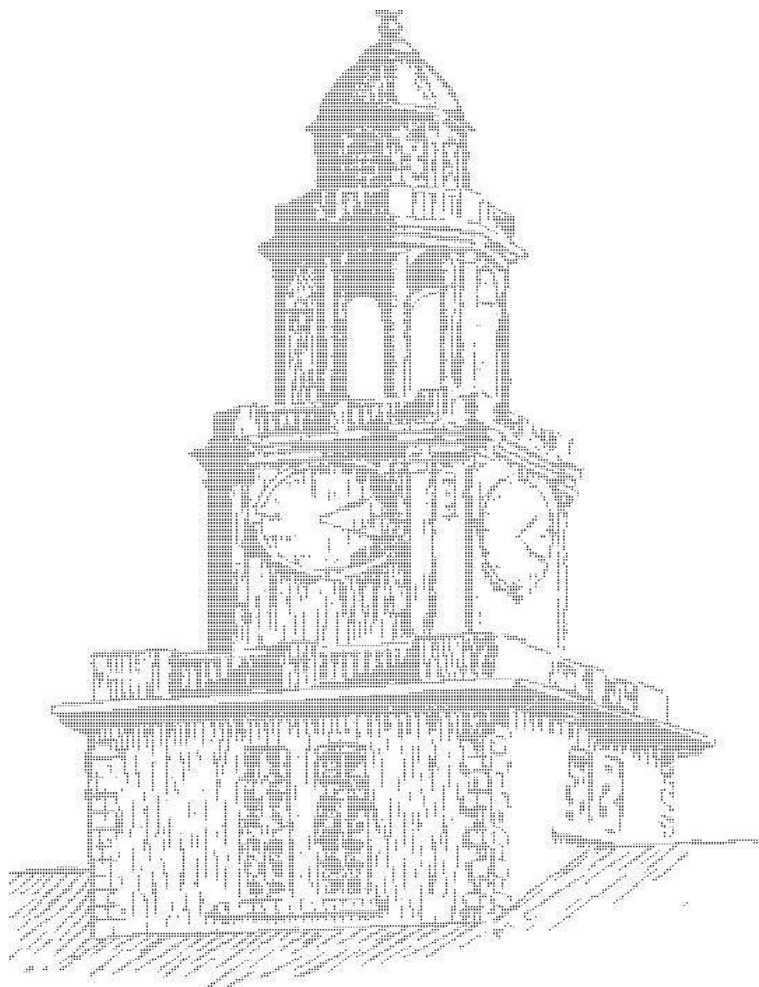


# 2019-2020

## Program of Studies



**NORWOOD HIGH SCHOOL**

**NORWOOD, MASSACHUSETTS**

**[www.norwood.k12.ma.us/nhs](http://www.norwood.k12.ma.us/nhs)**

**Office: 781.769.2333**

**Guidance: 781.352.3853**

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## **Principal's Message**

The Norwood High School Program of Studies includes course descriptions that assist you as you plan your academic selections for the upcoming year and create an academic plan for your high school career. You are encouraged to challenge yourself academically by enrolling in courses that demand excellence in your schoolwork and will advance you towards your college, career, and future goals. Greater detail about a course can be provided by faculty, department chairs, and guidance counselors. Promotion requirements, graduation requirements, and prerequisites are also laid out clearly.

Our goal is to facilitate the growth of 21st century skills needed for your success after graduation: critical thinking, creativity, collaboration, innovation, leadership, global awareness, and media and financial literacy. These themes are integrated into the course descriptions. As you select courses, it is important to involve your parents, teachers, department chairs, and guidance counselor in the decision-making process. Our dedicated staff will provide you with the support, encouragement, and structure that can assist you in selecting courses that will develop these skills.

Families, I encourage you to participate actively in the course selection process this year as your student makes decisions about his/her academic plan for next year. Your involvement is critical to ensuring that your child enrolls in the appropriate courses and makes decisions that will have a positive impact on his/her future goals and aspirations. If you have questions, please do not hesitate to contact your student's guidance counselor, teacher, or an administrator. I look forward to seeing you achieve success.

Best Wishes,

Hugh T. Galligan, Ed.D.  
Principal

## ***Notice of Nondiscriminatory Policy of Norwood Public Schools***

Federal laws prohibit discrimination on the basis of educational programs or activities receiving financial assistance in accordance with the requirements of Title IX of the Educational Amendments of 1972. The Norwood Public School System hereby makes notice that it does not discriminate based on a student's race, color, sex, sexual orientation, religion, national origin, or disability. Students have equal access to admission to school, courses, extracurricular activities, employment opportunities and will not be excluded for reasons of marriage or pregnancy. The Principal of Norwood High School will be available to respond to requests for information about these laws.

## ***Accreditation***

Norwood 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 is one which 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 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. Individuals may also contact the New England Association of Schools and Colleges.

## ***Norwood High School Mission Statement***

Norwood High School is a partnership of students, parents, staff and community. Our mission is to encourage students to become independent thinkers who value learning and pursue excellence in the four A's: Academics, Arts, Athletics and Activities. We provide a safe and supportive environment where students learn to respect themselves, their community and the diverse world in which we live.

### **Academic Expectations**

- A1. Students will write effectively for a variety of purposes.
- A2. Students will read with understanding from a variety of texts.
- A3. Students will apply mathematical skills to interpret information and solve problems.
- A4. Students will demonstrate an understanding of connections between the past and the present.
- A5. Students will use technology to acquire, organize, and communicate information.
- A6. Students will acquire the knowledge necessary to make informed wellness decisions.

### **Social Expectations**

- S1. Students will work collaboratively and will demonstrate a cooperative attitude.
- S2. Students will behave respectfully.

### **Civic Expectations**

- C1. Students will participate in community service activities.

Adopted by the Norwood High School Faculty on 5 March, 2008.

Adopted by the Norwood School Committee on 7 May, 2008.

On January 26, 2006, the Norwood School Committee included the following:

- Performance will be assessed on a scale of 0, 1, 2, and 3, with 2 being acceptable.
- Fractional scores of .5 or higher will be rounded up.
- Each course and activity in this *Program of Studies and Student Activities* lists those expectations which will be assessed in that particular course or activity.
- Assessment of community service is reported annually to the Norwood School Committee at the end of the school year.

## **General Information**

### ***Selection of Subjects - Student Programming***

All members of the professional staff are available to help each student and their parents to select an appropriate course of studies. However, each student will be consulting primarily with their teachers and guidance counselor.

Students should give considerable thought before making the final selection of subjects. These are some guidelines to follow:

1. Plan your program according to your educational and vocational goals. Aim high but be guided by your achievement results from previous courses. Prerequisites for many advanced courses are provided in the course descriptions.
2. Carefully examine the course offerings which are available to you.
3. Discuss with your teachers the advisability of attempting or continuing an advanced or sequential subject.
4. Meet with your guidance counselor to select those subjects that you feel best meet your goals and ability. (Levels will be recommended by your teachers.)

In selecting your program, please remember the following points:

1. Students entering grade 9 and 10 must select **six** majors (required majors included) and the required Physical Education and Health courses.
2. Students entering grades 11 and 12 must select **six** majors and the required Physical Education and Health courses.
3. Four-year colleges often demand a minimum of at least two years of successful study in a foreign language. Most colleges strongly recommend more. In addition, Massachusetts state colleges and universities are now requiring 3 years of science, all of which must have a laboratory component. Massachusetts state colleges and universities also require 4 years in math, up to and including the completion of Algebra 2.
4. Every student is expected to complete the course they select. Changes in the program or withdrawing from any course is discouraged. The drop/add period ends at the close of school on the Friday of the first full week of school. Course changes will not be made after this date.

Note: Parents are urged to call the Guidance Office to discuss a student's academic and career planning with the guidance counselor.

### ***Subject Prerequisites***

In general, any student may elect the first course of a sequence if they desire, and may elect subsequent courses in the sequence as long as they meet the standards set forth by that department. Prerequisites pertaining to specific courses will be reviewed by the guidance counselor at subject selection time. Prerequisite grades are contained in the course descriptions of many courses. Parents may request an override to a prerequisite in writing. Written requests for an override will be referred to the department head for

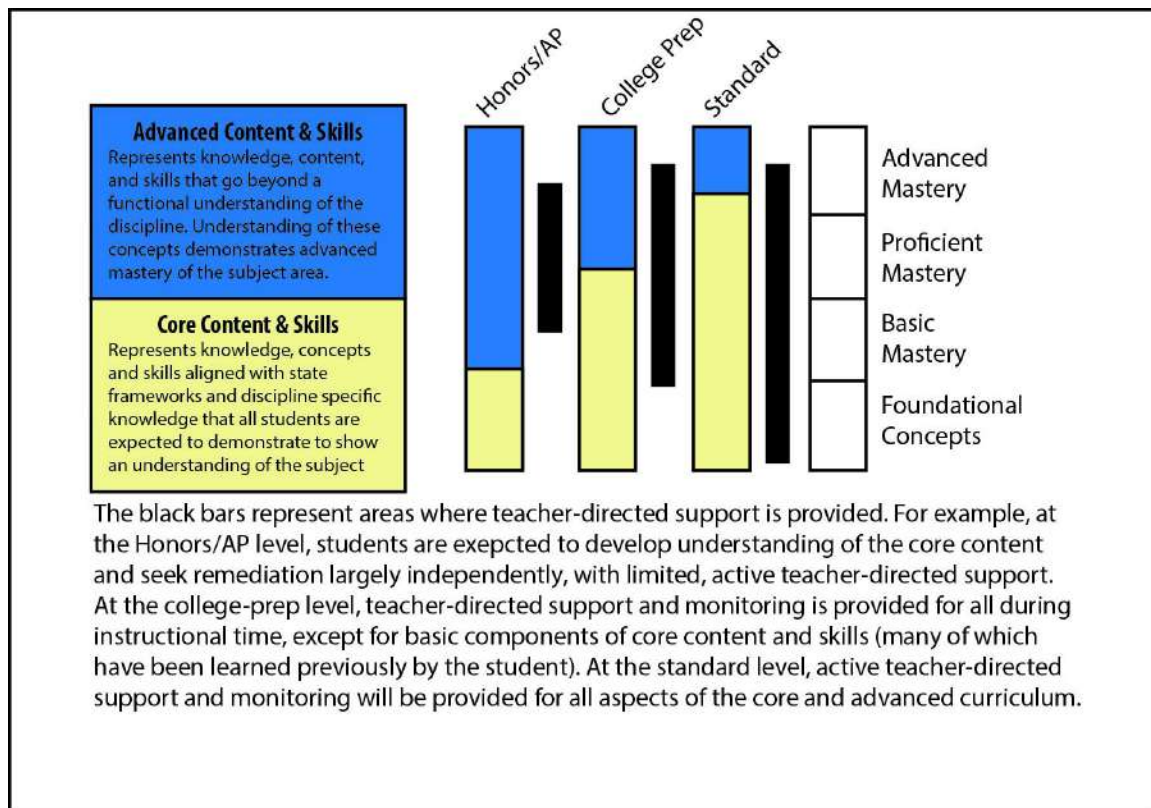
approval and must be received by April 12, 2019.

## ***Programs of Study***

All major courses are designated by degree of difficulty:

- AP     Advanced Placement
- H     Honors
- C     College Preparatory
- CP2   College Preparatory 2
- S     Standard

## ***Academic Level Descriptions***



## ***Graduation Requirements***

All students must earn a total of 100 credits to be eligible for graduation. At the end of freshman year, a student must earn 25 credits or he/she will be considered academically deficient. Twenty-five (25) credits must be earned in the senior year regardless of the total number of previous credits earned. In addition, in order to qualify for a Norwood High School Diploma, students must earn a competency determination on the MCAS in



English, mathematics, and science.

Furthermore, in order to qualify for a diploma a student must have passed the following subjects for the number of years indicated:

English	4 years	grades 9-12
Mathematics	3 years	grades 9-12
Science	3 years	grades 9-12
Social Studies	3 years	grades 9-11 (Modern World History, US History I, and US History II)
Physical Ed	4 years	grades 9-12
Health	4 years	grades 9-12

The above courses may be required in certain grades. Students who fail any of the required courses may be ineligible to participate in the graduation ceremony in their class, and may need to make additional arrangements to earn a diploma.

## MassCore

<p><b>What is MassCore?</b> MassCore is a state recommended, rigorous program of study that aligns high school coursework with college and workforce expectations. The recommended program of studies includes:</p> <table border="1"> <thead> <tr> <th>How many?</th><th>Which subjects?</th></tr> </thead> <tbody> <tr> <td>4 years</td><td>English</td></tr> <tr> <td>4 years</td><td>Math</td></tr> <tr> <td>3 years</td><td>lab-based Science</td></tr> <tr> <td>3 years</td><td>History/Social Science</td></tr> <tr> <td>2 years</td><td>the same world language</td></tr> <tr> <td>1 year</td><td>the Arts</td></tr> <tr> <td>5 additional “core” courses</td><td>career &amp; technical education, or any other subject areas</td></tr> </tbody> </table>	How many?	Which subjects?	4 years	English	4 years	Math	3 years	lab-based Science	3 years	History/Social Science	2 years	the same world language	1 year	the Arts	5 additional “core” courses	career & technical education, or any other subject areas	<p><b>What can we do?</b></p> <p><b>START NOW</b> Sometimes knowing the options is all it takes. Success in ninth grade is critical and we ask students and families to avail themselves of all supports needed to pass all classes in grade nine to lay the foundation for a successful high school career.</p> <p><b>AIM HIGH</b> Taking challenging courses in high school is the single best predictor of how well students will do in college. We encourage all students to take advanced placement, dual enrollment, and/or online courses.</p> <p><b>LOOK BEYOND</b> Good grades and “book smarts” are not enough. Students need family and staff support to identify jobs, internships, and volunteer</p>
How many?	Which subjects?																
4 years	English																
4 years	Math																
3 years	lab-based Science																
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2 years	the same world language																
1 year	the Arts																
5 additional “core” courses	career & technical education, or any other subject areas																

As required by state law (4 courses)	Physical Education (MGL c. 71, s. 3)	<p>opportunities that interest them so they can plan for a career and gain authentic experiences. These opportunities will help build workplace and interpersonal skills while identifying and supporting their career path.</p> <p><b>What can parents and mentors do?</b> Encourage students to take challenging courses in high school, including honors, dual enrollment, and/or Advanced Placement (AP) classes.</p> <p>Support students in doing homework and participating in school-sponsored activities.</p> <p>Make a point to communicate with teachers and counselors about student progress in school.</p> <p>Partner with the student and the school to develop an education and career plan so that the student is prepared for what comes next after high school</p>
Additional learning opportunities including	<ul style="list-style-type: none"> <li>• AP Classes</li> <li>• Dual Enrollment</li> <li>• Global Citizenship Program</li> <li>• Seal of Biliteracy</li> <li>• Service or work-based learning</li> </ul>	

MassCore is considered to be a critical component of a student's overall high school experience and may also include employment, work-based or community-service learning, athletics, volunteer or extracurricular activities and additional learning opportunities that help prepare students for their future.

**What is College and Career Ready?**  
Being college and career ready means that an individual has the knowledge and skills necessary for success in post-secondary education and economically viable career pathways in a 21st century economy. Academic preparation is a critical piece of those knowledge and skills.

## Specialized Programs

### Innovation Pathway

Norwood Public Schools and Norwood High School recognize that in a traditional college-preparatory high school, we have limited opportunities for students to connect to potential careers throughout high school. While general opportunities exist for career counseling, exposure to some careers, and general integration of career preparation in the classroom, we are limited in providing our students focused counseling, exposure, and training that aligns with industry needs in our community and region. Additionally, we are limited in offering students technical skills that may prepare them for in-demand job opportunities that require industry recognized credentials, certifications, associate degrees, or specialized apprenticeship programs.

The Norwood Public Schools Innovation Pathway will provide students in grades 9-12 with a career pathway in healthcare, a high-demand industry sector in our region. Our lead partner, MassHire Metro South/West, has been a transformational influence on our planning work to date and is working with us to plan, implement, and build our

innovation pathway. Due to job growth in our area, student interest, and program availability at Norwood High School, we quickly identified Healthcare and Information as the two possible pathways that would most benefit the students of Norwood High School. MassHire has also partnered with our district to partially fund a part-time career counselor through the Connecting Activities program. The career counselor offers our students focused career counseling and exposure to high demand jobs in our area, and serves as a key partner in our planning for and implementation of a healthcare innovation pathway.

The Healthcare Innovation Pathway (HIP) at Norwood High School (NHS) will establish a new, first-of-its-kind, career preparation pathway. In the short term, our goal will be to admit a cohort of approximately 25 incoming 9th grade students that represent our demographic each year of the program's existence. While the program is new, it will build upon the many current relationships, programs, and structures that exist at NHS. Building on our established relationships with MassHire and School to Careers, the HIP will allow us to provide structured job shadowing opportunities, field trips, and career counseling to NHS students. Expanding the role of our career counselor into an Innovation Pathway Program coordinator will allow for these structures to thrive.. Growing partnerships with industry organizations such as Norwood Hospital will allow us to offer our students top notch preparation in the healthcare field.

The vision for a healthcare innovation pathway at Norwood High School is to provide a more equitable educational experience for all students through focused career counseling, exposure to high demand jobs in our region in the healthcare field, and to immerse our students in experiential learning that will enhance the educational experience, particularly for students who may not have equitable access to these offerings currently.

### **Global Citizenship**

The Norwood High School Global Citizenship Program (GCP) promotes global competence by fostering students' interest in the larger world beyond the confines of Massachusetts and the United States. Through interdisciplinary academic study, community service, and international travel, participants increase their global awareness, heighten their appreciation of diversity, and enlarge their capacity to work and contribute in an increasingly interconnected world. We have two options for students. One is a club and one is a certificate program. The club is open to all students, meets monthly and engages in global studies. The certificate program has a variety of requirements to complete like academic coursework, travel abroad or an equivalency, a global exploration project and community service. Students who complete this program, graduate with a Certificate of Global Citizenship and it is recognized on their transcript. Since 2015, 35 students have earned this distinction.

### **Seal of Biliteracy**

The Seal of Biliteracy is an award given to graduating seniors who have attained complete proficiency in English and a partner language. The awarded student will have fluency in all four domains of language (reading, writing, speaking and listening, when all exist) of both languages. This program is designed to both motivate and recognize students who have pursued and attained bilingualism during their academic career at NHS. Junior and Senior students attending NHS are eligible to apply for this award. Students will need to demonstrate proficiency in English and in a partner language on district-selected standardized tests like the MCAS or the AAPPL test that measures proficiency in a variety of languages.

In our 2 year pilot 41 seniors have challenged themselves to apply.

12 have received Platinum awards

18 have received Gold awards

10 have received Silver

### **School to Career Connections**

Norwood High School is committed to providing students with varied opportunities to explore and expand post-high school options by encouraging participation in career-oriented opportunities. This program allows students to earn elective credits through a structured work-study program at NHS or at an off-campus work site. Information regarding this program and the process by which you may apply to participate is available in the guidance office. All work study programs must be approved by Administration.

### **Community Service**

#### **Purpose:**

Norwood High School encourages students to engage in their school and town community in a capacity that allows them to give back in a meaningful way. One way for our students to demonstrate such great citizenship is through community service. Our collective goal as a school is to encourage, support, and acknowledge the work being done by our students to enhance the world around them.

#### **Overview and Credits/Certificates Awarded:**

Students who perform 30+ hours of documented community service and complete the subsequent forms (see attached), will be reviewed for general credit attainment based on the following scale:

30 hours = 1 credit

60 hours = 2 credits

(Maximum of 2 credits toward general credit requirements)

- Credits will be reported on a student's transcript under the description of "Community Service Program", with an accompanying explanation on our NHS School Profile.

- Students cannot include hours from a place of employment
- Students who perform 200+ hours (average of 50 hours per year) of community service over their high school career will also receive a special certificate and recognition at Class Day and/or during their graduation ceremony.

### ***GradPoint Online Modules***

Norwood High School offers, as budget allows, online course opportunities through the GradPoint catalog. These courses are approved by an Academic Credentials Committee and are initially intended to provide credit recovery opportunities for identified students and also enrichment opportunities for qualified candidates. The online catalog can be found here. [<http://flipflashpages.uniflip.com/3/71400/150972/pub/>]

### ***Dual Enrollment***

Eligible juniors and seniors may take undergraduate online courses through Massasoit Community College, Mass Bay Community College, and/or Quincy College. Dual Enrollment Program. Students who successfully complete a course may earn both high school and college credit. Semester courses taken at the college level will be considered to have the same credit value as a full-year (or 5 credit) course offered at the high school. Accelerated credit will be given to all dual enrollment classes placed on NHS's transcript; however, the course will not be factored into a student's GPA. These courses will not replace one of the 6 major courses taken at Norwood High School. This would be an additional course offering. These courses come with an additional cost of \$150 (on average). Interested students should see their guidance counselor. Dual enrollment opportunities with other institutions may be possible with guidance counselor approval.

### ***Academic Standing***

All students must earn a minimum of twenty-five (25) credits a year. To graduate, students must accumulate one-hundred (100) credits in grades nine through twelve, twenty-five (25) of which must be earned in grade 12. All students must pass four years of English, four years of health, four years of physical education, three years of mathematics, three years of science, and three years of history according to the schedule above. Any student not fulfilling the above requirements will be considered academically deficient and may be subject to retention.

