

# Norwell High School

## Program of Studies

### 2021-2022



Norwell High School strives to actively engage students in a creative and challenging learning environment that inspires an inclusive atmosphere of integrity, mutual respect, and global awareness and prepares students for academic and social success.

**[www.norwellschools.org/hs](http://www.norwellschools.org/hs)**

***Integrity      Learning      Respect***

Norwell High School strives to actively engage students in a creative and challenging learning environment that inspires an inclusive atmosphere of integrity, mutual respect, and global awareness and prepares students for academic and social success.

Dear Students & Parents,

Norwell High School's curriculum is driven by our core values statement and by our collective commitment to ensure that every student is able to meet our program requirements and expectations for student learning. We believe that our students' academic experience challenges each student to think and grow intellectually, socially, academically and practically, and that our graduates are well-prepared for higher education and their roles as citizens within our democratic society.

The course selection process is in large part determined by students' performance within their current courses. Students and teachers' recommendations according to course prerequisites will be available for parents to view and edit in ASPEN. Course prerequisites are uniform throughout our departments, and will be applied to all courses in grades 9 – 12.

If you have questions or concerns, please contact our school counselors or administrators. We always welcome your input and inquiries, and will do everything we can to craft the best program for each student.

Sincerely,

Marc Bender, Principal  
Matthew Marani, Assistant Principal  
Jennifer Greenberg, Assistant Principal

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# NORWELL HIGH SCHOOL LEARNING EXPECTATION

## ACADEMIC EXPECTATIONS

Norwell High School has identified school-wide expectations for student learning. A rubric has also been developed for each academic learning expectation. Each department has a primary responsibility for one of the learning expectations.

The Norwell High School learning expectations are designed to reinforce the skills students need to learn and demonstrate throughout their high school experience. While the learning expectation rubrics do not determine grades, we will be examining how well they correlate with scoring guides. Each department will use their rubric in conjunction with a student assignment during each semester. A copy of the student's work and the rubric will be kept in portfolio folder located in the records' room.

Over time students will become more familiar with the academic learning expectations. Each year the assignments students are asked to complete will become more complex and require an increased depth of thinking and quality of presentation. Although the assignment and material will change, the rubrics will remain the same. As we work with the rubrics, we will look to improve upon them when necessary.

As students work to meet the learning expectations, teachers and departments will also use the rubric results to evaluate curriculum/content and instruction. This process is designed to clarify academic expectations for students and to maintain a continual process of reflection and "decision-making related to [our] curriculum, instruction, assessment, policies, and procedures" (NEASC 5).

	<b>Creative Expression</b>	<b>Text Analysis</b>	<b>Laboratory Investigation</b>	<b>Effective Researchers</b>	<b>Effective Writers</b>	<b>Oral Presentation</b>	<b>Reflective Problem Solvers</b>
<b>Art</b>	<b>P</b>						
<b>English</b>					<b>P</b>		
<b>Math</b>							<b>P</b>
<b>Music</b>	<b>P</b>						
<b>Science</b>			<b>P</b>				
<b>Social Studies</b>				<b>P</b>			
<b>Tech Ed</b>	<b>P</b>						
<b>World Languages</b>						<b>P</b>	
<b>Latin</b>		<b>P</b>					

P = Primary Responsibility

S = Secondary Responsibility

NEASC, the New England Association of School and Colleges, asks schools to "communicate aggregate data on the school's progress achieving all school-wide expectations to the school community...To report school-wide progress, schools may choose to present this information to the press, on the school's web page, through regular news letters that go to the entire community and not just the parents, in the town or city's annual report, and in many other ways" (NEASC).

"Guide to Developing and Implementing the Mission." New England Association of Schools and Colleges, Inc. (NEASC) August 2

**NORWELL HIGH SCHOOL LEARNING EXPECTATION  
CREATIVE EXPRESSION**

**STUDENT NAME**

**YOG**

**TEACHER NAME**

**DATE**

**ASSIGNMENT**

**COURSE NAME**

**LEVEL CP ☐ H ☐ AP ☐**  
**(Check one)**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>
<b>Invention</b>	Student exhibits a high degree of risk taking and unconventional thought	Student exhibits an acceptable degree of risk taking and unconventional thought	Student shows a minimal degree of risk taking and unconventional thought
<b>Design</b>	Work shows a mastery of form and or function <i>(does the work hold together as a whole?)</i>	Work shows an acceptable level of form and function <i>(does the work hold together as a whole?)</i>	Work shows a minimal level of form and function <i>(does the work hold together as a whole?)</i>
<b>Process</b>	Student displays unrelenting persistence and a willingness to let work evolve as needed	Student displays persistence and a willingness to let work evolve as needed	Student displays a limited sense of play, persistence and a willingness to let work evolve as needed
<b>Product or Presentation</b>	The work captivates the target audience to probe and muse <i>(the wow factor)</i>	The work challenges the target audience to probe and muse	A small portion of the work challenges the viewer to probe and muse

**\* Place a check in each row as appropriate**

**Student SASID #**

Overall evaluation: Exceeds Expectations ☐ Meets Expectations ☐ Approaches Expectations ☐ Work Not Submitted ☐

**NORWELL HIGH SCHOOL LEARNING EXPECTATION  
CREATIVE EXPRESSION (MUSIC PERFORMANCE)**

**STUDENT NAME**

**YOG**

**TEACHER NAME**

**DATE**

**ASSIGNMENT**

**COURSE NAME**

**LEVEL CP ☐ H ☐ AP ☐**  
**(Check one)**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>
<b>Sound Production</b>	Student's sound is full, rich and characteristics at all times	Student's sound shows some flaws, but does not detract significantly from the quality of the performance	Student's sound shows several flaws in rudimentary production
<b>Accuracy</b>	Student performs all pitches and rhythms with complete accuracy	Student performs most pitches and rhythms accurately, and the inaccuracies do not detract from the quality of the performance	Student performs with a significant number of inaccuracies
<b>Process</b>	Student shows a relentless pursuit of artistic excellence	Student shows persistence, prepares self and improves through the course of preparation	Student shows a lack of preparation and improvement
<b>Musicianship</b>	Student performs with a clear, convincing, understanding of all of the style and expressive demands of the piece	Student performs with a basic understanding of the expressive demands of the piece	Student's performance shows a lack of understanding of the style and expressive demands of the piece

**\* Place a check in each row as appropriate**

**Student SASID #**

Overall evaluation: ☐ Exceeds Expectations ☐ Meets Expectations ☐ Approaches Expectations ☐ Work Not Submitted

**NORWELL HIGH SCHOOL LEARNING EXPECTATION  
TEXT ANALYSIS**

**STUDENT NAME**

**YOG**

**TEACHER NAME**

**DATE**

**ASSIGNMENT**

**COURSE NAME**

**LEVEL CP ☐ H ☐ AP ☐**  
**(Check one)**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>
<b>Inflected Forms of the Parts of Speech</b>	Consistently identifies the inflected endings of the parts of speech	Identifies most of the inflected endings of the parts of speech	Identifies some of the inflected endings of the parts of speech
<b>Grammar and Syntax</b>	Consistently recognizes and labels grammatical and syntactical structures	Recognizes and labels most grammatical and syntactical structures	Recognizes and labels some grammatical and syntactical structures
<b>Translation</b>	Accurately translates Latin vocabulary, grammar and syntax into English equivalents	Translates Latin vocabulary, grammar and syntax into English equivalents with some inaccuracies	Translates Latin vocabulary, grammar and syntax into English equivalents with numerous inaccuracies
<b>Reading</b>	Demonstrates superior comprehension of meaning, context and significance of Latin prose and/or poetry	Demonstrates adequate comprehension of meaning, context and significance of Latin prose and/or poetry	Demonstrates some comprehension of meaning, context and significance of Latin prose and/or poetry

**\* Place a check in each row as appropriate**

**Student SASID #**

Overall evaluation: ☐ Exceeds Expectations ☐ Meets Expectations ☐ Approaches Expectations ☐ Work Not Submitted

**NORWELL HIGH SCHOOL LEARNING EXPECTATION  
LABORATORY INVESTIGATION**

**STUDENT NAME**

**YOG**

**TEACHER NAME**

**DATE**

**ASSIGNMENT**

**COURSE NAME**

**LEVEL CP ☐ H ☐ AP ☐**  
**(Check one)**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>
<b>Procedures</b>	<ul style="list-style-type: none"> <li>- Follows <i>all</i> steps for the investigation without clarification</li> <li>- When instructed, <i>always</i> works independently to complete the procedures in a safe and appropriate manner</li> <li>- Is <i>always</i> on task in a positive and productive manner and displays leadership skills when working with teammates</li> </ul>	<ul style="list-style-type: none"> <li>- Follows <i>most</i> steps for the investigation needing minimal clarification of the tasks</li> <li>- When instructed, regularly works independently to complete the procedures in a safe and appropriate manner</li> <li>- <i>Often</i> works actively and positively in a team to complete the procedures.</li> </ul>	<ul style="list-style-type: none"> <li>- Follows <i>some</i> steps for the investigation needing repeated clarification of the tasks-               <ul style="list-style-type: none"> <li>- - When instructed, sometimes works independently and sometimes exercises appropriate safety when performing the procedures</li> </ul> </li> <li>- <i>Sometimes</i> is an active and positive influence while working in a team to complete procedures</li> </ul>
<b>Data Collection</b>	<ul style="list-style-type: none"> <li>- <i>All</i> observations are recorded, highly organized, complete and impeccably presented in various formats to enhance understanding.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Most</i> observations are recorded and organized using labels, appropriate charts, table, diagrams, calculations or graphs and units of measure</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Some</i> observations are recorded but lack thoroughness of organization and use of labels, appropriate charts, tables, diagrams, calculations or graphs and units of measure</li> </ul>
<b>Application and analysis of Data/ Critical Thinking</b>	<ul style="list-style-type: none"> <li>- <i>All</i> data are clearly summarized, correctly interpreted and reflect a connection to the objectives</li> <li>- <i>Application</i> of the data demonstrates a depth of understanding as evidenced by examples, supporting evidence, and awareness of the possible implications</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Most</i> data are summarized, correctly interpreted and reflect a connection to the objectives</li> <li>- <i>Most</i> application of the data is accurate and thorough</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Some</i> data is summarized, correctly interpreted and reflect a connection to the objectives</li> <li>- <i>Some</i> application of the data may be weak, inaccurate or missing</li> </ul>

\* Place a check in each row as appropriate

**Student SASID #**

Overall evaluation: Exceeds Expectations ☐ Meets Expectations ☐ Approaches Expectations ☐ Work Not Submitted ☐

**NORWELL HIGH SCHOOL LEARNING EXPECTATION  
EFFECTIVE RESEARCHER**

**STUDENT NAME**

**YOG**

**TEACHER NAME**

**DATE**

**ASSIGNMENT**

**COURSE NAME**

**LEVEL CP ☐ H ☐ AP ☐**  
**(Check one)**

		<b>Meets Expectations</b>	<b>Approaches Expectations</b>
<b>Locating &amp; Evaluating Resources</b>	<ul style="list-style-type: none"> <li>- Locates more than the appropriate number of resources</li> <li>- Uses table of contents, index, databases and able to use a resource to find additional resources</li> <li>- Distinguishes between primary and secondary resources</li> <li>- Distinguishes between reference, print, and electronic resources and determines whether sources are authentic and scholarly</li> <li>- Selected resources are summarized and evaluated</li> <li>- Sources are relative to the topic and further the understanding of the topic</li> </ul>	<ul style="list-style-type: none"> <li>- Locates the appropriate number of resources</li> <li>- Uses table of contents, index and databases to locate resources</li> <li>- Distinguishes between primary and secondary resources</li> <li>- Distinguishes between reference, print, and electronic resources and sources are evaluated for authenticity</li> <li>- Selected resources are summarized</li> <li>- Sources relate to the topic</li> </ul>	<ul style="list-style-type: none"> <li>- Needs to locate appropriate amount of resources</li> <li>- Limits research to table of contents and index</li> <li>- Needs to make distinctions between primary and secondary resources</li> <li>- Needs to make distinctions between reference print, electronic resources and sources and needs to evaluate for authenticity</li> <li>- Sources contain irrelevant information and detract from the overall understanding of the topic</li> <li>- Reader needs determine if the selected resources were summarized</li> </ul>
<b>Organizing Data</b>	<ul style="list-style-type: none"> <li>- Creates sections of the notebook so that resources are easily identified, and up to date.</li> <li>- Can take organized notes from lectures and text.</li> <li>- Able to create outline using main ideas and specific ideas from lectures and text.</li> </ul>	<ul style="list-style-type: none"> <li>- Keeps daily notebook organized and up to date.</li> <li>- Can take organize notes from text.</li> <li>- Able to create outline using main ideas and specific details from text.</li> </ul>	<ul style="list-style-type: none"> <li>- Notebook is disorganized and incomplete.</li> <li>- Takes notes but misses main points.</li> <li>- Outline is disorganized and lacks specific details or main ideas.</li> </ul>
<b>Analyzing Sources</b>	<ul style="list-style-type: none"> <li>- Offers in-depth analysis and interpretation of the document</li> <li>- Distinguishes between fact and opinion</li> <li>- Explores reliability of author</li> <li>- Compares and contrast authors point of view with views of others</li> <li>- Student(s) independently and thoroughly completed appropriate media analysis tool for primary source(s)</li> <li>- Responses show accuracy, reflection and insight.</li> </ul>	<ul style="list-style-type: none"> <li>- Offers accurate analysis of document</li> <li>- Distinguishes between fact and opinion</li> <li>- Demonstrates understanding of the document</li> <li>- Student(s) independently and thoroughly completed appropriate media analysis tool for primary source(s)</li> <li>- Responses show accuracy</li> </ul>	<ul style="list-style-type: none"> <li>- Reiterates one or two facts from the document but does not offer analysis or interpretation</li> <li>- Demonstrates minimal understanding of the document</li> <li>- Student(s) have completed appropriate media analysis tool with adult assistance for primary source(s)</li> </ul>
<b>Synthesizing Resources</b>	<ul style="list-style-type: none"> <li>- Student compiles information, and presents it in an original way to support theories and offers alternative theories.</li> <li>- Final product contains no errors, utilizes paraphrasing with proper parenthetical notations, and integrates quotes with proper citations</li> <li>- MLA works cited page contains no errors</li> </ul>	<ul style="list-style-type: none"> <li>- Student can compile information and present it in an original way in order to support theories.</li> <li>- Final product contains few errors, utilizes paraphrasing with proper parenthetical notations, and integrates quotes with proper citations</li> <li>- MLA works cited page contains few errors</li> </ul>	<ul style="list-style-type: none"> <li>- Student is missing key information, cannot use information to support theories.</li> <li>- Final product contains frequent errors, utilizes paraphrasing without proper parenthetical notations, and integrates quotes without proper citations</li> <li>- MLA works cited page contains frequent errors</li> </ul>

