they are already making financial decisions, show them how their decisions affect their future, and allows students to see the business applications of personal finance. *DECA eligible course.*

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<b>NL Marketing and Community Partnerships</b>	<b>11-12</b>	<b>2.0</b>
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This semester course curriculum is structured around Marketing and Entrepreneurship principles while emphasizing techniques of human relations, leadership, public relations and business communication. Students will work independently and in teams to meet with outside groups and other groups within Nashoba Regional High School to engage in business ventures, community service, group discussions, individual or group projects and presentations to reinforce business concepts. Students will integrate the use of technology in the form of presentation, social media and communications advertisement. Students will be encouraged to exhibit their understanding of the curriculum at the District 5 DECA Competition and Massachusetts DECA competition. *DECA eligible course.*

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<b>NL Desktop Publishing</b>	<b>10-12</b>	<b>2.0</b>
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This one semester course is designed for students interested in learning the fundamentals of page layout and design. Using Microsoft Publisher, Adobe Photoshop and Adobe InDesign, students will create publications such as newsletters, business cards, magazine covers, flyers, brochures, candy bar sleeves, and more. *This class fulfills 2.0 credits of the Technology graduation requirement.*

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<b>NL Integrated Computer Technology</b>	<b>9-12</b>	<b>2.0</b>
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This practical hands-on course is an in-depth study of the Microsoft Office Suite and Google Apps for Education. Students will master skills in the areas of Word, Excel, Access, PowerPoint, Publisher and Outlook. Students will use the Office suite for real world applications to create, communicate and work in a productive manner to support 21st century learning, including Digital Literacy and Citizenship skills. Students enrolled in this class should have basic keyboarding skills. This course has an Articulation Agreement with Quinsigamond Community College to receive three college credits. *This class fulfills 4.0 credits of the Technology graduation requirement.*

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<b>NL Multimedia I</b>	<b>9-12</b>	<b>2.0</b>
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Multimedia is designed for students interested in creating interactive presentations and portfolios using the elements of text, graphics, animation, sound, video, and digital imaging. Students will acquire the knowledge needed to effectively prepare and deliver these presentations using a variety of Cloud/Web-based tools that support 21st century learning. *This class fulfills 2.0 credits of the Technology or Fine Arts graduation requirement.*

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<b>NL Computer Applications</b>	<b>9-12</b>	<b>2.0</b>
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This two-credit course introduces students to a broad range of computer- and web-based technologies. Students will use Microsoft Word, PowerPoint, and Excel to format, store, retrieve, edit, and print a variety of personal and business documents. Student will use NRSD Google Apps in order to work collaboratively on documents to support 21st Century learning, including Digital Literacy and Citizenship skills. *This class fulfills 2.0 credits of the Technology graduation requirement.*

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<b>NL Introduction to Digital Creativity with Adobe</b>	<b>9-12</b>	<b>2.0</b>
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This semester course introduces students to the basics of digital media creation in a hands-on collaborative setting. Students will learn about digital creativity using digital images, animation, video, and publishing using Adobe Creative Cloud, a highly sophisticated industry standard design program. *This class fulfills 2.0 credits of the Technology or Art graduation requirement*

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<b>NL Introduction to Game Design</b>	<b>9-12</b>	<b>2.0</b>
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This course introduces students to computer game programming and design using Windows based programming languages and scripting. A step by step approach will be used to present the various aspects of creating original video games from concept to completion. Unity Game Development will be used to create the games. Students will work with textures, sprites, particle dynamics and sounds to create 2D and 3D games. Functions, variables, conditional statements and logic controls will be used to compile and debug each game. Maya, Mudbox, Creo Parametric 2.0, Adobe Photoshop with Fireworks will be used in the game design process. Strong math and problem solving skills are required. *This class fulfills 2.0 credits of the Technology graduation requirement.*

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<b>NL Advanced Game Design</b>	<b>9-12</b>	<b>2.0</b>
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This course will build on a student's ability to construct computer games learned from Game Design One. Greater in-depth programming and design will be explored using the Unity Game Development and Visualization Suite.

Unity software is widely used throughout the video game industry to create 3D games and interactive visualizations for Windows, IOS, Android, Web and Console platforms. Unity 5, and Microsoft Visual Studio will be used to create and program games. C# programming language will be used to develop and edit scripts that control the games. Students will work with models, meshes, textures, materials, sprites, particle dynamics and sounds to create 2D and 3D games and interactive visualizations. Oculus Rift DK2 3D goggles, Maya, Mudbox, Creo Parametric 3.0, Adobe Creative Cloud (Photoshop, Fireworks and Soundbooth) software will be used in the game design process. Strong math and problem solving skills are required. Requirements Student completing the Introduction to Game Design One class or a computer programming class. *This class fulfills 2.0 credits of the Technology graduation requirement. This is a new course for 2016-17 and course enrollment may be limited.*

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<b>NL Communications and Yearbook</b>	<b>10-12</b>	<b>4.0</b>
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The Yearbook class carries on the tradition of recording and publishing a chronicle of the school year by producing Nashoba Regional High School's annual yearbook. Students in grades 10 - 12 who are interesting in journalism, photography and/or graphic design are encouraged to join this class. Responsibilities of Yearbook students include; developing a yearbook theme, designing the layout of the yearbook, ensuring photo content and composition, setting up page design with the publisher's online program, meeting strict deadlines, securing ad sales, organizing fundraisers, and marketing and distributing the book. Involvement in the Yearbook offers students the opportunities to gain life skills, assume the responsibilities of working with clients and deadlines, and have fun working as a team at the same time. *This class fulfills 4.0 credits of the either the Technology or Fine and Performing Arts graduation requirement.*

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**INTERNSHIP****Student Technology Assistance Team (STAT) Internship****11-12****1.0-4.0**

(sophomores with instructor's approval).

As Nashoba Regional High School expands their 1:1 learning environment, the Student Help Desk will be a vital resource for students and teachers. Students along with building tech support will become the first point of contact in providing help and support to students in troubleshooting and problems, as well as providing assistance and training in managing Chromebooks and apps. As a member of the Student Technology Assistance Team (STAT) you will be required to interview with and attend a training session in June, and additional online training in specific educational Chrome apps. The training will focus on the role and responsibilities of the Student Technology Assistance Team. The roles and responsibilities include: troubleshooting problems with Chromebooks or apps, escalating hardware problems to technical staff. Interns under the direction of the District IT department may assist in distributing Chromebooks in August to students and instructing students on the proper care and use of their Chromebook. Throughout the year, the intern will man the Student Help Desk at least one period per day.

This internship is best suited for students who enjoy problem solving, technology, teaching and helping others. This course is pass/fail or can be taken for a grade with the Instructor's permission. An application process will be required for this course. Students can work out scheduling with credits on a prorated basis. This class is a semester class, which can be repeated and scheduled flexible.

This class can fulfill 1 - 4 credit of the technology graduation requirements.

## Technology

Technology education, as part of the *Science and Technology* curriculum framework, provides a comprehensive, action-based program concerned with the application of knowledge (math, science, writing skills) and the investigation of industry and occupations. Opportunities are provided for students to explore an interest in communications, construction, manufacturing and power, energy and transportation.

As a result of taking technology education, students will:

- Experience the practical applications of basic scientific and mathematical principles.
- Gain an in-depth understanding and appreciation for technology in our society and culture.
- Develop increased skills in the proper use of tools, machines, materials, and processes.
- Make better decisions on career choice and educational goals after high school.

When selecting courses over the next four years, you should keep in mind your career goals. The career you are considering should influence the path you follow. The chart below was developed to facilitate course selections. Technology courses are listed beneath careers you may be considering. Technology staff members are available to meet with you to answer any questions you might have regarding classes being offered or careers not listed.

## TECHNOLOGY & ENGINEERING CAREER PATHS & COURSE RECOMMENDATION

<p><b>ENGINEERING &amp; MANUFACTURING</b></p> <ul style="list-style-type: none"> <li>• Engineering the Future</li> <li>• Robotics and Drones Technology</li> <li>• Design and Manufacturing</li> <li>• Engineering Drawing 1</li> <li>• Engineering Drawing 2</li> <li>• Principles of Technology</li> </ul> <p><b>ARCHITECTURE Design and Construction</b></p> <ul style="list-style-type: none"> <li>• Architectural Drawing 1</li> <li>• Construction Basics</li> <li>• Architectural Drawing 2</li> </ul> <p><b>WELDING &amp; METALS</b></p> <ul style="list-style-type: none"> <li>• Intro to Metal Production &amp; Design</li> <li>• Metal Manufacturing Technology 1</li> <li>• Metal Manufacturing Technology 2</li> </ul>	<p><b>GRAPHICS &amp; TECHNOLOGY DESIGN</b></p> <ul style="list-style-type: none"> <li>• Graphics 1</li> <li>• Graphics 2</li> <li>• Introduction to Digital Creativity with Adobe</li> <li>• Introduction to Video Production and Broadcast</li> <li>• Video Production and Broadcast</li> <li>• Introduction to Game Design</li> <li>• Advanced Game Design</li> <li>• 3D Computer Modeling &amp; Animation</li> <li>• Advanced 3D Computer Modeling &amp; Animation</li> </ul> <p><b>WOODWORKING</b></p> <ul style="list-style-type: none"> <li>• Intro to Woodworking Production &amp; Design</li> <li>• Woodworking Technology 1</li> <li>• Woodworking Technology 2</li> </ul>
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### CP Engineering the Future: Creating the World of the 21st Century (Cross-listed in Science)

9-10

4.0

Engineering the Future is a full-year course designed to introduce students to the world of technology and engineering. This course provides students a foundation in engineering that covers a variety of topics including: the Engineering Design Process, Manufacturing Technologies, Construction Technologies, Thermal and Fluid Systems, Communication Technologies and Electrical Systems.

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### NL Robotics

9-12

2.0

This course introduces the principles of robotics and the role in which robots play in our technologically evolving world. From the fields of manufacturing, medicine, deep sea, and space exploration, the science of robotics continues to evolve as a significant tool in the workplace. Students will study the principles of mechanical engineering, manufacturing, electronics, and computer programming as they design, build, and mobilize remote control and autonomous robots. They will work within specific design and engineering guidelines as they design, build, and mobilize remote control and autonomous robots. They will work within specific design and engineering guidelines as they plan and build robots designated to performing specific tasks and functions.

Robotics is a hands-on engineering course with an emphasis on problem solving, design construction, and teamwork. Students will integrate mathematics, science/engineering, and language arts as they explore the field of robotics. This class will also help with the First Robotics Competition assisting the robotics club whenever possible. *This class fulfills 2.0 credits of the Technology graduation requirement.*

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<b>NL Robotics and Drones Technology</b>	<b>9-12</b>	<b>2.0</b>
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This full-year course provides students the opportunity to discover some of the most robust, emerging fields of the 21<sup>st</sup> century. The first portion of this course will focus on drones. Students will have the opportunity to program and fly drones while learning the basics of block style coding and Python. Students will also have the opportunity to fly a GPS guided photography drone. The second portion of the course will switch its focus to using Vex Robotics technology. Students will learn about engineering robotics as they design, program, build and drive their own robots. Students will learn how to integrate sensors into their designs, and also compete in a future robot competition. This course will continually challenge the student's knowledge and ability in programming, mechanical building, critical thinking, and problem-solving; additionally it will provide knowledge and insight to succeed in modern high-tech fields in emerging areas. There is no prerequisite for this course and it fulfills 4 tech credits towards graduation.

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<b>NL Design and Manufacturing</b>	<b>11-12</b>	<b>4.0</b>
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The goal of this course is to introduce students to innovative hands-on engineering opportunities involving a variety of new and emerging technologies such as laser cutters, 3D printers, vinyl cutter CNC routers, Mills, and plasma cutters while exploring several design software programs. This is a project-based course that will use the engineering design process, modern CNC technology, and, manufacturing techniques to create working prototypes. Students will develop design thinking skills while investigating engineering plans and blueprints. Students will learn safety procedures while working with traditional shop tools and learn a variety of fabrication, assembly, and finishing processes. This course will potentially involve field trips to manufacturing facilities and events. This class is a one-semester course that will fulfill 2 technology requirements and there are no prerequisites.

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<b>CP Principles of Technology</b>	<b>11-12</b>	<b>4.0</b>
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A combination laboratory/research course using *technology learning activities* (T.L.A.) to develop critical thinking, creative thinking, and problem-solving skills needed to reinforce the technological system concepts studied. The Engineering design process (Identify the problem, research, develop solutions, select best solution, construct a prototype, test and evaluate, communicate, and redesign) is the foundation of creating solutions to problems presented throughout the course. Activities used are relevant, interesting, and challenging.

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<b>ACC Engineering Drawing 1 (Part 1)</b> <b>(Part 1 and Part 2 should be taken in sequence as a full year course whenever possible).</b>	<b>9-12</b>	<b>2.0</b>
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This is an introductory course for any student interested in design and engineering and looking to explore possible career paths. Units will cover hand sketching, 3D computer parametric modeling (Creo software), covering dimensioning, section views, detailed orthographic drawings, along with assembly 3D modeling and drawings. Students will be given a final design challenge to complete using knowledge and skills acquired in the class. Design challenges will be real-world problems with teams of students working collaboratively using the design process. 3D modeling and printing. *This class fulfills 2.0 credits of the Technology graduation requirement.*

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<b>ACC Engineering Drawing 1 (Part 2)</b>	<b>9-12</b>	<b>2.0</b>
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This course continues where Part 1 leaves off and explores in greater depth 3D solid modeling and animation used in major engineering fields. Students will construct complex 3D parts, assemblies and 2D conceptual designs in a team approach. Students will then develop motion designs covering gearing, cam and follower, linkages along with material analysis. Upon completion of this course each student will have explored the design philosophy of today's 3D parametric modeling concepts and 3D printing. *This class fulfills 2.0 credits of the Technology or Art graduation requirement.*

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<b>ACC Engineering Drawing 2</b>	<b>9-12</b>	<b>4.0</b>
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This full-year course is for the student who is planning to pursue or interested in an Engineering career. No prior knowledge of the subject is needed to take this course. Units will cover hand sketching, 3D computer parametric modeling (Creo software), covering dimensioning, section views, detailed orthographic drawings, along with assembly 3D modeling and drawings. Students will be given a final design challenge to complete using knowledge and skills acquired in the class. Design challenges will be real-world problems with teams of students working collaboratively using the design process. The second part of the course explores in greater depth 3D solid modeling used in major engineering fields. Students will construct complex 3D parts, assemblies and 2D conceptual designs in a team approach. Students will then develop motion designs covering gearing, cam and follower, linkages along with material analysis. Upon completion of this course each student will have explored the design philosophy of today's 3D parametric modeling concepts. *This class fulfills 4.0 credits of the Technology or Art graduation requirement.*

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<b>ACC Architectural Drawing 1</b>	<b>10-12</b>	<b>4.0</b>
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A study in modern home planning and construction, this course includes units in hand sketching, function and design of areas within the home, exterior design, fundamentals of building construction, choice of building sites, site planning, and building codes as they affect home construction. Practical problems include floor plan layout for various types of homes, elevations, cross-sections, plot plans, perspectives, etc. Scale-model homes will be constructed. Computer Software (*ArchiCAD*) using *building information modeling (BIM)* will be used to complete a full set of detailed house plans. *This class fulfills 4.0 credits of the Technology or Art graduation requirement.*

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<b>ACC Architectural Drawing 2</b>	<b>10-12</b>	<b>4.0</b>
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This course will build on the knowledge previously gained in Architectural Drawing I. The foundation of this course will be an in-depth study of modern construction, both commercial and residential. Students will independently design both a residential and commercial set of architectural plans. Additionally, students will use project management to collaborate on various phases of a final design project. Computer Software (*ArchiCAD*) using *building information modeling (BIM)* will be used to complete a full set of conceptual designs, construction plans and documentation. *This class fulfills 4.0 credits of the Technology or Art graduation requirement.*