**All graduation requirements must be met in order to participate in the graduation ceremony prior to the end of the school year**

### ***Latin Honors System***

Beginning with the Class of 2020, students may earn a special distinction at the graduation ceremony for having reached specific G.P.A. criteria. This shift in academic recognition is aimed at honoring students based on consistently applied standards rather than relative measures of performance and peer comparisons. Student G.P.A will be calculated following the 3rd term of senior year. The honors are as follows:

Summa Cum Laude ("with highest honor") -- G.P.A. of 4.6+

Magna Cum Laude ("with great honor") -- G.P.A. of 4.4 to 4.59

Cum Laude ("with honor") -- GPA of 4.0 to 4.39

### ***Summer School***

The summer school curriculum consists of remedial instruction for review, for the strengthening of basic skills and for the makeup of deficient credit. Enrichment courses may also be offered. Classes are scheduled during the summer months.

Ten credits of work may be earned in the Summer School Program in courses in which credit was lost during the regular school year. To be eligible to attend summer school, a student must have a grade of F+ for his/her final grade (this equates numerically to 60-64%) and **must have been present in class for a minimum of 96 days** (75% attendance rate.). Eligible students must receive the approval of their guidance counselors and teachers. The subjects actually offered in the summer school program depend upon student registration.

### ***Physically Impaired Students***

Handicapped students requiring information regarding the accessibility of programs may contact the Guidance or Nurse's office at Norwood Senior High School.

### ***Guidance and Counseling Services***

Through the individual interview the counselor seeks to support the student's efforts at self-understanding, responsible decision-making and the development of personal, educational and career goals. The counselor attempts to help the student achieve his/her maximum potential and serves as a liaison and support service for students, parents and teachers.

Grade nine students are assigned alphabetically to their guidance counselor and this relationship continues until graduation to ensure a developing rapport between student and counselor.

The counselor assists in providing placement services for students by participating in the following: planning the scheduling of students with teachers and administrators; helping students make appropriate choices of school programs and guiding students in the development of educational goals; helping students to make the transition from one

school level to another and from school to employment successfully; presenting student orientation programs; providing for student contact with representatives of higher education, military service, industry and all facets of our community life; and participating in student evaluations and individual educational plans. Also, the counselor provides educational and career information for students through the coordination of regionally planned programs.

In addition to the services provided by the high school counselors, there are two adjustment counselors, a speech and language therapist, six learning disabilities specialists, a school psychologist and an adaptive physical education teacher available to help meet the individual needs of each student.

# **COURSES**

## ***Resource Room***

The curriculum for the students who participate in the Resource Room program consists of the core academic subjects offered at Norwood High School. Students who take classes in the Resource Room program have Individualized Educational Programs. Courses offered in the Resource Room are English, Explorations in Algebra I, Explorations in Geometry I, Explorations in Algebra/Geometry II, Physical Science, Biology, World History II, and United States History I and II. These courses model the regular education curriculum and emphasize key concepts in each subject area, while using alternate textbooks in each of the classes.

Speech therapy, adaptive physical education, counseling, and other services are available to the students, depending on their individual learning needs.

## **RESOURCE ROOM MATHEMATICS**

### **EXPLORATIONS IN ALGEBRA I (208-01S)**

#### **5 Credits**

Explorations in Algebra I is a course designed for grade 9 special education students who have math instruction as a stated service as part of their Individualized Education Program. This course models the curriculum of the regular education Algebra I class. Topics covered include integers, mathematical properties, exponents, data, statistics, and probability, polynomials, slope, and solving and graphing linear equations and inequalities. Key concepts in each of these areas are covered in less depth than in the regular education Algebra I class. An alternate text is used.

**Mission Statement Expectations:**

**A2, A3**

### **EXPLORATIONS IN GEOMETRY I (214-01S)**

#### **5 Credits**

Explorations in Geometry I is a course designed for grade 10 special education students who have math instruction as a stated service as part of their Individualized Education Program. This course models the curriculum of the regular education Geometry class. Topic include: lines, planes, angles, two-dimensional shapes, and three dimensional objects. Students use calculators to compute lengths, areas, and volumes. Key concepts in each of these areas are covered in less depth than in the regular education Geometry class. Students also receive preparatory instruction for the Grade 10 MCAS test. Emphasis on formal proofs is not part of the curriculum. An alternate text is used.

### **EXPLORATIONS IN ALGEBRA/GEOMETRY II(209-01S)**

#### **5 Credits**

Explorations in Algebra/Geometry II is a course designed for grade 11 or 12 special education students who have math instruction as a stated service as part of their



Individualized Education Program. This course emphasizes and reviews the concepts taught in both Explorations in Algebra I and Explorations in Geometry I. Emphasis is also placed on MCAS type questions and strategies. Further study of both algebra and geometry is also explored.

**Prerequisite:** passed both Explorations in Algebra I and Explorations in Geometry I

**Mission Statement Expectations:** **A2, A3**

## **RESOURCE ROOM SOCIAL STUDIES**

### **WORLD HISTORY AND CULTURES II(402-01S)**

#### **5 Credits**

Resource World History and Cultures II is a course designed for grade 9 special education students who have history instruction as a stated service as part of their Individualized Education Program. This course models the curriculum of the regular education standard level World History and Cultures II course. Topics covered in this course include the Industrial Revolution, Nationalism and Imperialism, World War I, the rise of dictators, World War II and its aftermath, the emergence of new nations, and the study of the cultures of African, Asian, and European countries. Key concepts in each of these areas are covered in less depth than in its regular education counterpart. An alternate text is used.

**Prerequisite:** passed World History and Cultures I

**Mission Statement Expectations:** **A1, A2, A4**

### **U.S. HISTORY I(400-01S)**

#### **5 Credits**

Resource U.S. History I is a course designed for grade 10 special education students who have history instruction as a stated service as part of their Individualized Education Program. This course models the curriculum of the regular education standard level U.S. History I course. The content of the course covers the topics of colonization to Reconstruction. Key concepts in each of these areas are covered in less depth than in its regular education counterpart. An alternate text is used.

**Mission Statement Expectations** **A1, A2, A4**

### **U.S. HISTORY II(401-01S)**

#### **5 Credits**

Resource U.S. History II is a course designed for special education students who have history instruction as a stated service as part of their Individualized Education Program. This course models the curriculum of the regular education standard level U.S. History II course. The content of the course covers the development of Industrial America to the present. Key concepts in each of these areas are covered in less depth than in its regular education counterpart. An alternate text is used.

**Mission Statement Expectations:** **A1, A2, A4**

## **RESOURCE ROOM SCIENCE**

### **RESOURCE BIOLOGY**

#### **5 Credits**

Resource Biology is designed for Special Education Students who have science instruction in the Resource Room as a stated service on their Individual Educational Programs. This course models the regular education biology class. The studied topics include: cells, tissue, organs, species, and populations. These topics are directly correlated with the Massachusetts Biology Standards.

**Mission Statement Expectations:**

**A1, A2, A5**

#### **RESOURCE PHYSICAL SCIENCE (300-01)**

##### **5 Credits**

Resource Physical Science is designed for Special Education Students who have science instruction in the Resource Room as a stated service on their Individual Educational Programs. This course models the regular education physical science curriculum and complies with the Massachusetts Curriculum Framework in Science. Topics that are studied include: the scientific method, standards of measurement, force, work, energy, motion, velocity, acceleration, waves, sound, electricity, phases of matter, classification of matter, atomic structure, and chemical bonds. Students will conduct experiments to enhance their learning experience.

**Mission Statement Expectations:**

**A1, A3, A5**

#### **RESOURCE ROOM ENGLISH**

##### **RESOURCE ENGLISH GRADES 9-10 (102-01S)**

##### **5 Credits**

Resource English for grades nine and ten is a class designed for Special Education Students who have English instruction in the Resource Room as a stated service on their Individual Educational Programs. This course models the regular education English classes and complies with the Massachusetts Standards through the study of literature, grammar, and composition. The various genres of literature that are studied include novels, poetry, drama, and myths. Readings include *Of Mice and Men*, *Old Man and the Sea*, *The Cay*, and Shakespeare. Grammar is studied for the express purpose of applying what is learned to student writing. In composition, students write five-paragraph essays and open-response statements which are refined by organizing ideas in a clear, concise manner. Different types of graphic organizers are used to assist students with organizing and developing their writing. One summer reading selection is required. Assessment of all grade nine and ten students include the English department's grade wide mid-term, various class assignments, and a final exam. In addition, grade ten students receive preparatory instruction for the MCAS Test.

**Mission Statement Expectations:**

**A1, A2, A5**

##### **RESOURCE ENGLISH GRADES 11-12 (103-01S)**

##### **5 Credits**

Grade eleven and twelve Resource Room English is a class designed for Special Education Students who have English instruction in the Resource Room as a stated service on their Individual Educational Programs. This course models the regular English classes and complies with the Massachusetts Standards through the study of literature and developing an increasingly mature style in written language. Readings

include novels, newspapers, and magazines. Students are required to read one summer reading selection.

**Mission Statement Expectations:**

**A1, A2, A5**

### ***PACS/Life Skills***

The PACS/Life Skills program at Norwood High School is intended to meet the needs of students whose performance levels and needs cannot be met within the present resource room setting. Individual IEP goals and the Mass. Curriculum Frameworks are addressed. The students receive small group instruction that is individualized and directed toward the development of functional academic skills. Academic areas include English Language Arts, Math, Social Studies, Science, and Life Skills, which include social/behavioral, health, independent living, and pre-vocational skills.

Students attend a variety of elective classes in the mainstream with the assistance of a teacher's aide.

Materials are designed to support the individual learning style of each student. Direct instruction, hands-on activities, project-based assignments, and games are utilized to teach and reinforce skills.

Per student's Individualized Education Plan (IEP), related service staff provides direct service to students and may also provide consultation to insure that therapeutic strategies are interwoven and carried over into instructional activities and routines throughout the day.

### **PACS/LIFE SKILLS SCIENCE**

**Course Description:** This course is offered five days out of the seven day cycle. It will address individual IEP goals in relation to the Massachusetts Curriculum Frameworks.

**Class Format:** Lessons and activities will include individual and small group direct instruction, cooperative groups, and hands-on activities.

**Student Expectations:** Students will be responsible for attending class, following classroom rules, and completing assigned tasks. Each student will be expected to seek and accept teacher help as needed according to ability.

**Materials:** Various adapted/modified science curriculum (i.e. PCI, Globe Fearon, Steck- Vaughn, EdHelper, and others). Various teacher-created lessons, activities, and games to reinforce concepts.

### **PACS/LIFE SKILLS SOCIAL STUDIES**

**Course Description:** This course is offered five days out of the seven day cycle. It will address individual IEP goals in relation to the Massachusetts Curriculum Frameworks.

**Class Format:** Lessons and activities will include individual and small group direct instruction, cooperative groups, and hands-on activities.

**Student Expectations:** Students will be responsible for attending class, following classroom rules and completing assigned tasks. Each student will be expected to seek and accept teacher help as needed according to ability.

**Materials:** Various adapted/modified social studies curriculum (i.e. PCI, Globe Fearon, Steck-Vaughn, EdHelper, and others). Various teacher-created lessons, activities, and games to reinforce concepts.

#### **PACS/LIFE SKILLS LIFE SKILLS**

**Course Description:** This course is offered five days out of the seven day cycle. It will address individual IEP goals in relation to the Massachusetts Curriculum Frameworks. It will address independent living skills such as community skills, health and safety, money math (to include banking, budgeting, shopping), vocational skills (what does working entail, where to find work, filling out applications, etc.), meal planning, and cooking to include measurement. It will also address various social skills. This life skill training is to help enable students to function as independently and successfully as possible in adulthood.

**Class Format:** Lessons and activities will take place in the school building, the classroom, the kitchen, or in the community. Direct instruction, independent work, cooperative group work, hands-on activities, and role-playing will be part of instruction.

**Student Expectations:** Students will be responsible for attending class, behaving appropriately both inside and outside of the classroom, participating in role-play, and completing assigned tasks. Each student will be expected to seek and accept teacher help as needed according to ability.

**Materials:** Various adapted/modified commercial life skill curriculum (i.e. from PCI, Globe Fearon, Super Duper Publications, EdHelper, and others). Various teacher-created lessons, activities, and games to reinforce concepts.

#### **PACS/LIFE SKILLS MATHEMATICS**

**Course Description:** This course is offered five days out of the seven day cycle. It will address individual IEP math goals in relation to the Massachusetts Curriculum Frameworks. Emphasis will be made on applying math skills to functional, real life situations.

**Class Format:** Lessons and activities will include individual and small group direct instruction, cooperative groups, and hands-on activities.

**Student Expectations:** Students will be responsible for attending class, following classroom rules, and completing assigned tasks. Each student will be expected to seek and accept teacher help as needed according to ability.

**Materials:** Touch Math, Saxon Math, sources such as PCI, AGS, EdHelper, and others. Various adapted/modified math curriculum. Various teacher-created lessons, activities, and games to reinforce concepts.

#### **PACS/LIFE SKILLS ENGLISH**

**Course Description:** This course is offered five days out of the seven day cycle. It will address individual IEP English language arts goals in relation to the Massachusetts Curriculum Frameworks. Emphasis will be made on applying reading/writing to real life situations.

**Class Format:** Lessons and activities will include individual and small group direct instruction, cooperative groups, and hands-on activities.

**Student Expectations:** Students will be responsible for attending class, following classroom rules, and completing assigned tasks. Each student will be expected to seek and accept teacher help as needed according to ability.

**Materials:** Various adapted/modified ELA curriculum (i.e. PCI, Globe Fearon, Steck-Vaughn, EdHelper, and others). Various teacher-created lessons, activities, and games to reinforce concepts.

#### **PACS/LIFE SKILLS READING**

**Course Description:** This course is offered two days out of the seven day cycle. It will address individual IEP reading goals in relation to the Massachusetts Curriculum Frameworks. Emphasis will be made on reading literature and on reading/vocabulary which occur in daily life (i.e. directions, schedules, safety signs).

**Class Format:** Students will listen to teacher-directed or book on tape reading as well as reading silently and out loud. Lessons and activities will include individual and small group direct instruction, cooperative groups, and hands-on activities.

**Student Expectations:** Students will be responsible for attending class, following classroom rules, and completing assigned tasks. Each student will be expected to seek and accept teacher help as needed according to ability.

**Materials:** Various curriculums (i.e. Edmark reading/functional word program, literature from Horizons, Steck-Vaughn, EdHelper, Reading A-Z, and others). Various teacher-created lessons, activities, and games to reinforce concepts.

#### **CULINARY ARTS**

This course will allow students to explore vocational opportunities which are a key component of the Transition Planning Form for Students with Disabilities. Students will gain valuable independence to promote a healthier future in which they can further become functioning members of society, either in the workforce or in their personal lives.

Massachusetts Department of Elementary and Secondary Education identifies *ServSafe The Educational Foundation of the National Restaurant Association* as an approved Administrator of food sanitation and handling certifications.

<https://www.servsafe.com/home>

## ENGLISH DEPARTMENT

The goal of the English curriculum is to strengthen communication skills and to encourage an appreciation of literature. Thus, each student must achieve proficiency in reading, writing, speaking, listening and must employ higher order critical-thinking skills such as analysis, synthesis, and evaluation. Students will write effectively for a variety of purposes and read with understanding from a variety of texts.

In order to provide opportunities for success to a wide range of students with individual needs and learning styles, the English Department offers courses at three levels (Honors, College Preparatory, College Preparatory 2) in grades 9 and 10 and four levels in grades 11 and 12 (Advanced Placement, Honors, College Preparatory, Standard).

Honors and Advanced Placement courses are for students who flourish in an especially challenging academic environment, who are self-motivated as well as very organized, and who are comfortable working with advanced materials. Although the benchmarks for learning at each grade are consistent, the pace and instructional approach differ at each level. For example: CP 2 offers a small learning environment where students can access more individualized instruction in the ELA skills needed to succeed on MCAS and to continue in college preparatory classes in grades 11 and 12. A Standard level class is offered in grades 11 and 12 for those students who are preparing to continue their education at a technical, business, or two-year college; enter the armed services; or join the workforce.

### **FRESHMAN HONORS ENGLISH (011H)**

#### **5 Credits**

This course is designed for highly-motivated freshmen who have demonstrated advanced performance in English throughout their middle school years. The course includes a complete study of grammar as it applies to writing and effective communication as well as development of more sophisticated writing techniques. Formal writing assignments will focus on mastery of the 5-paragraph essay utilizing the writing process. Various genres of literature, including novels, short stories, myths, poetry, drama, and nonfiction, are studied in depth. During the school year students will read **at least** 5 major works; for example: *Othello*, *Great Expectations*, *The Odyssey*, *To Kill a Mockingbird*, *A Raisin in the Sun*, *Animal Farm*, *The Pearl*, and *The House on Mango Street*. Honors students are required to complete independent projects and read one summer reading selection. Assessment of all grade 9 students includes the summer assignment, department-wide midyear exam, and the grade 9 final exam.

**Mission Statement Expectations:**

**A1, A2**

### **FRESHMAN COLLEGE-PREPARATORY ENGLISH (012C)**

#### **5 credits**

This course is designed for freshmen who have demonstrated proficient performance in English throughout their middle school years. The course includes a complete study of grammar as it applies to writing and effective communication as well as development of more sophisticated writing techniques. Formal writing assignments will focus on mastery of the 5-paragraph essay utilizing the writing process. Various genres of literature, including novels, short stories, myths, poetry, drama, and nonfiction, are studied in depth. During the school year students will read **at least** 4 major works; for example: *Othello*, *To Kill a Mockingbird*, *A Raisin in the Sun*, *The Pearl*, and *The House on Mango Street*. Students are required to read one summer reading selection. Assessment of all grade 9 students includes the summer assignment, department-wide midyear exam, and the grade 9 final exam.

**Mission Statement Expectations:**

**A1, A2**

### **FRESHMAN COLLEGE-PREPARATORY ENGLISH 2 (014C)**

#### **5 credits**

This course is designed for freshmen who thrive in a smaller learning community. The course content includes a concentrated study of grammar as it applies to writing and effective communication. Compositional instruction reinforces the five-paragraph essay and enhances skills such as topic development, organization, revision, and proofreading. With smaller class size, students will gain confidence in the classroom and will be able to apply skills learned to other facets of high school. Literature study includes novels, short stories, myths, poetry, drama, and nonfiction. Readings include *The House on Mango Street*, *A Raisin in the Sun*, *Othello*, *To Kill a Mockingbird*, articles about contemporary issues, and readings from *The Language of Literature*, the freshman anthology. Students are required to read one summer reading selection. Assessment of all grade 9 students includes the summer assignment, the department-wide midyear exam, and the grade 9 final exam.

**Mission Statement Expectations:**

**A1, A2**

### **SOPHOMORE HONORS ENGLISH (021H)**

#### **5 credits**

This honors course is designed for highly-motivated sophomores who have demonstrated advanced performance in English. Compositional instruction focuses on development of stylistic maturity and an effective command of sentence structure, diction, and organization. Various genres of literature are studied with emphasis on critical reading and interpretation. Readings include *A Tale of Two Cities*, *Julius Caesar* or *The Tempest*, *1984*, *A Separate Peace*, *Night*, and *The Glass Menagerie*. Emphasis is also placed on preparation for the MCAS exam in March. Honors students are required to complete independent projects and read one summer reading selection. Assessment of all grade 10 students includes the summer assignment, department-wide midyear exam, the MCAS exam, and the grade 10 final exam.

**Prerequisite:** passed Freshman English

**Mission Statement Expectations:****A1, A2****SOPHOMORE COLLEGE-PREPARATORY ENGLISH (022C)****5 credits**

This course is designed for college-bound sophomores interested in attending a four-year college immediately after graduation. Compositional instruction stresses competence in the skills and strategies of the writing process and development of more sophisticated writing techniques. Various genres of literature, including novels, short stories, poetry, drama, and essays, are studied in depth. Readings include *A Tale of Two Cities*, *Julius Caesar* or *The Tempest*, *The Glass Menagerie*, *1984*, *A Separate Peace*, and *Night*. Emphasis is also placed on preparation for the MCAS exam in March. Students are required to read one summer reading selection. Assessment of all grade 10 students includes the summer assignment, department-wide midyear exam, the MCAS exam, and the grade 10 final exam.

**Prerequisite:** passed Freshman English**Mission Statement Expectations:****A1, A2****SOPHOMORE COLLEGE-PREPARATORY ENGLISH 2 (024C)****5 Credits**

This course is designed for students who thrive in a smaller learning community. With more access to individualized attention, they benefit from extra help with ELA skills and may go on to college or pursue a career. In literature, such genres as novels, short stories, poetry, drama, and nonfiction are studied. Readings include: *Night*, *Of Mice and Men*, *The Glass Menagerie*, *Julius Caesar* or *The Tempest*, *A Tale of Two Cities*, and readings from *The Language of Literature*, the sophomore anthology. Grammar is studied for the express purpose of applying what is learned to student writing. In composition, the open-response and the 5-paragraph essay are refined by improving such skills as topic development, organization, and presentation. Emphasis is also placed on preparation for the MCAS exam in March. One summer reading selection is required. Assessment of all grade 10 students includes the summer assignment, department-wide midyear exam, the MCAS exam, and the grade 10 final exam.