**\* Place a check in each row as appropriate**

**Student SASID #**

Overall evaluation: ☐ Exceeds Expectations ☐ Meets Expectations ☐ Approaches Expectations ☐ Work Not Submitted Rev. 1/2010



**NORWELL HIGH SCHOOL LEARNING EXPECTATION  
EFFECTIVE WRITERS**

**STUDENT NAME**

**YOG**

**TEACHER NAME**

**DATE**

**ASSIGNMENT**

**COURSE NAME**

**LEVEL CP ☐ H ☐ AP ☐**  
**(Check one)**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>
<b>Central Idea/Point of view on the issue</b>	Effectively and insightfully develops a thesis or point of view on the issue and demonstrates outstanding critical thinking	Develops a thesis or point of view on the issue and demonstrates competent critical thinking	A thesis or point of view on the issue is present but is inconsistent, incomplete, or inaccurate
<b>Development and Organization</b>	Is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas	Is generally organized and focused, demonstrating some coherence and progression of ideas	Is limited in its organization or focus, or may demonstrate some lapses in coherence or progression of ideas
<b>Details/Supporting Evidence/Documentation</b>	Uses clearly appropriate examples, reasons, and other evidence to support the position, as well as content appropriate citation where required	Uses adequate examples, reasons, and other evidence, as well as content appropriate citation where required to, support its position	Uses few or inadequate examples, reasons, or other evidence to support its position, as well as content appropriate citation where required
<b>Language and Mechanics</b>	Exhibits skillful use of language; demonstrates meaningful variety in sentence structure; is free of most errors in grammar, usage, and mechanics	Exhibits adequate facility in the use of language; demonstrates some variety in sentence structure; has some errors in grammar, usage, and mechanics	Displays developing facility in the use of language; lacks variety or demonstrates problems in sentence structure; contains many errors in grammar, usage, and mechanics

**\* Place a check in each row as appropriate**

**Student SASID #**

Overall evaluation: Exceeds Expectations ☐ Meets Expectations ☐ Approaches Expectations ☐ Work Not Submitted ☐

**NORWELL HIGH SCHOOL LEARNING EXPECTATION  
ORAL PRESENTATION**

**STUDENT NAME**

**YOG**

**TEACHER NAME**

**DATE**

**ASSIGNMENT**

**COURSE NAME**

**LEVEL CP ☐ H ☐ AP ☐**  
**(Check one)**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>
<b>Content</b>	Uses the visual cues and a wide variety of vocabulary to effectively communicate a story	Uses the visual cues and an adequate breadth of vocabulary to effectively communicate a story	Does not connect visual cues to a story and/or uses repetitive or elementary vocabulary to tell a story
<b>Audience</b>	Uses a clear voice with appropriate tone, correct pronunciation, appropriate inflections and can be heard by the entire audience throughout the presentation in an exemplary and sophisticated manner	Uses a clear voice with appropriate tone, correct pronunciation, appropriate voice inflections and can be heard by the audience during most of the presentation	Speaks in monotone, mispronounces words, or is not audible to the audience
<b>Development and Organization</b>	Is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas	Is generally organized and focused, demonstrating some coherence and progression of ideas	Is limited in organization or focus, or may demonstrate some lapses in coherence or progression of ideas
<b>Language and Mechanics</b>	Exhibits skillful use of language; demonstrates meaningful variety in sentence structure; is free of most errors in grammar, usage and mechanics	Exhibits adequate facility in the use of language; demonstrates some variety in sentence structure; has some errors in grammar, usage and mechanics	Displays developing facility in the use of language; lacks variety or demonstrates problems in sentence structure; contains many errors in grammar, usage, and mechanics

**\* Place a check in each row as appropriate**

**Student SASID #**

Overall evaluation: ☐ Exceeds Expectations ☐ Meets Expectations ☐ Approaches Expectations ☐ Work Not Submitted

**NORWELL HIGH SCHOOL LEARNING EXPECTATIONS  
REFLECTIVE PROBLEM SOLVERS**

**STUDENT NAME**

**YOG**

**TEACHER NAME**

**DATE**

**ASSIGNMENT**

**COURSE NAME**

**LEVEL CP ☐ H ☐ AP ☐**  
**(Check one)**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>
<b>Knowledge: (gathering data)</b>	- Demonstrates an understanding of all the concepts and processes at hand	- Demonstrates an understanding of most of the concepts and processes at hand	- Demonstrates an understanding of some of the concepts and processes at hand
<b>Computation (equation solving, etc.)</b>	- Clear evidence of doing purposeful data manipulation - Uses a variety of methods to solve problems - Uses technology at an advanced level - Creates visual presentations that are complete, detailed, organized, and creative	- Is able to complete the elements of the task at hand - Correct computational work - Is able to appropriately use technology to solve problems - Is able to appropriately use technology to present information	- Is able to complete most of the elements of the task at hand - Minor computational errors - Has a limited capability of being able to use technology to solve problems - Is able to limitedly use technology to present information
<b>Critical Thinking</b>	- Uses an organized procedure to make sophisticated inferences - Correctly verifies solutions - Evaluates reasonableness - Accurately explains/justifies all results - Draws broad conclusions	- Uses an organized procedure to make inferences - Correctly verifies solutions - Evaluates reasonableness - Explains/justifies results - Draws conclusions	- Recognizes some relationship between the problem at hand and previously learned material - Verifies solutions making minor mistakes in the process - Attempts to explain/justify results
<b>Communication (demonstrating an understanding)</b>	- Clear and detailed explanations - Sophisticated use of terminology and notation - Masterfully able to represent the information visually	- Clear explanations - Effective use of terminology and notation - Able to represent the information visually	- Explanations are missing important components - Uses terminology and notation with minimal mistakes

**\* Place a check in each row as appropriate**

**Student SASID #**

Overall evaluation: Exceeds Expectations ☐ Meets Expectations ☐ Approaches Expectations ☐ Work Not Submitted ☐

## NORWELL HIGH SCHOOL GUIDANCE COUNSELING SERVICES

Counseling services to help in educational, vocational, and personal matters are available to all students and parents. Students are assigned to the same counselor for four years. Both group and personal conferences are arranged in an attempt to meet student's needs. Meetings may be designed to discuss student interests, abilities, course selection, educational/vocational opportunities, or personal/social concerns. Students are encouraged to see their counselor whenever the need arises.

The Guidance Counseling Department provides information, services, and materials for students and parents on topics such as SAT and ACT testing, college, careers and employment, financial aid, scholarships, and the armed services. Counselors also coordinate college fairs and the local scholarship program.

Evening programs are conducted for the convenience of parents on topics related to the transition to Norwell High School and the college search and application process and other adolescent issues. Parents are welcome to make phone or e-mail inquiries or to arrange for individual consultation. The Guidance Counseling Department telephone number is 659-8806 or 659-8807.

A Parent Advisory Group works with staff to help identify and meet needs within the Norwell High School community. If you are interested in participating please contact Ms. Greene at your convenience.

Staff:	Brenda Barrientos	e-mail	<a href="mailto:brenda.barrientos@norwellschools.org">brenda.barrientos@norwellschools.org</a>	phone:	781-659-8806
	Meaghan Dempster	e-mail	<a href="mailto:meaghan.dempster@norwellschools.org">meaghan.dempster@norwellschools.org</a>	phone:	781-659-8806
	Amy Greene	e-mail	<a href="mailto:amy.greene@norwellschools.org">amy.greene@norwellschools.org</a>	phone:	781-659-8806
	Rebecca Prescott	e-mail	<a href="mailto:rebecca.prescott@norwellschools.org">rebecca.prescott@norwellschools.org</a>	phone:	781-659-8806

## COURSE LEVELS

The educational program at Norwell High School is based on the fundamental belief that our students are life-long learners, and that Norwell High School is responsible for providing its students with a variety of learning opportunities. **All courses offered at Norwell High School are considered college-preparatory.** While courses vary in difficulty, intensity, and pace, all courses operate on the premise that students are active learners who are engaged in the educational process.

Course levels are designed to provide the maximum intellectual challenge to each student. Students, and their parents/guardians, need to make decisions about the courses they will register for based on:

- past academic performance
- teacher recommendations
- advice from their school counselor

Students are reminded that while there are external pressures to take as many Honors and Advanced Placement (AP) courses as possible, a **balanced** schedule of courses is crucial for students' overall well-being. Students who choose to take Honors and AP courses must be prepared to balance their personal, and outside of school interests, with the significant amount of time and effort it may take to be academically successful.

The descriptions of course levels below are intended to provide an overview of the expectations of students in each level.

### College Preparatory (CP)

**ALL** academic courses at Norwell High School, regardless of level designation, are designed to prepare students for the pursuit of post-secondary education. To prepare students for success in higher education, CP courses are designed to allow students to develop positive learning habits in addition to mastering the prescribed curriculum. Students taking a course for CP credit can expect to receive some level of guided instruction, have homework assignments most nights, and demonstrate their knowledge, skills, and understanding of course content through a variety of assessments.

## **Honors (H)**

Honors courses at Norwell High School are designated as such because the pace, daily expectations, and workload are significantly more demanding than those of CP courses. Honors courses require a high level of self-directed student work and prioritization. Students taking a course for Honors credit can expect to demonstrate critical thinking and reasoning skills with great frequency, be responsible for more complex reading and projects outside the scope of day-to-day classes, and demonstrate their knowledge, skills, and understanding of course content through more complex assessments that often require students to apply recently learned material to new situations.

## **Advanced Placement (AP)**

The Advanced Placement (AP) Program affords students the opportunity to pursue college-level coursework while in high school and to potentially earn AP credit at colleges and universities that are willing to grant credit (see individual institution's policy with regard to AP credit). All Advanced Placement courses at Norwell High School meet the College Board's rigorous standards and are guided by course syllabi that are approved through the AP Audit process. There is a College Board exam fee associated with this course level. Students will be required to pay exam fees by September 30<sup>th</sup>. If a student has financial difficulty with the fees, they should contact the assistant principal prior to September 30<sup>th</sup>. Any student not paying the required fee by September 30<sup>th</sup> will be un-enrolled from the AP class and placed in an appropriate Honors level class.

## **Advanced Placement Philosophy**

Norwell High School is committed to the principle that all students are entitled to access opportunities to participate in rich and rigorous curricula. In keeping with this belief, students are encouraged to engage in Advanced Placement coursework when appropriate. As a learning community, we believe that students benefit from the challenge of engaging in college-level coursework during their high school experience. Norwell High School emphasizes student participation over prerequisites in its approach to AP access.

A body of research suggests that students who engage in Advanced Placement coursework in high school are more likely to be successful in their post-secondary education. These students may apply credits earned from achieving a qualifying score on an Advanced Placement exam to place out of introductory courses, are able to engage in more rigorous coursework sooner in their post-secondary education, and are more likely to complete a bachelor's degree in four years than students who have not engaged in Advanced Placement coursework.

Advanced Placement coursework mirrors the experience students would have in an introductory course at the college- or university-level. Students enrolled in Advanced Placement courses are expected to demonstrate independence and initiative. Expectations of students in Advanced Placement courses include daily reading, independent learning that may take place outside of the classroom, and ongoing long-term assignments.