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<b>NL Graphics 1</b>	<b>10-12</b>	<b>4.0</b>
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This is an introductory course in the creation digital media. Students will use many of the features of the Adobe **Creative Suite** program which incorporates Photoshop, Illustrator, and InDesign for creating effective promotional and collateral pieces, publications, packaging design, corporate identity and digital artwork through the use of state-of-the-art computer technology and the latest graphic design software. *This class fulfills 4.0 credits of the Technology or Art graduation requirement.*

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<b>NL Graphics 2</b>	<b>10-12</b>	<b>4.0</b>
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Graphic Design II will build on the skills acquired in Graphic I as well as incorporate advanced techniques in image editing, illustration, and desktop publishing. Students will learn advanced techniques, in design theory while preparing design work for print and various projects, such as, yearbook and digital portfolios. Students will utilize the design process using the Adobe Creative Suite, which includes Photoshop, Illustrator, and InDesign. Additionally, students will also be exposed to video production using Adobe Premiere. *Prerequisite: Graphics 1. This class fulfills 4.0 credits of the Technology or Art graduation requirement.*

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<b>NL Introduction to Digital Creativity with Adobe</b>	<b>9-12</b>	<b>2.0</b>
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This semester course introduces students to the basics of digital media creation in a hands-on collaborative setting. Students will learn about digital creativity using digital images, animation, video, and publishing using Adobe Creative Cloud, a highly sophisticated industry standard design program. *This class fulfills 2.0 credits of the Technology or Art graduation requirement.*

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<b>NL 3D Computer Modeling and Animation</b>	<b>9-12</b>	<b>2.0</b>
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From the movies to medicine to architecture, 3D graphic modeling allows people to manipulate characters and objects. This course utilizes concepts and tools that professionals apply to create games and illustrations as well as animated shorts and videos. Combine your interests in computers and storytelling with 3d animation. This class will be a hands-on, project focused course. This class will show how to work with a popular 3D modeling package and how to make a project from design to final render. Additionally, the course covers how to create, edit, and take apart 3D models and animations using industry standard 3D modeling and animation software. Develops foundational skills to work, create, and navigate utilizing the features of the digital 3D modeling workspace. The course explores basic elements of the 3D development of objects, environments and animations. *This class fulfills 2.0 credits of the Technology or Art graduation requirement.*

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<b>NL Advanced 3D Computer Modeling and Animation</b>	<b>9-12</b>	<b>2.0</b>
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This advanced course will provide greater in-depth understanding of the skills and techniques employed by 3-D designers in game design, animation, effects, and digital presentation. Students will enhance their skills covered in level one and practice the principles and techniques of modeling in polygons, NURBS, and subdivision surfaces, learn to apply advanced textures and materials to those models, and render them with appropriate materials, lighting, and cameras. The course will have a greater focus on animating 3D models by applying complex rigging with inverse and forward kinematics and motion controls. Students will be expected to create short movie clips of their models in action. Additionally, the course will provide a solid basis for further study in architectural and engineering modeling, animation, and game design for those students who are looking at careers that employ modeling and animations. The course will be taught using Autodesk's Maya 3D software. *Prerequisite, 3D Computer Modeling and Animation. This class fulfills 2.0 credits of the Technology or Art graduation requirement.*

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<b>NL Intro to Video Production and Broadcast</b>	<b>9-12</b>	<b>2.0</b>
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Students will acquire the knowledge needed to effectively prepare and deliver video using state-of-the-art technology. Students will learn the basic techniques of video/digital editing using Adobe Premier (nonlinear editing software). This project-based class will include broadcasting morning announcements, school events and meeting that can be shown live or taped for television shows for airing on cable access television networks. Students will be required to record a minimum of one school related activity each semester for morning video announcements. No prerequisite. This class fulfills 2.0 credits of either the Technology or Fine and Performing Arts graduation requirement.

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**NL Video Production 2 and Broadcast****10-12****2.0**

This class builds on skills taught in Intro to Video. The emphasis of this course is on the planning and production of a variety of projects that will further develop independent skills and team roles in all areas of digital video production. Projects will involve pre- and post-production stages with the goal of producing work that can be entered in teen filmmaking competitions. Students will be expected to be an integral part of producing the video morning announcements. This class is ideal for students who are interested in careers in filmmaking, videography, broadcasting, special effects or pre- and post-production studio work. Prerequisite: Intro to Video Production. Note: Some assignments may require students to work outside of school hours. This class fulfills 2.0 credits of either Technology or Fine and Performing Arts graduation requirement.

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**NL Communications and Yearbook****10-12****4.0**

The Yearbook class carries on the tradition of recording and publishing a chronicle of the school year by producing Nashoba Regional High School's annual yearbook. Students in grades 10 - 12 who are interesting in journalism, photography and/or graphic design are encouraged to join this class. Responsibilities of Yearbook students include; developing a yearbook theme, designing the layout of the yearbook, ensuring photo content and composition, setting up page design with the publisher's online program, meeting strict deadlines, securing ad sales, organizing fundraisers, and marketing and distributing the book. Involvement in the Yearbook offers students the opportunities to gain life skills, assume the responsibilities of working with clients and deadlines, and have fun working as a team at the same time. *This class fulfills 4.0 credits of the either the Technology or Fine and Performing Arts graduation requirement.*

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**NL Introduction to Game Design****9-12****2.0**

This course introduces students to computer game programming and design using Windows based programming languages and scripting. A step by step approach will be used to present the various aspects of creating original video games from concept to completion. Unity will be used to create the games. Students will work with textures, sprites, particle dynamics and sounds to create 2D and 3D games. Functions, variables, conditional statements and logic controls will be used to compile and debug each game. Maya, Mudbox, Creo Parametric 2.0, Adobe Photoshop CS6 with Fireworks will be used in the game design process. Strong math and problem solving skills are required. Student taking this course will have access to the Game Maker Studio 1.2 Lite software. *This class fulfills 2.0 credits of the Technology graduation requirement.*

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**NL Advanced Game Design****9-12****2.0**

This course will build on a student's ability to construct computer games learned from Game Design One. Greater in-depth programming and design will be explored using the Unity Game Development and Visualization Suite.

Unity software is widely used throughout the video game industry to create 3D games and interactive visualizations for Windows, IOS, Android, Web and Console platforms. Unity 5, and Microsoft Visual Studio will be used to create and program games. C# programming language will be used to develop and edit scripts that control the games. Students will work with models, meshes, textures, materials, sprites, particle dynamics and sounds to create 2D and 3D games and interactive visualizations. Oculus Rift DK2 3D goggles, Maya, Mudbox, Creo Parametric 3.0, Adobe Creative Cloud (Photoshop, Fireworks and Sound Booth) software will be used in the game design process. Strong math and problem solving skills are required. Requirements Student completing the Introduction to Game Design One class or a computer programming class. *This class fulfills 2.0 credits of the Technology graduation requirement*

## Construction and Manufacturing

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### NL Construction Basics

9-12

4.0

This year-long course will introduce practical construction techniques in a variety of areas. Students will “learn by doing” and participate in building models of homes, framing walls, electrical and plumbing installation and repair, and also small motor repair. Along with residential construction, topics such as green construction, alternative energy, structural, civil, and thermal engineering will be explored.

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### NL Intro to Metal Production & Design

9-12

2.0

This is an introductory course for any student who has an interest in applied hands-on technology. Students will learn different manufacturing, measurement, and fabrication techniques. Projects are developed and refined using metal turning and milling machines, grinding and hand tools, forging, casting, sheet metal development and forming, arc welding, mig welding, oxyacetylene welding, and plasma welding. After taking this course, the student will understand how machines and equipment are implemented into today's manufacturing situations. Additionally, students will acquire basic entry level skills in many of the manufacturing fields.

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### NL Metal Manufacturing Technology 1

9-12

4.0

This is an extension of the work studied in Metal Production & Design, with greater emphasis on the processes of fabrication, machining, and design. Students will work independently and in teams to develop real world products using the eight step engineering process. A final design challenge will be a class collaboration involving mass production, and total quality management (TQM).

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### NL Manufacturing Technology 2

11-12

4.0

This course is an extension of the skills that were learned in Manufacturing Technology. The students will incorporate their prior knowledge and work independently to solve problems presented by the instructor leading to the development of working prototypes. Problems will vary every semester. One example could be the designing, planning, and fabrication of a working prototype of a human-powered vehicle for competition. Another could be to develop assistive technologies that empower people with disabilities to overcome barriers.

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### NL Intro to Woodworking Production & Design

9-12

2.0

This semester course explores woodworking design and techniques in the production of a product. The student will gain experience with a number of different traditional woodworking tools and also modern tools such as a CNC router, while using the engineering design process to design and build several projects. Modern manufacturing and design techniques will be explored with the use of rapid prototyping, mass production, and CAD design.

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### NL Woods Technology 1

9-12

4.0

This is a course for any student who has an interest in the processes that are involved in the planning, building, and finishing of a piece of custom-designed furniture. Students will participate in both individual and group manufacturing of several pieces of furniture that are designed to serve a significant purpose. Emphasis is placed on research, the design processes, fabrication, and finishes used on different styles of period furniture. A CNC router will also be utilized in this course to further students' knowledge of modern production tools and their applications.

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**NL Woodworking Technology 2****10-12****4.0**

A course for the student who is interested in exploring a particular aspect of manufacturing or construction in depth. In September, the student will identify his/her particular interest or problem and work towards a solution using current technology. A representative project may or may not accompany the solution.

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## English Program

Successful completion of four years of English is a requirement of Nashoba Regional High School. The four-year English curriculum at Nashoba is designed to meet the Common Core State Standards for English Language Arts 9-12, emphasizing developing students' skills in reading, writing, language, and speaking and listening.

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**HON, ACC, CP Freshman English****9****4.0**

Students will learn and practice essential English Language Arts skills, such as reading and annotating with purpose; identifying significant details and patterns within texts; analyzing literary elements and structure; determining themes; initiating and participating actively in discussions; researching, selecting, and citing evidence in order to craft arguments; defining and understanding vocabulary; and creating authentic works of literature. Units of study centered on whole-class novels and independent reading will help students grow as readers, writers, and thinkers.

There are two different options for Freshman English: ACC/CP and Honors.

**Option 1: ACC/CP:** Students recommended to take this course for CP or ACC credit are merged into combined classes. Students may be recommended at either the CP or the ACC level. Work and teacher support will be modified based on the level.

**Option 2: Honors:** Students may be recommended to take this course at the Honors level. Students who take the course for Honors credit will be expected to work at a more rigorous pace, more independently, and with more critical depth. Honors students are expected to have strong reading and writing skills, and must be self-motivated and self-organized.

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**ACC, CP Freshman World Humanities****9****8.0**

This course is specifically designed for freshmen and will provide four history credits and four English credits. This is a full-year class and is scheduled for a double period. World Humanities is a thematically taught course that focuses on major events in World History through the lens of literature, non-fiction texts, art, and music. This course will also consist of an intensive study in the basic areas of composition, research, and analytical reading, with a focus on developing students' abilities to be careful readers and effective writers.

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**HON, ACC, CP Sophomore English****10****4.0**

How are our individual identities shaped by all of the following: the communities in which we grow up and/or live? our family's beliefs? our faith? our gender? our social class? our race? the time and place in which we find ourselves?

Over the course of the year, students will grapple with these questions with teacher guidance while advancing their understanding and use of essential English Language Arts skills, such as reading and annotating with purpose; identifying significant details and patterns within texts; analyzing literary elements and structure; determining themes; initiating and participating actively in discussions; researching, selecting, and citing evidence in order to craft arguments; defining and understanding vocabulary; and creating authentic works of literature. Units of study centered on whole-class novels and independent reading will help students grow as readers, writers, and thinkers.

There are two different options for Sophomore English: ACC/CP and Honors.

Option 1: ACC/CP: Students recommended to take this course for CP or ACC credit are merged into combined classes. Students may be recommended at either the CP or the ACC level. Work and teacher support will be modified based on the level.

Option 2: Honors: Students may be recommended to take this course at the Honors level. Students who take the course for Honors credit will be expected to work at a more rigorous pace, more independently, and with more critical depth. Honors students are expected to have strong reading and writing skills, and must be self-motivated and self-organized.

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**HON, ACC, CP American Literature**

**11**

**4.0**

Students will examine essential questions unique to American Literature: How do we define the idea of ‘America’ and what it means to be an American? What is the ‘American Dream’? Is the ‘dream’ realistic? How does American literature differ from literature in other cultures? Why? How do we define ourselves as Americans in this ever-changing culture?

Over the course of the year, students will grapple with these questions with teacher guidance while advancing their understanding and use of essential English Language Arts skills such as reading and annotating with purpose; identifying significant details and patterns within texts; analyzing literary elements and structure; determining themes; initiating and participating actively in discussions; using and properly citing credible research sources and using that research to strengthen written and spoken argument; defining and understanding vocabulary; and crafting arguments and creating authentic works of literature.

This class will run at three levels: CP, ACC and Honors.

Option 1: CP: Students recommended for the CP level will benefit from strong teacher support with organization and assessment, the supervised use of an interactive student notebook, a modified reading pace, guided note-taking, and skill development.

Option 2: ACC: Students recommended for the ACC level will practice independence in reading, analysis, and writing, with teacher guidance and support. They will be expected to work at a rigorous pace, with independence and critical depth. While ACC students are still developing strong reading and writing skills, they must be self-motivated and organized.

Option 3: Honors: Students may be recommended to take this course at the Honors level. Students who take the course for Honors credit will be expected to work at a more rigorous pace, more independently, and with more critical depth. Honors students are expected to have strong reading and writing skills, and must be self-motivated and self-organized.

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**AP English Literature and Composition**

**12**

**4.0**

AP English Literature and Composition is a full-year English course for seniors. The course focuses on developing students’ independent close-reading and analytical skills in their exposure to a wide variety of literary genres. Literature read throughout the course encompasses works from Classical periods to the Victorian and Modern eras.

Texts may include *The Odyssey*, *Inferno*, *Hamlet*, *Medea*, *Jane Eyre*, *The Namesake*, *A Heartbreaking Work of Staggering Genius*, and *Beloved* among others. *Students should expect and be able to handle a great deal of reading, as well as production of frequent short papers and lengthy research papers. There is an expectation that these students will complete a summer reading assignment.* This course is intended to prepare students for the AP English Literature and Composition examination.

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<b>HON, ACC, CP English 12 Senior English FALL Electives</b>	<b>12</b>	<b>2.0</b>
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All ACC & CP English 12 students are required to take one fall senior elective. Each year the teachers tailor the offerings for that particular class. An addendum will follow in the spring with full descriptions of the semester course options.

There are two different options for Senior Fall English: ACC/CP and Honors.

Option 1: ACC/CP: Students recommended to take this course for CP or ACC credit are merged into combined classes. Students may be recommended at either the CP or the ACC level. Work and teacher support will be modified based on the level.

Option 2: Honors: Students may be recommended to take this course at the Honors level. Students who take the course for Honors credit will be expected to work at a more rigorous pace, more independently, and with more critical depth. Honors students are expected to have strong reading and writing skills, and must be self-motivated and self-organized.

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<b>HON, ACC, CP English 12 Senior English SPRING Electives</b>	<b>12</b>	<b>2.0</b>
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All ACC & CP English 12 students are required to take one spring senior elective. Each year the teachers tailor the offerings for that particular class. An addendum will follow in the spring with full descriptions of the semester course options.

There are two different options for Senior Spring English: ACC/CP and Honors.

Option 1: ACC/CP: Students recommended to take this course for CP or ACC credit are merged into combined classes. Students may be recommended at either the CP or the ACC level. Work and teacher support will be modified based on the level.

Option 2: Honors: Students may be recommended to take this course at the Honors level. Students who take the course for Honors credit will be expected to work at a more rigorous pace, more independently, and with more critical depth. Honors students are expected to have strong reading and writing skills, and must be self-motivated and self-organized.