**Prerequisite:** passed Freshman English**Mission Statement Expectations:****A1, A2****JUNIOR ADVANCED PLACEMENT ENGLISH (030AP)****5 credits**

This program for highly-skilled and motivated students of English is the first half of a two-year freshman college English course. The major goal of instruction is to prepare students to take the AP examinations in English. Students must write with stylistic maturity and an effective command of sentence structure, diction, and organization. Class work is predicated on independent, insightful reading of challenging, thought-provoking works. Most lessons demand constructive participation in class discussions, by supporting assertions through specific textual references, raising pertinent questions, and making connections to students' lives and other literary works. Major literary works are



chosen from the Advanced Placement Curriculum Guide, for example: *Beowulf*, *The Canterbury Tales*, *Civil Disobedience*, *Crime and Punishment*, *Death of a Salesman*, *A Doll's House*, *The Dubliners*, *An Enemy of the People*, *Hamlet*, *The Adventures of Huckleberry Finn*, *Merchant of Venice*, *Native Son*, *Heart of Darkness*, *Slaughterhouse-Five*, *Things Fall Apart*, *Waiting for Godot*, *Walden*, *Wise Blood*. Typical reading assignments are 25-30 pages per night. Grades will be based on assessment of both oral and written work. In addition to the major works studied in the school year, during the summer students must read and write about designated works. Assessment of all grade 11 students includes the department-wide midyear exam and the grade 11 final exam that considers the essential question of passion vs. responsibility.

**Prerequisite:** passed Sophomore English

**Mission Statement Expectations:**

**A1, A2**

### **JUNIOR HONORS ENGLISH (031H)**

#### **5 credits**

This course is designed for college-bound juniors whose competence in English has been firmly established and/or for those who despite exceptional ability choose commitment to other disciplines over AP English. This rigorous curriculum requires students to read critically and widely, to demonstrate competency in the skills and strategies of the writing process, to speak effectively, and to refine a mature writing style. Emphasis is placed on the development of an American national literature, as well as a Shakespearean play. Students read a minimum of 5 of works; for example: *The Adventures of Huckleberry Finn*, *The Catcher in the Rye*, *Cold Sassy Tree*, *The Crucible*, *A Farewell to Arms*, *The Great Gatsby*, *Into the Wild*, *Macbeth*, *Native Son*, *Ordinary People*, *Perks of Being a Wallflower*, *The Scarlet Letter*, and *The Things They Carried*. The essential question requires students to examine literature and critique the effects of when a private passion conflicts with a responsibility. A personal/college essay, synthesis writing, poetry analysis, and grammar practice are required. Honors students are required to complete independent projects and read one summer reading selection. Assessment of all grade 11 students includes common grammar assessments, summer reading, the department-wide midyear exam, and the grade 11 final exam.

**Prerequisite:** passed Sophomore English

**Mission Statement Expectations:**

**A1, A2**

### **JUNIOR COLLEGE-PREPARATORY ENGLISH (032C)**

#### **5 credits**

This course is designed for college-bound juniors. Students are expected to demonstrate competence in the skills and strategies of reading. Students must implement and refine the skills and strategies of the writing process and develop an increasingly mature style in a wide variety of assignments, both written and oral. A variety of American literature including *The Scarlet Letter*/*The Adventures of Huckleberry Finn* and *The Great Gatsby* as well as *Macbeth* is read and analyzed. Other literature may be chosen from the following: *The Catcher in the Rye*, *Cold Sassy Tree*, *The Crucible*, *Death of a Salesman*, *A Farewell to Arms*, *Into the Wild*, *Native Son*, *Perks of Being a Wallflower*, and *The*

*Things They Carried*. The essential question requires students to examine literature and critique the effects of when a private passion conflicts with a responsibility. A personal/college essay, synthesis writing, poetry analysis, and grammar practice are required. Assessment of all grade 11 students includes common grammar assessment, the department-wide midyear exam, and the grade 11 final exam.

**Prerequisite:** passed Sophomore English

**Mission Statement Expectations:**

**A1, A2**

## **LIFE AND LITERATURE (037/045 C2)**

### **5 Credits**

This two-year course is designed for students who may not want to attend a public four-year college or university and instead may want to enroll in a two-year community college, a vocational program, the military, or enter the workforce, but still satisfy Norwood High School's English Language Arts requirement. The course is built around real-world skills and applications through the study of relevant literature and film and through a thoughtful exploration of real-world themes. The course work is focused on practical aspects of writing, critical thinking, and discussion, and pursues concepts of individuality, relationships, human nature and our interaction with the environment, social justice, and work and society. Grade 11 readings include *Into the Wild*, *The Perks of Being a Wallflower*, *Macbeth*, and *Lord of the Flies*. Grade 12 readings include relevant, nonfiction texts and op-eds from *The Boston Globe*, *The New York Times*, and other major news publications, various short stories, *Hamlet*, *Serial Season 1 Podcast*, and *The Things They Carried*. Assessment of all grade eleven and twelve students includes a summer assignment, a mid-year, and a final.

**Prerequisite:** passed Sophomore English

**Mission Statement Expectations:**

**A1, A2**

~~The Life and Literature course is offered at the Standard level. ***This course generally does not fulfill the minimum core requirements to be admissible to a four-year MA state college or university***; however, most two-year colleges and four-year private colleges would positively consider the successful completion of a standard level class in determining admission. Please see your guidance counselor for questions or clarification on this topic.~~

## **SENIOR ADVANCED PLACEMENT ENGLISH (040AP)**

### **5 credits**

This program for highly-skilled and motivated seniors is the second half of a two-year freshman college English Course. There are two objectives: To improve reading, writing, thinking, and communication skills and To attempt to answer the essential question - What does it mean to be human. Preparation for the AP Literature examination continues. Student writing reveals an ability to choose from and control a wide range of effective techniques. At this level frequent, analytical participation is required during the daily class discussion, which is often student-led. Complex, mature literature, often chosen from the AP Curriculum Guide, is the focus of class discussion. For example: *The Catcher in the Rye*, *The Essay Connection*, *Grapes of Wrath*, *The*

*Great Gatsby, The Importance of Being Earnest, In Cold Blood, The Inferno, Lord of the Flies, Macbeth, Perks of Being a Wallflower, Pride and Prejudice, The Scarlet Letter, The Sound and the Fury, The Sun Also Rises.* Students are assessed, in both their written and oral work, on evidence, insight, and sophistication. Students complete a summer reading assignment, midyear, and final.

**Prerequisite:** passed Junior AP English

**Mission Statement Expectations:**

**A1, A2**

### **SENIOR HONORS ENGLISH (041H)**

#### **5 credits**

This course is designed for college-bound seniors whose competence in English has been firmly established and/or for those who despite exceptional performance choose commitment to other disciplines over AP English. The rigorous curriculum, including *Hamlet*, requires students to read critically and analytically and write with a mature style. In a wide variety of writing assignments, students must demonstrate mastery of the skills and strategies of the writing process. Students will demonstrate their skill and knowledge through the summer assignment, traditional assessment, Socratic seminars, and several projects that implement technology.

**Prerequisite:** passed Junior English

**Mission Statement Expectations:**

**A1, A2**

### **SENIOR COLLEGE-PREPARATORY ENGLISH (042C)**

#### **5 credits**

This course is designed for college-bound seniors. Students are expected to demonstrate mastery of reading skills and strategies. The rigorous curriculum, including *Hamlet*, requires students to read critically and analytically and write with a mature style. In a wide variety of writing assignments, students must exhibit competence in the skills and strategies of the writing process and continue to develop an increasingly mature style. Students will demonstrate their skill and knowledge through the summer assignment, traditional assessment, Socratic seminars, and several projects that implement technology.

**Prerequisite:** passed Junior English

**Mission Statement Expectations:**

**A1, A2**

**Seniors will be placed in one of the following English courses. With the exception of AP and Life & Literature, they will not be able to elect a specific course. Each course has a midyear and/or final assessment and requires a summer assignment.**

### **CLASSIC SCIENCE FICTION**

Science fiction's roots are not in fast paced movies or the high tech and clouded novels that publish under the name. Classic science fiction ties itself to philosophers like John Locke, religion, and revolutions throughout history. This course is designed for seniors who have an interest in the science fiction genre. The course focuses on the novels that

helped establish the genre; for example, *Frankenstein*, *The Strange Case of Dr. Jekyll and Mr. Hyde*, *We*, *The Time Machine*, *The Martian Chronicles* and short stories. Each of the works studied rely on social, philosophical, and scientific influences of the time period in which the work was published. Students will utilize writing, discussion, and analytical skills to examine novels in class. Formal writing assignments and assessments throughout the course will ensure that students continue to master the skills needed to succeed in English while studying science fiction and its influences on literature and the world. Assessment of all grade twelve students includes a summer assignment as well as a midyear and/or final exam.

### **CREATIVE WRITING**

Students are expected to demonstrate mastery of reading skills and strategies. Students will identify, analyze, and apply knowledge of the structure and elements of fiction, drama, and poetry. Since the emphasis in this course is on student writing, a prompt for a daily journal will be done at the beginning of class and a diary will be kept by each student. They will also view such journals as: *The Country Diary of an Edwardian Lady*, *The Journey is the Destination*, *The Freedom Writers Diary*, and Visual Journals. There will also be a wide variety of writing assignments in fiction, drama, and poetry. They will read a wide variety of poetry, drama, and short fiction from *England in Literature* and also short excerpts from novels and plays. *Sound and Sense* and *Points of View* will be used as reference works. The teacher will model writing assignments that will be shared with the class, and students will be asked to voluntarily share their work with the class. The final projects will be a presentation of the students' best work in both print and visual formats. Assessment of all grade twelve students includes a summer assignment as well as a midyear and/or final exam.

### **DYSTOPIAN FICTION**

This honors course is designed for highly-motivated seniors who have demonstrated advanced performance in English. Compositional instruction focuses on development of stylistic maturity and an effective command of sentence structure, diction, and organization. This course blends literature with current events, history, and psychology, and various texts are studied with emphasis on critical reading and interpretation. Texts will include *Brave New World*, *V for Vendetta*, *Lord of the Flies*, *A Clockwork Orange*, *Battle Royale*, *The Handmaid's Tale*, and *We*. Honors students are required to complete independent projects. Assessments include the summer assignment, Socratic Seminars, a midyear exam, and a final exam.

### **IRISH LITERATURE**

This course is designed for those students who have a genuine interest in Irish literature. Students will explore the mythology, history, politics, religion, and culture of the island and how they have influenced its literature. Students will read critically and widely from Irish novels, plays, short stories and poetry from the 19<sup>th</sup> century to the present. Writers studied will include literary greats such as Jonathan Swift, James Joyce, William Butler Yeats, Oscar Wilde, and George Bernard Shaw and modern writers such as Seamus Heaney, William Trevor, and Edna O'Brien. One overarching question of the course will

be what it means to be “Irish”, and connections to other cultures. Students will be assessed in a variety of ways including essays, tests, Socratic seminars and projects.

### **MEMOIR-STORIES OF SURVIVAL**

This course is designed for motivated, college-bound seniors. Students will demonstrate mastery of reading skills and strategies. The curriculum requires students to read critically and analytically and to write in a mature style. Students will become familiar with the genre of memoir, specifically focusing on inspirational tales of survival. Selections include *Lost Boys of Sudan*, *A Boy Soldier: A Long Way Gone*, *The House at Sugar Beach*, *Three Cups of Tea*, *What is the What*, and *Playing the Enemy: Nelson Mandela and the Game That Made a Nation*. Students will analyze author’s craft and narrative styles. Students will also analyze films for theme and director’s craft. Assessment includes traditional, reflective, and creative writing assignments and participation in Socratic Seminars. Journeying with the authors through stories and films of adversity, complexity, and ultimately hope, students will consider the universality of the desire and impulse to survive. Books are chosen to broaden students’ understanding of current events. (Students will also read *Hamlet*, a core senior requirement.)

### **THE MYSTERY OF MANKIND**

This course is designed for college-bound seniors whose competence in English has been firmly established. The rigorous curriculum requires students to read critically and analytically and to write with a mature style. In a wide variety of writing assignments, students must demonstrate mastery of the skills and strategies of the writing process. Participation is a significant element of this course. Students will demonstrate skills and knowledge through discussions, presentations, and written and oral work, including a Personal Anthology and a Belief Statement where each text will be used to examine various aspects of life and to analyze personal views of themselves and the world. By analyzing major works such as *In Cold Blood*, *Beowulf*, *Hamlet*, *Life of Pi*, *1984*, *Into the Wild*, and/or *Crime and Punishment*, students will seek to answer the essential question: What does it mean to be human? In order to answer this, students will consider questions such as: Given that death is inescapable, what is the meaning of life? Should realism or idealism drive decisions? Does fate or destiny govern life? What is at the root of human conflict? Have humans truly become more civilized and gained a better life? Are all lives truly equal in value? Assessment of all grade twelve students includes a summer assignment as well as a midyear and final exam.

## **ENGLISH AS A SECOND LANGUAGE**

### **ENGLISH- (ESL 1) (015S)**

#### **5 credits**

This course is designed for non-native speakers of English. The ESL Specialist determines placement by testing and screening. At the Beginning Level, students develop basic skills in listening, speaking, reading, and writing. There is a strong emphasis on expanding vocabulary and on English grammar and syntax. In addition, students are introduced to school and cultural values, enabling them to transition more

easily to mainstream classes and American society.

**Mission Statement Expectations:**

**A1, A2**

**ENGLISH- (ESL 2) (025 S) OR (ESL 3) (035S)**

**5 credits**

This course is designed for non-native speakers of English who have basic knowledge of English as demonstrated through testing or work at the Beginning Level. At these levels, the focus is to improve writing skills and develop communication proficiency by employing more sophisticated English vocabulary, grammar, and syntax. Various genres of literature are studied with an emphasis on critical reading and interpretation. School and cultural values, enabling them to transition more easily to mainstream classes and American society, are reinforced.

**Mission Statement Expectations:**

**A1, A2**

**ENGLISH- (Fundamentals of Writing) (036 S)**

**5 credits**

This course is designed for English language learners. Students will learn the nuts and bolts of writing in English such as conventions, parts of speech, common sentence patterns, most used words, and spelling rules. Students will start writing basic sentences on familiar topics and continue on to write complete paragraphs and short essays.

**Mission Statement Expectations:**

**A1, A2**

## FOREIGN LANGUAGE DEPARTMENT

The Foreign Language Department in Norwood offers sequential programs in French, Latin, and Spanish. We also offer beginning courses in German. While Foreign Language is not a graduation requirement, for those students considering college, a minimum of 2 years of study at the high school level is necessary. To be competitive in the admissions process, Norwood High School strongly recommend taking 3, 4 and 5 years of a language. Colleges express no preferences among the languages offered. We also encourage students to study more than one language. Knowledge of one foreign language facilitates and accelerates the learning of an additional foreign language.

French, German, and Spanish courses in Norwood adhere to the proficiency model of language instruction as set forth by the Massachusetts State Curriculum Frameworks and the National Standards for Foreign Language Education. Students are presented with both grammar and vocabulary in context and are encouraged to express themselves in the target language as soon as possible. Each level of instruction develops skills in the following four areas: listening, speaking, reading and writing. Speaking in the target language during class time is expected. **Additionally students will use the target language in interpersonal and presentational communication. Students are expected to speak in the target language and to present in front of their peers.**

It is important to note that the Massachusetts State Curriculum Frameworks for Latin have been modified to stress reading and writing over speaking and listening. Projects, games, and historical lessons, complement traditional grammar and vocabulary lessons. In addition, students learn to recognize parts of speech and vocabulary derivatives which enhance their understanding of their native language.

The exploration of culture is also essential to a complete language education. Through computers, video, music, literature, and art, students will gain a better understanding of the target culture's lifestyle, history, customs and traditions.

### **LATIN 1 (150C, 159H)**

#### **5 CREDITS**

This is an introductory course with an emphasis on the necessary vocabulary and grammar for the translation and comprehension of elementary Latin. Translations from the textbook (*Ecce Romani I*) introduce students to Roman culture from the early empire. Culture is integrated through supplemental readings pertaining to mythology, holidays, dress, and recent archaeological discovery. Roman History is explored from the advent of Aeneas to Italy (ca. 1200 B.C.) through the Punic Wars (146 B.C.). Also emphasized is the heritage of Latin as a forbearer to modern world languages, in particularly its relationship with English.

**Mission Statement Expectations:**

**A1, A2, A4, A5**

## **LATIN 2 (151C, 151H)**

### **5 Credits**

This course reinforces and continues the study of Latin vocabulary and grammar. Students can expect to complete the study of Latin grammar. Translations increase incrementally in both difficulty and length in the textbook (*Ecce Romani II*) and include cultural lessons pertaining to everyday Roman life in various social classes. Roman History is further explored from the end of the Punic Wars (146 B.C.) through social strife and Spartacus, civil wars and Sulla, and the advent of the first and second triumvirates (33 B.C.). Study of culture and history is supplemented by further readings from both primary and secondary sources. The relationship between Latin and English is further studied through etymology. The Honors course is differentiated from the College Preparatory Course by the amount of work and expectations placed upon graded materials.

**Prerequisite:** passed Latin 1

**Mission Statement Expectations:**

**A1, A2, A4, A5**

## **LATIN 3 (152H)**

### **5 Credits**

This course reinforces and completes all Latin grammar with the expectation that students will begin to translate and scan authentic Latin from such authors as Julius Caesar, Cicero, Catullus, Virgil, Phaedrus, etc. al.. Roman Culture and History from the reign of Augustus to the collapse of the empire is intricately studied through a variety of primary and secondary sources. Vocabulary fluency and etymological study continues in order to obtain fluency. Students who successfully complete the course will be prepared to continue with Advanced Placement Latin.

**Prerequisite:** passed Latin 2

**Mission Statement Expectations:**

**A1, A2, A4, A5**

## **LATIN 4 (158H)**

This course will focus on the theme of the "hero" in ancient literature and mythology. Parts of Virgil's *Aeneid* will be read and discussed as a literary work of art. The *Iliad* and *Odyssey* will be examined in translation, as well as certain Greek tragedies. Stories about real-life Roman heroes, written by Livy, Cicero, Sallust, and Caesar will also be read. There will be a review of Latin grammar. Roman history, from the Golden Age to the fall of Rome, will also be studied.

**Prerequisite:** passed Latin 3H

**Mission Statement Expectations:**

**A1, A2, A4, A5**

## **LATIN 4 Advanced Placement (153)**

### **5 Credits**

The AP Latin class will be taught as a university-level course. This approach is necessary due to the vast amount of material to be studied in preparation for the AP Latin exam. Based on the requirements outlined in the *AP Latin Course Description* students



will:

- read and translate as literally as possible from Latin into English the required passages from Caesar's *Commentarii de Bello Gallico* and Vergil's *Aeneid*;
- analyze and write critical interpretations of passages from both works with appropriate references to authors' uses of stylistic and metrical techniques;
- read extended Latin passages aloud to appreciate literary devices and enhance understanding;
- practice translation of both prose and poetry sight passages in Latin to strengthen grammatical parsing and scansion in preparation for the multiple-choice section of the exam;
- read the required Caesar and Vergil English translations ( I, VI, VII of Caesar and I, II, IV, VI, VIII, and XII of Vergil) and prepare a project on one of the sections not read in Latin;
- read critical interpretations of various subjects and books from assorted authors and experts in developing a greater understanding of and appreciation for Caesar's and Vergil's style, themes, viewpoints, and characters;
- discuss the historical, social, cultural, ethnographic, and political context of both works; understand elements of epic literature both thematic and poetic;
- produce a web-site focusing on seven-favorite lines, including translation, scansion, oral reading, and an examination of later artistic works influenced by or inspired by Vergil

This course prepares students for the Advanced Placement Latin exam. It is expected that students will take the exam.

Please note: This course requires summer work.

**Prerequisite:** passed Latin 3

**Mission Statement Expectations:**

**A1, A2, A4, A5**

### **GREEK MYTHOLOGY (156)**

This course will introduce students to the major myths of Greek antiquity, including the works of Hesiod (origin of the gods) and Homer (the Trojan War and Odysseus), stories of heroes (Hercules, Jason, Perseus, Theseus), the “nasty women” (the Gorgons, the Fates, the Furies, the Sirens), the “nice women” (the Muses, the Graces), the lovers (Orpheus and Eurydice, Cupid and Psyche), the haters (Apollo and Daphne, Echo and Narcissus) and monsters and beasts (the children of Echidna *et alt.*). Students will examine works of ancient and modern art that depict these stories. The legacy of Greek and Roman mythology will also be examined in modern literature and films.

\* In addition to learning the characters and stories, students will also examine the nature and social function of mythology cross-culturally (Joseph Campbell's work).

### **GREEK AND LATIN ROOTS OF ENGLISH**

More than 60 percent of all English words have ancient Greek or Latin roots. This

percentage soars to 90 percent when we consider the specific vocabulary of the sciences and technology. This course will introduce students to the Greek and Latin roots commonly found in English, especially in the areas of biology, medicine, government, psychology, and astronomy.

**Mission Statement Expectations:**

**A1, A2, A4 (Mythology only)**

### **SPANISH 1 (110C)**

#### **5 Credits**

This introductory course is for students who are beginning their study of Spanish and for those coming into the high school that would like to strengthen their basic skills. Students will begin the adventure of learning Spanish using authentic materials such as videos, articles, readings, songs and websites of the Spanish-speaking world. Through communicatively based activities, with a strong focus on speaking, students in Spanish 1 build the vocabulary and acquire the language functions that are used in everyday conversation. The themes of identity, leisure activities, family, school, food, fashion and friendship provide a lens through which to explore our own cultural practices and perspectives as well as those of people in the Spanish-speaking world. Students will work to improve their proficiency in speaking, reading, listening and writing to attain a Novice High proficiency level. Throughout the year, students will use the language skills that they acquire to do meaningful, relevant, real-world tasks. This course is conducted in Spanish

**Mission Statement Expectations:**

**A1, A2, A5**

\*This course is not for heritage speakers of Spanish or Portuguese

### **SPANISH 2 (111H, 112C, 113C)**

#### **5 Credits**

Following the ACTFL world-readiness standards, the course emphasizes the three modes of communication (interpretive, interpersonal, and presentational). Students are expected to grow in their proficiency both culturally and linguistically, with topics that relate to real-world experiences to attain an Intermediate Low proficiency level. They will learn to express themselves in a more sophisticated way, creating sentences and learning transition words. This course will give students a background in Francophone cultures by studying products, practices, and perspectives emerging from those cultures. This course is taught in Spanish.