When deciding whether to enroll in an Advanced Placement course, students and parents are encouraged to think about how the workload of an Advanced Placement course will be balanced with the demands of the student's other courses, co-curricular and athletic participation, and other responsibilities. Structures and procedures are in place that enable the school counselors to review students' course selections to ensure that students' schedules are realistic and balanced.

Students who enroll in an Advanced Placement course are expected to take the AP exam in May. There is a College Board exam fee associated with the AP exam. Students will be required to pay exam fees by September 30<sup>th</sup>. If a student has financial difficulty with the fees, they should contact the assistant principal prior to September 30<sup>th</sup>. Any student not paying the required fee by September 30<sup>th</sup> will be un-enrolled from the AP class and placed in an appropriate Honors level class.

# GRADUATION AND PROMOTION POLICIES

**All students must earn 110 academic credits in order to qualify for a diploma. Students must successfully complete the following distribution requirements:**

- 4 years of English
- 4 years of Mathematics
- 4 years of Social Studies (includes one (1) year of US History)
- 4 years of Science (includes 1 each of Biology, Chemistry and Physics)
- 3 years of a World Language (Students must either successfully complete the third year of study of the same language, of which two years are completed at Norwell High School, **OR** complete three years of study of a combination of languages).
- 4 semesters of Unified Arts (Art, Music, Theater, or Applied Technology). Students must take at least one (1) semester of an Art, Music, or Theater course.
- Students need to complete PE/Health I and II and two (2) PE/Wellness electives before graduation.

State law requires that students must participate in physical education during the school year.

## **Norwell High School Learning Expectations Graduation Requirements:**

Students' performance levels on the Norwell High School Learning Expectations are assessed each semester and reported on the semester report cards.

In order to graduate students must receive a performance level of **Meets Expectations** in English, mathematics, social studies and science. Students can earn their graduation status by meeting expectations during one semester in their junior year in English, mathematics, social studies and science. Students can earn their graduation status in social studies in the second semester of their sophomore or junior year once their research projects/papers are complete.

*Students can receive recognition of commitment to fulfill the Norwell High School Learning Expectations in art, world language, music, applied technology, and or theater by meeting expectations during a semester after their fourth semester of study within a specific subject.*

*Students may substitute one of the recognition subjects for one of the four-year requirement courses only once. If they do so, they will not receive recognition in that subject.*

**\*Based upon their learning profile students may apply for a waiver to a graduation requirement and may be waived from that requirement with the principal's approval. Students must apply for said waiver and must provide documentation to support their request.**

# MCAS

Norwell High School's curriculum is designed to meet the state frameworks upon which the MCAS tests are based. Support services and tutorials are required for students who may be at-risk for passing these exams. In accordance with state law all Norwell High School students must meet the Competency Determination (CD) standard in order to receive a high school diploma.

- Students must earn a passing score on the MCAS tests in English Language Arts (ELA) and Mathematics, and one of the Science and Technology/Engineering (STE) tests (Biology, Chemistry, Introductory Physics, and Technology/Engineering) to meet their CD requirement.
- Because of the transition to the next-generation MCAS tests (MCAS/Nextgen/default.html), there are currently different CD requirements depending on the student's original class, as shown in the table below. Requirements for the classes of 2022 – 2024 reflect an interim passing standard for ELA and Mathematics defining a level of achievement on the new tests that is similar to the standard on the legacy tests.

	CLASS 2022 - 2024	CLASS 2022 - 2024
	OPTION 1	OPTION 2
<b><u>ELA</u></b>	Earn a score of 472 or higher	Earn a score between 455 and 471 <b>and</b>  Fulfill the requirements of an Educational Proficiency Plan
<b><u>MATHMATICS</u></b>	Earn a score of 486 or higher	Earn a score between 469 and 485 <b>and</b>  Fulfill the requirements of an Educational Proficiency Plan
<b><u>STE</u></b>	Earn a score of 220 or higher	N/A

Each Educational Proficiency Plan will include, at a minimum:

- A review of the student's strengths and weaknesses, based on MCAS and other assessment results, coursework, grades, and teacher input;
- The courses the student will be required to take and successfully complete in grades 11 and 12; and
- A description of the assessments the school will administer on a regular basis to determine if the student is moving toward proficiency.

# GRADE POINT AVERAGES

A student's grade point average is used by colleges and universities as a relative measure of his or her academic strength and potential. The GPA is calculated by assigning a point value to those final grades earned in academic courses (English, Mathematics, Science, Social Studies, World Language, and AP Art) and averaging their sum total.

The first calculated GPA includes final grades for freshman and sophomore year along with first semester junior year.

## Weighting Differential

LETTER GRADE	NUMERICAL GRADE	CP	HONORS	AP
A	94-100	3.75	4.0	4.25
A-	90-93	3.5	3.75	4.0
B+	87-89	3.25	3.5	3.75
B	83-86	3.0	3.25	3.5
B-	80-82	2.75	3.0	3.25
C+	77-79	2.5	2.75	3.0
C	73-76	2.25	2.5	2.75
C-	70-72	2.0	2.25	2.5
D+	67-69	1.75	2.0	2.25
D	63-66	1.5	1.75	2.0
D-	60-62	1.25	1.5	1.75
F	59 or below	0	0	0

When in unique situations, a student is allowed to take a class for a grade of "Pass" or "Fail", "Pass" work is equivalent to the work required to earn a grade of "C" in that class. For the purposes of GPA, the "Pass" will be figured in at the value of a "C" in that course

N- no grade.

Students absent for documented medical reasons and are unable to complete required course work will receive an N, no grade for the term.

A student who receives 2 N's may lose credit for the year. A meeting involving administration, parents, teachers and the student will be held to determine the academic outcome.

Students who are tutored outside of school for extended periods of time will also receive an N grade. It is Norwell High School's belief that students need to be in class to receive credit.



## **DIRECTIONS FOR COURSE SELECTION**

All students are required to carry a full course load (30 cr./year). Students should make seven or eight selections. Students should review graduation requirements prior to selecting courses. Note that some courses have limited enrollment or sequential restrictions. If applicable, course prerequisites are noted in the course descriptions. Courses designated with 2.5 credits are one semester courses.

Students with Individual Education Programs (IEP's) requiring direct service will have their schedules adjusted as needed. Schedule conflicts may prevent some students from obtaining all courses selected. Under-enrolled courses may be cancelled. Eleventh and twelfth grade students receive priority in scheduling.

### **GRADE 8**

Students will be assigned to major subject courses according to course prerequisites and teacher recommendations.

Course prerequisites:

College Prep Level Class – successful completion of the preceding class in that subject area.

Honors Level Class – A grade of B- or better in a preceding grade 8 Accelerated Class or a grade of A- or better in a preceding grade 8 Standard Level Class.

Biology Level Placements – Teacher recommendation based upon a rubric and point assignment for three terms of grades.

See World Language course descriptions for additional requirements for continuing in a sequential foreign language course study.

Teachers will submit course recommendations into the Aspen portal. Instructions on this process will be mailed home, and also available on the website. Academic levels for which a prerequisite has been met can be changed by the student/parent. For desired changes for which a prerequisite is not met, refer to the waiver policy on the Norwell High School website.

### **GRADES 9- 11**

Teachers will submit course recommendations into the Aspen portal. Instructions on this process will be available on the website.

Should the student/parent disagree with a recommendation, the course can be changed if the course prerequisite has been met. For desired changes for which a prerequisite is not met, refer to the waiver policy on the Norwell High School website.

# IMPORTANT GUIDELINES FOR ALL NORWELL HIGH SCHOOL STUDENTS

## PREFACE:

The offering of courses outlined in the Norwell High School *Program of Studies* is subject to:

- School Committee Approval
- Budget Decisions
- Student Enrollment
- Teacher Availability

## FULL ACADEMIC SCHEDULE:

All students are required to have full academic schedules (a minimum of 30 credits).

## PREREQUISITES:

- Prerequisites for grades 9, 10, and 11 will be based upon the average grade of terms 1, 2 and 3.
- Grade prerequisites for all honors and advanced placement classes are as follows:

**Honors:** B- in a preceding honors course or B+ in a preceding college prep course.

**Advanced Placement:** B+ in a preceding honors course, or A- in a preceding college prep course. Students who sign up for an AP course must turn in an AP agreement form signed by the student and parent.

See World Language course descriptions for additional requirements for continuing in a sequential foreign language course of study.

## WAIVER POLICY:

A course prerequisite may be waived with written permission of the Principal. To attain a waiver the student must complete a waiver form and write a personal narrative explaining why the waiver should be granted. All waiver requests must be turned in to the high school principal. Decisions granting waivers are based upon the student's record and available space.

## GRADUATION REQUIREMENT WAIVER:

Based upon their learning profile students may apply for a waiver to a graduation requirement and may be waived from that requirement with the principal's approval. Students must apply for said waiver and must provide documentation to support their request.

## CANCELLED COURSES:

The Administration reserves the right to cancel courses based upon enrollment or staffing variables.

## RANK IN CLASS:

Norwell High School does not calculate rank-in-class.

## **AP TEST POLICY:**

Students enrolled in Advanced Placement courses must take the college board AP exam in that course in order to receive “AP” credit on their transcripts. Students enrolled in AP courses who do not take the exam will receive “Honors” credit on their official school transcripts. Students will be required to pay exam fees by September 30<sup>th</sup>. Students who are enrolled in 4 or more AP courses may request an exam waiver for this requirement for their 4th course and beyond.

## **COURSE/SCHEDULE CHANGE POLICY:**

The master schedule of courses at Norwell High School is determined by students’ course requests. While the school does its best to accommodate course choices, not all student requests can be honored because of budget decisions, scheduling constraints, student enrollment, and teacher availability.

While some course changes are unavoidable, the following framework has been established to ensure that only essential course/schedule changes are made:

- Course/schedule changes will only be made in cases where the student requests a change in course level or to a new course.
- Course/schedule changes will not be made to accommodate student requests for a specific teacher.
- No course/schedule changes will be entertained during the first cycle (7 school days) of the school year.
- Course/schedule changes may be proposed at the start of the second cycle (8<sup>th</sup> school day) of the school year.
- Students who drop a course after the first interim report will receive a “W” (withdraw) on their transcript.

Any request for a course/selection change may require a meeting of the student, parent, school counselor and teacher to discuss the potential change.

## **INCOMPLETE POLICY:**

All incompletes must be made up by the following term’s midterm. Extended incomplete grades require a written letter of waiver that is approved by the principal.

## **ATTENDANCE AND CREDIT:**

Students who are absent 10 or more days in a semester will be denied semester credit for that course. The only absences excused will be those necessitated by school-sponsored field trips or for medical reasons documented by a medical professional. Missing more than 15 minutes from a class will be considered an unexcused absence from that class. In addition, juniors are granted a total of three (3) days and seniors are granted a total of five (5) days excused absences for college/career planning purposes. These absences will only be excused if the student presents documentation from the admissions office of the school that he or she visited. Parents and guardians are expected to inform the school of any and all of their child's (children's) absences.

Students considering an *Internship Program* during term 4 of their senior year must not accrue more than five absences during the 3rd term, in order to maintain eligibility.

### **DENIAL OF CREDIT**

Credit for courses is awarded on a semester (half-year) basis. Any student who has 10 total absences during a semester will be denied the 2.5 credits for that course. Upon successful completion, year-long academic courses award 5 credits and semester-long courses award 2.5 credits.

In keeping with the school's commitment to due process, the following steps will be attempted before denying any student academic credit:

- An attempt will be made to phone the parents/guardians of absent students every day.
- After five (5) absences parents/guardians will be notified in writing of their child's attendance status and its threat to academic credit.
- After 10 absences from any class within a semester, a letter will be sent home which formally denies credit. The students and parent/guardian may appeal the credit denial to the Attendance Review Board.

## **COURSE FAILURE:**

Failure in any course will result in a denial of credit. In order to receive NHS credit for a failed course, a student must attend an approved summer school. In order to be eligible for a summer school course, the student must have attained a grade of at least 50% in the failed course. Students may not apply any more than 20 credits earned in certified outside programs (summer school, night school, etc.) toward the diploma. Transfer students are exempt from this as approved by the administration.

## **NHS TRANSCRIPT:**

The official transcript includes a list of subjects taken, final grades earned, and credits assigned for courses taken at Norwell High School. It also includes the student's cumulative GPA, once it has been calculated.

## **DUAL ENROLLMENT:**

Currently enrolled Massachusetts public high school juniors and seniors who are in good academic standing at their high school and/or who have been recommended by high school principals, guidance counselors and/or teachers, will be eligible for consideration to enroll full time or take individual courses at Massachusetts public institutions of higher education. Students participating in dual enrollment may earn credit (s) that meets requirements for high school graduation and higher education matriculation. Students must have attained a 3.0 GPA or better, in order to be eligible. Dual enrollment courses are included on student transcripts and carry AP weight in students' GPA. Courses taken for enrichment are not included on the transcript or in the GPA.

Norwell High School students wishing to participate in the Dual Enrollment Program must apply through the NHS Guidance Department and must have the approval of the principal. There is currently no state funding for dual enrollment coursework. Reduced tuition may be available.