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<b>NL Theater</b>	<b>9-12</b>	<b>2.0</b>
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The theater class is an exploration of the stage and self. The course will introduce the foundations of theater, and each unit of study will build on these skills with the goal of participating in a final piece at the end of the semester. Through artistic perception, creative expression, and collaborative application, students will have an opportunity to experience the world of theater, as well as think critically and reflectively about the process and practice of acting. Any student who wants to hone their acting skills or step out of their comfort zone and try something new should consider taking this course. An element of risk-taking, initiative, and open-mindedness are required. *This class is an elective only and does not satisfy the English credit requirement.*

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<b>NL Journalism I</b>	<b>9-12</b>	<b>2.0</b>
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Journalism I is a survey of the basic concepts of reporting and non-fiction writing. Students will encounter various article and video formats and work towards developing their voice using a variety of writing and video styles. Students will uncover the history of journalism and speculate on the direction that this noble profession will take in the future. Students will also discuss journalistic ethics and think critically about bias in reporting. They will be grounded in the major traditions, celebrated journalists, and professional integrity of the discipline. Much of the course will focus on the students developing and improving their writing in a variety of styles and formats. Voice, tone, syntax, vocabulary, structure, and editing techniques will all be addressed in a writing workshop/project oriented atmosphere. They will also contribute to the print version of the Chieftain Press. Journalism I will be considered an English elective for grades 9-11. This course cannot take the place of the 9-11 English credit. Seniors may take this course as part of their English graduation requirement. Students who would like to continue in journalism and have taken Journalism I should elect to take Journalism II.

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**NL Journalism II****9-12****2.0**

Journalism II builds on the skills developed in Journalism I. Students will continue to explore various types of articles, news media, and video formats as they work towards developing their voice using various writing and video styles. They will continue to uncover and develop opinions about the direction of this noble profession. Be prepared to cover the news, capture video, interview individuals, write, and serve as Chief Editors of The Chieftain Press. Much of the course will be project-based and will ask students to be creative, independent problem solvers. Students will write for the online and print newspapers, will edit Journalism I articles, cover stories in the community, develop videos, make graphics and advertisements, and have the option to participate in live broadcasts. Journalism II will be considered an English elective for grades 9-11. This course cannot take the place of the 9-11 English credit. Seniors may take this course as part of their English graduation requirement. Prerequisite: Journalism I

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## Fine Arts Program

### Art

The art department offers courses designed to expose students to a number of subject areas and experiences in the arts. Courses are designed to help students interpret and solve visual problems in a variety of media in engaging studio classrooms. The program contributes to the aesthetic education of students with a wide variety of abilities and interests. Classes are organized around a series of projects designed to give students the experience of working with various materials and approaches within each elective subject area. In addition to learning basic skills, students will have numerous opportunities for personal expression and exploration of their interests.

*All courses count (2.0 or 4.0) towards the Fine & Performing Art Requirement for graduation.*

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**NL Art Studio 1****9-12****4.0**

This is a one year course in which students can earn 4 credits. Studio art, art history, art criticism, and design aesthetics will be addressed through a variety of experiential exercises and long-term projects. This is a course for both the beginner and the more practiced artist. Students will learn formal composition strategies and how to use the Elements of Art and Principles of Design within a piece effectively to achieve a distinct style and express intended concepts. Students will stretch and explore by creating work that expresses a wide variety of styles and compositions. Students will experience a wide range of mediums from charcoal and graphite, to painting, paper marbling, pastel and mixed media. Reading, writing, and verbal articulation about aesthetics, art history, and artistic practices are woven into the curriculum. Students will describe, analyze, interpret and judge professional and peer artwork as well as write reflections on personal artwork and processes. At the end of this course, each student will have the ability to identify, list and execute the basic elements and principles of two-dimensional design. Students will be asked to supply their own acid free, spiral-bound sketch book for this class and are required to take a written midterm and final exam. *No prerequisite required.*

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**NL Ceramics 1****9-12****2.0**

This is a one semester course in which students can earn 2 credits. Working in a collaborative, studio environment, students will be introduced to the foundations of a variety of hand-building techniques and the potter's wheel. Everyone will learn the properties and stages of clay, safe and proper use of a variety of tools and equipment, proper form building strategies, surface texture techniques, and glazing techniques. Teaching concepts will include traditional techniques of pinching, coiling, slabbing, and/or draping clay to create functional or decorative sculpture and pottery. Students will

develop their envisioning skills through developing design plans before each long-term project. Students will be challenged to solve visual, thematic and constructional challenges throughout the development of each piece. Students will learn the basics of how to carefully reflect upon and critique personal work using the Elements of Art and Principles of Design. Please note that this course will require persistence, a consistent work ethic, and participation in a rotating studio maintenance system. Students should be prepared to get dirty in this class and may not want to wear valued clothing or accessories that may either get in the way of working with clay or be ruined. Students should bring a spiral-bound sketchbook to class for notes and design plans. Students must take a final written exam at the end of the semester.

*No prerequisite required.*

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**NL Ceramics 2****9-12****2.0**

After passing Ceramics 1, students can take this one semester course to earn 2 credits. Working in a collaborative, studio environment, students will build upon their existing foundation of a variety of hand-building techniques and the potter's wheel. Everyone is expected to know the properties and stages of clay, safe and proper use of a variety of tools and equipment, proper form building strategies, surface texture techniques, and glazing techniques. Through this course, students will work toward envisioning and developing personally meaningful pieces which are conceptually developed as well as skillfully crafted. Students will be given a broader range of project choices and themes from which to choose in this class, and be responsible for self-pacing throughout long-term projects. Students will push their envisioning skills further through developing detailed, thoughtful design plans before each project. Clay pieces should be designed with a concept in mind to express. Students will be challenged to solve more complex visual, thematic and constructional challenges throughout the development of each piece. Students will learn how to carefully reflect upon and critique professional, peer and personal work using the Elements of Art and Principles of Design. Please note that this course will require persistence, a consistent work ethic, and participation in a rotating studio maintenance system. Students should be prepared to get dirty in this class and may not want to wear valued clothing or accessories that may either get in the way of working with clay or be ruined. Students should bring a spiral-bound sketchbook to class for notes and design plans. Students must take a final written exam at the end of the semester. *Prerequisite: Ceramics 1*

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**NL Printmaking and Silk-screening****9-12****2.0**

This course explores monoprinting, collagraph printing, linocuts and t-shirt design through silk-screening. The curriculum will build a foundation of 2-dimensional design skills and enable students to practice clear communication strategies to target audiences through their imagery. Students will explore and acquire essential knowledge of the elements of art and principles of design in order to create artwork that reflects their ideas and artistic intent. Digital photography, stenciling techniques, and drawing will be used as strategies for the design process. From exploring the printing methods of the early 1600's and the contemporary hand printing methods of today's popular culture, students will draw parallels between historical and modern day practices. Students in this course are asked to bring a 9X12 sketchbook to class and are required to take a written final exam. *No prerequisite required.*

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**NL Digital Photography****9-12****2.0**

This is a one semester course in which students can earn 2 credits. Working in a collaborative, studio environment, students will learn foundations of digital photography: How camera works, how composition works, how lighting works, how to use photo editing software. Students will explore and acquire essential knowledge of the elements of art and the principles of design that will help build a foundation for creating original and successful photographs. Students will be introduced to the artistic styles and techniques of tradition and contemporary photographers. Classroom assignments will require students to use the camera to solve specific visual and artistic challenges reinforcing technical skills and encouraging aesthetic development. Students from Digital Photography classes will be able to upload and display their photo collection on their own portfolio website showcasing their skills. Due to limited space and equipment, students will use most of their studio time to edit their photo and do computer lab assignments that will strengthen their conceptual and design skills. Students may discuss using their own cameras and checking out equipment outside of the classroom with the teacher. No prerequisite required. This course fulfills 2.0 credits of the Technology or Art graduation requirement. *No prerequisite required. This course fulfills 2.0 credits of the Technology or Art graduation requirement.*

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**NL Digital Photography II****9-12****2.0**

This course builds on the skills and knowledge that students acquired in taking Digital Photography I. Students will develop a further understanding of working with a manual camera and editing photos. Students will have more creative freedom and opportunities to express themselves. Students will enhance their understanding of the elements of art and the principles design that will help build a foundation for creating original and successful photographs. Classroom assignments will require students to use the camera to solve specific visual and artistic challenges reinforcing technical skills and encouraging aesthetic development. Students will continue to build on their online portfolios that they created in Digital Photography I. Due to limited space and equipment, students will use most of their studio time to edit their photo and do computer lab assignments that will strengthen their conceptual and design skills. Students may discuss using their own cameras and checking out equipment outside of the classroom with the teacher. *Prerequisite: Digital Photography I. Course enrollment may be limited, with course priority going to upperclassmen. This course fulfills 2.0 credits of the Technology or Art graduation requirement.*

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**ACC Art Studio 2****10-12****4.0**

This course is designed to build on a foundation of technical skills developed in Art Studio I. Throughout this course students will develop an artistic voice and style that will be used to communicate concepts through their work. Students will explore a wide variety of drawing and painting techniques through many different mediums. Students will learn and implement the artistic process in every project: brainstorming techniques, composition, color studies, medium exploration, peer critique and finalizing artwork. Students will explore and acquire a deepened knowledge of the elements of art and principles of design in order to create artwork that reflects their ideas and original artistic intent. Students will be exposed to a wide range of artists and their practices, both historical and contemporary, to deepen their understanding and appreciation of the art world. Students will build on their knowledge of art criticism by practicing description, analysis, interpretation and judgment of self, peer, and professional artworks. Students in this course are asked to bring a 9X12 sketchbook to class and are required to take a written midterm and final exam. *Prerequisite: Successful completion of Studio Art 1.*

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**ACC Art Studio 3****11-12****4.0**

This course is designed to build on all skills and conceptual development acquired in Art Studio 2 and is for the student who wishes to further develop his/her skills in the fine arts. This course will entail intensive drawing classes and direct observation of subject matter. The students will demonstrate their skills of observation, abstraction, invention, and expression in a variety of media, materials, and techniques. The student will observe and analyze Master drawings throughout history to increase knowledge of artist style, technique, and original idea or intent of piece. Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. Students will acquire knowledge to connect their analysis to interpretation and evaluation. Students will explore the various roles of an artist in the community. Students who are exploring the possibility of obtaining higher education in the arts are encouraged to research colleges early in the year to ensure proper time to create a strong portfolio of their artwork and fulfill the many college requirements. *Prerequisite: Successful completion of Studio Art 2.*

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**AP Advanced Placement Studio Art: Drawing/2-D Design/3-D Design****11-12****4.0**

This course is for anyone would like to build a strong portfolio for college admission, to earn college credits in Art, and to intensely develop processes and techniques in art. Be prepared to spend up to 10 hours a week on your portfolio. Dedication and work ethic is a MUST. During the month of May, students must submit 24 original products via web to the College Board for review. The sections are scheduled concurrently. There is a mandatory summer homework assignment for this course. There is also a fee associated with the AP exam/portfolio submission process. For information please refer to the College Board site: [http://www.collegeboard.com/student/testing/ap/sub\\_studioart.html?studioart](http://www.collegeboard.com/student/testing/ap/sub_studioart.html?studioart). *Prerequisite: Portfolio submission and permission from instructor. Student must meet with teacher in June and/or prior to the course starting in the fall.*

## ***Music***

The music department offers courses designed to contribute to the musical and aesthetic education of students with a wide variety of abilities and interests. The program provides opportunities to increase proficiency with a musical instrument or voice, to study music theory, or to experience music as a form of expression. In addition to courses that may be scheduled during the school day, additional opportunities are provided outside of the school day through jazz ensembles, chamber choir or Broadway ensemble.

The instrumental program and the vocal program are designed to help a student develop the musical skills essential for quality performance in musical organizations. Each of the courses provides experience with a variety of musical styles that encourage a student to appreciate music as a vehicle for expression. In addition, through rehearsals and concerts, a student is able to recognize the value of a disciplined collaboration and to take pleasure from the resulting harmony.

All courses count (2.0 or 4.0) towards the Fine & Performing Art Requirement for graduation.

Courses offered by the music department are:

<u>INSTRUMENTAL</u>	<u>VOCAL</u>	<u>THEORY</u>
Band ( Full Year)	Unified Pops Choir (Full Year)	Music Theory 1 (Semester)
Introduction to Guitar (Semester)	Concert Choir (Full Year)	Music Theory 2 (Semester)
Advanced Jazz Ensemble (Full Year)	Mixed Chamber	AP Music Theory/ Composition
Intermediate Jazz Ensemble ( Full Year)	Choir (Full Year)	(Full Year)
Introduction to Piano (Semester)	Broadway Ensemble (Full Year)	Music Technology (Semester)
Introduction to Piano II (Semester)		
Introduction to World Percussion (Semester)		
Physics of Sound (Semester)		
Songwriting I (Semester)		

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### **NL Concert Band**

**9-12**

**4.0**

Concert Band meets one full period during the school day. Students will study the technique involved in playing their instruments. The music studied will be standard concert band repertoire and orchestral transcriptions. Band music will include marches, symphonic arrangements, wind ensemble literature, and popular music. Opportunities for district and all-state participation, solo and small ensembles are available to members. Students are required to participate in the following activities: Fall Concert, Pep Rally, Holiday Concert, Spring Concert, Pops Night, Memorial Day Parades, MICCA Band Festival and NRHS Graduation ceremony and in-school performances. *Students are required to perform in at least one home football game performance during the first quarter.*

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<b>NL/CP Physics of Sounds</b>	<b>10-12</b>	<b>2.0</b>
<b>(Cross-listed with Science) 2.0 performing arts credits OR 2.0 science credits</b>		

This semester long course is designed to introduce the student to the science of sound and how the scientific information relates to musical literacy and the construction of traditional music instrument. Topics include Pitch Notation, Major and Minor Keys, Intervals, Chords, and Harmonic Progression. In addition, students will construct their own working instrument based on the student's favorite type of music (genre).

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<b>ACC Advanced Jazz Ensemble</b>	<b>9-12</b>	<b>4.0/2.0</b>
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This class is an audition only class. It meets on Wednesdays after school for a two and a half hour block of time. The class is a performance class with 4 school concerts, 1 competition, and various other performances throughout the school year. All performances are mandatory. Literature includes jazz standards through modern jazz charts. *Prerequisite: Audition with Mr. McCarthy. (Incoming freshman should arrange a time with Mr. McCarthy in the spring before your freshman year)*

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<b>NL Intermediate Jazz Ensemble</b>	<b>9-12</b>	<b>4.0/2.0</b>
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This class is an audition only class. It meets on Mondays after school for a two and a half hour block of time. The class is a performance class with 4 school concerts, 1 competition, and various other performances throughout the school year. All performances are mandatory. Literature includes jazz standards through modern jazz charts. *Prerequisite: Audition with Mr. McCarthy. (Incoming freshman should arrange a time with Mr. McCarthy in the spring before your freshman year)*

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<b>NL Introduction to Music through Guitar</b>	<b>9-12</b>	<b>2.0</b>
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This course will introduce students to basic guitar skills. Students who enroll in this class must have little or no prior experience with guitar. Proper playing technique is covered as well as note reading, chords, and tablature. Musical skills such as rhythm, harmony, and melody are also included. An acoustic guitar will be available to each student during the class period.

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<b>NL Introduction to Music through Piano</b>	<b>9-12</b>	<b>2.0</b>
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This course is designed as a beginning piano class for students with little or no music reading skills. Student will learn musical skills such as rhythm, harmony, and melody. Students who have never played piano will learn how to read music notation and will become acquainted with basic piano techniques such as playing scales and intervals, playing single-line melodies with chord accompaniment, and playing simple popular and classical songs.