The honors course is differentiated from the college program by the amount and difficulty of reading, writing, and oral assignments. Honors students will be expected to master material at a faster pace and the course is more focused on accuracy and fluency.

**Prerequisite:** passed Spanish 1C

**Mission Statement Expectations:**

**A1, A2, A5**

\*This course is not for heritage speakers of Spanish or Portuguese

**SPANISH 3 (114H, 115C)**  
**5 Credits**

This course continues to follow the ACTFL world-readiness standards, and continues to emphasize the three modes of communication (interpretive, interpersonal, and presentational). Students continue to develop their skills to communicate effectively in Spanish, analyze authentic texts and interact with cultural understanding. Vocabulary and language functions are acquired in context from thematic units on a wide variety of topics including family, the environment, following directions, and social action. Students improve their proficiency in speaking, reading, listening and writing through participating in spontaneous conversations, retelling stories and begin to use past, present, and future tenses. In each unit, students will use the language skills that they acquire to do meaningful, relevant, real-world tasks as they move from Intermediate Low proficiency towards Intermediate Mid. This course is taught exclusively in Spanish.

The honors course is differentiated from the college program by the length and difficulty of reading, writing, and oral assignments. Honors students complete summer work, and are expected to master material at a faster pace. The course is more focused on accuracy and fluency.

**Prerequisite:** passed Spanish 2H or 2C

**Mission Statement Expectations:**

**A1, A2, A5**

**SPANISH 4 (116H, 117C)**  
**5 Credits**

This course continues to follow the ACTFL world-readiness standards, and continues to emphasize the three modes of communication (interpretive, interpersonal, and presentational). Students continue to develop their skills to communicate effectively in Spanish, to analyze authentic texts and to interact with cultural understanding. Authentic texts, audio, and video materials are used to provide a more in depth study of the cultural products, perspectives and practices of the Spanish-speaking world. Students continue to create with the language, use the three major tenses: past, present, and future, and communicate in more organized and detailed discourse as they move from Intermediate Mid proficiency towards Intermediate High. Topics include: global issues, personal relationships, and politics.

The honors course is differentiated from the college program by the amount and difficulty of reading, writing, and oral assignments. Honors students are required to complete summer work, which includes reading, writing, and the preparation of an oral presentation. Honors students will be expected to master material at a faster pace and the course is more focused on accuracy and fluency.

**Prerequisite:** passed Spanish 3

**Mission Statement Expectations:**

**A1, A2, A4, A5**

## **SPANISH 4AP (138)**

### **5 Credits**

This course is designed for juniors who wish to take the AP Spanish Language and Culture Exam in May of their senior year. It is therefore, a two-year commitment. **This course is comparable to a third-year, second semester university course.** As such, students will watch films and read literature that deal with mature themes for their cultural and historical perspectives.

The main objective of The Advanced Placement Spanish Language course is the development of students' communication skills in Spanish. The course emphasizes conversation and composition and is comparable to a third-year university course. As such, students will watch films and read literature that deal with mature themes for their cultural and historical perspectives. Through the use of authentic materials students will integrate the four skills of listening, speaking, reading and writing. Specifically students will:

- comprehend the spoken and written word in conversations, lectures, oral presentations, newspapers, magazines, short stories, novels and film;
- gain proficiency and confidence to express ideas orally with accuracy and fluency;
- compose well-organized and coherent essays using acquired vocabulary and grammatical structures.

This course will be taught predominantly in Spanish. English will be used for the clarification of complex grammar topics. It is expected that students will speak in Spanish at all times during the class period. Students will visit the language lab twice during our seven day cycle to improve listening and speaking skills, to improve pronunciation and fluency and to integrate newly acquired vocabulary and grammatical structures. Students will be required to read and to write in class and at home.

This course prepares students for the Advanced Placement Spanish Language exam. It is expected that students will take the exam.

Please note: This course requires summer work.

**Prerequisite:** Teacher recommendation based on success in Spanish 3 Honors.

**Mission Statement Expectations:**

**A1, A2, A4, A5**

## **SPANISH 5 AP (132)**

### **5 Credits**

This course is for seniors who began their study of AP Spanish as juniors. This course is comparable to a third-year, university course. As such, students will watch films and read literature that deal with mature themes for their cultural and historical perspectives. The course offers an in-depth study of Spanish literature written by a variety of authors required by the College Board. Students are expected to participate in class discussions, write essays, and give oral presentations in Spanish.

This course will be taught predominantly in Spanish. English will be used for the clarification of complex grammar topics. It is expected that students will speak in Spanish at all times during the class period. Students will visit the language lab twice during our seven day cycle to improve listening and speaking skills, to improve pronunciation and fluency and to integrate newly acquired vocabulary and grammatical structures. Students will be required to read and to write in class and at home. Extensive written and independent oral production is expected.

This course prepares students for the Advanced Placement Spanish Language and Culture exam. It is expected that students will take the exam.

***Please note: This course requires summer work.***

**Prerequisite:** Teacher recommendation based on success in AP Spanish 4.

**Mission Statement Expectations:** **A1, A2, A4, A5**

### **SPANISH 5 - COMPOSITION AND CONVERSATION THROUGH FILM (133H, 134C)**

#### **5 Credits**

This course is designed as an alternative to Advanced Placement for students who wish to continue the study of Spanish. The course will continue to develop students' proficiency in the four skills of listening, speaking, reading, and writing, as well as deepen their cultural understanding of the Hispanic world. This course is taught predominantly through using a variety of authentic, feature films from the Spanish-speaking world. Using the ACTFL world readiness standards and the three modes of communication (interpersonal, interpretive, presentational) students create with the language to increase their level of proficiency to range from Intermediate High to Advanced.

The honors course is differentiated from the college level in the amount of work, the level of expectation, and the grading system. Honors students are required to complete summer work, which includes reading, writing, and the preparation of an oral presentation. Honors students will be expected to master material at a faster pace.

**Prerequisite:** passed Spanish 4H or 4C

**Mission Statement Expectations:** **A1, A2, A4, A5**

### **FRENCH 1 (110C)**

#### **5 Credits**

This introductory course is for students who are beginning their study of French and for those coming into the high school that would like to strengthen their basic skills. Students will begin the adventure of learning French using authentic materials such as videos, articles, readings, songs and websites of the French-speaking world. Through communicatively based activities, with a strong focus on speaking, students in French 1 build the vocabulary and acquire the language functions that are used in everyday conversation. The themes of identity, leisure activities, family, school, food, fashion and friendship provide a lens through which to explore our own cultural practices and perspectives as well as those of people in the French-speaking world. Students will work to improve their proficiency in speaking, reading, listening and writing to attain a Novice

High proficiency level. Throughout the year, students will use the language skills that they acquire to do meaningful, relevant, real-world tasks. This course is conducted in French.

**Mission Statement Expectations:**

**A1, A2, A5**

## **FRENCH 2 (111H, 112C, 113C)**

### **5 Credits**

Following the ACTFL world-readiness standards, the course emphasizes the three modes of communication (interpretive, interpersonal, and presentational). Students are expected to grow in their proficiency both culturally and linguistically, with topics that relate to real-world experiences to attain an Intermediate Low proficiency level. They will learn to express themselves in a more sophisticated way, creating sentences and learning transition words. This course will give students a background in Francophone cultures by studying products, practices, and perspectives emerging from those cultures. This course is taught in French.

The honors course is differentiated from the college program by the amount and difficulty of reading, writing, and oral assignments. Honors students will be expected to master material at a faster pace and the course is more focused on accuracy and fluency.

**Prerequisite:** passed French 1C

**Mission Statement Expectations:**

**A1, A2, A5**

## **FRENCH 3 (114H, 115C)**

### **5 Credits**

This course continues to follow the ACTFL world-readiness standards, and continues to emphasize the three modes of communication (interpretive, interpersonal, and presentational). Students continue to develop their skills to communicate effectively in French, analyze authentic texts and interact with cultural understanding. Vocabulary and language functions are acquired in context from thematic units on a wide variety of topics including family, the environment, following directions, and social action. Students improve their proficiency in speaking, reading, listening and writing through participating in spontaneous conversations, retelling stories and begin to use past, present, and future tenses. In each unit, students will use the language skills that they acquire to do meaningful, relevant, real-world tasks as they move from Intermediate Low proficiency towards Intermediate Mid. This course is taught exclusively in French.

The honors course is differentiated from the college program by the length and difficulty of reading, writing, and oral assignments. Honors students complete summer work, and are expected to master material at a faster pace. The course is more focused on accuracy and fluency.

**Prerequisite:** passed French 2H or 2C

**Mission Statement Expectations:**

**A1, A2, A5**

## **FRENCH 4 (116H, 117C)**

### **5 Credits**

This course continues to follow the ACTFL world-readiness standards, and continues to emphasize the three modes of communication (interpretive, interpersonal, and presentational). Students continue to develop their skills to communicate effectively in French, to analyze authentic texts and to interact with cultural understanding. Authentic texts, audio, and video materials are used to provide a more in depth study of the cultural products, perspectives and practices of the Francophone world. Students continue to create with the language, use the three major tenses: past, present, and future, and communicate in more organized and detailed discourse as they move from Intermediate Mid proficiency towards Intermediate High. Topics include: global issues, personal relationships, and politics.

The honors course is differentiated from the college program by the amount and difficulty of reading, writing, and oral assignments. Honors students are required to complete summer work, which includes reading, writing, and the preparation of an oral presentation. Honors students will be expected to master material at a faster pace and the course is more focused on accuracy and fluency.

**Prerequisite:** passed French 3

**Mission Statement Expectations:**

**A1, A2, A4, A5**

## **FRENCH 4 AP LANGUAGE AND CULTURE (124)**

### **5 credits**

This course is designed for juniors who wish to take the AP French Language and Culture Exam in May of their senior year. It is therefore, a two-year commitment. **This course is comparable to a third-year, second semester university course.** As such, students will watch films and read literature that deal with mature themes for their cultural and historical perspectives.

This course is the first year in a two-year sequence designed to develop students' communication skills in French. The course emphasizes conversation and composition and is comparable to a third-year university course. Through the use of authentic materials students will integrate the four skills of listening, speaking, reading and writing. Specifically students will:

- comprehend the spoken and written word in conversations, lectures, oral presentations, newspapers, magazines, short stories, novels and film;
- gain proficiency and confidence to express ideas orally with accuracy and fluency;
- compose well-organized and coherent essays using acquired vocabulary and grammatical structures.

This course will be taught predominantly in French. English will be used for the clarification of complex grammar topics. It is expected that students will speak in French at all times during the class period. Students will visit the language lab twice during our

seven -day cycle to improve listening and speaking skills, to improve pronunciation and fluency and to integrate newly acquired vocabulary and grammatical structures. Students will be required to read and to write in class and at home. Practice AP exams and other AP work will be assigned frequently. This course prepares students for the Advanced Placement French Language exam. It is expected that students will take the exam.

Please note: This course requires summer work.

**Prerequisite:** passed French 3H with an 85 and teacher recommendation

**Mission Statement Expectations:**

**A1, A2, A4, A5**

### **FRENCH 5 AP LANGUAGE AND CULTURE (118)**

#### **5 credits**

This is the second year of a two-year sequence begun in French 4AP. Students continue to develop communication skills in French. The course emphasizes conversation and composition and is comparable to a third-year university course. Through the use of authentic materials students will integrate the four skills of listening, speaking, reading and writing. Specifically students will:

- comprehend the spoken and written word in conversations, lectures, oral presentations, newspapers, magazines, short stories, novels and film;
- gain proficiency and confidence to express ideas orally with accuracy and fluency;
- compose well-organized and coherent essays using acquired vocabulary and grammatical structures.

This course will be taught predominantly in French. English will be used for the clarification of complex grammar topics. It is expected that students will speak in French at all times during the class period. Students will visit the language lab twice during our seven -day cycle to improve listening and speaking skills, to improve pronunciation and fluency and to integrate newly acquired vocabulary and grammatical structures. Students will be required to read and to write in class and at home. Practice AP exams and other AP work will be assigned frequently. This course prepares students for the Advanced Placement French Language exam. It is expected that students will take the exam.

Please note: This course requires summer work.

**Prerequisite:** passed French 4AP with an 85 and teacher recommendation

**Mission Statement Expectations:**

**A1, A2, A4, A5**

### **FRENCH 5 (135H, 136C)**

#### **5 Credits**

This course is designed as an alternative to Advanced Placement French 5 for students who wish to continue the study of French. The course will continue to develop students' proficiency in the four skills of listening, speaking, reading, and writing, as well as deepen their cultural understanding of the Francophone world. There will be an emphasis on improving listening comprehension using authentic materials such as films, as well as extensive speaking practice. Readings include newspaper and magazine articles as well as



literary selections. Attention will be given to improvement in writing and strengthening skills in the Intermediate High proficiency level..

The honors course is differentiated from the college program by the length and difficulty of reading, writing, and oral assignments. Honors students are required to complete summer work, which includes reading, writing, and the preparation of an oral presentation. Honors students will be expected to master material at a faster pace.

**Prerequisite:** passed French 4

**Mission Statement Expectations:**

**A1, A2, A4, A5**

### **GERMAN 1 (110C)**

#### **5 Credits**

This introductory course is for students who are beginning their study of German and for those coming into the high school that would like to strengthen their basic skills. Students will begin the adventure of learning German using authentic materials such as videos, articles, readings, songs and websites of the German-speaking world. Through communicatively based activities, with a strong focus on speaking, students in German 1 build the vocabulary and acquire the language functions that are used in everyday conversation. The themes of identity, leisure activities, family, school, food, fashion and friendship provide a lens through which to explore our own cultural practices and perspectives as well as those of people in the German-speaking world. Students will work to improve their proficiency in speaking, reading, listening and writing to attain a Novice High proficiency level. Throughout the year, students will use the language skills that they acquire to do meaningful, relevant, real-world tasks. This course is conducted in German.

**Mission Statement Expectations:**

**A1, A2, A5**

### **GERMAN 2 (111H, 112C, 113C)**

#### **5 Credits**

Following the ACTFL world-readiness standards, the course emphasizes the three modes of communication (interpretive, interpersonal, and presentational). Students are expected to grow in their proficiency both culturally and linguistically, with topics that relate to real-world experiences to attain an Intermediate Low proficiency level. They will learn to express themselves in a more sophisticated way, creating sentences and learning transition words. This course will give students a background in German culture by studying products, practices, and perspectives emerging from those cultures. This course is taught in German.

The honors course is differentiated from the college program by the amount and difficulty of reading, writing, and oral assignments. Honors students will be expected to master material at a faster pace and the course is more focused on accuracy and fluency.

**Prerequisite:** passed German 1C

**Mission Statement Expectations:**

**A1, A2, A5**

## MATHEMATICS DEPARTMENT

The mathematics department recognizes that knowledge of basic mathematics is essential in order for individuals to successfully function in a technological society. We also realize that an appreciation of the techniques and powers of mathematics is beneficial for citizens to understand in order to participate intelligently in our democracy. In addition, we recognize that technology plays an important role in our culture. Students should understand the powers and limitations of computers and be able to use technology to enhance their understanding and skills of writing and calculating, as well as accessing and organizing information. Finally, we believe that all students should be helped to appreciate the beauty and structure of mathematics and the techniques of mathematical reasoning, so they can experience the exhilaration that comes from discovery and the confidence that is borne of competence.

The mathematics department provides a menu of courses that pursue these goals in ways appropriate to the widely differing interests and proficiencies of our students. Every course helps students improve basic skills they will need for everyday life and to become college or career ready. Thus each student needs to demonstrate proficiency in computing, using higher order thinking skills, and communicating mathematical and real world ideas concerning data. Students are grouped by performance and are encouraged to take courses that will maximize their potentials and lead to desired outcomes.

The purchase and implementation of new textbooks and curricula materials for all math classes in alignment with the revised curriculum standards is helping to stimulate student thought and produce a more innovative learning environment.

Note: The Foundations of High School Mathematics course (215) and Data Skills (272) course are offered at the Standard level. *These courses generally do not fulfill the minimum core requirements to be admissible to a four-year MA state college or university*; however, most two-year colleges and four-year private colleges would positively consider the successful completion of a standard level class in determining admission. Please see your guidance counselor for questions or clarification on this topic.

### **Algebra 1 ( 211C, 212C, 213CP2)**

**5 Credits**

The high school Algebra 1 course is designed for students who have had success in an Introduction to Algebra course or Pre-Algebra equivalent and are ready to delve into the rigors of a full college prep Algebra 1 course. Solving linear equations of all types and complexity from simple to those requiring multiple steps is emphasized. The concept of slope as it pertains to change within linear relationships is examined in detail along with graphs of linear, quadratic, and other families of functions. Systems of linear and non-linear equations are analyzed. Polynomial techniques, factoring, and analyzing inequalities and quadratic equations are studied. At the end of this course students should have a solid understanding of Algebra 1 topics and be successful in subsequent college and career ready math courses at the high school.

**Mission Statement Expectations:****A1,A2, A3****GEOMETRY (210H, 221C, 222C)****5 Credits**

Geometry is the study of points, lines, planes, angles, two-dimensional shapes, and three-dimensional objects. Students discover facts about them, learn definitions, and practice using formulas to compute lengths, areas, and volumes. Students learn how to use intuition and inductive logic to discover general principles. The course consists of using deductive reasoning to prove theorems by constructing orderly chains of statements and reasons. Many classroom demonstrations and homework problems use the skills learned in Algebra 1 and prepare students to take Algebra 2. Students may not elect these courses if they have passed Informal Geometry (225C).

**Prerequisite:** passed Algebra 1**Mission Statement Expectations (210H, 221C):****A1,A2, A3, A5****Mission Statement Expectations (222C):****A1,A2, A3****INFORMAL GEOMETRY (225CP2)****5 Credits**

Informal Geometry provides an alternative course of study of geometry using an informal, intuitive “hands-on” approach. Informal geometry allows for a strong foundation in the essentials of geometry including the accurate use of terminology and real life applications of geometry by decreasing the emphasis on formal proofs.

**Prerequisite:** passed Algebra 1**Mission Statement Expectations:****A1,A2, A3****ALGEBRA 2 (220H, 231C, 232C, 233C)****5 Credits**

Algebra 2 is a year long course designed to develop the essential skills that a student needs to understand higher level mathematical topics including the structure of the complex number system and the concept of a function and its applications. Students will study both the real and the complex number systems, methods of solving equations, coordinate geometry, theory of functions, logarithms, progressions, and exponential models.

**Prerequisite:** passed any geometry course**Mission Statement Expectations:****A1,A2, A3****INTRODUCTION TO ALGEBRA 2 (236 CP2)****5 Credits**

Introduction to Algebra 2 is a course designed for those students who have had difficulties meeting expectations on standardized math assessments and in passing Algebra 1 and/or Geometry and who could benefit by more instruction and extension of core concepts before advancing on to Algebra 2. Algebraic and geometric concepts and skills will be strengthened in order to solidify student knowledge and investigate

introductory topics in Algebra 2.

**Prerequisite:** passed Algebra 1 and Geometry

**Mission Statement Expectations:**

**A1,A2, A3**

### **AP CALCULUS AB (243AP)**

#### **5 Credits**

Calculus is a course intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, Euclidean geometry, trigonometry, and analytic geometry (rectangular and polar coordinates, equations and graphs, lines, and conics). It is designed to provide students with the fundamentals of a one semester college calculus course. Following the advanced placement syllabus, students will study theory of elementary functions, limits, differentiation, and integration.

**Prerequisite:** passed Precalculus/Trigonometry H

**Mission Statement Expectations:**

**A1, A2, A3, A5**

### **CALCULUS/DISCRETE MATH (241H)**

#### **5 Credits**

This course is designed for students who have a good background in precalculus and trigonometry but do not wish the rigor and content of an AP syllabus. Topics will include differential and integral calculus.

**Prerequisite:** passed Precalculus/Trigonometry 230

**Mission Statement Expectations:**

**A1,A2, A3, A5**

### **PRECALCULUS/TRIGONOMETRY (230H, 244C, 242C, 250H)**

#### **5 Credits**

The aims and objectives of precalculus/trigonometry are to continue the growth of the total concept of reasoning and mathematical knowledge in the mind of the student and to provide for the student a sound basis for the mathematics encountered in the calculus.

Included in this course is a review of algebra and geometry while simultaneously exploring and investigating the theory and practice of relations and functions, trigonometry, analytical geometry, the properties of limits, mathematical induction, and the theory of equations.

**Prerequisite:** passed Algebra 2

**Mission Statement Expectations:**

**A1,A2, A3, A5**

### **SENIOR COLLEGE MATH (245C)**

#### **5 Credits**

This course is a college preparatory course designed for seniors who have completed geometry and Algebra 2, but who do not find themselves sufficiently prepared or available to undertake precalculus/trigonometry. The course extends topics from Algebra 2 and Geometry along with an introduction to inductive reasoning, deductive trigonometry, statistics, probability, topology, mathematical curves, logs, and

applications of various higher-level mathematical concepts.

**Prerequisite:** passed Algebra 2

**Mission Statement Expectations:**

**A1,A2, A3**

### **Introduction to Computer Programing (240H)**

This course is an introduction to computer programming. The class will introduce variables, operations, and data structures using Java. Basic concepts of operations systems, interfacing with networks, and internal workings of computers will also be covered. Students will develop skills, confidence, and experience writing programs in order to accomplish useful tasks. Course will prepare students for AP Computer Science.