## **HONOR ROLL:**

High Honors – A student must achieve no less than 5 A's or A-'s and no grade lower than a B-.  
Honor Roll – A student must achieve a B- or better in all courses receiving letter grades.

## **SPECIAL CASES:**

In the event that a student requests to take a course outside of the scope and sequence prescribed in the *Program of Studies*, the principal has the discretion to determine any conditions or provisions that will need to be met before approval is granted.

# ARTS & WELLNESS DEPARTMENT

## VISUAL ARTS

The Visual Arts program offers courses in a sequential order. In Art I and II students develop skills with a wide range of materials used in drawing, painting, printmaking, ceramics, and other forms of visual production. The students learn the historical background of the styles of art they create. Critique is introduced as a way of articulating purpose and result as it relates to student work. In the more advanced elective courses, students enhance the previously learned skills and are also directed toward more in-depth work utilizing their own aesthetics, abilities, and process. AP Studio Art is offered to motivated upperclassmen who are interested in pursuing our most rigorous visual art course.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Art I	Art I	Art I	Art I
	Art II	Art II	Art II
	Digital Photography & Mixed Media	Digital Photography & Mixed Media	Digital Photography & Mixed Media
	Ceramics I	Ceramics I	Ceramics I
		Ceramics II	Ceramics II
		Advanced Studies I	Advanced Studies II
			AP Studio Art: Drawing
			AP Studio Art: 2-D Design
			AP Studio Art: 3-D Design

### Art I, Grades 9-12, 5.00 cr.

**855**

This is the foundation course in the art course sequence. In it, students experiment with a variety of materials and processes. They learn basic visual arts concepts and vocabulary in both two and three-dimensional design. Students will draw, paint, sculpt, and work with printmaking. They will work with the elements of art and principles of design that constitute a language common to all the visual arts. In this course, homework is assigned on a weekly basis. The course is open to all students.

### Art II, Grades 10-12, 5.00 cr.

**860**

Prerequisite: Art I

This full-year course builds on the Art I foundation. Art II will provide a greater range of personal expression, with opportunities for more in-depth art experiences using a range of two and three-dimensional media. The course emphasizes the learning of strong drawing skills using observation, perspective, and spatial illusion. Art experiences include observational drawing, creative problem solving, and aesthetic understanding. In all their work, students will implement sequential steps for project development. Homework is assigned on a more intense basis.

**Ceramics I, Grades 10-12, 2.5 cr.**

**Prerequisite: Art I**

**861**

This semester course introduces students to clay. Students will have the opportunity to explore the properties of the medium expressed through both functional and decorative ware. Each student will experience the three basic hand building methods (pinch, coil, slab), the basics of the wheel, various surface decoration techniques, and the glazing and firing of all completed pieces.

**Ceramics II, Grades 11-12, 2.5 cr.**

**Prerequisite: Ceramics 1**

**859**

This course will give students the opportunity to pursue the clay pottery media in more depth and breadth. Students will venture into wheel thrown and hand building methods to establish a technique with more repetition, refinement and personal voice. Major projects will include construction of larger and taller vessels along with covered pieces, as well as pieces with handle and teapots. Students will also make works that combine methods of construction and create pieces that are non-traditional vessels and may not have a function. An individual study of the masters as it applies to the direction of student work will be required. Previous concepts from Art I, Ceramics 1 and Art II will be investigated in more depth and an increased volume of work will be required. This course is designed for the serious art student who wants to experience and understand the ceramic process on a deeper level.

**Digital Photography and Mixed Media, 2.5 cr.**

**Prerequisite: Art I**

**880**

This half year course introduces students to the world of digital photography and computer-generated art and design alongside traditional mixed media techniques.

Students taking this course will learn the fundamentals of camera functions and digital manipulation tools using Adobe Photoshop. Students are required to take photographs in and outside of school as they build both design and conceptual skills through a series of guided projects. Students will experiment with combinations of collage, painting, drawing, printmaking, and sculpture using their own photographs and digital work. Study of successful artists and photographers and critiques will aid learning. Upon successful completion of this course, students will be ready for more advanced creative work in the areas of photography, digital design and mixed media.

**Advanced Studies in Visual Arts I and II, 5.0 cr.**

**Prerequisite: Art I and II**

**865 – Visual Arts I**

**870 - Visual Arts II**

This full-year art course expands upon skills developed in previous art classes. Advanced Study students work towards advanced technical skills in a chosen media, including but not limited to: Drawing, Painting, 2D Design and Printmaking, Sculpture or Photography and Digital Imaging. Students focus on their personal growth and strive to develop a personal voice in their work. A high level of competence will be expected with project development and problem solving, as these skills enable students to push the boundaries of visual concepts and thematic focus. Students must have a strong grasp of the Elements of Art, the Principles of Design, and participate in critical analysis of both their work and the work of others. There will be a homework obligation. A portfolio will be assembled for possible use during college interviews. Upon completion of this course, if a student does not wish to advance to AP Art, they may enroll in this course a second time for credit.

**AP Studio Art: 2-D Design, 5.00 cr., Instructor approval necessary**

**Prerequisite: Advanced Studies in Visual Art**

There is a college board exam fee associated with this course.

**876**

This course is rigorous and requires consistent in-depth homework that will take approximately 4-6 hours a week. Students are expected to be able to follow through with all aspects of developing a visual work that demonstrates a high degree of skill, creativity, and knowledge of varied art processes. The work will be held to the College Board criteria and standards when assessed. Open to seniors who are interested in developing a portfolio and receiving credit from colleges for advanced art work. Juniors and Seniors that have not completed an advanced art course but would still like to be considered for the class must approach the art teachers in the spring to initiate the portfolio review process, which will assess students' readiness for AP-level curriculum based on work ethic, quality, and volume. The teachers will then make a formal recommendation to the student's guidance counselor regarding the most appropriate course for the student. Projects to be completed over the summer prior to the fall semester will be assigned. Students are expected to complete the College Board AP exam, which is given in May. Students' grades in this course will be calculated a part of their weighted grade point average (GPA).

**AP Studio Art: Drawing, Grade 12, 5.00 cr., Instructor approval necessary**

**Prerequisite: Advanced Studies in Visual Art**

There is a college board exam fee associated with this course.

**875**

This course is rigorous and requires consistent in-depth homework that will take approximately 4-6 hours a week. Students are expected to be able to follow through with all aspects of developing a visual work that demonstrates a high degree of skill, creativity, and knowledge of varied art processes. The work will be held to the College Board criteria and standards when assessed. Open to seniors who are interested in developing a portfolio and receiving credit from colleges for advanced art work. Juniors and Seniors that have not completed an advanced art course but would still like to be considered for the class must approach the art teachers in the spring to initiate the portfolio review process, which will assess students' readiness for AP-level curriculum based on work ethic, quality, and volume. The teachers will then make a formal recommendation to the student's guidance counselor regarding the most appropriate course for the student. . Projects to be completed over the summer prior to the fall semester will be assigned. Students are expected to complete the College Board AP exam, which is given in May. Students' grades in this course will be calculated a part of their weighted grade point average (GPA).

**AP Studio Art: 3-D Design, Grade 12, 5.00 cr., Instructor approval necessary**

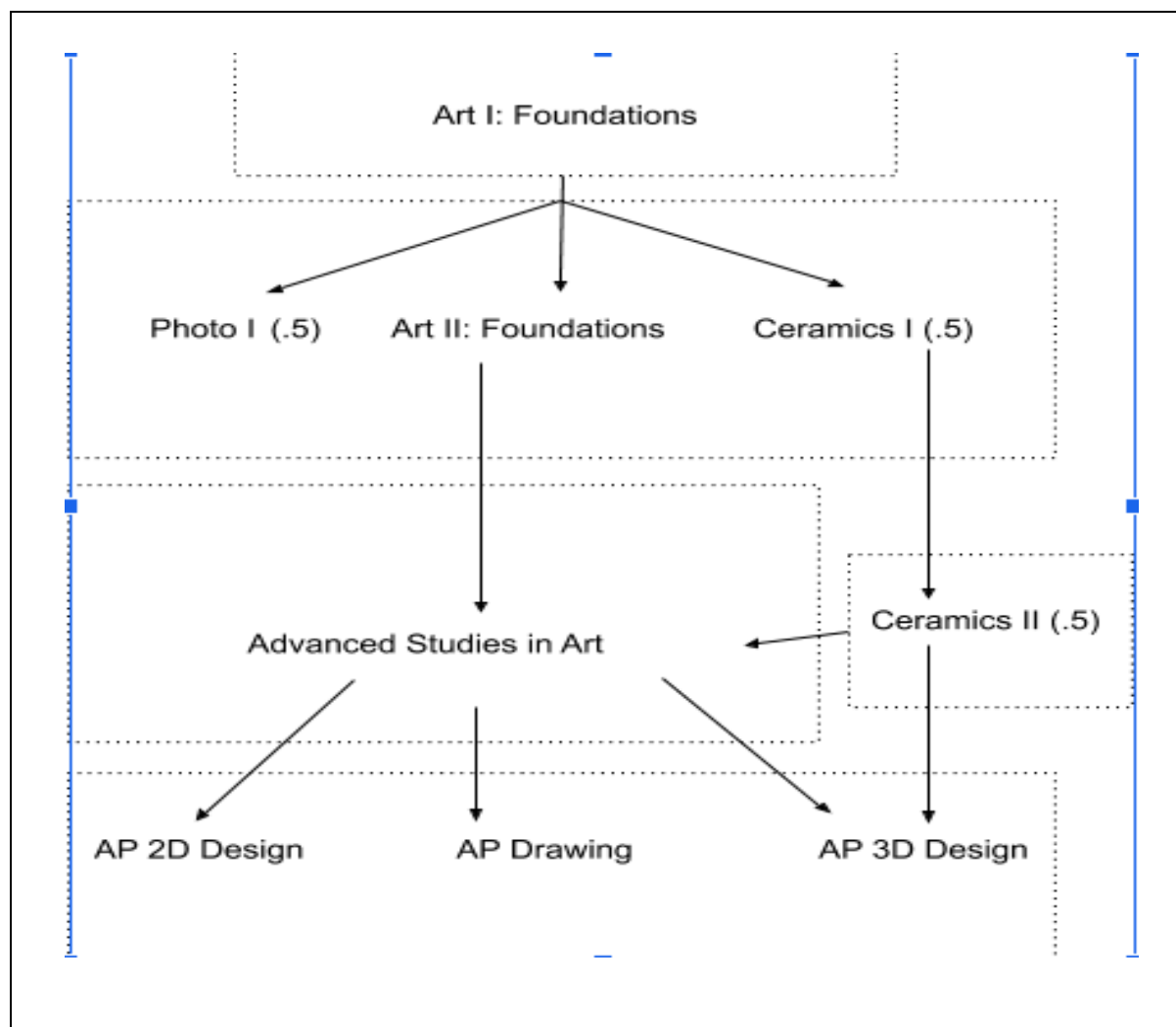
**Prerequisite: Advanced Studies in Visual Art**

There is a college board exam fee associated with this course.

**874**

This course is rigorous and requires consistent in-depth homework that will take approximately 4-6 hours a week. Students are expected to be able to follow through with all aspects of developing a visual work that demonstrates a high degree of skill, creativity, and knowledge of varied art processes. The work will be held to the College Board criteria and standards when assessed. Open to seniors who are interested in developing a portfolio and receiving credit from colleges for advanced art work. Juniors and Seniors that have not completed an advanced art course but would still like to be considered for the class must approach the art teachers in the spring to initiate the portfolio review process, which will assess students' readiness for AP-level curriculum based on work ethic, quality, and volume. The teachers will then make a formal recommendation to the student's guidance counselor regarding the most appropriate course for the student. Projects to be completed over the summer prior to the fall semester will be assigned. Students are expected to complete the College Board AP exam, which is given in May. Students' grades in this course will be calculated a part of their weighted grade point average (GPA).





# MUSIC

The music program offers students opportunities in instrumental and vocal music as well as in the study of music theory, history and technology. Students in the music program will be exposed to classical, folk, standard, pop and contemporary music of countries with varied ethnic and cultural heritages. Students in ensemble-based courses are required to participate in all events and performances scheduled for their ensemble(s).

All music courses are open to students in grades 9-12 provided they also meet all other prerequisites as needed.