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<b>NL Introduction to Music through Piano II</b>	<b>10-12</b>	<b>2.0</b>
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This course is designed as an intermediate beginner piano class for students who have taken Introduction to Piano or have the equivalent of one year of piano study. Students should be comfortable with reading music notation, playing with both hands, and have a basic understanding of music terminology. Students in this course will begin to explore playing music from many different musical eras including well-known classical composers as well as some popular music. This course is not designed for advanced students. *Prerequisite: Introduction to Piano with approval from teacher by audition.*

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<b>ACC Songwriting I</b>	<b>10-12</b>	<b>2.0</b>
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In this course, students will compose, improvise, and create their own songs including songs with words and songs without words. Students will listen to and analyze a variety of popular music, explore the different elements and

fundamentals of music to use when composing, and will present compositions and recordings on an online platform. Students should be equipped with a basic knowledge of chords, chord progressions, music theory, and technical ability on either guitar or piano for this course.

Prerequisite: Intro to Guitar I and/or Intro to Piano I with approval from teacher by audition

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<b>NL Introduction to World Percussion</b>	<b>9-12</b>	<b>2.0</b>
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Intro to World Percussion is a semester long class designed to teach the basics of world drumming. The class is for beginning players with little to no experience. The class will include basic music notation, but will primarily be taught through listening. We will use Djembe's throughout the semester and focus on playing technique and ensemble playing. There may be opportunities for performance.

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<b>NL Unified Pops Choir</b>	<b>9-12</b>	<b>2.0</b>
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Pops choir is open to all Nashoba students and is particularly good for students interested in or part of the Best Buddies program. Come and join in the fun of singing popular songs from Broadway to Disney as well as many other popular films and songs. In collaboration with our Life Skills program, students will work together and help each other learn the words, melodies, and sometimes American Sign Language for our songs. This choir performs in four concerts per year. *No audition is required.*

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<b>NL Concert Choir</b>	<b>9-12</b>	<b>4.0</b>
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Open to all students in grades 9-12. This course concentrates on vocal training, performance, and sight reading skills. Students will sing a variety of repertoire representing all eras including works from 16th century madrigals to contemporary choral octavos. Music will be performed in languages other than English such as Latin, French, Italian, or German. Students in Concert Choir will be required to perform in four concerts per year as well as one competition (MICCA) and at graduation. Students in Concert Choir will be required to perform in the following activities: Fall, Holiday, Winter and Spring concerts, MICCA Choral Festival and NRHS Graduation as well as in-school performances.

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<b>ACC Mixed Chamber Choir</b>	<b>9-12</b>	<b>2.0</b>
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Chamber Choir is our most advanced choral ensemble. The goal of this choir is to enrich vocal technique, performance standards, and sight reading skills. The music performed is designed to challenge the student vocalist. The repertoire comes from all genres of music. Students will be required to perform in four concerts per year as well as one competition (MICCA) and at graduation. This choir meets after school. *Prerequisite: Audition for high school choir director during previous year*

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<b>NL Broadway Ensemble</b>	<b>9-12</b>	<b>2.0</b>
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This ensemble will explore the thousands of songs produced by the American Broadway Theater. Students will refine their vocal technique and performance skills throughout the year with opportunities for solo singing as well as choreographed dance. The product from rehearsals will be presented in three concerts throughout the year, with the option of performing at graduation. Students are required to participate in all concerts. This group meets after school. *Prerequisite: Voice Placement Audition for high school director during previous year.*

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<b>ACC Music Technology</b>	<b>9-12</b>	<b>2.0</b>
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This course introduces students to current computer applications and related technologies as well as presenting an overview of electro-acoustic music history, theory, and techniques. Students will also use Windows-based applications of music technology to create computer generated performances, printed sheet music, and digital recordings. Understanding

of concepts, development of skills, and creation of projects will be stressed, with extensive hands-on experience. Topics will include the following: (1) introduction to the computer and basic computer skills, (2) History of Electro-Acoustic Music, (3) MIDI, (4) computer-based MIDI sequencing, (5) computer-based notation, (6) basics of music theory, (7) digital audio recording concepts and skills. Limit of 17 students per section. *This class fulfills 2.0 credits of the Art or Technology requirement.*

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**ACC Music Theory 1****9-12****2.0**

This is a Semester long course designed to introduce the student to musical literacy and the construction of traditional music. Topics include Pitch Notation, Rhythmic Notation, Meter, Major and Minor Keys, Intervals, Chords, Harmonic Progression, Four Part Voice Leading, Composing and Arranging for Voices and Instruments. In addition, students will use MIDI (musical instrument digital interface) keyboards to create printed scores and computer generated performances of their composition. Students will also use software to study ear training and will make use of websites such as Teoria, Music Theory Online. *This class fulfills 2.0 credits of the Art or Technology requirement.*

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**ACC Music Theory 2****9-12****2.0**

This is a semester long course designed to continue the study of Music Theory. Topics include a review of Music Theory 1 as well as composition, melodic modes, secondary dominants, four part voice composition, form, transpositions, and 20th century music. In addition, students will use MIDI (musical instrument digital interface) keyboards to create printed scores and computer generated performances of their composition. Students will also use software to study ear training and will make use of websites such as Teoria, Music Theory Online, and EasyMusicTheory.com to the study notation and construction of music. *Prerequisite: Music Theory 1 This class fulfills 2.0 credits of the Art or Technology requirement.*

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**AP Music Theory/Composition****11-12****4.0**

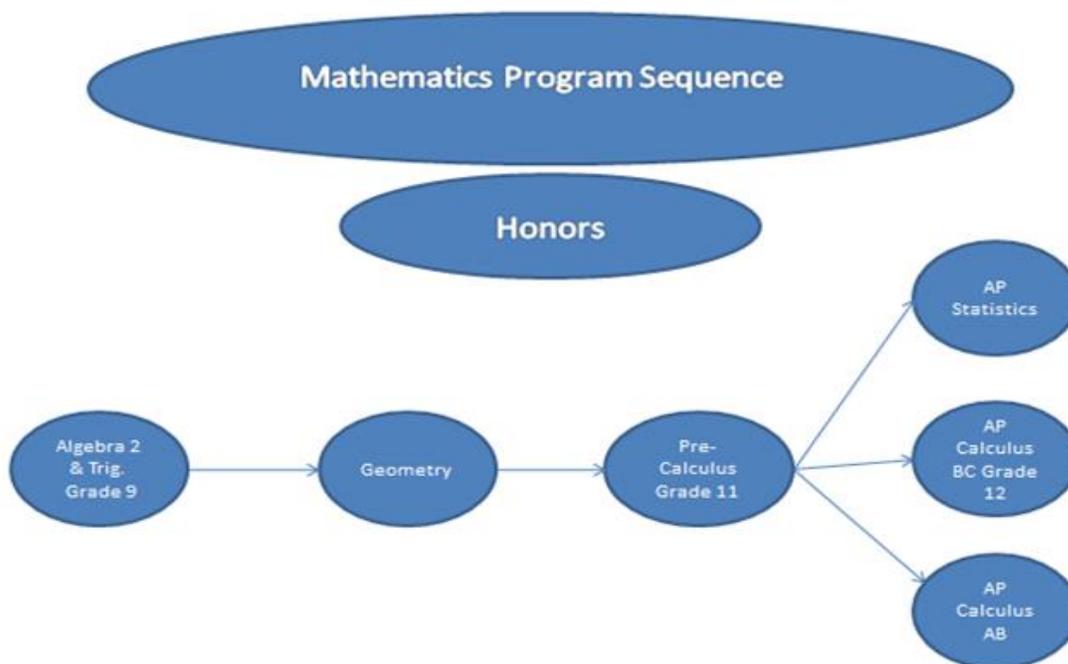
This is a full year course that meets five periods a week and is geared towards arranging and preparing for the AP music exam. This course will cover advanced concepts in theory and composition. Instrumentation, transposition, counterpoint, four part voice leading, melodic dictation, harmonic dictation, rhythmic dictation and sight singing will be covered in depth. Extensive use of computers, notation software and midi-applications will be covered so that students will be able to hear their work through midi-playback. This course is recommended for students who are interested in taking the Advanced Placement Music Theory test in the spring as well as those who may be majoring in music at the college level. *AP credit will be awarded only after a student taking this course completes the AP exam. Prerequisite: Music Theory 1 and Music Theory 2, and/or teacher approval after passing a written and aural entrance exam. This class fulfills 4.0 credits of the Art or Technology requirement.*

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## Mathematics Program

The mathematics program is designed to provide a broad range of courses that will meet the individual needs of all students. The course offerings and content are designed to be in full accordance with the NCTM standards. The **TI-84, or TI-84C graphing calculator** will be used throughout the curriculum and it is recommended that one be purchased prior to the beginning of Algebra II. The distinctions between the levels are more fully described in the course leveling system explanation in the front of this program.

*Please Note: The phrase "successful completion" means a grade of C- or better and the recommendation of the teacher*




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**HON Algebra II & Trigonometry**

**9-10**

**4.0**

The purpose of this course is to give a thorough and intensive approach to the subject. Topics studied include open sentences, graphs of linear equations and inequalities, systems of linear equations and inequalities, matrices, polynomials, factoring, quadratic equations and inequalities, quadratic systems, the conic sections, exponential and logarithmic functions and a comprehensive treatment of trigonometry. *The TI-84, or TI-84C graphing calculator is required for this course. Prerequisite for entering freshmen: Student score within range established by the Algebra 1 Transition Selection Criteria Sheet and teacher recommendation. For upperclassmen: successful completion of Algebra 1 Geometry and teacher recommendation.*

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**HON Geometry**

**10**

**4.0**

This course is a thorough and intensive approach to the study of plane and solid geometry. Its purpose is to enable students to reason mathematically through a logical development of thought processes. Emphasis is placed on the discovery of geometry in everyday life and on the underlying reasoning processes. Topics include deductive and inductive reasoning, parallel lines and planes, congruent and similar polygons, right triangle relationships, circles, constructions and loci, area and volume, and coordinate and transformational geometry. Individual and group projects may be utilized to help students with their understanding. *Prerequisites: Successful completion of Honors Algebra II & Trig and teacher recommendation.*

---

**HON Pre-Calculus**

**11**

**4.0**

This is a rigorous study that serves as a prerequisite for students taking the AP Calculus BC course. It requires a strong background in algebra, geometry and trigonometry. Pre-calculus topics include linear and quadratic functions, polynomial functions, inequalities with linear programming, exponential and logarithmic functions, analytic geometry, trigonometry, complex numbers, vectors and determinants, sequences and series, matrices, combinatorics, probability statistics, curve fitting and models. AP Calculus topics include limits, the derivative and its applications. Emphasis is placed on involving realistic applications with these concepts. *The TI-84, or TI-84C graphing calculator is required for this course. Prerequisites: Successful completion of Honors Algebra II & Trigonometry and teacher recommendation.*

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<b>AP Calculus AB</b>	<b>12</b>	<b>4.0</b>
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This course prepares students for the Advanced Placement test in AP Calculus AB. The course addresses limits and a variety of topics in differential and integral calculus. A graphing calculator such as a TI-89, or *TI-84C* is a must for the course and the AP test. AP Calculus AB covers a subset of the content of AP Calculus BC. *Prerequisites: Successful completion of ACC PreCalculus or Honors PreCalculus and teacher recommendation.*

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<b>AP Calculus BC</b>	<b>12</b>	<b>4.0</b>
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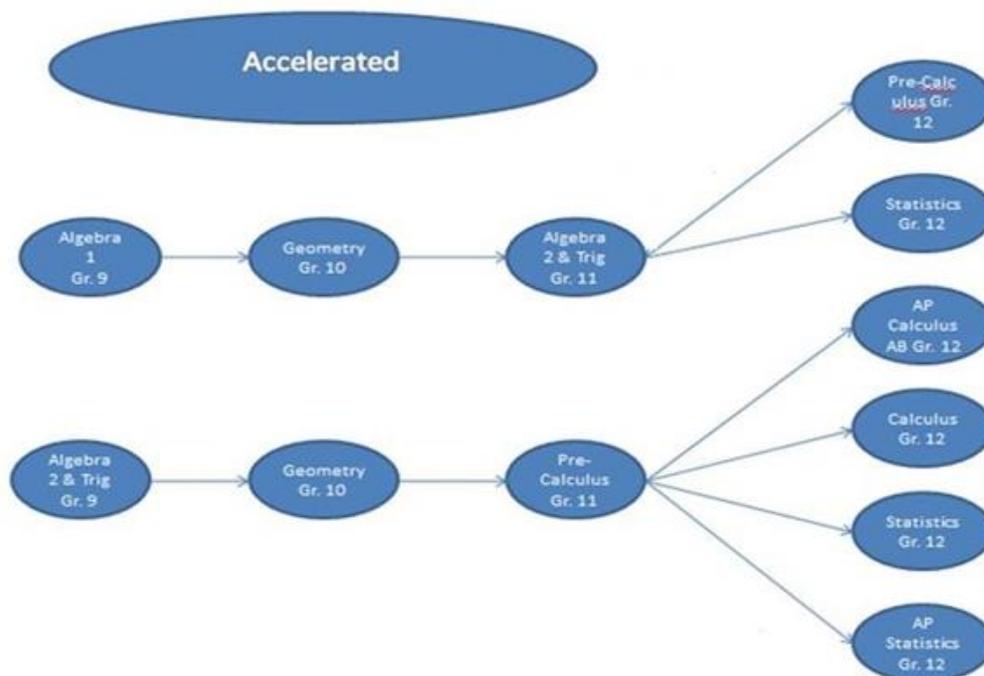
This course prepares students for the Advanced Placement test in AP Calculus BC. The course briefly reviews limits and the definition of the derivative and then thoroughly treats a variety of topics in differential and integral calculus, Topics include Taylor series and calculus for parametric and polar curves, which are not part of the AP Calculus AB course. A graphing calculator such as TI-84, TI-89, or *TI-84C* is a must for the course and the AP test *Prerequisites: Successful completion of Honors Pre-Calculus and teacher recommendation.*

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<b>AP Statistics</b>	<b>12</b>	<b>4.0</b>
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This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) exploring data: observing patterns and departures from pattern; (2) planning a study: deciding what and how to measure; (3) anticipating patterns: producing models using probability and simulation; and (4) statistical inference: confirming models. *The TI-84 or TI-84C graphing calculator is required for this course. Prerequisites: Successful completion of Honors Pre-Calculus; ACC Pre-Calc and teacher recommendation*

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### ACC Algebra I

9

4.0

This course is intended for students interested in pursuing a comprehensive study of algebra. It is structured around functions, emphasizing linear and quadratic relationships. Students will learn to represent these functions in multiple ways; using verbal descriptions, equations, tables, and graphs. Modeling real-world applications using functions will provide the basis for the problem-based learning involved. This study is designed for students who have not completely mastered algebra concepts or those just initiating this topic. It will build and strengthen algebra skills while engaging students in solving problems and communicating their thinking involved in this effort. In addition to the algebra studied, lessons on probability, data analysis, and numerous exercises involving geometry will also be included. It is a course designed for all students wishing to study Algebra I at the accelerated level. The TI-84 or TI-84C graphing calculators will be used in this course. *Prerequisites: Grade 9 within range established by the Algebra 1 Transition Selection Criteria Sheet and teacher recommendation*

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### ACC Algebra II & Trigonometry

9-11

4.0

This course includes a challengingly paced and comprehensive review of Algebra I as well as graphs of equations and inequalities, polynomial functions, exponential and logarithmic functions, number theory, matrices, conics and an introductory unit on trigonometry. The course provides a challenging approach to the subject matter and makes extensive use of the TI-84 or TI-84C graphing calculator.