**Mission Statement Expectations:**

**A1,A2, A3, A5**

### **AP COMPUTER SCIENCE (260AP)**

#### **5 Credits**

The major emphasis of AP Computer Science is on programming methodology, algorithms, and data structures. Applications of computing provide the context in which these subjects are used to develop student awareness of the need for particular algorithms and data structures, as well as to provide topics for programming assignments. An appropriate computer language provides the vehicle for implementing computer-based solutions to particular problems. Treatments of computer systems and the social implications of computing are integrated into the course.

**Prerequisite:** passed Algebra 1 and Geometry

**Preferred (due to its programming curriculum):** Robotics 1--honors (757)

**Mission Statement Expectations:**

**A1,A2, A3, A5**

### **AP STATISTICS (270AP)**

#### **5 Credits**

Students will learn the fundamentals of a one-semester college statistics course. The topics for the course are divided into four major themes: exploratory data analysis, planning a study, probability, and statistical inference. The TI-83/84 graphing calculator will be utilized throughout the course. AP Statistics may be taken concurrently with Precalculus, AP Calculus, or Calculus/Discrete Math.

**Prerequisite:** passed Algebra 2H or Algebra 2 (231)

**Mission Statement Expectations:**

**A1, A2, A3, A5**

### **DATA, STATISTICS, AND PROBABILITY (271H)**

#### **5 Credits**

This course will provide an introduction to a wide range of statistical concepts. Some basic concepts learned previously will be reinforced and expanded upon, including measures of center and spread. Focus will be placed heavily on interpretation of statistical measures, rather than merely on calculation. The course will be activity-driven, involving manipulation of real-world data and address statistical manipulation and bias. The TI

83/84 calculator will be used throughout the course.

**Prerequisite:** passed Algebra 2

**Mission Statement Expectations:**

**A1, A2, A3, A5**

### **FOUNDATIONS OF HIGH SCHOOL MATHEMATICS (215S)**

#### **5 Credits**

The content of this course will reinforce basic arithmetic skills including operations with fractions, decimals, and percents, and will gradually introduce elementary algebraic and geometric concepts in order to prepare students for Algebra 1 and the MCAS Mathematics assessment.

**Prerequisite:** none

**Mission Statement Expectations:**

**A1, A2, A3**

### **DATA SKILLS (272S)**

#### **5 Credits**

A full-year course designed to introduce students to ways of analyzing data critically. Citizens are bombarded with data on a daily basis. Understanding data, extracting useful information, recognizing points of view and spin, and communicating are essential skills in our society. This class will delve into analyzing and constructing data displays, communicating ideas, assessing the validity of information, making decisions and drawing conclusions. An aim of this course is to look at data derived from many settings including sports, politics, medicine, and economics.

**Prerequisite:** passed Geometry

**Mission Statement Expectations:**

**A1, A2, A3, A5**

### **Business**

#### **ACCOUNTING 1 (526C, 527H)**

#### **5 Credits**

Students will have the opportunity to learn the complete accounting cycle; learn the accounting subsystems of cash receipts, cash payments, purchases, sales, personnel and payroll taxes and general accounting; and learn to prepare financial reports. The course integrates manual and automated accounting through the use of the computer system and automated software.

**Mission Statement Expectations:**

**A1,A2, A3, A5**

#### **ACCOUNTING 2 (536C, 534H)**

#### **5 Credits**

While reinforcing the accounting principles and concepts in Accounting 1, this course focuses on more complex concepts of financial and managerial accounting. Emphasis is placed on controlling current and long-term assets and liabilities; accounting for partnerships and corporations; and preparing and interpreting financial reports. The course integrates manual and automated accounting through the use of the computer

system and accounting software.

**Prerequisite:** passed Accounting 1

**Mission Statement Expectations:**

**A1,A2, A3, A5**

### **ACCOUNTING 3 (537C, 538H)**

#### **5 Credits**

Continuing to build fundamental accounting principles, this course provides a review of general accounting using an accounting cycle for a departmentalized merchandising business. Students will also be introduced to specialized fields such as management and cost accounting. Considerable time will be given to advanced automated accounting procedures and spreadsheet applications.

**Prerequisite:** passed Accounting 2

**Mission Statement Expectations:**

**A1,A2, A3, A5**

### **INTRODUCTION TO BUSINESS**

#### **5 Credits**

A wide variety of topics are offered in the Introduction to Business course which are presented in 4 major units: Business Communications, Organizations, Business Structures, Business Management and Leadership. Students will be introduced to Business Communication in which they will work in MS Word to create professional business correspondence using proper formats and tone. Students will study Business organizations detailing the types of businesses and ownerships, business ethics, and social responsibility. Students will be introduced to Organizational Business Structures in which they will develop a business plan. Students will create a mission statement, develop business goals, and review best practices for business policies and procedures. Students will learn Principles of Effective Organizational culture and organizational behavior. They will take a personality test and learn their personal style as well as how to effectively work with and motivate persons having other personality types as well as the benefits of team building. Students will learn business financial planning and strategies and the budget process. The basics of marketing, business management and leadership will be analyzed.

**Mission Statement Expectations:** **A1,A2, A3, A5**

## **SCIENCE AND TECHNOLOGY EDUCATION DEPARTMENT**

All students must complete three science courses as a graduation requirement. The first two courses must be Physical Science and Biology or Honors Biology and Chemistry.

### **PHYSICAL SCIENCE (311C)**

#### **5 credits**

The Physical Science course includes a variety of topics: the scientific method, standards of measurement, force, work, energy, motion, velocity, acceleration, waves, sound, electricity, phases of matter, classification of matter, atomic structure, and chemical bonds. The course topics are directly correlated to the "Massachusetts Curriculum Framework in Science." As such, the students will be prepared to take the Introduction to Physics MCAS exam. Students will conduct experiments to enhance their learning experience.

**Prerequisite:** passed eighth grade science

**Mission Statement Expectations:**

**A1, A2, A5**

### **HONORS BIOLOGY (310H)**

#### **5 Credits**

This honors Biology course is designed for students who display an advanced knowledge of science. All levels of life are studied including cells, tissues, organs, species and populations. The course topics are directly correlated to the "Massachusetts Curriculum Framework in Science." As such, the students will be prepared to take the Biology MCAS exam. In addition, the curriculum prepares students for most SAT II Biology topics. Laboratory work is used to enhance the learning objectives. There will be significantly higher academic expectations of students in honors level courses.

**Prerequisite:** passed eighth grade science

**Mission Statement Expectations:**

**A1, A2, A5**

### **COLLEGE-PREPARATORY BIOLOGY (324C)**

#### **5 Credits**

This course aims to give each student a basic understanding of biological sciences, building scientific literacy. All levels of life are included: cells, tissues, organs, species and populations. The course topics are directly correlated with the state's biology standards. As such, the students will be prepared to take the Biology MCAS exam. Laboratory work is used to enhance the learning objectives. Students will learn how observations support the major biological concepts.

**Prerequisite:** passed Physical Science

**Mission Statement Expectations:**

**A1, A2, A5**



## **MCAS TUTORIAL BIOLOGY (328S)**

### **2.5 Credits**

This course is designed for students who are preparing for the Biology MCAS re-test exam. A small group setting will provide more access to individualized attention. All levels of life are included: cells, tissue, organs, species and populations. The course topics are directly correlated with the state's biology standards. There will be a particular focus on MCAS Biology exam test taking skills and practice questions.

**Prerequisite:** passed Physical Science

**Mission Statement Expectations:**

## **ENGINEERING 1 (755C) (7550H)**

### **5 Credits**

This full-year course will combine technology, engineering, and mathematics standards into an engineering capstone project very similar to the Mars Pathfinder Rover Project. In completing this capstone project, students will study and apply concepts in a number of disciplines: science, technology, engineering, and mathematics. Science topics include motion, gravity, speed of light, and electrical and mechanical energy. Technology and engineering topics covered are the design process, design implementation, operation systems, invention, innovation, control systems, basic and advanced electronics; and principles of machining. Mathematics topics that are introduced and reinforced include percentages, ratios; problem solving, and geometric relationships. The course focus is that of real-life applications for science, technology, engineering, and math. Smaller student projects during the course may include robotic arms and mars pathfinder rovers. There will be significantly higher academic expectations of students in honors level courses.

**Prerequisite:** Passed Intro. to Tech. Physical Science (311C), or teacher recommendation.

**Mission Statement Expectations:**

**A1, A2, A5**

## **FORENSIC SCIENCE (312C)**

### **5 Credits**

Forensic Science is designed to introduce students to the ways science and the scientific method are applied to matters of law. The course is offered to eleventh and twelfth grade students. The history and current state of forensic science, along with topics of crime scene analysis, collection and examination of physical evidence, properties of matter and glass analysis, serology (the study of bodily fluids), trace evidence of hairs and fibers, trace evidence of paints and metals, fingerprinting, ballistics and tool marks, fire and explosion investigations, handwriting and typescript analysis of documents, computer forensics, and forensic anthropology. Laboratory investigations will be an integral part of the Forensic Science course.

**Prerequisites:** passed Biology

**Mission Statement Expectations:**

**A1, A2, A3**

**HONORS CHEMISTRY (320H)****5 Credits**

The Honors Chemistry course is a rigorous study of the quantitative and qualitative aspects of chemistry. Topics include atomic structure, the mole concept, periodicity, chemical bonding, stoichiometry, kinetics, equilibrium, and nuclear chemistry. Students are expected to be able to apply algebra skills and to study independently. The course topics are directly correlated with the state's chemistry standards and prepare the students for the SAT II Chemistry exam. Laboratory work is used to enhance student understanding of concepts and principles. There will be significantly higher academic expectations of students in honors level courses.

**Prerequisite:** passed Biology

**Mission Statement Expectations:**

**A1, A2, A3**

**COLLEGE-PREPARATORY CHEMISTRY (332C)****5 Credits**

This College Chemistry course focuses on observation and experimentation as the basis for the development of chemical knowledge. Topics will include chemical equations, stoichiometry, atomic structure, chemical reactions and kinetics. The course topics are directly correlated with the state's chemistry standards. Laboratory work is used to enhance the learning objectives.

**Prerequisite:** passed Biology and Algebra 1

**Mission Statement Expectations:**

**A1, A2, A3**

**HONORS PHYSICS (330H)****5 Credits**

The Honors Physics course explores the fundamental laws that govern the universe. Concepts such as velocity, acceleration, force, momentum, and energy are used to investigate motion, gravity, friction, pressure, heat, waves, and electromagnetism. Labs provide concrete demonstrations of physical principles. The curriculum prepares students for most SAT II Physics topics. There will be significantly higher academic expectations of students in honors level courses.

**Prerequisite:** passed Algebra 2 and Honors Chemistry, alternate math prerequisite is available

**Mission Statement Expectations:**

**A1, A2, A3**

**COLLEGE-PREPARATORY PHYSICS (343C)****5 Credits**

The College Physics course explores the fundamental laws that govern the universe. The conceptual laboratory and mathematical approach is used to study mechanics, forces, momentum, energy, waves, and electromagnetism. Lab investigations provide reinforcement of the conceptual and computational components of the course.

**Prerequisite:** passed Chemistry and passed or concurrently taking Algebra 2

**Mission Statement Expectations:**

**A1, A2, A3**

**HONORS ANATOMY AND PHYSIOLOGY (347H)****5 Credits**

The Anatomy and Physiology course is designed for the student interested in the study of medical science as well as those interested in the study of structure and function of the human body. The course stresses the study of human body systems and their basic units of structure and function. There is a strong emphasis on laboratory work including dissection. Dissection is fundamental to the study of Anatomy and Physiology. As such, is a necessary part to this lab course. There will be significantly higher academic expectations of students in honors level courses.

**Prerequisite:** passed or concurrently taking Physics

**Mission Statement Expectations:**

**A1, A2, A5**

**COLLEGE-PREPARATORY ANATOMY AND PHYSIOLOGY (348C)****5 Credits**

The Anatomy and Physiology course is designed for the student with a continuing interest in biological systems. The course is offered to eleventh and twelfth grade students. There is an emphasis on the study of the human body's structure and function. Laboratory experience is provided and includes the study of each of the body systems. There is a strong emphasis on laboratory work including dissection. Dissections are fundamental to the study of Anatomy and Physiology and as such are a requirement for this lab based course.

**Prerequisite:** passed Chemistry

**Mission Statement Expectations:**

**A1, A2, A5**

**AP BIOLOGY (340AP)****5 Credits**

AP Biology is an intensive, first-year college level biology course. It is designed to prepare the student for the Advanced Placement Biology exam. It includes the interplay of genetics, evolution, energy, and the systems of living processes. Taxonomy and the evolutionary significance of organism processes will be discussed. Students will be encouraged to take the Advanced Placement Biology exam.

**Prerequisite:** passed or concurrently taking Physics

**Mission Statement Expectations:**

**A1, A2, A5**

**AP CHEMISTRY (341AP)****5 Credits**

AP Chemistry is an intensive, first-year college level chemistry course. It is designed to prepare students for the Advanced Placement Chemistry exam. Topics emphasized include acids and bases, equilibrium, kinetics, thermochemistry, electrochemistry, and redox reactions. Students will be encouraged to take the Advanced Placement Chemistry exam.

**Prerequisite:** passed Physics

**Mission Statement Expectations:**

**A1, A2, A3**

**AP PHYSICS I (351 AP)****5 credits**

AP Physics is an intensive, first-semester college level Physics course. It is designed to prepare students for the Advanced Placement Physics I exam. The topics of Newtonian Mechanics, such as velocity, acceleration, force, momentum, and rotation are discussed, along with an introduction to electric circuits. Labs provide concrete demonstrations of physical principles. Students will be encouraged to take the Advanced Physics I: Algebra Based exam.

**Prerequisite:** passed Algebra 2 and Honors Chemistry

**Mission Statement Expectations:**

**A1, A2, A3**

**AP PHYSICS II (352 AP)****5 credits**

AP Physics is an intensive, second-semester college level Physics course. It is designed to prepare students for the Advanced Placement Physics II exam. The topics of electricity and magnetism, fluid dynamics, thermodynamics, waves, optics, and modern physics are discussed. Labs provide concrete demonstrations of physical principles. Students will be encouraged to take the Advanced Placement Physics II: Algebra Based exam.

**Prerequisite:** passed AP Physics I or Honors Physics

**Mission Statement Expectations:**

**A1, A2, A3**

**THE SENIOR ZOOLOGY ELECTIVE (323 H)****2 Credits**

The Zoology Elective is a biology based elective open to a maximum of eight NHS seniors per year. This course allows students to be a part of a program that's goal is to increase the numbers of a local endangered/threatened species: the northern red bellied cooter turtle. The course will focus on husbandry for the turtles/hatchlings, water quality analysis, nutritional analysis, keeping a lab notebook, and other factors involved in caring for the turtles.

**Acceptance into this course is competitive, and completing the prerequisites does not guarantee acceptance into this course.**

**Prerequisite:** Physics or concurrent enrollment and interview with the Science/Tech. Department Chair

# TECHNOLOGY EDUCATION

Technology Education is the hands-on application of science and mathematics through the safe use of tools, materials and processes focusing on project based assessments. The "Design Process" and its related critical thinking skills are incorporated into many lab/shop activities. State law requires that approved eye protection be worn when working in the laboratory/shop areas.

## REQUIREMENTS

Several of our technology education courses require the application of a rich amount of mathematical skills. Such coursework relates to our school wide academic expectation *A3: Students will apply mathematical skills to interpret information and solve problems.* **Therefore, with the approval of the principal, an appropriate technology education course will fulfill the state math graduation requirement for students who have scored needs improvement on the Mathematics MCAS test.**

### INTRODUCTION TO TECHNOLOGY (759S, 758C )

#### 5 Credits

Introduction to Technology is a full year survey course that introduces students to topics related to technology and engineering: design process, drafting, CAD, construction and manufacturing technologies, electricity, alternate energy technologies, and introductory computer programming. State content standards in technology and engineering will be reinforced in a project based classroom/lab that emphasizes student preparation for future technology/engineering courses: CAD, Engineering or Robotics. There will be additional academic expectations for college prep courses.

**Prerequisite:** passed eighth grade

**Mission Statement Expectations:**

**A1, A2, A3**

### ROBOTICS (757C, 7570H)

#### 5 credits

The Robotics course covers the practice, technique, and theory behind mobile robotic systems. Topics in the first half of the year include simple robotic designs, sensors, motors, gears, feedback control systems, and cybernetics. Advanced sensing techniques, microprocessors, construction techniques, serial communications, and data collection, will be covered in third and fourth terms. Each student will design and create a robot that makes everyday tasks easier for an individual with physical disabilities. There will be significantly higher academic expectations of students in honors level courses.

**Prerequisites:** passed engineering or physics

**Mission Statement Expectations:**

**A1, A2, A5**

**ROBOTICS II (7600C, 7601H)****5 credits**

The Robotics II course is the third course in the Engineering and Robotics sequence. Robotics II will provide students with the opportunity to further explore Engineering and Robotics topics, with a particular focus in project based learning. Advanced programming techniques, energy conversion systems, and closed loop feedback controls will be the primary areas of emphasis within this course. There will be significantly higher academic expectations for honors level courses.

**Prerequisite:** passed Robotics

**Mission Statement Expectations:**

**A1, A2, A5**

**Manufacturing and Construction Design with CAD I (761C)****5 credits**

The course is designed to acquaint students with basic skills for a variety of computer aided drafting software, such as but not limited to Autodesk Inventor and Revit. The primary focus is on two-dimensional multi-view drawings, using computers. Technical drawing skills are also included. Some drawing skills that the students will apply are geometric constructions, interior details, dimensioning, auxiliary views, and model rendering. Student drawing assignments and engineering design problem projects are related to manufacturing and construction technologies. The course is intended for students with engineering, architecture, or technical career interests. The course also provides excellent background for the other Technology Education elective.

**Prerequisite:** passed Introduction to Technology Education or teacher approval

**Mission Statement Expectations:**

**A1, A2, A5**

**Manufacturing and Construction Design with CAD II (762C)****5 credits**

The course is designed to expand student skills for a variety of computer aided drafting software, such as but not limited to Autodesk Inventor and Revit. Design problem solving skills and drafting techniques learned in CAD I will be reinforced. Emphasis is placed on the engineering design process and related problem solving projects on manufacturing or architectural technology (two and three dimensional drawing and 3-D models). The course is intended for students with engineering, architecture, or technical career interests.

**Prerequisite:** passed Manufacturing and Construction Design with CAD I (761C)

**Mission Statement Expectations:**

**A1, A2, A5**

## **THE SENIOR TECHNOLOGY SERVICE ELECTIVE (751H)**

### **5 Credits**

The Senior Technology Service Elective is a Technology-based elective open to a maximum of eight NHS seniors per year. This course allows students to experience what it is like to troubleshoot end user-based technology problems on a daily basis. Topics to be covered include customer service, root cause identification, IP networking and troubleshooting, software installation and testing. The students will troubleshoot and repair a wide range of IP-based devices on a daily basis in this course. **Acceptance into this course is competitive, and completing the prerequisites does not guarantee acceptance into this course.**

**Prerequisite:** Engineering, and Honors Robotics

## HISTORY / SOCIAL STUDIES DEPARTMENT

The Norwood High School History and Social Studies Department is committed to ensuring that every student leave Norwood High School with a thorough understanding of World and US History as well as a personal commitment to Civic Engagement. The required three year sequence includes World History and Cultures II, US History I, and US History II. Students are highly encouraged to complete a fourth year of History/Social Studies by participating in one of our elective courses during their junior and/or senior year.

The Social Studies Department offers courses at several levels. Performance expectations for students at those levels include:

CP2: Students will perform...

- Guided and modified primary source analysis
- Guided research
- Scaffolded writing assignments
- Collaborative projects/assignments/assessments

College Prep: Students will perform...

- Guided primary source analysis
- Guided and independent research
- Short and long-term writing assignments
- Collaborative and independent projects/assignments/assessments

Honors: Students will perform...

- Independent primary source analysis and application
- Independent research
- Short and long-term writing assignments
- Collaborative and independent projects/assignments/assessments

Pre-AP & AP: Students will perform...

- Independent primary source analysis and application
- Independent research and study preparation
- Short and long-term writing assignments
- Written and oral communication of well-supported arguments
- Preparation for the College Board AP Exam



**WORLD HISTORY AND CULTURES II- HONORS/COLLEGE/CP2 (420H, 421C, 422C2)****5 Credits**

This course continues where the World History I curriculum left off. It examines World History from the start of the Scientific Revolution and the Enlightenment through World War II and beginning of the Cold War (roughly 1600-1950s). The course focuses on political, religious, intellectual, military, economic and social changes taking place throughout the world. Topics explored include developments in liberalism and nationalism, the rise of revolutions, industrialization, imperialism, and the impact of the world wars. By examining these historical events, students will have a better understanding of the contemporary world.

**Mission Statement Expectations:****A1, A2, A4****HONORS AMERICAN LAW (428H/427C)****5 Credits**

This course is a full year elective for junior and senior students only who want a traditional presentation of American Law. The course surveys the American legal system, the criminal justice system, constitutional law, and civil law. The objective of the course is to prepare students to become more civically engaged.

At the Honors level, students must be independently motivated, and will be expected to engage in more intensive reading and writing.

**Mission Statement Expectations:****A1, A2, A4****US HISTORY I (~~PRE-AP~~ HONORS/COLLEGE/CP2 470, 471C, 472C2)****5 Credits**

This course will cover United States history from its pre-colonial period through the Civil War Era (approximately 1491-1877). It covers all major aspects of American history during that period including: political, diplomatic, intellectual, cultural, economic and social. In addition, the course deals extensively with learning how to read, understand, analyze and interpret a wide variety of both primary and secondary texts together with the maps, graphs and pictorial materials associated with them. The course also aims to help students to put the knowledge and understanding they are gaining into practice through sharpening their oral and written communication skills. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history.