<b>GRADE 9</b>	<b>GRADE 10</b>	<b>GRADE 11</b>	<b>GRADE 12</b>
Symphonic Band	Symphonic Band	Symphonic Band	Symphonic Band
Wind Ensemble	Wind Ensemble	Wind Ensemble	Wind Ensemble
Jazz Workshop	Jazz Workshop	Jazz Workshop	Jazz Workshop
Jazz Ensemble	Jazz Ensemble	Jazz Ensemble	Jazz Ensemble
Chorus	Chorus	Chorus	Chorus
Music Theory and Composition	Music Theory and Composition	Music Theory and Composition	Music Theory and Composition

## **Symphonic Band, Grades 9-12, 5.00 cr.**

**815**

The Symphonic Band is open to all wind, brass and percussion performers, regardless of level of experience. Students must have at least rudimentary music-reading skills in order to enroll. In this ensemble, students will learn the habits, skills and techniques involved in expressive musical performance through the study and performance of high-quality wind literature. The ensemble traditionally performs at several major concerts and chamber performances in the course of the school year; additionally, its students perform outreach performances at the other Norwell schools and in the community as well as on Memorial Day and at Graduation. Students in the Symphonic Band also have the opportunity to perform with the Pep Band at home football games, as well as travel to festivals, concerts and other music-oriented events and perform off campus. Qualified and interested students will have the opportunity to audition for local, district, state and regional music festivals. Only participating students with good standing in the music program will be allowed to represent Norwell High School at school-sponsored music festivals. Private study on the student's primary instrument is recommended but not required for enrollment. Students who qualify for enrollment in the Wind Ensemble may enroll concurrently in Symphonic Band, provided they perform on a secondary instrument.

## **Wind Ensemble, Grades 9-12, 5.00 cr.**

**817**

The Wind Ensemble is the premier wind band at NHS and is open to wind, brass and percussion performers by audition or director recommendation only. In this advanced ensemble, students will refine the habits, skills and techniques involved in expressive music performance through the study and performance of high quality, advanced wind literature. The ensemble is mostly one student per part, made up mostly of students with one or more years of experience in the Symphonic Band, although exceptionally qualified freshmen may enroll with director recommendation. The ensemble traditionally performs at several major concerts and chamber performances during the course of the school year; additionally, its students perform outreach performances at the other Norwell schools and in the community as well as on Memorial Day and at Graduation. Students in the Wind Ensemble also have the opportunity to perform with the Pep Band at home football games, as well as travel to festivals, concerts and other music-oriented events and perform off campus. Qualified and interested students will have the opportunity to audition for local, district, state and regional music festivals. Only participating students with good standing in the music program will be allowed to represent Norwell High School at school-sponsored music festivals. Private study on the student's primary instrument is strongly recommended but not required for enrollment.

### **Jazz Workshop, Grades 9-12, 5.00 cr.**

**Prerequisite: At least one-year organized playing experience, either in an ensemble or in lessons- OR recommendation of the instructor.**

#### **820**

Norwell High School's Jazz Workshop is open to wind, percussion, string and vocal performers. Concurrent membership in Symphonic Band (815) or Wind Ensemble (817) is required for wind and percussion players; exceptions are permitted only at the discretion of the director. The Jazz Workshop serves as a developmental laboratory in which students can explore and perform music in jazz, rock, Latin, fusion and other styles. The course focuses on fundamentals of jazz performance, ensemble interaction and basic improvisational techniques and also incorporates elements of music theory and history. This course is intended mostly for students with limited jazz performance experience. Enrollment in the course does not guarantee participation in performances by Norwell High School Jazz Ensembles. Private study on the student's primary instrument is strongly recommended but not required for enrollment.

### **Jazz Ensemble, Grades 9-12, 5.00 cr.**

**Prerequisite: recommendation of the instructor.**

#### **816**

Norwell High School's Jazz Ensemble is open to saxophone, trombone, trumpet, rhythm section and vocal performers and requires director recommendation for enrollment. Concurrent membership in Symphonic Band (815) or Wind Ensemble (817) is required for wind and percussion players; exceptions are permitted only at the discretion of the director. The Jazz Ensemble is a big band-style ensemble wherein students learn the habits, skills and techniques necessary for expressive music performance through the study of jazz, rock, Latin, fusion and other styles of music with an emphasis on ensemble interaction and improvisation. The course is designed for students with significant experience in jazz performance. Private study on the student's primary instrument is strongly recommended but not required for enrollment.

### **Chorus, Grades 9-12, 5.00 cr.**

#### **825**

Chorus is open to all students grades 9-12; no prior musical experience is required. The course will focus on improving performance technique and exposing students for music from a variety of genres, including classical, folk, jazz, Broadway musicals, early music and popular standards. Students will also learn some elementary concepts of music theory. Performances include a minimum of three to four evening concerts; students will also be allowed to audition for various regional honor ensembles.

### **Music Theory and Composition, Grades 9-12, 5.00 cr.**

**Prerequisite: recommendation of the instructor.**

#### **835**

This course focuses on both auditory and written comprehension of elementary concepts of music theory and composition. Topics to be studied include: elements of melody, harmony, form and structure, counterpoint and voice leading, the analysis of music in the tonal, post-tonal and jazz/rock idioms and basic compositional skills. Students will be required to read, listen critically to and notate music (both by hand and by computer). There will be regular written and listening work as well as periodic quizzes. This course is strongly recommended for students with a deep interest in music or a desire to study music at the college level. Students must have at least rudimentary music-reading skills in order to enroll.

### **History of Modern Music, Grades 9-12, 2.50 cr.**

**828**

An in-depth study of music since the invention of recording technology and the ways in which it has both reflected and predicted societal change. Focused primarily on the United States, this course is a journey through all of the major musical genres of the 20th and 21st centuries, from post-Romantic and neoclassical music, through jazz, rock and roll, hip hop and the many intertwined popular genres of today. In addition to studying the ways in which older genres evolve into newer styles of music, students will study many of the major historical events of the 20th century and the ways in which people dealt with those events through the music they created. This course is designed as a seminar, with opportunities for discussion, research, writing and oral presentation.

### **Music and Revolution, Grades 9-12, 2.50 cr.**

**830**

An in-depth study of several major works in Western art music that were both revolutionary in their own right and that paralleled revolutions in society, as well as the role of music in societal protest. Students study Beethoven's Symphony No. 3 (*Eroica*) both as a turning point in the orchestral symphony and as a reflection of the promise of the French Revolution, as well as Stravinsky's *Rite of Spring*, a work so revolutionary that it caused a riot at its premiere in 1913 on the eve of the First World War, and Shostakovich's Symphony No. 5, written under the spectre of Soviet cultural oppression. They also study music that accompanied the great shifts that came as a result of the Civil Rights Movement, the Cold War and conflicts of today. This course is designed as a seminar, with plenty of opportunities for discussion, research, writing and oral presentation.

### **Musical Theatre, Grades 9-12, 2.50 cr.**

**831**

Students will learn the basics of performance in the genre of musical theatre, through the study and practice of fundamental vocal techniques (breathing, posture, tone production, diction, etc.), the study of music reading and literature, and the performance of standard repertoire from Broadway musicals and the Great American Songbook.

### **Vocal Workshop, Grades 9-12, 2.50 cr.**

**832**

Students will learn about the basics of classical vocal performance and the history of opera through the study and practice of fundamental vocal techniques (breathing, posture, tone production, diction, etc.), the study of music reading and literature, and the performance of standard repertoire from operas, cantatas, song cycles and other classical genres of vocal music.

### **Music Technology, Grades 9-12, 2.50 cr.**

**833**

Students will learn about the basics of music technology, focusing on three major areas: live sound reinforcement, recording technology and techniques, and digital composition and editing tools. Students will gain practical experience in providing sound support for live events and in creating, recording and editing their own material and the material of others (podcasts, original music, etc.).

### **Guitar Workshop, Grades 9-12, 2.50 cr.**

**834**

Students will learn the basics of guitar playing - chords, scales, strumming patterns, fingerpicking and more. Students are expected to have little or no experience playing guitar and will be learning techniques on a very fundamental level.

# THEATER

The Theater program offers students opportunities in performance and technical Theater as well as in the study of Theater history, play analysis, public speaking and public communication in general, and set and costume design. Students in the Theater program will be exposed to the work of playwrights from a range of eras, genres, and styles. Students will be encouraged to but not required to participate in the school's play productions.

<b>GRADE 9</b>	<b>GRADE 10</b>	<b>GRADE 11</b>	<b>GRADE 12</b>
Theater/Stagecraft	Theater/Stagecraft	Theater/Stagecraft	Theater/Stagecraft
Acting/Public Speaking I	Acting/Public Speaking I	Acting/ Public Speaking I	Acting/Public Speaking I
	Acting/Public Speaking II	Acting/Public Speaking II	Acting/Public Speaking II
Screenwriting	Screenwriting	Screenwriting	Screenwriting
Theater Appreciation	Theater Appreciation	Theater Appreciation	Theater Appreciation
Playwriting Workshop	Playwriting Workshop	Playwriting Workshop	Playwriting Workshop
Acting Ensemble	Acting Ensemble	Acting Ensemble	Acting Ensemble
Theater I	Theater I	Theater I	Theater I
	Theater II	Theater II	Theater II

## **Theater/Stagecraft, Grades 9–12, 2.50 cr.**

**770**

This course is designed to provide students with a basic understanding of the fundamentals of the history of theater and of the key elements of technical theater. The coursework will include development of western theater through the Greeks, Romans, Middle Ages, Renaissance and modern periods. It will also focus on elements of the sequencing of a production, responsibility for properties, costumes and make-up, set design, set construction, set painting, lighting, light design, and sound. Students will learn about the different aspects of theater through hands-on experiences, discussions, and independent projects. Students will be encouraged to serve on running crews for productions concurrent with the semester of the course.

## **Acting/Public Speaking I, Grades 9-12, 2.50 cr.**

**636**

Students will study the craft of acting/public speaking with a focus on improvisation, acting exercises and activities and an introduction to the basics of scripted drama. Units in the course will be designed to develop the performance skills of spontaneity, listening and creating with a group as well as an understanding of the working and the aesthetics of theater. Students will learn the skills involved in voice production for the stage and the building blocks of comedic and dramatic improvisation. The culminating experience of the course will be an in-class performance of a scripted scene.

## **Acting/Public Speaking II, Grades 10-12, 2.50 cr.**

**637**

### **Prerequisite: Acting/Public Speaking I or permission of the instructor**

Students will have the opportunity to explore and apply the basic principles and techniques of effective, imaginative, and honest stage acting. Students will be engaged in structured improvised scenes and monologues, as well as scripted scenes. They will develop skills in scene work and performance by focusing on the interpretation of dramatic structure, building strength and variety in their vocal work and making strong and specific choices in characterization. Students will work with scripted material and generate their own scripts for performance. The class will culminate in presentations of student work.

## **Screenwriting, Grades 9-12, 2.50 cr.**

**772**

Introduction to and overview of the elements of theme, plot, character, and dialogue in dramatic writing for film. Students will develop concepts, story outlines, treatments, and screenplays for various cinematic forms. Styles will include short and feature-length film as well as episodic television. Short and feature film assignments will include original ideas and focus on structure, character, and cinematic elements from individual scenes to complete feature films. Students will also study the structure and planning of episodic television, including developing scenes for existing television programs, as well as pilot episodes, character breakdowns, and storylines for an original dramatic or comedic series. Writing assignments will be supplemented by structural analysis of films and television series, development of professional screenwriters' vocabulary for constructing, deconstructing, and reconstructing their own work.

## **Theater Appreciation, Grades 9-12, 2.50 cr.**

**774**

Through this course students will come to understand the place of theatre in their society, its connection to both cinema and literature and its importance as a forum for political and social comment. Through reading and discussions, students will explore the sociopolitical climates that playwrights reflected in their works as well as the structural components of the plays. Students will examine scripts to understand how the plays reflected and affected their times.

## **Playwriting Workshop, 2.50 cr.**

**776**

In this course, students will learn different methods of generating ideas, plots, and characters by writing monologues and scenes. They will learn the essential structure of writing for the drama, including establishing conflict and building plot elements to climax and denouement. The course will culminate in a finished one-act play.

## **Acting Ensemble, 5.0 cr.**

**778**

### **Prerequisites: Completion of Acting/Public Speaking II, audition or permission of the instructor.**

This is a rigorous course, the objective of which is to provide opportunities for advanced student actors to reach a highly sophisticated level of preparation for a college major or minor in acting or directing. Ensemble students will periodically lead class warm-ups and discussions and direct class scene-work. Each Ensemble student will keep a detailed journal showing evidence of reflective, imaginative, and critical thinking about topics assigned by the instructor. In addition to the course requirements, Ensemble students must read two plays of their own choosing and write critical responses, and attend two theater performances and write critical reviews.

**Theater I, Grades 9 – 12, 2.5 cr.**

**638**

Theater 1 will introduce students to the process of playwriting, the structure of a well-crafted play, the role of characterization, the importance of editing all material that is non-essential, the crucial premise that all Theater is in essence a communication to an audience and that what is communicated is of paramount importance. Students will learn the basics of lighting design, set design, costume design, and make-up. They will study the role of the director, the producer, and the stage manager. They will learn how to compile and use a prompt book. Students will study the development of Theater through history, look at the important contributions of the Greeks, and then at the key characteristics of a range of important genres since then. In particular they will study the Theater of the absurd of the twentieth century. They will study the development of the burlesque, music hall, vaudeville, and modern musical Theater. They will be introduced to a large array of essential theatrical terminology.

**Theater II, Grades 9 – 12, 2.5 cr.**

**639**

Theater 2 will enhance, reinforce and add depth to knowledge and skills attained in Theater 1. The course will be available to those students who have already taken Theater 1 or qualified in some other approved way. Students will write their own plays employing techniques outlined in the works of Alan Ayckbourn and others. They will design their own sets and be able to defend the decisions they have made in doing so. Students will choose a particular play of consequence and write an analysis of its place in Theater history, the genre to which it belongs, and its significance in the development of the theatrical arts. This course will require students to attend a play or plays and write an in-depth critique of the theatrical experience and how it was achieved.