*Prerequisites: Grade 9 within the range established by the Algebra 1 transition selection criteria sheet and teacher recommendation. Upperclassmen: successful completion of Algebra 1, Geometry, and teacher recommendation.*

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### ACC Geometry

10

4.0

This course presents to the student a logical development of thought processes through the analytical study of two and three dimensional shapes and forms. Connections will be made to geometry in everyday life. Topics include deductive and inductive reasoning, parallel lines and planes, congruent and similar polygons, right triangle relationships, circles, constructions and loci, area and volume, coordinate and transformational geometry. Individual and group projects may be

utilized to help students with their understanding. *Prerequisites: Successful completion of Algebra I and teacher recommendation.*

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**ACC Pre-Calculus****11-12****4.0**

This course provides students with a strong foundation of pre-calculus concepts, techniques, and applications for more advanced work. It includes material from a number of branches of mathematics enabling students to experience connections and interrelationships among them. Topics include: function-linear, quadratic, polynomial, exponential, and trigonometric; inverses-exponential, logarithmic, and trigonometric; experimental and theoretical mathematics; circular functions, sequences and series; coordinate systems and complex numbers; parametric equations; recursive and closed form definitions. In addition, discrete mathematics and data analysis will be discussed as time allows. *The TI-84, or TI-84C graphing calculator is needed for this course. Prerequisites: Successful completion of Algebra II & Trigonometry, Geometry, and teacher recommendation.*

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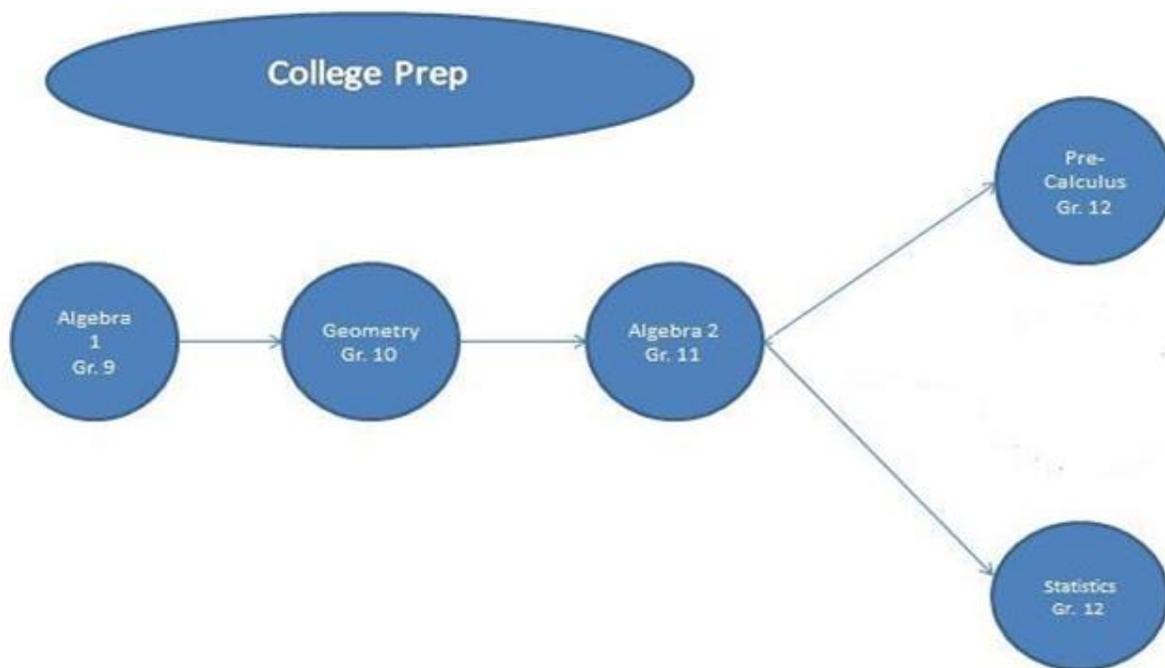
**ACC Calculus****12****4.0**

This course examines limits, differentiation and integration, as well as logarithmic, exponential and trigonometric functions. Students need to have a strong math background in algebra, geometry and pre-calculus to be successful with this work. Applications of the derivative and integral are extensively involved in analyzing realistic problems. *The TI-84, or TI-84C graphing calculator is recommended for this course. Prerequisites: Successful completion of Accelerated Pre-Calculus and teacher recommendation.*

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**ACC Statistics****12****4.0**

This course is an introductory statistics course. Although the use of algebra is minimal, students should have successfully completed Accelerated Algebra 2/Trig. Basic algebra topics used throughout the course include, but are not limited to, solving equations, exponential equations, logarithms, and the equation of a line. Should the need arise students must review the algebra topics. Students are expected to complete reading assignments and be prepared to participate in discussions about the reading. Topics covered include: data analysis, probability distributions, hypothesis testing, correlation and regression, and contingency tables. *The TI-84, or TI-84C graphing calculator is required for this course. Prerequisites: Successful completion Accelerated Algebra 2/Trig and teacher recommendation.*




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**CP Algebra I**

**9**

**4.0**

The purpose of this course is to provide a solid foundation for all future math courses in high school and in college. Topics to be covered include terms, symbols, signed numbers, solving equations, graphs of lines as well as work with fractions, decimals, percentages, and radicals.

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**CP Algebra II**

**11-12**

**4.0**

Topics covered include functions, systems of equations and inequalities, matrices, complex numbers, quadratic equations, conics, exponential and logarithmic functions, and an introduction to trigonometry.. The pacing of the course allows students to focus on comprehension of the material. *The TI-84, or TI-84C graphing calculator is recommended for this course. Prerequisites: Passing Algebra I, Geometry, and teacher recommendation.*

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**CP Geometry**

**10-12**

**4.0**

This course is a hands-on approach to geometry. It includes the study of two and three dimensional shapes so that students can interpret and draw these objects, and use geometric models. Constructions are integrated throughout the course and are used to develop spatial relationships. It provides discovery learning and promotes students' critical thinking skills. *Prerequisites: Passing Algebra I and teacher recommendation.*

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**CP Pre-Calculus**

**11-12**

**4.0**

This course consolidates and reviews previously studied material in Algebra 2 and introduces new topics including trigonometry, linear programming, graphing linear and polynomial functions, exponential and logarithmic functions, probability theory and an introduction to statistics. *The TI-84, or TI-84C graphing calculator is required for this course. Prerequisite: Passing Algebra I, Geometry and Algebra II and teacher recommendation.*

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**CP Statistics****12****4.0**

This course is an introductory statistics course. Basic algebra topics used throughout the course include, but are not limited to, solving equations, exponential equations, logarithms, and the equation of a line. Should the need arise students must review the algebra topics. Students are expected to complete reading assignments and be prepared to participate in discussions about the reading. Topics covered include: data analysis, probability distributions, hypothesis testing, correlation and regression, and contingency tables. *The TI-84, or TI-84C graphing calculator is required for this course. Prerequisites: Passing Algebra 2 and teacher recommendation.*

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**NL Math Foundations****9-10****2.0**

This course is designed for students who have struggled in math in middle school or in their freshman year, and may have gaps in their mathematical knowledge and skills. Using diagnostic math software and prior student achievement information, students will receive an improvement profile to help them strengthen their math skills. Once assessed, each student will receive an individual program of study to address the student's needs. The majority of work will be self-paced and completed using both web-based math software and small-group instruction. This course is not intended to replace a regular math course; instead, students will take this supplementary course while enrolled in a full year math class. *Enrollment in this course will be determined by teacher recommendation and prior achievement history.*

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**CP College Algebra and Introductory Statistics****12****4.0**

This course is intended for students who wish to earn 3 undergraduate college credits for College Algebra from Quinsigamond Community College. Students wishing to enroll in this course must pass the Accuplacer test and pay tuition to Quinsigamond Community College. The focus during the first semester is College Algebra and second semester will focus upon an introduction to statistics. Topics covered first semester include algebraic operations with rational, radical, and complex expressions; solving absolute value, quadratic, and radical equations; solving linear & absolute value inequalities; solving linear systems; simplifying radicals, rational exponents, & exponential expressions; factoring; midpoint and distance formulas; and graphing circles. The topics covered second semester include descriptive statistics; probability; normal probability distributions; and correlation & regression. Prerequisites: successful completion of Algebra 1, Geometry, and Algebra 2, and passing the Accuplacer test. This course would not be appropriate for a student who has successfully completed Honors or Accelerated Algebra 2.

## Computer Science

*All Computer Science courses meet the Technology graduation requirement, however, they do not meet the Mathematics graduation requirement. Video Link [\\_goo.gl/Bw7ff2](https://goo.gl/Bw7ff2)*

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**NL Introduction to Computer Science****9-12****2.0**

The course provides an introduction to a wide range of computer science topics through group and individual work, as well as quizzes and tests. Topics addressed in detail include computational thinking, algorithm development, discrete math, and programming. Other topics, such as computer hardware, artificial intelligence, data collection are explored using a broader treatment. *Prerequisite: Algebra I*

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**AP Computer Science Principles****11-12****4.0**

This course provides an introduction to basic principles of computer science (CS), including programming in App Inventor, a graphical programming language for Android mobile devices. This is a projects based course. Students will learn CS principles by building socially useful mobile apps and reflecting on the impacts of their work. This course involves a strong writing component. Students will maintain a portfolio of their work, which will include several performance tasks in the areas of programming, data analysis, and the impact of computing technology. Note: This is an AP level course. *Pre-requisites: Successful completion of Acc Algebra I and Geometry, or Successful completion of Acc/Hon Algebra II*

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**AP Computer Science A****11-12****4.0**

AP Computer Science A (AP CS A) is equivalent to an introductory college course in Computer Science. It is highly recommended for students who plan on majoring in Computer Science and/or in a STEM-related field. This course also benefits students majoring in any discipline that integrates CS into its curriculum. Students taking AP CS A use the Java Programming language. The curriculum emphasizes problem solving, procedural/data abstraction, object-oriented programming and design methodology, algorithms, and data structures. The course is conducted using a blended approach. Students access an online environment that provides lessons, exercises, labs, and self-assessments. There is a high degree of collaboration amongst the students as they work through the various activities and assignments. All students taking AP CS A are expected to take the AP exam at the end of the course. Pre-requisites: B - average in Accelerated Algebra II and successful completion of one of the following: Introduction to Computer Science, or AP Computer Science Principles (AP CSP), and teacher recommendation.

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## Science Program

The science department offers courses designed to acquaint students with the means of inquiry used by scientists, to acquire knowledge that comprises the essential structure of each of the sciences, and to develop a respect for and an enduring curiosity about the natural world and the mysteries of the universe. A student may choose to be introduced to the content and methods of several of the sciences or may wish to concentrate on one or more of the sciences by doing advanced work.

Laboratory work is an integral part of the science classroom. For those students desiring a greater depth to their laboratory experience, some courses will offer a 5-credit option which meets an additional period every 4 days. Please be aware that these additional lab options are subject to other scheduling priorities and may not run. All students **must pass one** of the approved MCAS science tests (Biology or Physics) to qualify for a diploma. See the Massachusetts Department of Education website for more specific information: <http://www.doe.mass.edu/mcas/science/?section=about>

Grade 9	Grade 10	Grade 11	Grade 12
<b>Honors/AP Courses</b>			
- Physics with Engineering Applications	-AP P Biology -Honors Biology	-AP Chemistry -Honors Chemistry	-AP Physics C: Mechanics -AP Physics 1
<b>Accelerated Courses</b>			
-Physics with Engineering Applications -Introductory Physics	-Biology	-Chemistry -Anatomy & Physiology -Sustainability Science -The Genetics of Being Human	-Chemistry -Anatomy & Physiology -Sustainability Science -The Genetics of Being Human -Forensics -Bioethics
<b>College Prep Courses</b>			
-Introductory Physics	-Biology -Physics of Sound	-Chemistry -Anatomy & Physiology -Sustainability Science -Entomology -Disease and Medicine -Physics of Sound	-Physics -Chemistry -Anatomy & Physiology -Sustainability Science -Forensics & Mystery -Entomology -Astronomy -Disease and Medicine -Bioethics -Physics of Sound
<b>Non-Leveled Courses</b>			
	-Physics of Sound	-Molecular Gastronomy -Entomology -Astronomy -Disease and Medicine -Physics of Sound	-Molecular Gastronomy -Entomology -Astronomy -Disease and Medicine -Physics of Sound

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<b>HON, ACC Physics with Engineering Applications</b>	<b>9</b>	<b>6.0</b>
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Physics with Engineering Applications takes a hands-on, project based approach in teaching the 9<sup>th</sup> grade physics curriculum. Lab work is the primary focus as teams of students use the engineering design process and the scientific method to design, build, test, and improve prototype devices. Students learn basic principles of physical science and explore engineering ideas like modeling of systems. Students learn the basics of instrumentation and data collection. Graphing and data analysis are stressed. Projects are based in physics, chemistry, and electronics. *Students wishing to take this class should have strong mathematical skills, and will generally have already completed Algebra 1.*

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<b>ACC/CP Introductory Physics</b>	<b>9</b>	<b>4.0</b>
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This course will guide students through the fundamentals of the physical world. Topics covered will include motion, acceleration, forces, static electricity, work, power, energy, and circuits. Physics principles will be explored through inquiry based laboratories, and authentic application projects. Although conceptual, there will be several opportunities to apply developing algebra skills throughout the coursework.

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**Biology** is a laboratory-oriented course that studies major biological concepts and enables the student to discover interrelationships within the physical and biological environment. It provides students firsthand experience with such learning skills and processes as observing, classifying, hypothesizing, experimenting, organizing and recording data, interpreting, predicting and report writing. Most of the text material requires students to grasp the principles being presented in order to permit time for appropriate laboratory investigations. *Prerequisite: Successful completion of freshman science.*

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<b>AP Biology</b>	<b>10</b>	<b>8.0</b>
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AP Biology is an intensive high school course, designed to be the equivalent of a college introductory biology. Students must be able to read, comprehend, and take competent notes on a widely used college text, master assigned material, and work well both independently and with others. Essential to success is the ability to utilize scientific reasoning and the mastery and synthesis of many facts into a unified and coherent whole. There will be a required summer assignment. Students will be required to take the biology MCAS at the end of the year. In order to receive AP credit, students **must** take the AP Biology exam in the spring. *Prerequisite: B+ or higher in 9<sup>th</sup> grade honors science course with teacher recommendation.*

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<b>HON Biology</b>	<b>10</b>	<b>5.0</b>
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This face-paced course is designed to go beyond the topics of the Massachusetts Biology Frameworks. Both content and laboratory work will be emphasized. Students are expected to have solid reading and writing skills, and are expected to handle independent and group work. Critical thinking skills and application of concepts will be developed throughout the course. Laboratory skills will include some student-designed investigations and emphasize the process from observation to conclusion. Students in this course will be exposed to much of the content found the biology SAT II exam offered in the spring. *Prerequisite: B or higher in 9th grade honors or accelerated science course.* Students will be required to take the biology MCAS at the end of the year.

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<b>ACC Biology</b>	<b>10</b>	<b>4.0/5.0</b>
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This course will develop critical thinking and writing skills. Students will organize, graph and interpret data collected during their experiments. Recent developments in technology and their implications for society are studied throughout the year. Students electing this course are expected to have excellent reading skills in order to identify, organize and comprehend the ideas presented in the textbook. Students will be required to take the biology MCAS at the end of the year

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<b>CP Biology</b>	<b>10</b>	<b>4.0/5.0</b>
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This course is designed to further develop independent study skills and higher thinking skills using content material and applying these skills to problem solving. This course utilizes lab set-up, equipment usage, data collection, organization, graphing and analysis to discover patterns and relationships in the natural world. Students will be required to take the biology MCAS at the end of the year. Small class size will provide individualized attention to ensure mastery of key skills and topics in preparation for the biology MCAS exam.