**Prerequisite:** Participation is dependent on the recommendation of the teacher and successful completion of World History and Cultures II

**Mission Statement Expectations:****A1, A2, A4**

## **US HISTORY II (AP/HONORS/COLLEGE/CP2 - 440AP, 430H, 431C, 432S)**

### **5 Credits**

U.S. History II is the second course in a two-year sequence of American history, covering events from 1877 to the present. The course emphasizes cause and effect relationships of history. Interpretation of historical events is stressed. Through class discussion, written work, and primary source analysis students will strengthen their critical thinking and analytical skills.

**Prerequisite:** Participation is dependent on the successful completion of United States History I.

**Mission Statement Expectations:**

**A1, A2, A4**

## **HONORS CIVICS, CITIZENSHIP, AND THE CONSTITUTION (484H)**

### **5 Credits**

This course is a full-year Honors course offered to seniors through an application process at the end of junior year. The course is split into two major components. In the first half of the year, students study US government with a focus on the essential principles of American constitutional democracy. The curriculum in the first half of the year follows the *We the People* textbook and program. In the second half of the year, students will complete service learning projects with local government agencies and organizations. Students will regularly leave campus during the school day to work on these activities. In order to qualify for this course, students must have at least an 80 average in United States History II. Students must complete a written application at the end of junior year. A maximum of 24 students will be accepted for this course. Parental/guardian permission is also required to take this course since students will be leaving campus as part of the course requirement.

**Prerequisite:** completed application, an 80 average in US History II, parental/guardian consent

**Mission Statement Expectations:**

**A1, A2**

## **SOCIOLOGY (435H/433C)**

### **5 Credits**

This full year course, open to juniors and seniors, focuses on the study of society, social institutions, and social relationships. A goal of the course is to make students aware of how sociology applies to many areas of life and how it can be used in day-to-day activities. Emphasis is placed on sociological methodology, culture, values, norms, group behavior, family, primary and adult socialization. The study of adolescents, deviance, gender and race will allow students to explore the many areas of sociology.

Students selecting this course for honors credit will be required to take more extensive written exams and do an additional project commensurate with the awarding of honors credit by the instructor.

**Mission Statement Expectations:**

**A1, A2, A4**

**PSYCHOLOGY (436H/434C)****5 Credits**

This full year course, open to juniors and seniors, focuses on various aspects of human behavior. Emphasis will be on student preparation for difficult decision-making that will take place during their lives. The study of the science of psychology, the aspects of research, the human brain, sensation and perception, consciousness and abnormal psychology will allow students to explore the many areas of Psychology. Research into the different schools of psychology including behaviorism, psychoanalysis and humanism will provide theories and analysis to help in understanding human behavior.

The Psychology Honors Level course in addition to the Psychology curriculum will include:

- a six page research paper
- additional and more challenging essays on exams
- additional analysis of work done by the class.

**Mission Statement Expectations:**

**A1, A2, A4**

**AP PSYCHOLOGY (4360AP)****5 Credits**

This course will give you a detailed overview of psychological science, with particular emphasis on certain areas, and aim to prepare you for the advanced placement exam in the spring. Major themes/topics include the history of psychology and its various subdivisions, schools of thought and theorists, the scientific basis of psychology, the nature/nurture debate, the influence of anatomy and genetics on behavior, cognitive function, human development and the development of language, intelligence and personality, disorders and treatment, and how psychology explains and predicts social interaction. The fast pace of the course requires self-motivated, independent learners who possess well-developed academic skills and are committed to producing high quality, AP-level work.

**Mission Statement Expectations:**

**A1, A2, A4**

**Economics (Honors/College 456H/455C)****5 Credits**

Economics is a full year elective open to seniors. This course provides students with an introduction to microeconomic and macroeconomic concepts including economic reasoning, supply and demand, fiscal and monetary policies, and international trade. There will also be a focus on developing personal finance skills. This course is strongly recommended for those students considering a college major in business, finance, or economics, as well as students with a general interest in better understanding the economy in which they live.

**Mission Statement Expectations:**

**A1, A2, A4**

**CONTEMPORARY PROBLEMS (452S)****5 Credits**

This course is offered as a full-year course to seniors. It is designed for students who

desire a practical rather than an academic interpretation of world affairs. This study in contemporary affairs will endeavor to investigate many of the social, political, and economic problems which confront our society today. Emphasis will be placed on current events. The reading of newspapers, magazines, and periodicals will be encouraged.

**Mission Statement Expectations:**

**A1, A2, A4**

### **AP EUROPEAN HISTORY (450AP)**

#### **5 Credits**

The Advanced Placement Course in European History is a full year course which is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in European History. The program, which covers the period from the high Renaissance (1450) to the present, prepares students for intermediate and advanced college courses by making demands on them equivalent to those of full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. This course should develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Significant emphasis is given to questions in intellectual, cultural, and social-economic history, as well as to those in the more traditional political-diplomatic sphere.

Students electing Advanced Placement European History should be reasonably qualified but, more important, they should be highly motivated. All students are strongly encouraged to take the Advanced Placement Test in European History in May.

**Prerequisite:** Participation is dependent on the recommendation of the teacher.

**Mission Statement Expectations:**

**A1, A2, A4**

### **GLOBAL CITIZENSHIP/CURRENT EVENTS (Grade 9/10/11 Elective) (017C, 018H)**

#### **5 Credits**

This course is a full-year elective intended for students in grades 9-11.. Major units of study include contemporary domestic and international social issues, and the importance of civic engagement. Through coursework and project-based learning, students will acquire tools to help them in becoming informed and engaged global citizens. Students are expected to work both collaboratively and independently to develop strong critical thinking and reasoning skills as they apply to investigating and addressing contemporary political and social issues.

**Mission Statement Expectations:**

**A1, A2, A4**

### **AP CAPSTONE**

AP Capstone™ is a diploma program from the College Board. It's based on two year-long AP courses: AP Seminar and AP Research (AP Research will be available 2020-2021).

Rather than teaching subject-specific content, these courses develop students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. Students who complete the two-year program can earn one of two different AP Capstone awards, which are valued by colleges across the United States and around the world.

**Students can earn the AP Capstone Diploma™ or the AP Seminar and Research Certificate™.**

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™.

Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™.

**AP Capstone is an *application-based* program. Students who are interested should contact their NHS Guidance Counselor for further information. This program is capped at 20 students for the 2019-2020 school year. Applications will be reviewed by the Academic Credentials Committee.**

**AP SEMINAR (Grade 9, Embedded in World History Honors) (Needs a course #)  
5 credits**

This course will equip students with the skills to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students will have the opportunity to explore real-world issues from multiple perspectives and consider varied points of view to develop deep understanding of complex issues and topics in order to make connections between these issues and everyday life. Students will gain a rich appreciation and understanding of issues by reading articles, listening to speeches or broadcasts, and experiencing artistic and literary works.

The primary goals of the AP Seminar course are to help students understand how to study an issue from multiple perspectives, evaluate source information, and then develop and communicate effectively a logical, evidence-based point of view. Students will practice and apply these skills through the exploration of the complex topics and by examining a variety of and often divergent or competing perspectives.

This course will be taught *within* the students Modern World History experience in Grade 9. Students who successfully complete AP Seminar will move on to AP Research in Grade 10 and will be eligible for an AP Capstone designation on their transcript and also eligible to pursue and AP Diploma (successful completion of AP Capstone and 4 Additional AP Courses).

**Mission Statement Expectations:**

**A1, A2, A4**

# FINE ARTS DEPARTMENT

## VISUAL ARTS

The Visual Arts Department offers two paths of study. One is a sequential study of Drawing and Painting, 2D Digital Design, or 3D Design. Then, there are Special Topics in Art for juniors and seniors who are interested in an exciting year-long study of art. All courses are dedicated to teaching students how to communicate visually and how to decode their rich visual culture. All courses follow the appropriate Massachusetts State Standards as well as the National Standards.

The Visual Arts Department offers sequential programs for the study of Drawing and Painting, 2D Digital Design (Computer Arts), and 3D Design (Sculpture). All students interested in pursuing one of these disciplines must take Foundations of Art Making. Foundations of Art Making is the portal to all upper level courses, including AP Studio Art.

Special Topics in Art are designed to learn about a particular theme or media. Some examples would be Photography, Web Design, Bookmaking, Vessel Making, Creative Drawing, Visual Illusion, Art History, etc. These classes would be open to junior and seniors who are interested in art, but do not want to follow a sequential path of study in a particular media.

## FOUNDATIONS OF ART MAKING (804C) (8040 H)

### 5 Credits

This course introduces students to the fundamentals of art making and design. This course is designed to meet the needs of students of all ability and experience levels. Students will spend an entire quarter studying the following disciplines: drawing, painting, digital 2D design (computer graphics), and 3D design (sculpture). The Elements of Art and the Principles of Design will be studied in depth. Students will learn vital drawing skills, the fundamental of color theory, painting techniques, how to manipulate three dimensional space, as well as essential skills in Adobe's Creative Suite. Students will use a variety of materials, including charcoal, acrylic paint, clay, Adobe's Photoshop, etc. This course is designed for students who are an interest in art, whether it may be to pursue a career in the vast field of visual arts or as a personal passion/interest, or just want to learn. The emphasis of this course is skill development. For homework, work on their Standards Based Portfolio, sketch, research and complete assignments. This course is required to take any second level Drawing and Painting, 2D Digital Design or 3D Design courses. The honors course is differentiated from the college course in the amount of work, the level of expectation, and the grading system. This course aligns with the Massachusetts State Curriculum Frameworks for Extended study in Visual Arts.

**Prerequisite:** Freshman and Sophomores Only

For Honors, students must receive a B+ or higher in 8<sup>th</sup> grade Art or teacher recommendation

**Mission Statement Expectations:****A1, A3****DRAWING AND PAINTING II (820C, 821H)****5 credits**

This course extends and deepens the study of drawing and painting. This course will connect two-dimensional media with more advanced experiences in observational and figure drawing, painting, and printmaking. The acquisition of an intermediate level of drawing skills is stressed. Students will study art history and be encouraged to develop artistic themes of personal interest. Color theory will be examined in relationship to its visual effect. For homework, each week students are expected to work in their sketchbook, work on their Standards Based Portfolio, and complete class assignments. Expansion of critique skills and aesthetics will be developed. Students taking this course at the honors level must apply advanced artistic thinking and skills, work independently, and express themselves through both imagery and written work. The honors course is differentiated from the college course in the amount of work, the level of expectation, and the grading system. This course aligns with the Massachusetts State Curriculum Frameworks for Extended study in Visual Arts.

**Prerequisite:** For Drawing and Painting IIC- passed Foundations of Art Making/Drawing  
For Drawing and Painting IIH- passed Foundations of Art Making/Drawing with at least a B+ or teacher recommendation.

**Mission Statement Expectations:****A1, A3****2D DIGITAL DESIGN II (8479C, 8470H)****5 Credits**

Digital Design II continues the study of digital design begun in Foundations of Art Making. This course is designed for students who want to create pixel and vector based graphics using the programs in Adobe Creative Suite, the standard for digital designers. Using Photoshop and the Wacom Intuos 4 tablet and pen, students learn the skills, techniques and shortcuts to be able to create drawings, paintings, photomontages and composite images to be used for print and on screen. In Illustrator, students create sophisticated vector based images. Students also learn to respect the rights of designers to protect their images on the Internet. For homework, each week students are expected to work in their sketchbook, work on their Standards Based Portfolio, and complete class assignments. This course aligns with the Massachusetts State Curriculum Frameworks for Extended study in Visual Arts.

Students taking this course at the honors level must apply advanced artistic thinking and skills, work independently, and express themselves through both imagery and written work. The honors course is differentiated from the college course in the amount of work, the level of expectation, and the grading system.

**Prerequisite:** For 2D Digital Design IIC- passed Foundations of Art Making  
For 2D Digital Design IIH- passed Foundations of Art Making with at least a B+ or teacher recommendations

### **3D DESIGN II (8229C, 82290H)**

#### **5 credits**

This course extends and deepens the study of sculptural design. This course will connect three-dimensional media with more advanced experiences in clay, plaster, assemblage and other forms of sculpture. The acquisition of an intermediate level of 3 dimensional design skills is stressed. Students will develop their ability to form artwork that communicates intentional content and meaning. Students will continue to work on techniques with familiar materials and will be introduced to new materials (plaster, mold making, found objects, wire and wood). Color theory will be examined in relationship to its visual effect. Expansion of critique skills and aesthetics will be developed. For homework, each week, students are expected to work in their sketchbook, work on their Standards Based Portfolio, and complete class assignments. This course aligns with the Massachusetts State Curriculum Frameworks for Extended study in Visual Arts. Students taking this course at the honors level must apply advanced artistic thinking and skills, work independently, and express themselves through both imagery and written work. The honors course is differentiated from the college course in the amount of work, the level of expectation, and the grading system.

**Prerequisite:** For 3D Design IIC- passed Foundations of Art Making  
For 3D Design IIH- passed Foundations of Art Making  
with at least an B+ or teacher recommendation.

**Mission Statement Expectations:**

**A1, A3**

### **DRAWING AND PAINTING III (830C, 831H)**

#### **5 credits**

This course continues a student's study of drawing and painting with emphasis of skill development and developing a student's visual voice. Observational and figure drawing, acrylics, watercolor, and printmaking will be some of the areas covered in depth as they relate to principles of design. Students will be encouraged to set individual goals, work independently, do original research on selected themes, and learn how to evaluate works of art critically. Thematic topics and visual intention will be explored and developed. The history of art will be studied throughout the year. For homework, each week students are expected work in their sketchbook, work on their Standards Based Portfolio, and complete class assignments. Expansion of critique skills and aesthetics will be developed. Students taking this course at the honors level must apply advanced artistic thinking and skills, work independently, and express themselves both through imagery and written work. The honors course is differentiated from the college course in the amount of work, the level of expectation, and the grading system.

**Prerequisite:** For Drawing and Painting IIH- passed Drawing and Painting II C with at least a B+ or passed Drawing and Painting IIH with at least a B- or teacher recommendation.

**Mission Statement Expectations:**

**A1, A3**



## **2D DIGITAL DESIGN III (8479C, 8480H)**

### **5 Credits**

The purpose of 2D Design III is for students to develop their personal style and visual voice using all the tools in Adobe Creative Suite. Students will learn to set individual goals, work independently, do original research on selected themes, and learn how to evaluate works of art, including their own work, critically. Flexibility of skill, style and artistic thinking will be emphasized. Students will integrate their technical skills with critical and creative problem solving to produce works with purposeful meaning. Observational, functional and abstraction will be some of the areas covered in depth as they relate to principles of design. Thematic topics and visual intention will be explored and developed. The history of art will be studied throughout the year. Aesthetics concerns will be investigated and applied. Each week, for homework, students are expected to work in their sketchbook, work on their Standards Based Portfolio, and complete class assignments. This course aligns with the Massachusetts State Curriculum Frameworks for Extended study in Visual Arts. Students taking this course at the honors level must apply advanced artistic thinking and skills, work independently, and express themselves through both imagery and written work. The honors course is differentiated from the college course in the amount of work, the level of expectation, and the grading system.

**Prerequisite:** For 2D Digital Design IIIC- passed 2D Digital Design II

For 2D Digital Design IIH- passed 2D Digital Design II C with at least a B+ or passed 2D Digital Design IIH with at least a B- or teacher recommendation

**Mission Statement Expectations:**

**A3, A5**

## **3D DESIGN III (8329C, 8328H)**

### **5 Credits**

The purpose of 3 Dimensional Design III is for students to develop their personal style and visual voice. Students will learn to set individual goals, work independently, do original research on selected themes, and learn how to evaluate works of art, including their own work, critically. Flexibility of skill, style and artistic thinking will be emphasized. Students will integrate their technical skills with critical and creative problem solving to produce works with purposeful meaning. Observational, functional and abstraction will be some of the areas covered in depth as they relate to principles of design. Thematic topics and visual intention will be explored and developed. The history of art will be studied throughout the year. Aesthetics concerns will be investigated and applied. Each week, for homework, students are expected to work in their sketchbook, work on their Standards Based Portfolio, and complete class assignments. This course aligns with the Massachusetts State Curriculum Frameworks for Extended study in Visual Arts. Students taking this course at the honors level must apply advanced artistic thinking and skills, work independently, and express themselves through both imagery and written work. The honors course is differentiated from the college course in the amount of work, the level of expectation, and the grading system.

**Prerequisite:** For 3D Design IIIC- passed 3D Design II

For 3D Design IIH- passed 3D Design II C with at least a B+ or passed 3D Design IIH

with at least a B- or teacher recommendation

**Mission Statement Expectations:**

**A1, A3**

## **DRAWING AND PAINTING IV (838C, 839H)**

### **5 Credits**

This course extends the students' study of drawing and painting to an advanced level. Students will spend the first semester working on developing students' range of styles and skills. Assignments for the first half of the year will integrate skill development and conceptual-based thinking. For the second semester, students will develop a theme and create artwork around that theme. Students will integrate their understanding of Art History into their art-making. Students will be expected to work independently, and integrate research, creative thinking, self-reflection and intention into their artwork. For homework, each week students are expected to work in their sketchbook, work on their Standards Based Portfolio, and complete class assignments. Expansion of critique skills and aesthetics will be developed.

Students taking the course at the honors level must apply advanced artistic thinking and skills, work independently and express themselves through both imagery and written presentation. The honors course is differentiated from the college course in the amount of work, the level of expectation, and the grading system.

**Prerequisite:** For Drawing and Painting IVH- passed Drawing and Painting IIIC with at least a B+ or passed Drawing and Painting IIH with at least a B- or teacher recommendation.

**Mission Statement Expectations:**

**A1, A3**

## **2D DIGITAL DESIGN IV (84910C, 84911H)**

### **5 Credits**

This course extends the study of 2D Design to an advanced level. There is a strong emphasis on developing independent creative problem solving skills. Students will spend the first semester developing a range of ability and skills. For the second half of the year, students will develop a theme and create artwork around the theme. The goal of this course is for students to understand and be able to apply design elements and principles to their own unique personal concepts and creative thoughts. For homework, each week students are expected to complete 1 thirty minute drawing based on the assigned theme. Students will be expected to work independently, conduct research and critically investigate 2-D design through their own work, in writing and during critiques.

Students taking the course at the honors level must apply advanced artistic thinking and skills, work independently and express themselves through both imagery and written presentation. The honors course is differentiated from the college course in the amount of work, the level of expectation, and the grading system.

**Prerequisite:** For 2D Digital Design IVH- passed 2D Digital Design III C with at least a B+ or passed 2D Digital Design III H with at least a B- or teacher recommendation.

**Mission Statement Expectations:**

**A3, A5**

### **3D DESIGN IV (8411C, 8412H)**

#### **5 Credits**

This course extends the study of sculpture at an advanced level. There is a strong emphasis on developing independent creative problem solving skills. Students will spend the first half of the school year creating a body of assignment-based work that helps them integrate technical skills, visual voice and critical thinking. For the second half of the school year, students will create a portfolio of work that is an in-depth exploration of a student selected theme. This portfolio will be a reflection of the students' understanding of the Elements of Art and the Principles of 3-D Design. Students will be expected to work independently, conduct research and critically investigate 3-D design through their own work, in writing and during critiques. For homework, students are expected to complete research, reflective on their work as well as complete assignments. Students taking the course at the honors level must apply advanced artistic thinking and skills, work independently and express themselves through both imagery and written presentation. The honors course is differentiated from the college course in the amount of work, the level of expectation, and the grading system.

**Prerequisite:** For 3D Design IVH- passed 3D Design III C with at least a B+ or passed 3D Design IIIH with at least a B- or teacher recommendation.

**Mission Statement Expectations:**

**A1, A3**

**AP STUDIO ART: DRAWING (842 AP)**

**AP STUDIO ART: 2D DESIGN (843AP)**

**AP STUDIO ART: 3D DESIGN (841AP)**

**AP Studio Art: Photography (8431 AP)**

#### **5 credits**

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. There are three sections to the AP Portfolio: Quality, Breadth, and Concentration. The portfolio requires the student to show a fundamental competence and range of understanding of visual concerns (and methods). The Concentration section requires the student to demonstrate a depth of investigation and process of discovery (12 pieces are required). In the Breadth section (12 pieces are required), the student is asked to demonstrate a serious grounding in visual principles and material techniques. The Quality section (5 pieces are required) permits the student to select the works that best exhibit a synthesis of form, technique and content. The class is designed to replicate a semester of an intensive college level studio course. The course requires students to be highly motivated, self-disciplined, and a dedication to craftsmanship. (Adapted from; <http://apcentral.collegeboard.com/apc/public/repository/ap-studio-art-course-description.pdf>)

**Prerequisite:** Passed level III studio art course with a B or better and/or recommendation of teacher

**Mission Statement Expectations:**

**A1, A3**

## **PHOTOGRAPHY (8493C) (Honors)**

### **5 Credits**

This course is designed to introduce students to the basics of digital photography and alternative photographic processes. Students will learn technical considerations unique to photographic manipulation: aperture, shutter speed, ISO, exposure, photographic editing software, and various forms of output or final image presentation. Emphasis will be placed on creating images that explore the Principles of Art and the Elements of 2-D design. Students will also learn about the history and impact of photography and the various uses of photographic imagery: documentation, narrative, political/social, and personal/familial. Enrolled students will be responsible for providing their own camera, memory card and USB drive; special circumstances will be taken into consideration. Students are expected to take photograph as homework on a weekly basis. The honors course is differentiated from the college course in the amount of work, the level of expectation, and the grading system.