## PHYSICAL EDUCATION/HEALTH & WELLNESS

**Wellness** - is a multi-dimensional approach to well-being that emphasizes individual responsibility. It is an active process of becoming aware of and making choices towards a healthier and more fulfilling life.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Health/Physical Education I	Health/Physical Education II	Competitive Sports	Competitive Sports
		Yoga/Lifetime Fitness	Yoga/Lifetime Fitness
		Advanced Yoga/Lifetime Fitness	Advanced Yoga/Lifetime Fitness
		Cross Training	Cross Training
			Survival Skills for Adulthood

### ***Principles of Wellness***

Self-Responsibility  
 Choices  
 Integration  
 Balance  
 Synergy (the Whole is greater than the sum of the parts)

### ***Areas of Wellness***

Physical  
 Fitness, play, good nutrition, safety, stress management, free from addictions.  
 Social / Environmental  
 Nurtures harmony with - Family, Friends, and Nature  
 Intellectual  
 Knowledge and creative, stimulating mental activities  
 Career / Occupational  
 Positive attitude towards job (e.g., student in school), volunteerism  
 Emotional  
 Awareness, empathy, and acceptance and healthy expression of a wide range of feelings



## **Health / Physical Education, I, II, 2.50 cr.**

**991 – Grade 9**

**992 – Grade 10**

Students are expected to take the Health curriculum in sequence before graduation. Health I and Health II will cover similar areas yet Health II will build upon areas learned in Health I. The Health curriculum uses a variety of techniques designed to teach students refusal skills, assertiveness, and responsible decision-making. Students practice these skills by role playing, class presentations, and in classroom discussions. The aim of the curriculum is not only to impart valuable information to the students, but also to give them the skills to behave safely and responsibly throughout their lives. The health topics covered include alcohol, tobacco and drug education, family life education including the anatomy and physiology of human reproduction, and the values clarifying the decision-making skills needed for responsible behavior. Sex roles, and sexual identity, teen relationships, and gender respect are also covered. Other topics include understanding HIV, AIDS and other sexually transmitted diseases. Nutrition, diet, weight control, and eating disorders are studied in depth. Students also will learn about emotional health as it pertains to depression, stress, body image, and suicide prevention. The health curriculum implements the Massachusetts Comprehensive Health Curriculum Framework.

The Physical Education curriculum introduces students to the basic skills and strategies of a variety of athletic and recreational activities. These activities may include large group/small group as well as dual or individual endeavors. Emphasis is placed on fitness (cardiovascular and muscular) and an introduction to lifetime activities throughout the course. Some activities that students participate in are weight training, fundamentals of cardiovascular training and testing, project adventure, badminton, tennis, volleyball, yoga, and golf.

***Health / Physical Education Electives*** - The physical education program continues in the junior and senior year with the opportunity to explore physical activity and health topics in depth. Students may choose yoga or lifetime activities.

**Competitive Sports, Grades 11/12, 1.25 cr.**

**995**

Open to students interested in exploring a deep understanding and improving their skill level in the following lifetime activities: volleyball, strength training, yoga, tennis, and badminton. Students will then choose two of the following units: basketball, football, ultimate Frisbee, lacrosse, or softball. The course features varied levels of competition. Emphasis is placed upon improving basic skills and strengthening habits of teamwork and sportsmanship.

**Survival Skills for Adulthood, Grade 12, 2.50 or 1.25 cr.**

**993**

The goal of this course is to be a safe place for students to learn important life skills and gain awareness of how to make healthy adult decisions within the dimensions of wellness (physical, mental, spiritual, intellectual, and emotional). Through class discussion, project-based assignments, and experiences students will gain a better understanding of how to face the many challenges of adulthood, as well as be better equipped for success in life beyond the walls of high school. Topics include but are not limited to, stress management, self-worth, self-advocacy, financial health, sexual health, health literacy, physical literacy, employment skills (applications, interviews, resumes), how to adult, interpersonal communication skills, and digital etiquette. Practical knowledge will be shared through experiences related to lifelong fitness, personal safety, cooking, and mindfulness, etc. By learning how to be the best version of themselves, students will ultimately gain more confidence to take on the world as they prepare for their next steps upon graduation.

**Yoga / Lifetime Fitness, Grades 11/12, 1.25 cr.**

**996**

This course will emphasize mind/body awareness as students increase their level of fitness through yoga and a walking program geared to their fitness level. Yoga will be an integral part of the program as a means of becoming aware of muscle tension and increasing the student's ability to relax and relieve stress. Specific exercises will be done for stretching and strengthening muscles, keeping joints mobile, and aiding the functioning of organs. The students will also participate in some muscular tests which will reveal everyday connections between the mind and body.

**Advanced Yoga / Lifetime Fitness, Grades 11/12, 2.5 cr.**

**997**

This course will incorporate all concepts and skills from Yoga / Lifetime Fitness but at a more advanced level. Students will learn more about mind - body connections as well as specific strategies for keeping joints mobile and muscles pain-free. Other topics such as sleep quality, stress relief techniques, several breathing practices, nutrition strategies, and a variety of movement practices will be explored in depth.

**Cross Training, Grades 11/12, 1.25 cr.**

**994**

Open to students interested in improving themselves in the area of fitness, strength, agility, and mobility. The class includes use of free weights, universal weight machines, and high intensity interval training. Topics of nutrition, personal fitness plans, and wellness will be covered.

## APPLIED TECHNOLOGY

The technology program at Norwell High School provides an engaging path for students to learn about and become confident with the technologies that drive the economy of the United States and the World. From explorations with our computer-controlled laser machining center to robotics to designing computer games and animations, students in engineering share exciting experiences while gaining valuable skills.

<b>GRADE 9</b>	<b>GRADE 10</b>	<b>GRADE 11</b>	<b>GRADE 12</b>
Effective Presentations	Effective Presentations	Effective Presentations	Effective Presentations
Intro to Computer Science	Intro to Computer Science	Intro to Computer Science	Intro to Computer Science
	AP Computer Science	AP Computer Science	AP Computer Science
Website Design & Social Media	Website Design & Social Media	Website Design & Social Media	Website Design & Social Media
Game Design & Computer Animation	Game Design & Computer Animation	Game Design & Computer Animation	Game Design & Computer Animation
Intro to Robotics	Intro to Robotics	Intro to Robotics	Intro to Robotics
	Robotics II	Robotics II	Robotics II
Technology Ed I	Technology Ed I	Technology Ed I	Technology Ed I
	Technology Ed II	Technology Ed II	Technology Ed II
		Building Construction	Building Construction
Digital Literacy	Digital Literacy	Digital Literacy	Digital Literacy
	Tech Solutions Center	Tech Solutions Center	Tech Solutions Center
		Tech Solutions Center II	Tech Solutions Center II
			TV Studio Internship

### **Effective Presentations, Grades 9-12, 2.5 cr.**

**900**

Students will study the process of creating and delivering effective presentations. Students' research skills will be reinforced as they examine interdisciplinary topics that will be the basis of the presentations they create. Students are introduced to public speaking as an important component of their academic, work, and social lives. Students learn to choose speaking topics and adapt them for specific audiences, to research and support their ideas, and to benefit from listener feedback. They study how to incorporate well-designed visual and multimedia aids in presentations and how to maintain a credible presence in the digital world. Students also learn about the ethics of public speaking and about techniques for managing communication anxiety.

### **Introduction to Computer Science, Grades 9-12, 5.0 cr.**

**901**

This is an interactive introductory course for students brand new to programming that teaches the foundations of computer science using the Python language. Students will acquire strategies for thinking computationally and solving complex problems, skills that are important for every student. This course is web-based and delivered in partnership with an online education provider and will be facilitated by a Norwell High School based teacher.

**Advanced Placement Computer Science A - Java, Grades 10-12, 5.0 cr.**

**Prerequisite: Introduction to Computer Science**

**There is a college board exam fee associated with this course**

**902**

Students will learn to design and implement computer programs that solve problems relevant to today's society, including art, media, and engineering. AP Computer Science A teaches object-oriented programming using the Java language and is meant to be the equivalent of a first semester, college-level course in computer science. It will emphasize problem solving and algorithm development, and use hands-on experiences and examples so that students can apply programming tools and solve complex problems. This course is web-based and delivered in partnership with an online educational provider and will be facilitated by a Norwell High School based teacher. Students enrolled in this course are expected to take the AP exam in May.

**Website Design and Social Media, Grades 9-12, 2.5 cr.**

**906**

The Internet is a critical part of today's society with most people and nearly all businesses relying on it every day. In this course students will learn to edit graphics and videos, design web pages, and host web sites of their own on the Internet. Students Internet safety and ethics will be stressed, while publishing to YouTube, flicker, and other social media. At the end of the course, in addition to the skills learned, students will have a fully functioning website of their own on the Internet

**Game Design and Computer Animation, Grades 9-12, 2.5 cr.**

**930**

Students will learn to make 3D characters and scenes using 3D Studio Max, the industry standard for animation and game design. Students will also learn to create computer games using several kinds of game design software including Microsoft's own XNA software. Students in this course will be using the high schools high power graphics computer lab to learn techniques such as animation, atmospheric lighting, cameras, realistic object motion with the havoc physics engine, and surface modeling / texturing. Students leave the course with a DVD portfolio of their work.

**Introduction to Robotics, Grades 9-12, 2.5 cr.**

**950**

Students will learn how to bring metal, plastic and electronics to life using techniques like welding, soldering, and lathe work. Safe shop practices are adhered to when learning electronics, computer code, 3D design and pneumatic systems to program, control and power robots. Students often assist in constructing the award-winning Norwell Robotics US FIRST Competition Robot which is built each year and entered in the national tournament. Students also create robots for other competitions such.

**Robotics II, Grades 10-12, 2.5 cr.**

**955**

**Prerequisite: Introduction to Robotics**

Students will build upon the skills and experience gained from the Introduction to Robotics course. Students will work more on independent projects of their design, and will utilize 3-D software in the design process. Students will be expected to demonstrate or compete with robots they have built and programmed.

**Technology Education I, Grades 9-12, 5.00 cr.**

**975**

This course is an entry level wood-working class. The main purpose is for students working in small groups to explore the design of different projects. They will research, design and build clocks, small furniture, and other projects, while promoting competency in the safe use of hand and power tools. They will practice the social skills necessary to produce teamwork. Other projects may include the use of CAD design and study on power mechanics and electronics, reading blue prints and designing sets for drama productions.

Depending on enrollment requests, this course may be offered as a semester course for 2.5 credits.

**Technology Education II, Grades 10-12, 5.00 cr.**

**976**

This course will be a continuation of Tech Ed I where students will build upon the knowledge and skills learned in Tech Ed. Students will work more independently and on projects for the school and community. Throughout this class students will learn the proper use and safety of the tools in our workshop. They will also be taught to add upon and repair objects around the town and school.

Depending on enrollment requests, this course may be offered as a semester course for 2.5 credits.

**Building Construction, Grades 11, 12, 5.00 cr.**

**985**

Students will develop solutions to real world construction problems utilizing academic and hands-on skills. They will work in small groups to research, design, build, and market their solutions much the same as they would in the business world. Projects such as sheds, gazebos, and miniature models will be built with hand and power tools using a variety of materials with an emphasis on safety. There will be an opportunity for individual projects and design work, students get to work with the Council on Aging to make handicap ramps, railings and the town to make signage and other items.

**Digital Literacy – Web 2.0, Grades 9-12, 2.50 cr.**

**970**

This course provides a practical and detailed introduction to Web 2.0 tools and techniques that will support more effective collaboration and knowledge sharing, and will give hands-on opportunities for students to utilize some of the newest socio-technology tools available. Students will be guided in the creation of a personalized social computing toolkit to support ongoing learning and development in collaborative tools and techniques. Topics discussed in class include cyberbullying, Internet safety and privacy, issues of copyright and fair use, digital footprint and social media. Students will develop an understanding of foundational technologies such as Google Apps for Education, Dropbox, Explain Everything and Blogger. As students master the tools learned, students will be asked to apply these tools in our project-based setting to investigate real-world issues and create meaningful and relevant products.

**Technical Solution Center, Grades 10-12, Requires instructor approval, 5.00 cr.**

**971**

Technology Solutions Center is a hands-on course where students work to solve actual problems related to the integration of technology in education. Students will work independently on several running projects throughout the year, including maintaining the Help Desk blog, developing solutions for problems relating to the technology integration, and collaborating with technology department staff and outside organizations. Help Desk students will have the experience of offering Tier 1 technical support to teachers and students and working with the Instructional Technology Specialist on more involved problem sets. The course will be focused on the following four problem solving concepts; tier 1 break fix support for teachers, students, and community members; helping others learn about their device; instructional technology support; and technology event set up. Students will be graded on a pass/fail basis and will be assessed on the customer service as well as problem solving skills. A prior knowledge of Google Apps for Education, Mac OS, iOS or Android is helpful, but not a requirement. To qualify for TSC, a student must have maintained academic privileges for the two terms prior to course selection.