## Chemistry

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<b>AP Chemistry</b>	<b>11-12</b>	<b>8.0</b>
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A rigorous and extremely challenging chemistry course, meeting ten periods per week, whose aim is to satisfy requirements of college freshmen chemistry. Students are expected to take the Advanced Placement (AP) test in the spring. Topics covered include stoichiometry, atomic structure, bonding theory, reaction theory, gases, solution and colloidal chemistry, equilibrium, solubility product, chemical thermodynamics, oxidation-reduction, and organic chemistry. Students must exhibit willingness and have available time in their daily schedules to complete an average of at least one hour of homework per night. (Physical) *Prerequisite: Excellent science grades, ability to read & comprehend a college text, excellent mathematical application skills.*

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<b>HON Chemistry</b>	<b>11-12</b>	<b>5.0</b>
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This course provides a thorough coverage of the major theoretical concepts and ideas of chemistry such as the mole, stoichiometry, periodicity, atomic structure, bonding, chemical reactions, chemical energy and thermodynamics, kinetics, equilibria and solution chemistry (including acid and base theories and electrochemistry). Students are expected to apply problem solving skills, to think creatively, to analyze and question scientific information, and to foster independent work habits. The student must be able to assimilate material from the text independently. Weekly laboratory work to demonstrate and develop key concepts is an essential part of this course. Students in this course will be exposed to much of the content on the chemistry SAT II exam offered in the spring. *Prerequisite: A high performing student in Biology and Algebra II/Trig or Precalculus with the recommendation from their Biology teacher.*

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<b>ACC Chemistry</b>	<b>11-12</b>	<b>4.0/5.0</b>
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This course deals with the nature, composition, and change of matter. The emphasis is on chemical laws, theories, atomic structure, and chemical mathematics necessary to prepare for work at the college level. Students will learn to apply problem solving skills, to think creatively, to analyze and question scientific information, and to foster independent work habits. *Prerequisite: B in comparable level science courses & a thorough proficiency in solving algebraic word problems. Students enrolled in Chemistry must have taken or be currently taking Algebra II/Trig or Precalculus.*

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<b>CP Chemistry</b>	<b>11-12</b>	<b>4.0/5.0</b>
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This course is a conceptual chemistry course for the college-bound student that covers the topics of the Massachusetts Chemistry Frameworks. It requires fundamental math and problem solving skills but not the math expertise required in Accelerated Chemistry. *To be successful in this course, students should have taken or be taking Algebra II concurrently and demonstrated previous academic proficiency in high school science courses or with recommendation of Biology teacher/Science Department Chair.*

## Physics

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**AP Physics C: Mechanics****12****6.0**

AP Physics Mechanics C is an in-depth, calculus-based study of masses and their motion dynamics. This class is recommended for students looking to prepare for rigorous college study and for students with a strong interest in science, engineering, or math. This class has an extensive lab component and stresses data collection and analysis. Students enrolled in this class will take the AP Mechanics C Exam in May. *Prerequisite: Currently enrolled in calculus and recommendation of previous science teacher.*

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**AP Physics 1****12****6.0**

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. A large portion of this course involves building models through scientific exploration and then applying them more broadly. The expectation will be that all students will take the AP Physics 1 exam. Note: It is highly recommended that students planning to enter post-secondary engineering programs and are concurrently enrolled in calculus, take AP Physics C: Mechanics (calculus based). Colleges that require calculus based physics will not accept this course for college credit. *Prerequisite: Currently enrolled in accelerated pre-calculus or calculus and recommendation of previous science teacher.*

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**ACC Physics****12****4.0/5.0**

Accelerated Physics is an algebra-based course that explores introductory physics topics such as Newtonian mechanics; work, energy and power; electrostatics, simple circuits and electromagnetism; and sound and light waves. This course is designed to help students prepare for college by developing problem solving, critical thinking and reasoning skills through inquiry-based learning. *Prerequisite: Currently enrolled in accelerated pre-calculus or calculus and recommendation of previous science teacher.*

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**CP Physics (Conceptual Physics)****12****4.0/5.0**

College Prep Physics focuses on developing a strong conceptual understanding of physics while using algebra as a tool to predict how physical objects behave. Topics include Newtonian mechanics; energy, work and power; electricity and electromagnetism; and sound and light waves. This inquiry-based course is designed to help students develop problem solving, critical thinking and scientific reasoning skills. This introductory course is designed for the student to prepare for college level coursework. *Prerequisite: Successful completion of algebra I and geometry.*

## Elective Science Courses

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**ACC, CP Human Anatomy & Physiology****11-12****4.0**

This course is designed for students who may wish to enter some aspect of the medical field: doctor, nurse, paramedic, medical technician, etc. All systems will be studied in detailed terms of their anatomy and physiology. Information for understanding the structure and function of the human body are presented. Laboratory activities and dissections will be used to enrich textbook readings. Advanced reading levels of the text require that students possess good interpretive reading skills. (Biological) *ACC Prerequisite: Successful completion of biology honors or accelerated level with grades of A or B and recommendations of previous science teachers. CP Prerequisite: Successful completion of biology, college preparatory level or above.*

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**ACC, CP Sustainability Science****11-12****4.0**

This course will enable students to understand and appreciate sustainability concepts that they will encounter throughout their lives. Sustainability Science takes a holistic approach to understanding the world as a system, focusing on how 21<sup>st</sup> century issues relate to the planet, people, and profit. They will be introduced to real-world topics and will further their science skills, including observation, research, inquiry, problem-solving, and application. *Prerequisite: Passing grades in both freshman science and biology.*

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**CP, NL Introduction to Entomology****11-12****2.0**

A course designed to introduce juniors and seniors to a basic understanding of insects and their significance. Practice research, experimentation, observation, collection techniques, graphic organizers and outdoor activities make this a hands-on thought provoking experience. You will never again see an insect as “just a bug”. Assessment will be ongoing based on accumulated knowledge, laboratory work, and an insect collection. *Prerequisite: Biology*

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**CP, NL Astronomy****11-12****2.0**

Since the beginning of time, humans have wondered at the heavens and skies above. Ancient civilizations planned their livelihoods around the movement of stars knowing that when a particular star appeared in a particular portion of the night sky that it was time to plant or harvest. This course will look at the movement of stars and planets, investigate the origin of the universe, life cycles of stars, planet formation, gravity and relativity, galaxies, our solar system, black holes, neutron stars, exoplanets, and many other fascinating topics related to space and astronomy. *Prerequisite: Co-enrolled in algebra II or higher.*

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**CP, NL Diseases and Medicine****11-12****2.0**

Diseases have always been a part of the human experience. The history of trying to understand and control or combat these diseases is fascinating. The science behind how different diseases spread and outwit humans is equally fascinating. This course is largely designed for students planning on pursuing careers in the health sciences including nursing and medicine. It is also helpful for general consumers of health information (anyone). The course will explore topics including the ethics of medical research, fundamental biochemistry of diseases and medicines, infectious diseases, cancer, genetic disorders, advances in medical science, and many more. *Prerequisite: Successful completion of biology. Recommended: co-enrollment or successful completion of chemistry.*

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**NL Molecular Gastronomy: The Art and Science of Cooking****11-12****2.0**

In this projects-based class, we will examine the science behind great food. Did you ever wonder if the herbs and spices used to make food taste delicious have any real health benefits? Other questions we will address include: How can I make delicious ice cream using ingredients derived from seaweed? Do I have the “I hate broccoli” gene? Your time will be divided between the foods lab and the science lab. So, if you’ve ever wondered how knowing about science can help you be a better cook, then this is the class for you.

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**ACC The Genetics of Being Human****11-12****2.0**

In this project-based course you will learn to be a genetics detective as we study the role of genes in determining who we are and where we came from. This class will include a combination of laboratory work and computer-based projects. You will clone a piece of your own DNA and compare it with DNA from ancient humans. Other topics will include the evolution of HIV and other viruses, the genetic basis for athletic ability, and obesity and alcoholism. *Prerequisites: Sophomore level Biology.*

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**NL Bioethics****11-12****2.0**

This one semester course will focus on bioethics, past, present, and future. We will be reading fiction, nonfiction, articles, as well as scientific journals. Bioethical issues will be explored through investigations, projects, media, and music. Topics may include: genetically modified organisms (GMOs), stem cell research, genetic screening/testing, and environmental issues. Since bioethics is such a prominent and ubiquitous topic, student interest will help shape the curriculum.

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**ACC/CP Forensics: Science of Crime****11-12****4.0**

This semester course will study forensics topics; how investigations are carried out, including fingerprints, blood spatter, DNA, organism decomposition, and soil composition. Students will develop critical thinking, writing, and analytical skills while answering critical how and why questions.

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**NL/CP Physics of Sounds****10-12****2.0****(Cross-listed with Music) 2.0 performing arts credits OR 2.0 science credits**

This semester long course is designed to introduce the student to the science of sound and how the scientific information relates to musical literacy and the construction of traditional music instrument. Topics include Pitch Notation, Major and Minor Keys, Intervals, Chords, and Harmonic Progression. In addition, students will construct their own working instrument based on the student's favorite type of music (genre).

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# Social Studies Program

The Social Studies program is designed to prepare students to develop individual awareness and curiosity, and to become informed members of their local and global community. The methods of inquiry in history and the social sciences are essential to these objectives.

Students may benefit from course offerings that stress the following themes:

## **CULTURAL AND PHYSICAL GEOGRAPHY**

- Study of culture and cultural diversity, and of the people, places, and environments across the globe.

## **TIME, CONTINUITY, AND CHANGE**

- Study of cause and effect relationships, and how past legacies impact the present, and shape goals for the future.

## **INDIVIDUAL DEVELOPMENT AND IDENTITY**

- Opportunities for students to learn about themselves and how they engage in larger social and cultural institutions.

## **GROUPS AND INSTITUTIONS**

- Study of how large groups of people interact and interrelate.

## **POWER, AUTHORITY, AND GOVERNANCE**

- Study of the motives and methods behind human efforts to establish modes of governance.

## **PRODUCTION, DISTRIBUTION, AND CONSUMPTION**

- Study of how people organize economically, at individual, local, national, and international levels; they should as well address issues of sustainability and the relationships between consumption and the environment.

## **SCIENCE, TECHNOLOGY, AND SOCIETY**

- Study of ways humans develop and use technology to shape their world, and conversely how human societies are shaped by their technological environment.

## **GLOBAL CONNECTIONS**

- Study of global connections and interdependence.

## **CIVIC IDEALS AND PRACTICES**

- Study of the ideals, principles, and practices of citizenship in a democratic republic.

**\* All students taking Social Studies are now required to take one semester of US History I (CP or ACC, or ACC Pre-AP or HON Pre-AP US History) during Sophomore year.\***

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**HON, ACC World History**

**9**

**4.0**

This course provides a foundation for the study of American history, literature, and the fine arts. Selected topics from both Western and non-Western cultures are studied from an economic, political and social aspect. The cultural legacy of Greece, Rome, the Renaissance, the Reformation and Imperialism will be studied in parallel with events in Asia and Africa. Students interested in the Honors course should meet the criteria outlined on page 8 of the Program of Studies. Students in the accelerated level are expected to do independent reading, handle research topics, and write at an advanced level.

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<b>CP World History</b>	<b>9</b>	<b>4.0</b>
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This course provides a foundation for the study of American history, literature, and the fine arts. Selected topics from both Western and non-Western cultures are studied from an economic, political and social aspect. The cultural legacy of Greece, Rome, the Renaissance, the Reformation and Imperialism will be studied in parallel with events in Asia and Africa.

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<b>ACC, CP Freshman World Humanities</b>	<b>9</b>	<b>8.0</b>
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This course is specifically designed for Freshmen and will provide four History credits and four Freshmen English credits. This is a full-year class and is a double period .World Humanities is a thematically taught course that focuses on major events in World History through the lens of literature, non-fiction texts, art, and music. This course will also consist of an intensive study in the basic areas of composition, research and analytical reading, with a focus on developing students' abilities to be careful readers and effective writers.

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<b>HON, ACC Pre-AP US History I</b>	<b>10</b>	<b>2.0</b>
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This semester elective is designed to both cover the curriculum of US History I from Pre-Columbian history through Civil War and provide students with intensive instruction in the writing skills, document analysis skills, critical thinking skills, and historical habits of mind required for success in AP US History. Accelerated students will have the opportunity to experience the workload and expectations of AP US history while still being graded according to accelerated rubrics. *Since Accelerated Pre-AP US History is designed to be a bridge class from Accelerated to AP US History it is recommended that only students with at least a "B" in both Accelerated World History and Accelerated English consider enrolling.*

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<b>ACC, CP U.S. History I</b>	<b>10</b>	<b>2.0</b>
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This course is the first part of a 3 semester sequence designed to cover the US History curriculum. It will survey the development of the United States from a colony through the Civil War. Topics include Colonialism, The American Revolution, Federalism, Sectionalism, Early Industrialization, and the Civil War. Political, economic and social change will be evaluated with an emphasis on critical thinking. Readings and research projects will be an integral part of the course. Accelerated level students should have above average reading and writing skills.

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<b>ACC, CP U.S. History II</b>	<b>11</b>	<b>4.0</b>
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This course completes the three semester sequence for US History. Beginning with a thematic review of US History I, it will then cover the major events in US History from 1865 to the present. Topics include the Gilded Age, the emergence of the United States as an industrial and world power, major social, cultural, and political developments of the twentieth century, the World Wars and the Cold War. Political, economic and social change will be evaluated with an emphasis on critical thinking. Readings and research projects will be assigned each quarter based on student interest. Accelerated level students should have above average reading and writing skills.

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<b>AP U.S. History</b>	<b>11</b>	<b>4.0</b>
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This Advanced Placement course in U.S. History corresponds to the most recent trends in AP curricula. Students will be required to do extensive reading, research and analysis of primary and secondary sources. The ability to handle college-level assignments is expected. A balance of political, economic and social history from the Colonial period to the present will be presented. *All students enrolled in AP US History will take the AP exam. In addition, students will be required to complete a summer project before entering AP US history in the fall.*

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<b>HON, ACC, CP Baseball in History</b>	<b>10-12</b>	<b>2.0</b>
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This course will take a deeper look into this important era and sport in modern American history. It will be framed around major events in both American and Baseball history with an emphasis on how each impacted the other, and will introduce students to the concepts of historiography and definitive research. Students will read from primary sources, examine closely the major figures of both American and Baseball history, and examine multiple sources of history, from 19<sup>th</sup> century newspaper accounts, correspondences, and the visual record from both television and the internet. Students will develop a greater understanding of both American and Baseball History in political, social and historical terms.

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<b>HON, ACC The Civil War Era</b>	<b>10-12</b>	<b>2.0</b>
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This course will focus on the underlying causes of the momentous and transformative period in our nation's history that is the American Civil War. The class will survey the early centuries of our nation's development, from the establishment of slavery in the Americas to discussions of the role of slavery and states' rights played in the formation of the Constitution. We will look at the major political, economic and social/psychological factors leading up to hostilities in 1861, and delve into conversations around the ideals and realities of American values like liberty and equality. Coverage of the war will focus on social, political, and military history. Additional themes of the war will be study in comparisons and contrasts of northern and southern society, and the roles of women and African-Americans in the war effort. Finally the effects of technological advancements will be framed against the backdrop of a society in transition, and viewed through the eyes and perspectives of seminal pre-war and wartime individuals.

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<b>ACC International Affairs</b>	<b>10-12</b>	<b>2.0</b>
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This class presents an in-depth study of American foreign policy from 1945 to the present. Units of study include the Cold War, United Nations, Middle East, China, Southeast Asia and the current status of Russia. Advanced research, writing and analysis skills are expected of accelerated level students. Essay writing, individual projects and oral presentations are stressed.

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<b>ACC, CP Introduction to Ethics</b>	<b>10-12</b>	<b>2.0</b>
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What are ethics? Ethics are moral principles or frameworks that people use to guide decision-making. They are the standards by which humankind understands whether a choice or thing is good or evil, right or wrong. This class splits its time first trying to understand these principles, then applying them to a variety of issues. This "applied ethics" will lead us to discuss the modern dynamics around questions both personal and societal. Should speech be free? Is dishonesty ever acceptable? Students will approach these questions by reading some of the great thinkers, researching and discussing topics, and writing reflection papers to make sense of it all. Come ready to think, listen, argue, question, and above all contribute to the most interesting conversation humanity has had with itself.