**Prerequisite:** Juniors and Seniors Only

For Honors, students must be in good academic standing with a GPA of 3.0 or permission for the teacher.

**Mission Statement Expectations:**

**A1, A3**

## **ADVANCED PHOTOGRAPHY (COURSE NUMBER NEEDED) (COLLEGE AND HONORS)**

This course extends the study of photography at an advanced level. There is a strong emphasis on developing independent creative problem solving skills. Students will spend the first half of the course creating a body of assignment-based work that helps them integrate technical skills, visual voice and critical thinking. For the second half of the course, students will create a portfolio of work that is an in-depth exploration of a student selected theme. This portfolio will be a reflection of the students' understanding of the Elements of Art and the Principles of Design. Students will be expected to work independently, conduct research and critically investigate photography through their own work, in writing and during critiques. For homework, students are expected to take photographs, complete research, reflective on their work as well as complete assignments. Students taking the course at the honors level must apply advanced artistic thinking and skills, work independently and express themselves through both imagery and written presentation. The honors course is differentiated from the college course in the amount of work, the level of expectation, and the grading system.

**Prerequisite:** For Adv. Photography C-Passed Photography

For Adv Photography H- passed Photography C with at least a B+ or passed Photography Honors with at least a B- or teacher recommendation. With instructor and Department Chair approval.

**Mission Statement Expectations:**

**A1, A3**

**WEB DESIGN (84920 H) (84921 C)****5 Credits**

This introductory web design course is designed to give students experience working with the elements and principles of design and apply those principles to web page creation. Students will develop Internet research techniques; acquire navigation mapping skills; effectively use a Web site; examine related social, legal and ethical issues; and integrate the elements of Web Design. Class activities are project-based and give students an opportunity to practice art fundamentals while learning technical skills including Hyper Text Markup Language (HTML) coding and Adobe software applications. Through class activities, students will explore related careers, assume leadership roles and practice skills use. The honors course is differentiated from the college course in the amount of work, the level of expectation, and the grading system.

**Prerequisite:** Juniors and Seniors Only

For Honors, students must be in good academic standing with a GPA of 3.0 or permission for the teacher.

**Mission Statement Expectations:**

**A3, A5**

**EXPERIENTIAL ART - Standard****5 Credits**

This course focuses on art making for special populations. The purpose of this course is for students to develop their fine and gross motor skills in relation to visual problem solving and artistic thinking. Students will focus on making art in a variety of media, tools and techniques. Student with sensory sensitivity will be given alternative materials. This course sets individual goals for each student and allows for students to develop at their pace.

**Prerequisite:** None

**Mission Statement Expectations:**

**A1, A3**

**SPECIAL EDUCATION IN THE VISUAL ARTS (Honors and College)****5 Credits**

This course is for students who are interested in working with special populations. The purpose of this course is for students to develop their visual problem solving and artistic thinking in parallel with learning to mentor colleagues of different abilities. Students will work as artists and mentors. Students will make art in a variety of media, tools and techniques. As homework, students at the college and honors level will be expected to write weekly journal entries about their process. Additional, Honors level students will receive regular reading assignment and maintain a response journal. Students at the honors and college level will also be expected to complete independent research outside of class.

**Prerequisite:** Sophomore, Juniors and Seniors

For Honors, students must be in good academic standing with a GPA of 3.0 or permission for the teacher.

**Mission Statement Expectations:**

**A1, A3**

# MUSIC

## **INTRODUCTION TO GUITAR (9511, 9512 C, S)**

### **3 Credits**

An elective minor. Students will learn to play guitar and experience a wide variety of musical styles, such as folk, rock, blues, jazz, and country. Personal musicianship skills developed will include right and left hand playing techniques, ear training, improvisation, music literacy, and basic music theory. **Students need not own their own guitars. Instruments will be made available through the music department.**

**Mission Statement Expectations:**

**A1, A2, A4, A5, S2**

## **MUSIC PRODUCTION I (967C)**

### **2 Credits/ 3 Credits**

This elective course is designed to teach students how to create music using the computer and appropriate software. Musical styles that will be addressed range from popular to classical. Topics covered will include composition, sequencing, arranging, part writing, and notation, and will result in the creation of sound tracks for advertising, television, or film. This class is for students interested in writing and arranging music using computer technology. Those enrolling should have a basic knowledge of computer skills.

**Mission Statement Expectations:**

**A4, A5**

## **MUSIC PRODUCTION II (968C)**

### **2 Credits/ 3 Credits**

This elective course is a continuation of Music Production I, designed to offer students more in-depth experience in using the computer and appropriate software for creating music. Musical styles that will be addressed range from popular to classical. Topics covered will include composition, sequencing, arranging, part writing, and notation, and will result in the creation of sound tracks for advertising, television, or film.

**Prerequisite:** successful completion of Music Production I or teacher recommendation

**Mission Statement Expectations**

**A4, A5**

## **THE HISTORY OF ROCK AND ROLL (9510C)**

### **5 Credits**

An elective course designed for students interested in learning about the development of popular American music. Students will listen to and analyze examples of music, starting with the folk music tradition and tracing its evolution through classic rock and up to today's "top 40." Current or previous study of an instrument or voice is not necessary.

**Mission Statement Expectations:**

**A1, A2, A4, A5, S2**

## **MUSIC MAJOR 1 / Music Theory (952H)**

### **5 Credits**

This course offers a comprehensive study of the structure of music, including rhythmic notation, melodic notation in multiple clefs, scales, intervals, triads, voice leading,

harmonic analysis, composition and ear training. In addition students will learn to use music notation software. Current or previous study of an instrument or voice is strongly encouraged.

**Mission Statement Expectations:**

**A4, A5, S1, S2**

### **MUSIC MAJOR 2 / MUSIC HISTORY (953H)**

#### **5 Credits**

This course presents a comprehensive overview of the history of western music, beginning with music of the middle ages and progressing through the Renaissance, Baroque, Classical, and Romantic periods and into the Twentieth Century. Major classical composers as well as specific musical forms will be studied. Current or previous study of an instrument or voice is strongly encouraged.

**Mission Statement Expectations:**

**A4, A5, S1, S2**

### **AP MUSIC THEORY / MUSIC MAJOR 3 (954AP)**

#### **5 Credits**

This course is an advanced study of the structure of music, including rhythmic notation, melodic notation in multiple clefs, scales, intervals, triads, voice leading, harmonic analysis, and composition. In addition students will be trained in ear training, sight-singing, and melodic dictation. Current or previous study of an instrument or voice is strongly encouraged. Successful completion of this course will prepare students to take the Advanced Placement exam in Music Theory.

**Prerequisite:** successful completion of Music Theory/ Music Major or teacher recommendation

**Mission Statement Expectations:**

**A4, A5, S1, S2**

### **MEN'S CHOIR (961)**

#### **5 credits**

The Men's Choir is an intermediate level male (TTB) vocal ensemble that performs a wide variety of choral repertoire. Personal musicianship skills developed through participation in this ensemble include beginning to intermediate singing techniques, music literacy, music theory, ear training, and performance experience. Ensemble skills that are developed include awareness of and sensitivity to ensemble tone quality, blend, balance, intonation, articulation, phrasing, dynamics, and style. This class will require participation in rehearsals and performances both during and after school. In addition, a student's attitude and behavior must meet the standards set by the Choral Director and Director of Fine Arts. With the approval of the choral director, students may elect to take this class for honors credit. Students who elect to take this class for honors credit will be required to take private voice lessons and perform in a minimum of one class recital.

**Mission Statement Expectations:**

**A4, S1, S2**

### **WOMEN'S CONCERT CHOIR (981S, 981C, 981H)**

#### **5 credits**

The Women's Concert Choir is an intermediate level treble (SSA) vocal ensemble that performs a wide variety of choral repertoire. Personal musicianship skills developed

through participation in this ensemble include beginning to intermediate singing techniques, music literacy, music theory, ear training, and performance experience. Ensemble skills that are developed include awareness of and sensitivity to ensemble tone quality, blend, balance, intonation, articulation, phrasing, dynamics, and style. This class will require participation in rehearsals and performances both during and after school. In addition, a student's attitude and behavior must meet the standards set by the Choral Director and Director of Fine Arts. With the approval of the choral director, students may elect to take this class for honors credit. Students who elect to take this class for honors credit will be required to take private voice lessons and perform in a minimum of one class recital.

**Mission Statement Expectations:**

**A4, S1, S2**

#### **CONCERT CHORALE (963S, 964C, 955H)**

##### **5 Credits**

The Concert Chorale is an advanced level mixed (SATB) vocal ensemble that performs a wide variety of choral repertoire. Personal musicianship skills developed through participation in this ensemble include intermediate to advanced singing techniques, music literacy, music theory, ear training, and performance experience. Ensemble skills that are developed include awareness of and sensitivity to ensemble tone quality, blend, balance, intonation, articulation, phrasing, dynamics, and style. This class will require participation in rehearsals and performances both during and after school. In addition, a student's attitude and behavior must meet the standards set by the Choral Director and Director of Fine Arts. Participation in Concert Chorale is determined by audition and / or recommendation of the choral director. With the approval of the choral director, students may elect to take this class for honors credit. Students who elect to take this class for honors credit will be required to take private voice lessons and perform in a minimum of one class recital.

**Mission Statement Expectations:**

**A4, S1, S2**

#### **MADRIGAL CHOIR (960H)**

##### **5 Credits**

The Madrigal Choir is a highly advanced vocal ensemble specializing in a cappella literature from the Renaissance period. Personal musicianship skills developed through participation in this ensemble include advanced singing techniques, music literacy, music theory, ear training, and performance experience. Ensemble skills that are developed include awareness of and sensitivity to ensemble tone quality, blend, balance, intonation, articulation, phrasing, dynamics, and style. **This class will require participation in rehearsals and performances both during and after school.** In addition, a student's attitude and behavior must meet the standards set by the Choral Director and Director of Fine Arts. Participation in the Madrigal Choir is determined by audition and recommendation of the Choral Director. Students selected for participation in this course are required to take private voice lessons and perform in a minimum of one class recital.

**Mission Statement Expectations:**

**A4, S1, S2**

#### **CONCERT BAND (975S, 976C, 977H)**



## **5 Credits**

The Concert Band is an intermediate level instrumental ensemble that performs a wide variety of concert repertoire. Personal musicianship skills developed through participation in this ensemble include beginning to intermediate level playing techniques, music literacy, music theory, ear training, and performance experience. Ensemble skills that are developed include awareness of and sensitivity to ensemble tone quality, blend, balance, intonation, articulation, phrasing, dynamics, and style. This class will require participation in rehearsals and performances both during and after school. In addition, a student's attitude and behavior must meet the standards set by the Band Director and Director of Fine Arts. With the approval of the band director, students may elect to take this class for honors credit. Students who elect to take this class for honors credit will be required to take private instrumental lessons and perform in a minimum of one class recital.

**Mission Statement Expectations:**

**A4, S1, S2**

## **WIND ENSEMBLE (969S, 970C, 971H)**

### **5 Credits**

The Wind Ensemble is a highly advanced instrumental ensemble that performs a wide variety of concert repertoire. Personal musicianship skills developed through participation in this ensemble include advanced playing techniques, music literacy, music theory, ear training, and performance experience. Ensemble skills that are developed include awareness of and sensitivity to ensemble tone quality, blend, balance, intonation, articulation, phrasing, dynamics, and style. This class will require participation in rehearsals and performances both during and after school. In addition, a student's attitude and behavior must meet the standards set by the Band Director and Director of Fine Arts. Participation in the Wind Ensemble is determined by audition and recommendation of the Band Director. Students selected for participation in this course are required to take private instrumental lessons and perform in a minimum of one class recital.

**Mission Statement Expectations:**

**A4, S1, S2**

## **ORCHESTRA (978S, 979C, 980H)**

### **5 Credits**

The Orchestra is an advanced level string ensemble that performs a wide variety of concert repertoire. Personal musicianship skills developed through participation in this ensemble include intermediate to advanced playing techniques, music literacy, music theory, ear training, and performance experience. Ensemble skills that are developed include awareness of and sensitivity to ensemble tone quality, blend, balance, intonation, articulation, phrasing, dynamics, and style. This class will require participation in rehearsals and performances both during and after school. In addition, a student's attitude and behavior must meet the standards set by the Orchestra Director and Director of Fine Arts. With the approval of the orchestra director, students may elect to take this class for honors credit. Students who elect to take this class for honors credit will be required to take private instrumental lessons and perform in a minimum of one class recital.

**Mission Statement Expectations:**

**A4, S1, S2**

## **AFTER SCHOOL ACTIVITIES**

### **MARCHING BAND AND COLOR GUARD**

The Norwood High School Mustang Marching Band and Color Guard is a competitive extra-curricular activity open to all interested students. Students will have the opportunity to experience and perform music and drill designed specifically for the NHS Marching Band. Participation in the Marching Band & Color Guard is determined by recommendation of the Band Director. Students enrolled in this ensemble will be required to attend a week of marching band camp, and all out-of-school rehearsals and performances. In addition, a student's attitude and behavior must meet the standards set by the Band Director and Director of Fine Arts. Performances include MICCA & NESBA competitions, select NHS football games and community parades.

**Mission Statement Expectations:**

**S1, S2**

### **WINTER PERCUSSION AND WINTER GUARD**

These extra-curricular activities are offered to all students involved in the Marching Band or who are currently enrolled in the music program. Participation in these ensembles offer an opportunity to further develop the skills and techniques required to successfully compete on the marching band field. Entrance to these groups is upon recommendation of the High School Band Director.

**Mission Statement Expectations:**

**S1, S2**

### **JAZZ ENSEMBLE AND JAZZ COMBO**

The Jazz Ensemble and Jazz Lab Band are extra-curricular, advanced level ensembles available to students who are currently enrolled in the music program, and who are interested in instrumental jazz performance. All rehearsals are held after school, and performances and competitions will involve evening and weekend commitments throughout the year. Participation in the Jazz Ensemble/ Jazz Lab Band is determined by audition and recommendation of the Band Director.

**Mission Statement Expectations:**

**S1, S2**

### **JAZZ IMPROVISATION**

This extra-curricular class offers an opportunity to study jazz with an emphasis on developing and improving personal improvisational skills. Students will listen and analyze a wide variety of jazz repertoire, and study scales, modes, form, style, and ear training. Current or previous study of an instrument or voice is strongly encouraged.

**Mission Statement Expectations:**

**S1, S2**

### **JAZZ CHOIR**

The Jazz Choir is an extra-curricular, advanced level ensemble available to students who are interested in vocal jazz performance. All rehearsals are held after school, and performances and competitions will involve evening and weekend commitments throughout the year. Participation in the Jazz Choir is determined by audition and

recommendation of the Choral Director.

**Mission Statement Expectations:**

**S1, S2**

#### **MUSES**

The Muses is an extra-curricular advanced level treble (SSAA) vocal ensemble that performs a wide variety of choral repertoire. All rehearsals are held after school, and performances and competitions will involve evening and weekend commitments throughout the year. Participation in the Jazz Choir is determined by audition and recommendation of the Choral Director.

**Mission Statement Expectations:**

**S1, S2**

#### **CONCORDIA**

Concordia is an extra-curricular advanced level male (TTBB) vocal ensemble that performs a wide variety of choral repertoire. All rehearsals are held after school, and performances and competitions will involve evening and weekend commitments throughout the year. Participation in Concordia is determined by audition and recommendation of the Choral Director.

**Mission Statement Expectations:**

**S1, S2**

#### **A CAPPELLA CHOIRS**

The A Cappella Choirs are extra-curricular, advanced level ensembles available to students who are interested in arranging and performing a cappella/ pop style vocal music. All rehearsals are held after school, and performances and competitions will involve evening and weekend commitments throughout the year. Participation in the A Cappella Choirs is determined by audition and recommendation of the Choral Director.

**Mission Statement Expectations:**

**S1, S2**

#### **CELTIC STRINGS**

The Celtic Strings is an extra-curricular, advanced level ensemble available to students who are currently enrolled in the music program, and who are interested in the study of multicultural and folk music. All rehearsals are held after school, and performances and competitions will involve evening and weekend commitments throughout the year. Participation in the Celtic Strings is determined by audition and recommendation of the Orchestra Director.

**Mission Statement Expectations:**

**S1, S2**

#### **BRASS CHOIR**

The Brass Choir is an extra-curricular, advanced level ensemble available to students who are currently enrolled in the music program, and who are interested in playing and performing chamber music specific to brass instruments. All rehearsals are held after school, and performances and competitions will involve evening and weekend commitments throughout the year. Participation in the Brass Choir is determined by audition and recommendation of the Band Director.

**Mission Statement Expectations:**

**S1, S2**

## **DRAMA**

### **DRAMA WORKSHOP (850)**

#### **1 Credit**

This is a one-semester course (two periods a week) supplementing the regular English program. The course includes performance, dramatic theory, and technical aspects of the drama. Included in the performance area will be voice and body control, stage direction, pantomime, improvisation, and presentation of a one-act play. Various theories of acting will be presented for discussion and study. Technical areas include set design, costume design, lighting, make-up, and sound.

**Mission Statement Expectations:**

**A2, A5, S1, S2**

### **INTRODUCTION TO THEATER PERFORMANCE / DRAMA MAJOR 1 (852C)**

#### **5 Credits**

This introductory acting course is designed for students interested in learning how to act and perform in theater, television and film. Students will develop acting skills through improvisation, scene work, theater games and exercises, and group play building. Students will be required to memorize and perform monologues and scenes. Students will also learn the essential mechanics of script development through improvisational material, group writing, and analysis of proven works. This class will require participation in rehearsals and performances both during and after school.

**Mission Statement Expectations:**

**A2, A4, A5, S1, S2**

### **ACTING AND DIRECTING / DRAMA MAJOR 2 (854C)**

#### **5 Credits**

This intermediate level course is designed for students interested in focusing on acting and directing as artistic disciplines. Through use of vocal and diction exercises, physical character work, pantomime, complex improvisation, scene work, and advanced monologues, students will work to improve their acting skills and technique.

In addition, students will study the fundamentals of directing by directing their peers in original and/ or published scripts in scenes that will be performed in class and /or as public performances. This class will require participation in rehearsals and performances both during and after school.

**Prerequisite:** Drama major 1 or teacher recommendation.

**Mission Statement Expectations:**

**A2, A4, A5, S1, S2**

### **ADVANCED ACTING / DRAMA MAJOR 3 (855C)**

#### **5 Credits**

This advanced level course is designed for students interested in a comprehensive study of acting. Students will study the Stanislavski based method and process acting, and apply character development techniques to scene work. Significant time will be spent studying and preparing roles from plays that have shaped modern and contemporary drama and musical theater. Particular attention will be paid to developing strategies and

preparing for college drama auditions. This class will require participation in rehearsals and performances both during and after school. Students will be required to participate in a minimum of one extra-curricular major production over the course of the school year.

**Prerequisite:** Drama major 2 or teacher recommendation.

**Mission Statement Expectations:**

**A2, A4, A5, S1, S2**

### **PLAYWRITING AND PLAY BUILDING (856C)**

#### **5 Credits**

This course serves serious writing and drama students who would like to pursue playwriting. Participation in this course is permitted with the recommendation of the Drama Instructor or at the recommendation of the student's English teacher. Students in any grade will work individually and in groups to write and produce plays. Through improvisation, research, character building, plot work, and adaptation students will develop dialogues, one acts, full length plays, musicals and screenplays. From the perspective of the writer students will learn action, dramatic tension, characterization, stage composition, dialogue and source material for the development of scripts. Students will closely explore classic and contemporary examples of comedy, tragedy, spectacle, farce, history and epic plays. Students will study different trends in theater including Realism, Naturalism, Dada, Theater of the Oppressed, Theater of the Absurd, Theater of Cruelty, Brechtian Theater, Surrealism, and site-specific theater.

**Mission Statement Expectations:**

**A1, A2, A4**

### **MUSICAL THEATER (857)**

#### **3 Credits**

This course is designed for those students interested in participating in a full-length musical theater production. Students would receive intensive performance instruction in acting, singing, and dance. In addition, students would gain technical expertise in scenic design, set construction, costume and make-up design, lighting and sound. Past productions include Stephen Sondheim's *Sweeney Todd*, Meredith Wilson's *The Music Man*, and Leonard Bernstein's *West Side Story*. This course runs May through September.

***Credits for this course will be included on a student's transcript but will not be counted toward graduation requirements.***

**Prerequisite:** audition/ teacher recommendation.

**Mission Statement Expectations:**

**A2, S1, S2**

### **IMPROVISATIONAL ACTING AND MOVEMENT (858)**

#### **2 Credits**

To participate in this course, students must interview with the drama instructor. Students enrolled in this performing group will be required to attend in-school and after-school rehearsals. Students will learn to develop scenes and plays without prior scripting in groups and in solo work, as well students will learn to develop character through intense study of physical acting and technique work, voice work, dialect study and movement. Improv incorporates an awareness of the students' physical, social and political

environment, therefore students will be expected to follow current events and keep a journal for the course. Students will also be expected to develop full length improvisation-based productions for performance and touring to community groups, schools, and drama festivals.

**Mission Statement Expectations:**

**S1, S2**

### **GREAT WORKS IN THEATER AND CINEMA (860)**

#### **2 Credits**

In this course, students will study acclaimed works of the theater from classic and modern authors from all over the world. Students will also be required to study and analyze great films from the past and present including the reading of screen plays. Students will be required to closely examine the creative process of and influences on extraordinary theater and film artists including family, historical context, culture, belief structures, budget and politics. There will be opportunities for students to interpret play scripts, poetry, and screenwriting for performance. There will be a great deal of reading and research required for this course as well as frequent visits to see live theater and to the cinema. Students interested in writing and criticism are encouraged to enroll in this course.