**Technical Solution Center II, Grades 11-12, 5.00 cr.**

**971**

**Requires instructor approval.**

Technical Solutions Center II is the second-year course for students who successfully completed TSC and want to take on more of a leadership role. Year II students will work as “shift leaders” and support the work being done by Year I students. Year II students will serve as liaisons between the IT department and the Tech Solutions Center. To qualify for TSC, a student must have maintained academic privileges for the two terms prior to course selection.

**TV Studio Internship, 2.50 cr.**

**966**

**Requires instructor approval.**

The TV studio intern is responsible for compiling, editing, and preparing video content for broadcast on local television. This internship requires coordination with Applied Technology teaching staff and local cable personnel. The internship requires instructor approval.

## ENGLISH

All courses provide a challenging curriculum for the majority of students and are characterized by high academic standards. At all levels, students should expect a consistent reading load, routine and long-term writing, grammar lessons and vocabulary work. All students should expect regular homework, and all students will receive instruction in and be expected to demonstrate proficiency in: (1) reading comprehension and analysis, (2) clear, purposeful writing, and (3) grammar and vocabulary. All students are expected to work hard to achieve growing competencies in the areas of reading, writing, speaking, and researching.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Genre Study, H	British Literature, H	American Voices 11, H	AP Literature
Genre Study, CP	British Literature, CP	American Voices 11, CP	Creative Writing CP, H
		AP Language and Composition	The Sea in Literature CP, H
			Semantics CP, H
			A Reader's Life CP, H
			Literature & Identity CP, H
			The Epic Journey CP, H
			Literature of the Utopia's H, CP

### College Preparatory English

CP courses meet the challenges set forth by the state standards with the specific goal of college preparation in mind. CP courses have deliberate pacing, with more in-class reading and writing support to assist students in developing analytical reading and writing competencies. In addition to the explicit English standards, lessons and grading in CP courses emphasize organization, process and study skills to assist students in improving work habits from adequate to exemplary. Time is spent reviewing and solidifying fundamental grammatical and critical reading skills.

### Honors English

By virtue of their interest and diligence, as well as their abilities in reading and writing, some students demonstrate that they are capable of challenges beyond those of the state standards targeted in CP courses. Honors courses have accelerated pacing due to more independent reading and writing, as students already have solid analytical reading and writing abilities. This pacing allows for exposure to more literature and more types of writing. Class time is used for deeper analysis and synthesis, with instruction targeted at further refining students' analytical abilities and broadening the scope of the connections among texts and ideas. Students are expected to have exemplary work habits, allowing grading and lessons to emphasize English competencies over study skills. Time is spent mastering and expanding advanced grammatical skills and critical reading skills.

### Advanced Placement English

The requirements and curriculum at this level are determined by the College Board. Courses are designed for students who are self-directed learners with particular strengths in English. The expectations for these courses more closely align with those of an introductory college course, requiring a greater out-of-school time commitment due to accelerated pacing, intensive evaluations, and independent long-term work. Students in these courses seek the greater challenge of deeper rhetorical and literary analysis due to their inherent interest in English language and literature and a desire to improve writing beyond the expectations of a traditional high school course. Grammar and vocabulary study are within the scope of the courses, but students are expected to have reasonable proficiency in these areas.

**Genre Study, Grade 9, 5.00 cr.**

**110 - honors**

**112 – college prep**

The ninth-grade program of studies emphasizes literature, writing, grammar, and vocabulary. Genres include the novel, short story, epic, drama, poetry, and nonfiction. The purpose of the course is to help students become more effective readers, writers, and listeners. Outside reading also is expected. Students are required to do expository and creative writing to show understanding of literature, with emphasis on the analytical essay. Students learn to develop a controlling thesis, gather support evidence, and create a well-organized essay. Students also study grammar and vocabulary throughout the year. Honors students can expect to read additional texts.

**British Literature, Grade 10, 5.00 cr.**

**120 – honors**

**122 – college prep**

The tenth-grade program of studies also emphasizes literature, writing, grammar, and vocabulary. Students will become more effective readers, writers, and listeners as they study the British literary tradition. Outside reading is also expected. Students are required to do expository, argumentative, and narrative writing to show understanding of literature, with emphasis on the analytical essay. Students will study grammar and vocabulary throughout the year. Honors students can expect to read additional texts.

**American Voices, Grade 11, 5.00 cr.**

**130 – honors**

**132 – college prep**

This course invites students to engage in the ongoing dialogue that is American literature, developing their voices in response to the ideas of major American authors and thinkers. Students will deepen their knowledge of literary forms and increase their ability in language arts with an emphasis on articulating their original ideas with clarity, sensitivity, and purpose. Students are expected to read for comprehension with independence, with appropriate support for exploring multiple interpretations in discussion and writing. The study of grammar and vocabulary supports students' work in reading and writing, as well as serves as SAT preparation.

**Advanced Placement, English Language and Composition, 5.00 cr.**

**135**

**There is a college board exam fee associated with this course.**

The Advanced Placement Language and Composition course is designed to help students become skilled readers of prose, nonfiction, poetry, and drama written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. Through their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. This course will draw upon many of the same sources as the American Literature course, with students reading classic and modern American Literature texts and various informational texts. Students will write the traditional college essay in this course. Students will also do substantial work in SAT preparation, vocabulary, and usage.



<b>Grade 12 Senior Seminars</b>
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Senior Seminars follow a literature curriculum consistent with their title with the exception that all students will read a Shakespeare selection. In making their course selection, students should choose the appropriate level, and should identify and rank order at least two courses of interest to them.

**Creative Writing, 5.00 cr.**

**140 – honors**

**142 – college prep**

Imagination is a powerful tool, a vehicle for innovation, and the foundation of Creative Writing. Conducted in a workshop-based setting, this course provides opportunities for students to develop their literary talents and artistic voices in different genres--fiction, poetry, memoir, and drama--by studying great writers and their techniques. These skills are explored in daily activities, weekly journals, and student-generated prompts. Students will learn to critique their own writing and that of their peers, and will create a final portfolio demonstrating their growth and performance as writers. Narrative skills are emphasized in contrast to the essay techniques of expository writing. Daily participation is required.

**Advanced Placement English Literature, 5.00 cr.**

**145**

**There is a college board exam fee associated with this course.**

In AP English, students are engaged in the careful reading and critical analysis of imaginative literature, including novels, poetry, drama, and short stories. They develop critical standards for interpreting the effects writers create by means of the artful manipulation of language. Writing is an integral part of the course and serves to increase the students' ability to understand what they read and explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. AP students do a year-long enrichment project in which they answer a question of interest-based either on academic pursuits, world events, or personal experiences-using literature and research read throughout the year. At the end of the third term, before the AP exam, students will present their projects orally to the public in a TED Talk exhibition.

**The Sea in Literature, 5.00 cr.**

**144 - college prep**

**141 - honors**

The Sea in Literature is based on the sea voyage narrative. Voyages have changed individuals, societies, and the course of history, and the stories of others' journeys enlighten our own lives. The ocean is an integral part of life, and most of us are much happier when we are near the water. Our various interactions and connections to the sea are evident in the course reading selections which include narratives, poems, and novels. Students will be able to explore their own interdisciplinary interests in the ocean through an independent research project. Narrative, argumentative, and creative writing are assigned.

**Semantics, Grade 12, 5.00 cr.**

**146 – honors**

**147 – college prep**

The language we use and think we understand is a powerful force. Human beings talk. This gives us the unique ability to talk ourselves into trouble. Semantics is concerned with how to avoid doing so. Through fiction and nonfiction readings, essays, and films, this course examines the force of language in the shaping of human behavior. Students will explore the abuse of language in areas such as propaganda, media, classism, racism, and sexism. Accelerated assignments will be given to those students requesting honors credit.

**Literature of the Utopias, Grade 12, 5.00 cr.**

**Not offered in 2021-2022**

**148, honors**

**149, college prep**

This course will examine the idea of building a perfect society in works of fiction and nonfiction. Students will trace the themes and ideas behind “perfection” and personal responsibility, freedom and safety, individualism and compromise in a society as it is presented in Plato’s *The Republic*, More’s *Utopia* and the corresponding criticism of those ideas from scholarly articles and from works like Orwell’s *1984*, Huxley’s *Brave New World*, and Lennon’s “Imagine.” The course will also consider how utopian/dystopian ideas reflect historical contexts, including the explosion of dystopian novels, film and other media aimed at a teen audience (*Hunger Games*, *Divergent*, *The Maze*, etc.). Students will increase their ability to read critically, write effectively in a variety of modes (persuasive, narrative, informational, etc.), analyze, and synthesize information by applying the ideas found in the works of literature, philosophy and criticism to works of fiction, select films, and current events.

**Literature & Identity, Grade 12, 5.00 cr.**

**150, honors**

**151, college prep**

*How does a work of fiction reveal the complex web of influences that shape one’s identity and how one views the world? What roles do family, peers, age, class, education, ethnicity, and gender play in influencing the way we think and act, and how can an author suggest all of that in the fictional space? What can a literary work reveal about our understanding of ourselves and of our world?* The answers to these questions lie in one quintessential truth: our identities are shaped by stories. The stories we read or hear color the way we view the world. The stories we tell reveal the way we view ourselves, or the way we want to be seen. All of these texts focus on characters on a quest to find out who they are, attempting to forge new identities, to “edit” their lives into different stories. Their successes and failures tell us much about the forces that shape identity. These works also focus on the complex relationship between literature and life, between “stories” and “the real world,” on the differences between the way we see ourselves and the way we are seen. The course will develop students’ skills as analytical readers, critical thinkers, persuasive writers, and eloquent speakers. We will focus on close readings of the texts, background material on their cultural, historical, and artistic contexts, and literary criticism. We will look at film adaptations of selected works in order to consider how literary texts differ from film in the portrayal of identity. Most importantly, we will use the texts to think about our own journeys and the quest to forge our own identities.

## **The Epic Journey, from Achilles to Aeneas to Whitman and Skywalker**

**152, honors**

**153, college prep**

This course studies and explores, from multiple disciplinary approaches, Epics from ancient Greece and Rome to the modern era. Students will consider thematic characteristics, formal conventions of the genre, and the cultural context in which the readings occur. Students will comparatively analyze how all epics, regardless of the varied times and cultures from which they draw, still explore the same essential question: What does it mean to be a whole person? Part of this exploration will derive from the ways Epic heroes reflect a society's values, and how they examine the individual's place in that social context. Students will study the ways that the epic tradition has evolved and has more recently informed the idea of the modern superhero. Part of this process will include an analysis and comparison of textual and visual media and the ways that the two both intersect and diverge. Students will produce various written products, including a research paper as well as their own personal narrative epic.

## **A Reader's Life**

**154 - honors**

**155 - college prep**

This course gives each student the opportunity to create a personalized reading plan relevant to his or her interests, strengths, and weaknesses and to read both widely and deeply while honing critical literacy skills. All students' reading lists will span fiction and nonfiction and represent a variety of genres, cultures, and time periods. Independence will be important for student success, but this course is not an independent study—meaningful participation in group discussions, presentation of ongoing work, and consultation with the teacher are essential parts of the course. This course is designed both for an avid, enthusiastic reader looking to widen his/her range and for the hesitant, struggling reader looking to find his/her niche.

# MATHEMATICS

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Geometry H	Algebra II, H	Precalculus H	Precalculus H
Geometry w/ Proofs CP	Algebra II with A.R, CP	Precalculus CP	Precalculus CP
Algebra & Geometry CP	Algebra II CP	Algebra II, H	Algebra II, H
	Geometry H	Algebra II with A.R, CP	Algebra II with A.R., CP
	Geometry w/ Proofs CP	Algebra II CP	Algebra II CP
		AP Statistics	AP Statistics
		Advanced Algebra & Trigonometry CP	Advanced Algebra & Trigonometry CP
			Introduction to Calculus CP
			AP Calculus AB
			AP Calculus BC
			Stats & Financial Management CP

The Mathematics Department at Norwell High School believes that all mathematically proficient students should develop an expertise in the following “Standards for Mathematical Practice.”

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with Mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

In addition to these standards, we expect that all students should aim to be active and engaged learners. This type of learner comes to class every day prepared and ready to learn, participates in class, asks questions that clarify and further their comprehension of presented material, completes all class assignments, especially nightly homework, reviews on a regular basis, and responsibly makes up missed classwork.

Students enrolled in AP or Honors mathematics classes are expected to meet all of these standards in a fast-paced, challenging academic environment. These students should be highly capable and motivated students who possess disciplined work habits, independent study skills, and a mastery of prior math knowledge. In advanced mathematics classes students must be able to engage in challenging classwork and assessments, and are required to solve and analyze problems in a variety of ways and to communicate their reasoning numerically, analytically, and graphically.

The graphing calculator is required for all mathematics courses. Scholarships are available. Requests should be made to either math teachers, guidance counselors, or administrators.