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<b>ACC, CP Justice &amp; Law</b>	<b>10-12</b>	<b>2.0</b>
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This course offers a practical exposure to the major areas of civil, criminal, and constitutional law. A study of the role of law enforcement, causes of crime, and current punishment trends will be analyzed. A comparison of ideals versus reality in the dispensing of justice will be stressed. Students of all levels of ability may benefit from this course, as responsible citizenship is a primary objective.

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<b>HON, ACC, CP Facing History</b>	<b>10-12</b>	<b>2.0</b>
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Using materials from nationally recognized Facing History and Ourselves, students will explore the roots of anti-Semitism and racism in the US and the world. Using the Holocaust and other examples of genocide and mass violence, students in this class will learn to combat prejudice with compassion, indifference with participation, and myth and misinformation with knowledge. Work will be done through selected readings, research, and an emphasis on class participation.

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<b>HON, ACC Understanding the Sixties</b>	<b>10-12</b>	<b>2.0</b>
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This course will take a deeper look into this important era in modern American history, often mythologized and misunderstood. It will be framed around three major events of the era (US/Soviet relations, civil rights, Vietnam War) and will introduce to students the concept of historiography - how the writing of history can influence the shaping of historical understanding. Students will read from primary sources, examine closely the major figures of the period, and examine multiple sources of history, from traditional texts, literature, correspondences, private presidential tapes, and the visual record from the growing televised medium. Students will develop a greater understanding of American history, and hopefully of the undercurrents of present-day America in both political and social terms.

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<b>AP, ACC American Government and Politics</b>	<b>12</b>	<b>4.0</b>
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This course will be a full year course to be offered for seniors, either in preparation for the AP exam, or as a survey of American government and politics for Accelerated students. The course will involve an in depth study of the U.S. Constitution, our three branches, and such topics as, civil rights and liberties, political parties, campaigns and elections, foreign policy, and many more topics relevant to your lives today, and going forward. The course will also use current case studies in a project-based format. Come learn about the rules of the game that you play, every day! *All students enrolled in AP Government and Politics will take the AP exam.*

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<b>ACC, CP Military History Post World War II</b>	<b>12</b>	<b>2.0</b>
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This course will go into a deep analysis of the Korean, Vietnam, Panama, Grenada, and Desert Storm conflicts. Curriculum will be based on the political and economic reasoning behind the actions as well as an in-depth look into the strategy, intelligence and conclusions of the conflicts as a whole. The course will use projects, independent readings, videos, and research-based instruction.

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<b>AP, ACC European History</b>	<b>12</b>	<b>4.0</b>
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The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, many would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. *All students enrolled in AP European History will take the AP exam.*

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<b>AP Psychology</b>	<b>12</b>	<b>4.0</b>
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Why do people do what they do... and think the way they think? This Advanced Placement course introduces students to the fundamental principles of Psychology: The science of behavior and mental processes. Some of the more important questions this course seeks to answer include: How do psychologists gather and interpret data? How does that research inform the fundamental tenets of the discipline? How can an understanding of psychology improve the quality of my life?

Independent reading at an advanced level and a summer assignment are required; major projects emphasize the application of key psychological principles to student's own lives. *All students enrolled in AP Psychology will take the AP exam.*

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**ACC, CP Psychology**

**12**

**4.0**

Why do people do what they do... and think the way they think? This combined Accelerated & College Prep course introduces students to the fundamental principles of Psychology: The science of behavior and mental processes. Some of the more important questions this course seeks to answer include: Who will I be? What makes me me? What is reality? Where do I come from? How can an understanding of psychology improve the quality of my life? Independent reading is required; major projects emphasize the application of key psychological principles to student's own lives.

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**HON, ACC, CP Sociology**

**12**

**2.0**

This discussion-based course explores the meanings and functions of different aspects of society. The class will introduce the main theorists and topics for the subject of sociology while encouraging opinion and independent thought. Reflective essay writing, individual and group projects, student readings and oral presentations are stressed.

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**HON, ACC, CP Living Locally**

**12**

**2.0**

Living Locally is an interdisciplinary course centered around the question of what does it mean to live well in the Nashoba Region. Beginning with an exploration of underlying geology and soil types it will move on to a study of local forests, farms, and wildlife, and changing land uses over time. Attention will be given to local history, literature, business etc., and current debates between land conservation advocates and developers. Major projects will include an extended nature observation project and a profile of a local resident making a positive difference in the community. A mix of traditional and new methods and technologies will be used to explore these topics.

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## Specialized Courses

Teachers, guidance counselors and students all can initiate the creation of specialized courses. These are courses that do not presently exist in the *Program of Studies*; they are created throughout the academic year. When teachers and students mutually agree to create a new course, a specialized course form must be filled out. These are on file in the guidance department. Specialized courses must be pre-approved by the principal. The teacher will provide a detailed course description which includes objectives and criteria for assessment and will also note the course level; semester; periods and days offered. Credits will be added after the director of guidance and principal review this form. All of the courses that are currently offered unlevelled can be leveled at the discretion of the teacher, but a specialized course form must be filled out to do so. Specialized courses must be approved by the principal.

Students are reminded that unlevelled courses are not used in the weighted class rank and GPA calculations. If an unlevelled course is leveled, this grade will then be used in both calculations.

Specialized course forms must be signed by the teacher involved, the director of guidance, and the principal. After the principal has signed the form, a new course code number will be created for the course and the form will remain on file in the main office. Specialized courses normally are created when a student is extremely interested in pursuing an area of study beyond the typical course offerings or when a schedule conflict arises that is impossible to resolve without the creation of a new or modified course.

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**Web-Based Courses****10-12**

Web-based courses are available for students who wish to extend their curriculum opportunities into areas not already available at Nashoba, and for students who may need to recover credits in courses in which students were not previously successful. Students interested in enrolling in web-based courses should work directly with their guidance counselors to develop an appropriate program of studies. Participation in web-based courses is subject to approval by the Principal.

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**Freshman Study Skills****9**

As a special focus on transition support for 9<sup>th</sup> graders, all Freshmen are assigned to Directed Study. Directed Study is a more structured learning environment and is intended to help each student make a positive transition to high school and to form a bond with an adult mentor. Efficient and effective use of your study time is crucial to a student's continuing academic success as well as their personal well-being. During the first semester a course on Study Skills and Time Management strategies including organization, reading, listening, note-taking, critical thinking, procrastination, motivation, individual learning styles, and the writing process will be offered. One (1) credit will be earned upon successful completion of the Freshmen Study Skills Course (completion is not a requirement).

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**Athletic Trainer Aide****11-12**

The Nashoba Athletic Trainer is interested in working with students who wish to learn more about the field of sports medicine and the role of an athletic trainer. Students who are in good academic standing, have a proven track record of reliability and assuming responsibility, are in good health and physically able to attend all sports practices (2:30-4:30) and some games(nights), and are interested in the healthcare field may apply. Accepted students will work with the Athletic Trainer for the duration of one or more sports seasons (student's themselves may not be involved with a team during such time), earning 1.0 credit per season on a Pass/Fail basis. A committee will review and select applicants: the Athletic Director reserves the right to reduce or eliminate this option based upon the needs of the Nashoba athletic program.

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**NL Emergency Medical Technician (E.M.T.) Year 1****10,11,12****4.0**

An intensive college level course that lasts approximately 150 hours of both classroom and practical work. This prepares a person to be eligible to take the state EMT certification exam. Some of the areas covered include CPR, trauma, medical emergencies and pediatric emergencies. This program is supported by the Town of Bolton with the purpose of assisting the Bolton Ambulance Squad with daytime ambulance coverage. Students interested in participating in the EMT program will be required to be 15 ½ year of age by January 1<sup>st</sup> of sophomore year. The application process includes submission of an essay of demonstrated interest, an academic review of the transcript, and screening by a committee of EMS and school officials. *Class size is restricted, and we regret that not every eligible candidate can be admitted.*

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**NL EMT Year 2/3****4.0**

NRHS Students who have successfully completed EMT Year 1 participate in a course of continued study in the area of Emergency Medical Technology. Students who are enrolled in the EMT Year 2/3 participate in a field internship with the Bolton Volunteer Ambulance Service. Designated crews of four students carrying pagers provide emergency medical coverage for the Town of Bolton on weekdays between 7:15 a.m. and 5:00 p.m., and at sporting events.

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**Transition to Independent Living 1 & 2****11/12****2.0**

This course will focus on those skills fundamental to independent living. Students will learn the basics of

- personal finance, including banking and budgeting tasks;

- transitioning skills including realistic job goals, applications and interviewing techniques;
- independent living skills including exploration of housing options, assessment of self-care skills including food preparation, self-maintenance, and other related skills
- social interactions including a focus on interpersonal behavior in a variety of settings and instruction on safety issues in social settings;
- other topics will be individualized to the population of the course each year

Students will engage in a variety of activities, in school and in community settings, devised to teach and practice critical living skills. A goal for each student will be a better understanding of their strengths and weaknesses in this area. *Teacher recommendation required for enrollment.*

### **Junior Guidance Seminar**

**11**

All juniors are required to take this second semester course which is aimed at helping students formulate and realize their post high school plans. This course will meet one period in each eight day cycle during the third quarter and is taught by the Guidance Department. With a focus on exploration of post-secondary options available, the overall process will be broken down into manageable steps. With Guidance support, students will select programs and institutions of interest, learn the ins and outs of visiting and evaluating schools, develop an activity list, begin compiling materials necessary for the application and develop a timeframe to manage all testing and application deadlines. Before and after school meetings will be scheduled for students who cannot fit this into their daily schedule.

### **Senior Guidance Seminar**

**12**

With guidance support, seniors will work through the process of submitting applications to colleges and other post-secondary institutions. Counselors will meet with students in this small group format once every eight day cycle throughout the first quarter. Topics covered will progress from continuing the college search and refining a tentative list, to recommendations, essays, resumes, testing, and completing applications, to investigating financial aid and scholarship sources. . Before and after school meetings will be scheduled for students who cannot fit this into their daily schedule. *All seniors are required to utilize this course as a resource in this post graduate planning.*

### **Independent Study – (Non-Credit Option)**

There are times when a student may not be able to enroll in all selected courses. For example, both the desired math class and the desired language class meet in the same period, a requested course does not run, etc. In the event that that student wishes to learn the curriculum, perhaps in order to progress to the next level in the specific subject area, he or she may undertake study of the curriculum independently in furtherance of this goal. Nashoba will provide a text-book (if available) and course syllabus. In order to ensure mastery of the curriculum, and thus earn a recommendation for the next sequential course, the student must pass a department-prepared comprehensive assessment. This private undertaking is not a credit-bearing option, and as such will not be reflected on the student's transcript. Independent Study forms must be approved by the Director of Guidance, the Department Head, and the Principal.

### **Individualized Study (Credit Option)**

Individualized studies are typically created when a junior or senior expresses interest and wish to pursue an area of study beyond existing course offerings as a form of enrichment and/or initiative. To qualify, an individualized study must involve academic study and research linked to a curricular subject area. The plan will include details such as a course description, clear objectives, and assessment criteria along with the amount of time during the semester (i.e., number of periods or days) that the class will meet. The plan must then be approved by the Department Head. Credits to be awarded will be determined by the Director of Guidance and the Principal.

In addition, Individualized study projects may not duplicate or supplant courses that currently exist in the NRHS curriculum. If approved, individualized study projects will be counted as elective graduation credit (1 credit = 45 hours). Finally, individualized study projects will be unlevleed and will not be included in the weighted GPA or class standing. Individualized study forms must be signed by a Nashoba Regional High School teacher involved in the proposal, the Director of Guidance, the Department Head, and the Principal. After the Principal has signed the form, the individualized study will be considered a “course” and the independent study will then be exclusive to that student.

## Special Education Program

Nashoba Regional High School is an inclusive school environment where we work together to discover and develop each student’s unique gifts and talents. The Special Education Department provides support services and programs for students who have been identified as having a disability. The students individual IEP team guides decision making in terms of providing the services students require in the least restrictive environment.

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## Wellness Program

Each student must take and pass Physical Education during grades 9, 10, 11, and 12 at Nashoba.

*Freshmen* will participate in a yearlong alternating day Wellness program. *Sophomores* will participate in a semester of Physical Education and a semester of Health Education. This can be done in the same semester or in 2 different semesters during sophomore year. *Juniors and Seniors* must take and pass one Physical Education elective each year.

In Physical Education at Nashoba, students must be prepared, dressed appropriately, and participate in every assigned class. Students should make up any classes missed to regain any points lost and may do so by participating in a makeup class after school. In the case where a student is medically excused and has a doctor’s note, alternate methods of assessment will be used.

Electives in Health, and Family and Consumer Science are also offered. One of these classes may be taken as a one time credit for a Junior or Senior Physical Education elective.

**Note:** *To receive full credit in any area of wellness education, a student must satisfy the Nashoba attendance policy.*

## Physical Education

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### NL Freshmen Wellness REQUIRED

9

2.0

This alternating day, yearlong course is designed to expose freshmen students to a wide variety of physical activities. Our belief is that the more activities a student is exposed to, the more choices he or she has later in life. Units of study include Hands Only CPR, Concussion in Sport Certification, Sports Strategies, Spirit of The Game, Achieving Fitness, personal fitness assessment, developing guidelines for appropriate lifelong exercise, and participation in a variety of seasonal physical skill activities. These include traditional sports and games, individual and team sports as well as tumbling, yoga, ballroom dancing, and more. This course lays the foundation for Junior and Senior electives. Some additional classroom instruction will include the introduction of health topics to be covered in greater detail in the Sophomore Wellness program. All students will be required to wear appropriate attire for participation.

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<b>NL Sophomore Wellness REQUIRED</b>	<b>10</b>	<b>2.0</b>
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Sophomore Wellness is a required course and includes:

1. *Sophomore Physical Education: 1.0*

The physical activity component is designed to expose students to a wide variety of physical activities. Units of study include personal fitness assessment, developing guidelines for appropriate lifelong exercise, and participation in a variety of seasonal physical skill activities. These include traditional sports and games, individual and team sports. This course lays the foundation for Junior and Senior electives.

2. *Sophomore Health: 1.0*

The health component of this sophomore course will introduce students to modern perspectives in an array of health topics. Lessons are designed to improve health literacy as well as, develop skills needed to promote mental, physical, social, and emotional wellbeing. **\*\* A student is required to register for both physical education and sophomore health. A student can take both concurrently or separately during the sophomore year.**

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<b>NL Lifetime Activities</b>	<b>11,12</b>	<b>1.0</b>
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This alternating day, semester long course will provide the opportunity for students to participate in fitness enhancing activities on a more personal level. Emphasis will be placed on lifelong activities that encourage conditioning, flexibility, muscular strength, and cardio vascular endurance. All students will be required to wear appropriate clothing for participation. Activities will be seasonal and are activities that can be easily engaged by students through adulthood. They include: Badminton, Golf, Tennis, XC Skiing, Yoga, Pilates, Weights, Walking, Volleyball, Pickleball and others.

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<b>NL Team Sports</b>	<b>11,12</b>	<b>1.0</b>
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This alternating day, semester long course will be offered for students who enjoy active participation in traditional team sports. Sports will be offered in season and are designed to teach students the rules and strategies involved in team activities. Physical Wellness through the application of conditioning, flexibility, muscular strength, and cardio vascular elements will be addressed. All students will be required to wear appropriate attire to participate. Team Sport activities will include: Flag football, Soccer/Speedball, Volleyball, Basketball, Softball, Mat Ball, Team Handball, Floor Hockey, and other group activities. Students will also participate in a Sports Combine and an anonymous draft to select teams for the Semester long course.

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<b>NL The Total Body Workout</b>	<b>11,12</b>	<b>1.0</b>
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This semester course offers a variety of fitness activities which focus on cardiovascular, strength, flexibility and stress reduction. Some of the activities will be Pilates, yoga, Zumba and more! All students will be required to wear appropriate clothing for participation.