**Mission Statement Expectations:**

**A1, A2, A4, A5, S1, S2**

### **ADVANCED ACTING TROUPE (862S, 863C, 864H)**

#### **5 credits**

The advanced acting troupe will focus on developing highly evolved material for performance. In this course students will review, tone and apply acting and directing skills acquired through study in other drama courses and through extracurricular work. This course offers the student the opportunity to independently produce unified, meaningful productions for public viewing. Students will work with Norwood instructors in developing programming and theater for young audiences. Students in this course will have the opportunity to contribute to and participate in the cultural life of the community. Students will work in teams to develop pertinent theme based theater. Students each year will study, develop, and produce works from diverse cultures and from other locals in the United States. Students enrolling in this course must demonstrate well-developed acting skills through audition. Through work in this course students prepare for advanced academic and professional work in college. The students who take this class would function as a company and will participate in festivals including The Mass. Drama Guild Festival. Students may enroll in this course with the recommendation of the drama instructor.

The level of intensity and of complexity of assigned work and independent projects increases in volume and difficulty from standard to honors level. Also, standard level students will have the opportunity to learn acting, directing and production through group projects led by college and honors students. College level students will have the opportunity to independently work on technical needs of the productions developed by the group. Honors students will have the opportunity to work with the instructor in developing a college length experience and research based thesis paper.

## ***TELEVISION PRODUCTION***

### **INTRO TO TELECOMMUNICATIONS / TV 1 (781S, 782C)**

#### **5 Credits**

An introduction to Mass Communication— will study the history of and future implications of television and video in industry, education, entertainment and other forms of media communication. Students will be given the opportunity to learn about television production, news production, and techniques for successful writing and production. Students will be eligible to audition and participate in front of the camera and behind the scenes of the school newscast. The inner workings of the newsroom, and media literacy from advertising, sit-coms, newscasts, and dramas are studied. This level of TV class produces programs for the educational access channel. Student projects may include public service announcements, news packages, commercials, news opens, and music videos. Students will be trained on switching, special effects, graphics, studio and remote cameras, and digital editing. After school time will be needed to complete many projects. This course is a requirement for any future coursework in TV.

**Mission Statement Expectations:**

**A2, A3**

### **INTERMEDIATE TELECOMMUNICATIONS / TV 2 (783S, 784C)**

#### **5 Credits**

An intermediate level course designed to further develop skills in television production, with a focus on producing programming for broadcast on the Norwood Public Access television station. With the recommendation of the instructor, students may choose to focus on one of the following tracks:

- **DOCUMENTARY TV & FILM TRACK**  
Emphasis will be on the production of documentary television and creative filmmaking. Students will develop skills in acting, anchoring and reporting, and will write, produce, direct and edit PSA's, commercials, and short films.
- **SPORTS MEDIA TRACK**  
Emphasis will be on sports media production and reporting. Students will develop skills in anchoring and reporting, and in both remote truck and field production,. Students will write, produce, direct, and edit sports television packages.
- **STUDIO & LIVE TELEVISION TRACK**  
Emphasis will be on live studio production and digital production. Students will develop skills in hosting, anchoring, and reporting, and will write, produce, direct and edit broadcast television packages.

**Prerequisite:** achieved 75 in TV1 and TV1 teacher recommendation

**Mission Statement Expectations:**

**A2, A3**

### **ADVANCED TELECOMMUNICATIONS / TV 3 (785S, 786C, 787H)**

#### **5 Credits**

An advanced level course designed to further develop skills in television production, with

a focus on producing programming for broadcast on the Norwood Public Access television station. With the recommendation of the instructor, students may continue to focus on one of the following tracks:

- DOCUMENTARY TV & FILM TRACK
- SPORTS MEDIA TRACK
- STUDIO & LIVE TELEVISION TRACK

**Prerequisite:** achieved 75 in TV2 and TV2 teacher recommendation

**Mission Statement Expectations:**

**A2, A3**

### **HONORS TELECOMMUNICATIONS / TV 4 (788S, 789C, 790H)**

#### **5 Credits**

The fourth year of TV allows the student to prepare for leadership and advanced production skills in broadcast television. Students in TV4 are serious about a college major related to communications. An emphasis on digital storytelling, digital editing, broadcast management and programming allows students to focus on individual productions as well as contribute to programming on educational and the senior video. Students at this level contribute to programming on the educational access channel, NHS Update, and senior video. This intense course will require after school commitment for a variety of projects. Students will continue to focus within their chosen track.

- DOCUMENTARY TV & FILM TRACK
- SPORTS MEDIA TRACK
- STUDIO & LIVE TELEVISION TRACK

**Prerequisite:** achieved 75 in TV 3 and TV 3 teacher recommendation

**Mission Statement Expectations:**

**A2, A3**



## WELLNESS DEPARTMENT

### Wellness Education Program 9-12

The Wellness Education program has been designed to support the academic mission of the school, as well as the lifelong health and well-being of our students. Wellness is a 4 year graduation requirement. 1 Semester of Health and 1 Semester of Physical Education for four years totaling 10 credits. The Norwood High School Wellness Education Program is similar to effective programs in the traditional academic disciplines. It includes a planned, sequential program that integrates health and physical education and all the concepts for a variety of interactive wellness initiatives for all students. It is aligned with the state frameworks and the national standards by which all wellness programs abide. The Norwood Public Schools Wellness Education Program has been designed to enhance students' development of the knowledge, growth, skills and lifetime behaviors that are necessary for lifelong learning and personal well-being. The intent of this approach is to build healthy decision making skills, critical thinking skills and resiliency, which in turn will lead to active healthy individuals and community members for the future.

### FRESHMAN WELLNESS (9120)

#### 3 Credits

**Theme:** Foundations for Wellness

**Wellness Component Focus:** Physical, Emotional, Social

**Health Focus:** Goal Setting, Social Norms/Self-Management, Healthy Decision Making, Interpersonal Communication/Advocating, Anger Management, Conflict Resolution, Maslow's Hierarchy, Flight or Fight-Understanding Physiology, Refusal Skills, Suicide Prevention, Violence in Relationships, Teen Dating Violence, Reproductive Systems, and Human Sexuality, Alcohol Education

**Physical Education Focus:** Lifetime Fitness

Fitness Growth Assessment, Capture the Flag, Ultimate Frisbee, Adventure Fitness, Golf, Crossfit, Basketball, Tennis, Soccer, Floor Hockey, Flag Football, Mix It Up Games

Thanks to a generous donation from SAPC grant we are partnering with Norwood High School Health Department to bring your teen *AlcoholEdu for High School*, an evidence-based, online alcohol prevention course that takes a project based approach to learning.

**Mission Statement Expectations:**

**A1, A3,A5, A6**

### SOPHOMORE WELLNESS (922)

#### 3 Credits

**Theme:** Teens on Target

**Wellness Component Focus Health:** Emotional, Intellectual, and Environmental

**Health Focus:** Nutrition, Multi-drug use, abuse and misuse, Classifications of Mental Illness, Multicultural Social and Emotional Health, Disease Prevention, Growth and Development – stages of pregnancy , Social Dance

**Physical Education Focus:** Leadership

Project Adventure, Orienteering, Healthy Habit Exercise Routines, Yoga , Spikeball, Snowshoeing Cardio Fitness, Circuit Training, Zumba, Dance and Movement, Volleyball, Olympic Competitions

**Mission Statement Expectations:**

**A1, A3,A5, A6**

### **JUNIOR WELLNESS (9420)**

**2 Credits**

**Theme:** Making a Change

**Wellness Component Focus Health:** Emotional, Intellectual, Social, and Environmental

**Health Focus:** Healthy Relationships, Pregnancy, Cancer and Environment, Substance Abuse, Body Image, Values Around Alcohol, Drinking Driving and Distractions, Disease Prevention and Control, Suicide Prevention

**Physical Education Focus:** Teamwork and Character

Badminton, Pickleball, Table Tennis, Volleyball, Tennis

Pilates, Slimnastics, Aerobics, Zumba, Station Training

Rugby, World Cup Soccer, Irish Football, Horseshoes, Bocce, Olympic Team Handball, Swedish Hockey

**Mission Statement Expectations:**

**A1, A3,A5, A6**

### **SENIOR WELLNESS (9520)**

**2 Credits**

**Theme:** Real World

**Wellness Component Focus:** Physical, Spiritual, Social,Vocational

**Health Focus:** Stress Management, Cardiovascular Disease, First Aid CPR and AED Training, Real World Transition,

**Physical Education Focus:** Spirit Mind and Body

Strength Training, Core and More, Spin, Endurance Days,Yoga, Tai Chi, Meditation, Snowshoeing, Walking, Bowling, Horseshoes

Floor Hockey, Basketball, Badminton, Handball, Softball, Volleyball, Rugby

**Mission Statement Expectations:**

**A1, A3,A5, A6**

### **HONORS JUNIOR AND SENIOR EXERCISE PHYSIOLOGY (936, 937)**

**5 Credits**

This course examines the human anatomical and physiological response to exercise and exercise training. Students who have a passion for exercise science and personal fitness will benefit and enjoy this course. Exercise Physiology will address topics of study include each of the following: energy metabolism, sports nutrition, skeletal muscle anatomy and physiology, resistance training for the development of muscular fitness, cardio respiratory anatomy and physiology, cardiorespiratory training and endurance

performance, overtraining, quantifying sports training, exercise and thermal stress, exercise at high altitude, ergogenic aids and performance.. This course will explore the fitness field. Class time will include classroom instruction as well as time in the fitness center. The scientific and theoretical components covered in class will be reinforced with hands on experiences. Teacher recommendation is required for this course.

**Mission Statement Expectations:**

**A1, A3, A5, A6**

## ALTERNATIVE CLASSROOM

### NAHS SOPHOMORE COLLEGE-PREPARATORY ENGLISH (A1025)

#### 5 Credits

This course is designed for students who thrive in a smaller learning community. With more access to individualized attention, they benefit from extra help with ELA skills and may go on to college or pursue a career. These students also receive extra attention for MCAS preparation. This course complies with the Massachusetts Frameworks. This course focuses on literature, grammar and composition. In literature students read the likes of; *The Accident* and *Of Mice and Men*. Students study vocabulary from literature as well as words that will be encountered on MCAS, SAT, ACT and in higher learning. Students are reintroduced to the 5 paragraph essay and various editing techniques.

**Mission Statement Expectations:**

**A1, A2, A5**

### NAHS JUNIOR COLLEGE-PREPARATORY ENGLISH (A1032)

#### 5 Credits

This course is designed for college-bound juniors. Students are expected to demonstrate competence in the skills and strategies of reading. Student must implement and refine the skill as and strategies of the writing process and develop an increasingly mature style I a variety of assignment. A variety of American literature will be studied. Literature will be chosen from the following: *The adventures of Huckleberry Finn*, *Catcher in the Rye*, *The Chocolate War*, *The Crucible*, *The Education of a Little Tree*, *A Farewell to Arms*, *Native Son*, *Ordinary People*, and *Our Town*. Students study vocabulary from literature as well as words that will be encountered on MCAS, SAT, ACT and in higher learning. A small learning environment and frequent interaction with teacher is a benefit to students.

**Prerequisite:** passed Sophomore English

**Mission Statement Expectations:**

**A1, A2, A5**

### NAHS JUNIOR STANDARD ENGLISH (A1033)

#### 5 Credits

This course is designed for juniors who plan to continue their education at a technical, business, or two year college, enter armed forces, or join the workforce. Functional skills in reading, writing, speaking, listening, and interviewing are emphasized. Readings from literary anthologies, novels, newspapers and magazines are studied. Students will study common and useful vocabulary. A small learning environment and frequent interaction with teacher is a benefit to students.

**Prerequisite:** passed sophomore English

**Mission Statement Expectations:**

**A1, A2, A5**

### NAHS SENIOR COLLEGE-PREPARATORY ENGLISH (A1042)

#### 5 Credits

This course is designed for college-bound seniors. Students are expected to demonstrate mastery of reading skills and strategies. Students are expected to demonstrate proficiency in all writing assignments. Reading assignments include: Best Short Stories of a Modern Age, *Death of a Salesman*, Points of View, *The Natural*. Students study vocabulary from literature as well as words that will be encountered on SAT, ACT and in higher learning. A small learning environment and frequent interaction with teacher is a benefit to students.

**Prerequisite:** passed junior English

**Mission Statement Expectations**

**A1, A2, A5**

### **NAHS ALGEBRA 1 (A1213)**

#### **5 Credits**

Algebra 1 is a continuation of Mathematic Course 3 begun at the Coakley Middle School. The major components of this course will provide a basis for students to continue mathematics through the remainder of high school. Major topics are: solving linear equations, polynomials, factoring, quadratic functions, radical and rational expressions. Students will be encouraged to make real life connections with the curriculum. A small learning environment and frequent interaction with teacher is a benefit to students.

**Mission Statement Expectations:**

**A2, A3**

### **NAHS INFORMAL GEOMETRY (A1225)**

#### **5 Credits**

Informal Geometry provides an alternative to the study of regular geometry. This course provides a solid foundation of the basics; terminology and real life application. Proofs are not covered in this course. A small learning environment and frequent interaction with teacher is a benefit to students.

**Prerequisite:** passed Algebra I

**Mission Statement Expectations:**

**A2, A3**

### **NAHS INTRODUCTION TO ALGEBRA 2 (A1235)**

#### **5 Credits**

Introduction to Algebra 2 is a course designed for students who have taken geometry. This course reviews concepts of Algebra I and basic concepts of geometry. Basic concepts of Algebra 2 are presented. A small learning environment and frequent interaction with teacher is a benefit to students.

**Prerequisite:** taken any geometry course

**Mission Statement Expectations:**

**A2, A3**

### **NAHS STANDARD BIOLOGY (A1326)**

#### **5 Credits**

This course's goal is to explain the complex and intriguing biological environment that we live in. Cells, tissues, organs, species and populations are all covered in this course. Students will work independently, in small groups and one on one with the teacher to better understand important biological concepts. A small learning environment and frequent interaction with teacher is a benefit to students.

**Mission Statement Expectations:****A1, A2, A5****NAHS AMERICAN LAW (A1427C)****5 Credits**

American Law is a full year course offered for general credit to sophomores, junior and seniors. This course stresses the basic concepts of law. Students will develop legal survival skills, general knowledge of laws, and a better understanding of what constitutes justice. Topics covered are: A history of Law, Introduction to law and the legal system, Criminal and Juvenile systems, Civil law, Consumer law, School law and Family law. Students will work individually and in small groups. A small learning environment and frequent interaction with teacher is a benefit to students.

**Mission Statement Expectations:****A1, A2, A4****NAHS UNITED STATES HISTORY I (A1471C, A1472S)****5 Credits**

These courses are designed for sophomores who would prefer a traditional presentation of United States History. These courses will encompass events from colonization to the Reconstruction. Emphasis is put on Massachusetts Standards to ensure adequate preparation for the MCAS test. A small learning environment and frequent interaction with teacher is a benefit to students.

**Mission Statement Expectations:****A1, A2, A4****NAHS UNITED STATES HISTORY II (A1481C, A1482S)****5 Credits**

This course is designed for juniors. This course offers a traditional presentation of United States History. The course covers events from Progressivism and continues to the present. Emphasis is placed on Massachusetts Standards to ensure adequate preparation for the MCAS test. A small learning environment and frequent interaction with teacher is a benefit to students.

**Mission Statement Expectations:****A1, A2, A4****NAHS SOCIOLOGY (A1433C)****2.5 Credits**

This is a half year course that is offered to juniors and seniors. This course focuses on the study of society, social institutions, and social relationships. The goal of this course is to make student aware of how society functions. Emphasis is placed on sociological methodology, culture, values, norms, group behavior, family, and socialization. Students will also study adolescents, deviance, gender and race. A small learning environment and frequent interaction with teacher is a benefit to students.

**Mission Statement Expectations:****A1, A2, A4****NAHS PSYCHOLOGY (A1433C)****2.5 Credits**

This is a half year course open to both juniors and seniors and studies human behavior. The students will study behavior classified as normal or abnormal. Students will study

the many schools of psychology which include behaviorism, psychoanalytic functionalism, Gestalt and humanism. Student will work independently and in small groups to better understand human behavior. A small learning environment and frequent interaction with teacher is a benefit to students.

**Mission Statement Expectations:**

**A1, A2, A4**

#### **NAHS CONTEMPORARY PROBLEMS (A1452S)**

##### **5 Credits**

This course is offered as a full-year course to seniors. It is designed for students who desire a study of both United States and World issues. The course will cover political, social and economic issues. Students will interact with newspapers, journal articles and accredited multimedia information. An emphasis on current issues will be present. Students are responsible for keeping a journal response book of all articles covered. A small learning environment and frequent interaction with teacher is a benefit to students.

**Mission Statement Expectations:**

**A1, A2, A4**

## **STUDENTS CLUBS AND ACTIVITIES**

The following clubs and activities are presently offered at Norwood Senior High School. Successful active participants (as evaluated by the advisor) will satisfy **Social Expectation S1**.

### **COOPERATIVE TEACHING**

This program has been a richly rewarding and successful experience for both Norwood High School students who participate and the elementary teachers who commit themselves to the process.

This program for Norwood High School seniors who are planning to major in some aspect of education in college or those who wish to experience working with children at the elementary level in an educational setting.

The time is one thirty-minute period per week for four (4) weeks. The student will observe, assist, and during the final week, where appropriate, actually teach a lesson.

### **FRIENDSHIP CLUB**

This Friendship Club provides opportunities for students with special needs to socialize with their peers. There are bi-weekly social hours where there are refreshments and activities such as seasonal crafts, baking, games, music, and dancing. On occasion, an activity will be scheduled where club members attend a football game or a school dance. Those students who would like to become more involved with the students with special needs can join the peer partnership group. This group assists students during their study hall periods, and, on occasion, attends field trips.

### **GAY STRAIGHT ALLIANCE (GSA)**

The Gay Straight Alliance meets weekly to provide a safe, supportive place to discuss issues regarding sexuality and gender. Students participate in discussions that promote understanding diversity and respecting differences.

The GSA sponsors an annual Day of Silence to create awareness of issues facing lesbian, gay, bi-sexual, and transgender students.

### **NATIONAL ART HONOR SOCIETY**

The National Art Honor Society is sponsored by the National Art Educators Association. The Norwood Senior High School Chapter was established in 1932 and was the 143<sup>rd</sup> chapter formed nationwide. Selection into this group signifies that a student, through effort, attitude, and sense of dedication in the field of art, has consistently demonstrated the highest qualities in art scholarship, service, and character.

To be academically eligible, a student must be enrolled in an art course for a period



equivalent to one semester in this school. Candidates eligible must be Senior High School students (Sophomore, Junior, or Senior) and shall have maintained an 85% in their art course and a minimum cumulative average of 80% in their other subjects. In addition, all conduct and effort grades must be 1 or 2. To remain a member, the students must maintain an 80% average in all art classes.

#### **NATIONAL HONOR SOCIETY**

The purpose of the Norwood High School chapter of the National Honor Society is to create enthusiasm for scholarship, to stimulate, a desire to render service, to promote leadership, and to develop character. Members must meet Honors or better. In addition, one must have a cumulative average of 85. There are also high standards for leadership, character, and service. Membership into the National Honor Society has become recognized nationally as one of the highest honors that can be bestowed on a high school student. New members are inducted several times a year.

#### **STUDENTS AGAINST DESTRUCTIVE DECISIONS (SADD)**

SADD has become a peer leadership organization dedicated to preventing destructive decisions, particularly underage drinking, other drug use, impaired driving, and violence. The Norwood High School SADD chapter provides students with effective prevention and intervention tools to deal with these issues. As the most active SADD chapter in the Norfolk County, our members participate in numerous positive activities throughout the year. Dozens of our students have been role models for Norwood Police D.A.R.E. program, the Norwood Recreation Department, church or other religious organizations, and the Norwood community at large. Our motto is “Just Don’t Do It.”

#### **SPIRIT CLUB**

The Norwood High School Spirit Club is extremely involved in promoting spirit and support to all the major activities of the school. The objective is to bring spirit and positive reinforcement to athletics, art, and activities. Through the efforts of this club, the Homecoming Fall Sports Rally Dance, with Homecoming King, Queen, and Court was established. It promoted thirty spirit point events, organizes the hall decorating in the fall, and helps support the American Red Cross and Globe Santa. Its scholarship is the Michelle M. Kennedy Memorial Scholarship Fund, in memory of Michelle, a member of the class of '91, who lost her life but never her spirit to leukemia in '94.

#### **STUDENT COUNCIL**

The Norwood High School Student Council is an organization, which welcomes all the students in the school. Officers of the student council are elected by the student body during the spirit elections. Among the activities are forwarding student issues/concerns, as well as compliments, to the administration, providing gifts for the elderly during the holidays, collecting food for the local food pantry, and raising money for scholarships.

#### **YEARBOOK *TIOT***

Yearbook offers students the ability to learn a variety of journalistic skills. This course exposes students who want to learn to become better writers and editors for print, online, or broadcasting. Students will study layout, design, photography, editorial copywriting, and investigative reporting. Students plan a yearbook ladder diagram, complete various spreads and assignments, and copy edit. They master advanced layout and design of desktop publishing, digital imagery, and photo placement. Based on their interests and skills, students choose or are assigned to different editor roles, including one editor-in-chief. Each student will handle individual assignments and deadlines which is one of the major requirements of the journalism profession. Students who wish to study journalism in college or go into this profession will have a working knowledge of all the basic skills by the end of this course.