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<b>NL Personal Safety – Rape Aggression Defense Systems (R.A.D.) Females Only</b>	<b>11,12</b>	<b>1.0</b>
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**R.A.D. Systems** is a program that is designed to help women overcome the effects of sexual harassment and sexual violence on campus by teaching **assertiveness, awareness, risk reduction, risk recognition, avoidance and physical defense strategies**, since it has been well established that sexual harassment and sexual violence on campus are forms of sexual discrimination prohibited by Title IX. The classes consist of a powerpoint presentation, warm-ups and stretches, learning and practicing self-defense techniques. The final class is a controlled live simulation assault where students will put knowledge, instinct, and self-defense techniques into action. **Requirements:** *Signed forms, sneakers and a change of clothes.* Recommended Students: 12

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<b>NL Mentors in Violence Prevention-MVP</b>	<b>10-12</b>	<b>2.0</b>
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This course, through discussion and role playing, focuses on creating strategies to empower students to be proactive in helping promote a positive and safe school environment (high school, college, work place, etc.). This innovative curriculum has been developed by Northeastern University and is co-taught by both a male and female wellness instructor. Students will gain a heightened sense of awareness and will explore safe ways to confront issues of violence, harassment, and abusive peers to make a difference in our society. This class meets for a semester, on alternating days. Maximum Students 12 boys and 12 Girls

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<b>NL Unified Physical Education</b>	<b>9-12</b>	<b>1.0</b>
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Unified Physical Education is open to all Nashoba students and is particularly good for students interested in or part of the Best Buddies program. This class is designed for motivated students. In collaboration with our Life Skills and Transitions programs, students will work on sportsmanship, and the importance of physical activity. Students will be asked to demonstrate and assist with game playing and be positive role models. The class will cover a wide variety of activities. Students will be required to wear appropriate clothing for participation.

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<b>NL Strength/Resistance Training</b>	<b>11-12</b>	<b>1.0</b>
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This course is designed as an introductory course that will help students understand the principles of strength training. Students will learn several different exercises for each muscle group, understand the difference between lifting for strength and lifting for endurance, execute lifts using correct technique, and properly warm up and cool down before and after workouts. They will also plan an individual program by applying the principles of resistance, overload, and specificity which will have positive effects on motor performance parameters and contribute to successful participation in sports. This class is perfect for students that wish to increase their weights in core lifts like the Bench Press, Squat, Deadlift and Power Cleans.

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<b>NL CrossFit Conditioning</b>	<b>11-12</b>	<b>1.0</b>
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In this class students will put their strength, agility, balance, and endurance to the test in a fun, fast-paced environment. Workouts will consist of constantly varied, high-intensity, functional movements including but not limited to running, weight lifting, plyometrics, and calisthenics. A nutrition component will also provide information on how to maximize health and performance. This class is perfect for students of all ability levels who are looking to improve their level of fitness.

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<b>NL Student Leader</b>	<b>10-12</b>	<b>1.0</b>
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Junior and senior students who display outstanding qualities with regards to leadership ability and skill mastery may select this program upon approval of the wellness department. This group leader serves as the assistant to the teacher and should be capable of motivating younger students. Among other responsibilities, student Leaders will be asked to prepare equipment for the class activity, officiate and supervise the activity, and assist in clean up at the end of the activity. Students should also be knowledgeable about Google Docs. This course may be elected for one or two semesters.

## **Family and Consumer Science**

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<b>NL Foods 1</b>	<b>9-12</b>	<b>2.0</b>
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In this course you will have an opportunity to prepare a wide variety of foods representing all parts of the Food Pyramid, while learning some basic food preparation techniques. Emphasis is placed developing sound work habits when cooking,

while developing an appreciation for healthful cooking and eating. An examination of current food trends and nutrition issues will be included. Join us to discover how you can get more “go power” from the food you eat, and have fun learning to cook for yourself, your family, and your friends.

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<b>NL Foods II International Cuisine</b>	<b>9-12</b>	<b>2.0</b>
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In this course students will have an opportunity to explore the cuisine of countries all over the world, and to examine how eating habits everywhere are influenced by geography, climate, and culture. Students will prepare and taste a variety of recipes each week, covering six different regions of the world. They will use various food preparation techniques, ingredients, and practices that contribute to healthful eating habits. A variety of sources will be used to help students make the connection between great-tasting food and general health and well-being. *Prerequisite: Foods I*

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<b>NL Molecular Gastronomy: The Art and Science of Cooking</b>	<b>11-12</b>	<b>2.0</b>
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In this projects based class we will examine the science behind great food. Did you ever wonder if the herbs and spices used to make food taste delicious have any real health benefits? Other questions we will address include: How can I make delicious ice cream using ingredients derived from seaweed? Do I have the “I hate broccoli” gene? Your time will be divided between the foods lab and the science lab. So, if you’ve ever wondered how knowing about science can help you be a better cook, then this is the class for you.

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<b>NL Consumer Education</b>	<b>9-12</b>	<b>2.0</b>
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This course will provide students with an opportunity to learn some real-life skills including goal setting and decision making; financial planning; career exploration, developing a personal budget; smart shopping; saving and investing; using credit and credit cards wisely; how debt affects you; and automobile insurance. Specific topics and activities included in this course will be similar to those found in the National Endowment for Financial Education High School Financial Planning Program.

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<b>NL Nutrition, Food, and Fitness</b>	<b>10-12</b>	<b>2.0</b>
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In this course, students will learn about the importance of healthful eating and regular physical activity as permanent lifestyle habits rather than short-term programs. Students will have the opportunity to prepare healthful meals and snacks each week, and will be given the opportunity to incorporate additional physical activity into their day on a regular basis. Students in this course will have the opportunity to learn to maintain control over their state of wellness through the decisions they make and the habits they develop around eating and physical activity. A variety current issues and topics in these areas will be covered, based on the interest areas of students in the class. *Prerequisite: Foods I*

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<b>Unified Foods</b>	<b>9-12</b>	<b>2.0</b>
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Unified Foods is open to all Nashoba students and is particularly good for students interested in or part of the Best Buddies program. This is not your average Foods course! On a weekly basis, in collaboration with our Life Skills program, students will work together to locate, prepare and experience an eclectic variety of foods in order to enhance various cooking strategies, using a hands-on, experiential approach. Additionally, students will learn about the importance of incorporating a variety of healthful food and regular physical activity as permanent lifestyle habits, rather than short term programs. By doing this, students in this course will help each other learn to maintain control over their state of wellness through the decisions they make and the habits they develop around eating and physical activity.

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<b>Senior Cooking</b>	<b>12</b>	<b>2.0</b>
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In this course, seniors who have taken at least one Foods course will have an opportunity to prepare tasty and healthy breakfasts, snacks, and other small meals on a regular basis. The focus will be on eating well when eating on your own.

Balancing personal resources such as time, money, knowledge, food preparation skills, and equipment availability will be a part of this course. The connection between diet, exercise and long-term health will be examined in light of current research, as reported in the media. A community service component will also be included, based on particular interests of students in the course, allowing them to take their new knowledge and skills and help others in the community make the connection between eating well and feeling well. *Prerequisite: At least one Foods Course*

## Health

Health courses are designed to raise students' awareness to important social, family, and personal issues that will help them to make informed decisions as young adults and productive citizens.

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<b>NL On Your Own</b>	<b>11-12</b>	<b>1.0</b>
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Imagine yourself finished with high school or college and living “on your own.” What will you need to make this a successful venture? Concepts of this course will focus on banking, wise use of money/money management, a basic knowledge of food preparation/ nutrition, interpersonal relationships and communication skills. This course will help introduce students to selected activities to prepare them for being “on their own.”

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<b>Unified Health</b>	<b>11-12</b>	<b>2.0</b>
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This course studies health-related topics and is open to juniors and seniors who are interested in the Best Buddies program at Nashoba. Topics include fundamental information about body systems, nutrition, personal health, disease prevention, communication skills, human growth and development, risk assessment and refusal skills. The course provides peer buddies with the opportunity to be partnered with a student in the Life Skills program and participate in health educational activities as well as explore current topics related to disabilities and differentiated learning in a classroom setting. It is a suggested choice for students interested in career opportunities in the social services or educational field, and provides a community service option.

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### Alternative Wellness Option:

Students requesting an alternative of Sophomore Wellness course option or assessment must have a fully booked academic schedule where their only possibility to meet the Wellness requirement would be to drop an elective course. Students are required to complete a form which can be obtained from the Wellness Department Head, attach a copy of their current schedule to it, and resubmit it to the Wellness Department Head.

If students meet the criteria, they will be permitted to choose their method of alternative assessment. Choices include:

1. The student will attend a regular Physical Education class two out of every eight days per cycle and register for a future elective Health class to be completed before graduation. The course needs to be taken in addition to the expected annual PE requirement.
2. The student will take an elective health class or Wellness department generated online course in addition to taking a 1 credit regular Physical Education class prior to graduation.

Should a student's course load drop below 28 credits, he or she will immediately be enrolled in a regular Physical Education course and Health class.

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## World Language Program

There is a two year Foreign Language graduation requirement for all students. Students are encouraged to progress in the chosen language(s) as far as possible. Modern language classes are offered in French, German, and Spanish and stress the four skills of foreign language study: listening, speaking, reading, and writing. The classical program offers Latin. All courses aid students in understanding foreign cultures and the connection to their own culture. Foreign language study should enrich students' lives by opening up a wider variety of career choices, and ultimately should encourage them to communicate and contribute more in our increasingly interdependent world.

*Students who are enrolled in either Accelerated or Honors who receive a grade of 69 or below must either retake the course or move into a lower level course offering the following year. Students taking a College Preparatory level course who receive a grade of 59 or below must retake the course prior to moving to the next year. Any student who does not pass a class may not move on to the next level. These recommendations/requirements are intended to help students find continuous success in each successive year of a specific language.*

*The entry requirement for middle school, choice, or transfer students into the second year of the high school Foreign Language Program is determined by the 8th grade Foreign Language teacher's recommendation, which includes the consideration of an evaluation score received on a placement exam, coupled with other factors (e.g., student grades). Students who demonstrate the capacity to place in a second year Foreign Language course are strongly discouraged from retaking a first-year course; rising ninth graders with advanced language skills will not be well served in a first-year course of a language in which they have already demonstrated success. Students with advanced skills in a particular language who wish to take a first-year course in that language will be asked to meet with the Foreign Language Department Head prior to finalizing course registration.*

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### **HON, ACC, CP Latin III**

**4.0**

The third and fourth years consist of an introduction to Latin literature and culture. Oral presentations may be required. Grammatical concepts presented in the first two years will be reviewed. One year will be based on poetry, particularly Vergil, and the other will be prose.

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### **ACC Latin IV**

**4.0**

The third and fourth years consist of an introduction to Latin literature and culture. Oral presentations may be required. Grammatical concepts presented in the first two years will be reviewed. One year will be based on poetry, particularly Vergil, and the other will be prose.

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### **AP Latin Vergil and Caesar**

**4.0**

This course is open to Fourth Year Latin students, by approval of the teacher, who wish to take the AP Latin Language test in the spring for advanced college standing in Latin. The course emphasizes the reading of Latin texts and the translations of works by Ovid, Virgil, Horace, and Catullus. An objective of the course is translating the literary masterpieces of Latin literature. Students will take the 3 hour AP test given in May. Practice exams will be given as preparation. Students not taking the AP Exam will be allowed to take AP Latin only at the accelerated level.

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### **HON, ACC, CP French I, German I, Spanish I**

**4.0**

*The first year of a modern foreign language stresses listening comprehension and speaking, with an emphasis on learning to hear and reproduce the sounds unique to the language. The ability to understand a native speaker at a normal speed and the ability to speak with an acceptable pronunciation and correct grammatical usage are important goals in these courses. Elementary reading and writing are introduced. In addition, students develop an understanding of the foreign culture and people through experience with the language, films, filmstrips, videos and supplementary materials. Videos*

that coincide with the text have become an integral part of the modern language program. Outside projects may be assigned. Content topics include present tense verbs, simple descriptions, and vocabulary for common daily activities.

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**HON, ACC, CP French II, German II, Spanish II**

**4.0**

*The second year* of language study continues to emphasize listening, speaking, and grammar. Reading and writing for comprehension are important parts of each unit. Awareness of cultural diversity will continue through the use of supplementary materials. Outside projects may be assigned. Content topics include advanced verb conjugations and more sophisticated vocabulary.

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**HON, ACC, French III, German III**

**4.0**

*The third year* of language study encourages students to express their own thoughts, both written and spoken, with grammatical accuracy and adequate fluency. Cultural aspects of the country and people are presented in the reading selections. Students may be introduced to literature through the occasional use of short stories, research, magazines and newspapers. Content topics include complex verb conjugations and highly specialized vocabulary.

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**HON, ACC, CP Spanish III**

**4.0**

*The third year* of language study encourages students to express their own thoughts, both written and spoken, with grammatical accuracy and adequate fluency. Cultural aspects of the country and people are presented in the reading selections. Students may be introduced to literature through the occasional use of short stories, research, magazines and newspapers. Content topics include complex verb conjugations and highly specialized vocabulary.

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**HON, ACC, CP Spanish IV, French IV; ACC German IV**

**4.0**

The *fourth year* of language study gives a general review of the many previously presented grammatical points. Literature is further introduced through research and through a variety of reading selections of fiction, non-fiction, poetry and drama. These selections are provided to improve reading skills and vocabulary, and as a departure point for group discussions. Students are now expected to understand an educated native speaker, to carry on a conversation with grammatical accuracy and adequate fluency, and to express their ideas in written compositions. *Outside projects may be assigned.*

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**AP German Language and Culture**

**4.0**

This course is open to fourth year German students by approval of the teacher. The course emphasizes the use of German for active communication. The objectives of the course include: developing a strong command of vocabulary and structure; understanding spoken German; reading plays, novels, contemporary poetry and literature, and non-technical articles, and expressing ideas accurately and fluently both orally and in writing. German films, videos, and auditory tapes will be included which will lead to projects using PowerPoint presentations in German. Participation in the annual German Theaterfest is left to student choice. Students will take the three-hour AP test in the spring. Practice exams will be given as preparation. Students not taking the AP Exam may take German IV at the accelerated level.

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**German Foreign Exchange (Bi-annually)**

Prerequisite: Student must be enrolled in German 2 or higher. Participants must be in good academic standing (in all classes), have a 70 or higher in German, and be recommended by the German teacher. Participants must host a student from the participating German school, participate in fundraising activities, and be responsible for making up all missed work while on the exchange.

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**AP Spanish Language and Culture/Spanish 5 ACC****11-12****4.0**

Advanced Placement Spanish Language emphasizes active communication in Spanish. The objectives include developing a strong command of vocabulary and structure, understanding spoken Spanish, reading plays, novels, contemporary poetry and literature as well as non-technical articles. Students will be expected to express themselves fluently in speaking and writing. Spanish films, videos and the Internet will be utilized as instructional tools, and students will complete presentations in Spanish. Students electing the course for Advanced Placement credit are expected to take the Advanced Placement Language Test at the end of the course. It is encouraged that students receive a teacher recommendation to enroll in the course. For more information, please refer to the course description at the College Board site: [http://www.collegeboard.com/student/testing/ap/sub\\_spanlang.html?spanlang](http://www.collegeboard.com/student/testing/ap/sub_spanlang.html?spanlang).

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**AP French Language and Culture****11-12****4.0**

This course has two objectives: it will emphasize the use of French language for active communication; it will immerse students into 21st century French culture. In this course, students will develop a strong command of vocabulary and structure, understand spoken language, read a variety of selections such as news articles, short stories, songs and poetry. They will express ideas accurately and fluently both orally and in writing. Throughout the year, students will gain insights in the French culture and society by reading texts from the textbook *Th--èmes* newspapers online and watching TV news segments in class (le journal de vingt heures) and online (TV5Monde and France 24). Discussions on various current events will be regularly offered in class. Formal listening and speaking exercises will be included. This course will be conducted entirely in French. Students who sign up for the course will be expected to take the AP French Language and Culture examination.