**Algebra & Geometry**  
**305 – college prep**  
**Prerequisite: Grade 8 teacher recommendation.**

This course is designed to enhance students' algebra skills while learning the traditional concepts of Euclidean Geometry. Students will begin the year working with linear equations and inequalities and continue to build algebra skills while learning geometric concepts. Topics include inductive reasoning, segments and angles, parallel and perpendicular lines, linear functions, constructions, triangles, congruence and similarity, polygons and similarity, area and volume.

**Geometry, 5.00 cr.**  
**310 – honors**

The traditional topics of Euclidean Geometry are presented with a focus on students using a discovery method to investigate and make conjectures about geometric properties. Topics include inductive reasoning, parallel and perpendicular lines, constructions, congruence and similarity, triangles, transformations, polygons and circles, area and volume, right triangle trigonometry, proofs, and probability. There is emphasis on the student's ability to "put it all together" - to complete an investigation, make a conjecture, prove the conjecture, apply the conjecture, and communicate their reasoning to others.

**Geometry with Proofs, 5.00 cr.**  
**312 – college prep**

The traditional topics of Euclidean Geometry are presented with a focus on students using a discovery method to investigate and make conjectures about geometric properties. Topics include inductive reasoning, parallel and perpendicular lines, constructions, congruence and similarity, triangles, transformations, polygons and circles, area and volume, right triangle trigonometry, and proofs.

**Algebra II, Grades 10, 11, 12 5.00 cr.**  
**320 – honors**

This course reinforces and expands on the foundations of algebra learned in prior math courses. Students will engage in an extensive study of linear, quadratic, polynomial, rational, exponential, and logarithmic functions. Other topics include modeling with functions, linear systems, linear programming, quadratic relations, complex numbers, probability and statistics. Students will work in cooperative groups, complete individual and group projects, and make extensive use of the graphing calculator.

**Algebra II with Abstract Reasoning, Grades 10, 11, 12 5.00 cr.**  
**322 – college prep**

This course reinforces and expands on the foundations of algebra learned in prior math courses. Students will engage in an extensive study of linear, quadratic, polynomial, exponential, and logarithmic functions. Other topics include modeling with functions, linear systems, linear programming, quadratic relations, complex numbers, probability and statistics, and sequences and series. Students will work in cooperative groups, complete individual and group projects, and make extensive use of the graphing calculator.

**Algebra II, Grades 10, 11, 12 5.00 cr.**  
**326 – college prep**

This course builds on numerous concepts from the foundations of algebra taught in prior math courses. Topics include equations and inequalities, linear functions, systems of equations, quadratic equations, polynomial functions, radicals and exponents, complex numbers, probability and statistics, solid geometry, and sequences and series. Students will work in cooperative groups, do group and/or individual projects, have many long-term assignments, and make extensive use of the graphing calculator.

**Precalculus, Grades 11, 12 5.00 cr.**  
**330 – honors**

Students will engage in the study of advanced algebra and trigonometry through a discovery and reasoning approach. Topics include functions and their graphs, exponential and logarithmic functions, right and oblique triangle trigonometry, trigonometric functions, modeling with sinusoids, trigonometric identities, vectors, the complex plane, and polar coordinates, conic sections, and sequences and series. Students will work in cooperative groups, regularly engage in mathematical discourse, and complete group and/or individual projects.

**Precalculus, Grades 11, 12 5.00 cr.**  
**332 – college prep**

Students will engage in the study of advanced algebra and trigonometry and their practical applications. Topics include functions and their graphs, exponential and logarithmic functions, right and oblique triangle trigonometry, trigonometric functions, modeling with sinusoids, trigonometric identities, vectors, polar coordinates, and conic sections. Students will work in cooperative groups, regularly engage in mathematical discourse, and complete group and/or individual projects.

**Advanced Algebra/Trigonometry, Grades 11, 12 5.00 cr.**  
**334 – college prep**

This course will build on advanced algebraic topics including solving equations, sequences and series and graphing functions. Inverse, exponential and logarithmic functions will be discussed using their graphs and the domain and range. Trigonometric functions and their applications will be studied during the second semester. Trigonometric topics will include solving right triangles, circular functions, graphing, identities and solving trigonometric equations. This course will also provide students with practice for the math section of the SAT.

**AP Calculus AB, Grade 12 5.00 cr.**  
**345**

**There is a college board exam fee associated with this course.**

This course is designed to meet the Advanced Placement Calculus AB curriculum. Students will be prepared to take the AP exam and must do so in order to earn AP credit on their school transcript. Topics will include limits, continuity, the first and second derivative and their applications, end behavior and indeterminate forms, basic methods of integration and their applications, numerical analysis, differential equations, and a review for the AP exam. The AB curriculum is approximately equivalent to 1 - 1.5 semesters of college-level calculus.

**AP Calculus BC, Grade 12 5.00 cr.**

**346**

**There is a college board exam fee associated with this course.**

This course is designed to meet the Advanced Placement Calculus BC curriculum. Students will be prepared to take the AP exam and must do so in order to earn AP credit on their school transcript. Topics will include parametric equations, limits and continuity, the first and second derivative and their applications including with polar and parametric curves, end behavior and indeterminate forms, basic and advanced methods of integration, improper integrals, applications of integration, numerical analysis, differential equations, sequences and series, and a review for the AP exam. The BC curriculum is approximately equivalent to two semesters of college-level calculus. Students will work in cooperative groups make extensive use of the graphing calculator.

**Calculus, Grade 12 5.00 cr.**

**340 – honors**

This course will cover most of the same topics that are covered in the AP Calculus AB course. Depth and pace will be different from that of the AP course. Topics will include limits, continuity, the first and second derivative and their applications, end behavior and indeterminate forms, basic methods of integration and some applications, numerical analysis, and differential equations.

**Introduction to Calculus, Grade 12 5.00 cr.**

**344 – college prep**

This course is designed to reinforce algebra skills and introduce students to some of the foundations of calculus. Topics covered include a review of linear and polynomial functions, limits and continuity, derivatives, and derivative applications. The indefinite integral may be introduced if time allows. There is an emphasis on relating previously learned math skills to calculus concepts.

**AP Statistics, Grades 11, 12 5.00 cr.**

**336**

**There is a college board exam fee associated with this course.**

This course is designed to meet the Advanced Placement curriculum. Students will be prepared to take the AP exam and must do so in order to earn AP credit on their school transcript. Topics will include exploring and representing quantitative and categorical distributions, modeling with Normal distributions, describing bivariate data relationships with regression and correlation, designing observational studies and experiments, producing data through sampling and experiments, calculating experimental and theoretical probabilities, including binomial and geometric distributions, combining and defining random variables, and using inference methods. Inference methods include significance tests and confidence intervals for one and two-sample problems, chi-square tests, and slope regression. A review for the AP exam is included prior to the exam. Students will work in cooperative groups and make extensive use of the graphing calculator. Juniors must be currently enrolled in Honors Pre-Calculus in order to enroll into AP Statistics.

**Statistics and Financial Management, Grade 12 5.00 cr.**

**337 - college prep**

This course will use practical data to teach students the importance of statistics and financial literacy. The class will cover an introduction to statistics helping students gain a better understanding of the collection, organization, analysis, and interpretation of numerical data. Statistic topics will include frequency distributions, measures of central tendency, variability, probability, and binomial and normal distributions. Students will then transition to the study of financial management. Through the use of case studies, students will develop and understanding of banking, loans, and credit. Financial management topics will include budgeting/banking, taxes, insurance, credit, interest, and the Stock Market.

# SCIENCE

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Biology CP	Chemistry CP	Physics CP	Anatomy & Physiology H
Biology H	Chemistry H	Physics H	AP Biology
	AP Biology	AP Biology	AP Chemistry
		AP Chemistry	AP Physics
			Astronomy CP
			Biotechnology & Forensic Science H
			Energy & the Environment H
			Marine Biology CP
			Physics CP
			Physics H
			Earth Science CP
			Medicinal Chemistry H

The Science Department offers a variety of courses in the biological and physical sciences. All courses are activity and laboratory oriented with the intent that each student becomes the center of the learning process. The underlying objective of all courses is to give student the opportunity to gain a better understanding of self and environment and to recognize the role of science in the development of society. Prerequisites and recommendations are indicated to enable each student to choose a course level consistent with ability and past achievement.

**Honors Level:** Students in honors level science classes are expected to complete work in a more independent manner. The pace of the class is quicker, and the curriculum is covered to a greater depth. For mathematical problems, students are expected to be able to apply formulas to new scenarios. Tests and other assessments are more challenging and demand more critical thinking and inference from students. Students are expected to work independently during laboratory assignments.

**College Prep:** Students in CP level science classes are expected to also complete high-level work, but with more assistance. The pace is geared towards a deep understanding of specific topics. For mathematical problems, students are able to use reference sheets to a greater extent. Students are supported more during critical thinking- and inference-based problems and questions. In the lab, students are supported more in order to complete assignments.



**Biology, 5.00 cr.**

**412 – college prep**

This college prep level course covers all the major topics of a first-year biology course which includes cell structure and function, ecology, genetics, evolution, organism structure and function and the molecular basis for life. Students regularly solve problems, analyze data and perform lab work. Cooperative learning is encouraged as is independent study. Students will take the MCAS exam in June. Scientific investigation and presentation are required.

**Biology, 5.00 cr.**

**410 – honors**

This fast paced, in depth, honors level course emphasizes biological content, reasoning and analytical skills. The major topics covered include cell structure and function, ecology, genetics, evolution, organism structure and function and the molecular basis for life. Laboratory work is performed regularly. Students are required to read a considerable amount, write, and solve problems independently. Students will take the MCAS exam in June. Scientific investigation and presentation are required.

**Chemistry, 5.00 cr.**

**420 – honors**

This honors level course is intended for those students who have demonstrated a high ability and motivation in science and mathematics. Emphasis is placed on activities of observation and experimentation as the basis for all learning of chemistry. Concepts presented include: the behavior of gases; atomic structure and theory; chemical reactions; chemical bonding; equilibria; acidity and basicity. A student is expected to develop the necessary skills and habits which will enable him/her to independently investigate and interpret laboratory experimentation. Classes include lecture, discussion and laboratory investigations. Scientific investigation and presentation are required.

**Chemistry, 5.00 cr.**

**422 – college prep**

This college prep course is developed at a level consistent with the mathematical ability of the college-prep student. The laboratory centered approach places an emphasis on observation, experimentation, and interpretation. Concepts presented for discussion are similar to those in chemistry honors. Classes include lecture/discussion and laboratory experimentation. Completion of this course should provide a strong foundation for a student to begin a standard introductory college chemistry course. Scientific investigation and presentation are required.

**Physics, 5.00 cr.**

**430 – honors**

Honors Physics is a fast-paced course designed for students who are planning future academic studies in fields that require extensive course work in science and mathematics. Students are expected to develop a sophisticated and precise understanding of many of the fundamental physical concepts. Classes include lecture/discussion and laboratory investigations. Scientific investigation and presentation are required.

**Physics, 5.00 cr.**

**432 – college prep**

This college prep course is designed to prepare students who may choose future academic studies in fields of the physical sciences. The course emphasizes the development of fundamental quantitative skills and concepts. Areas of study include motion, mechanics, energy, sound, light, and electricity. The course incorporates mathematical skills at a level consistent with the college prep students. Classes include lecture/discussion and laboratory investigation. Scientific investigation and presentation are required.

**AP Biology, Grades 10, 11, 12, 5.00 cr.**

**425**

**There is a college board exam fee associated with this course.**

The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The ongoing information explosion in biology makes these goals even more exciting and challenging. Lab investigations will be integrated into the course. DNA extraction, animal behavior experiments, and respiration rates of germinating seeds are just some of the topics. Additional lab opportunity is provided by doing on-line simulations. Students are required to take the AP exam in May.

**AP Chemistry, 5.00 cr.**

**435**

**There is a college board exam fee associated with this course.**

The AP Chemistry course is designed to be the equivalent of a college level introductory chemistry course usually taken by chemistry majors during their first year. This course is for students who have demonstrated perceptive and intuitive skills in the area of science, especially chemistry. The course is designed for students considering a career in the natural and physical sciences, medicine, or engineering. Topics of study include: chemical thermo-dynamics, solubility and acid bases equilibria, electrochemistry, and organic chemistry. Classes include lecture, discussion, and laboratory investigations. Students are required to take the AP exam in May.

**Human Anatomy and Physiology, 5.00 cr.**

**440 – honors**

Human anatomy and physiology are an intensive study of the human organism. All human body systems (integumentary, skeletal, muscular, nervous, digestive, respiratory, circulatory, lymphatic, endocrine, reproductive, excretory) are studied in detail. This is a challenging and fascinating course that investigates what makes you “tick”. The course involves dissection and physiological lab investigations. This is a beneficial course for any student planning on a career in any medical or allied health field.

**AP Physics, 5.00 cr.**

**445**

**There is a college board exam fee associated with this course.**

This course follows the AP Physics C Mechanics curriculum. This course ordinarily forms the first part of the college sequence that serves as the foundation for students majoring in the physical sciences or engineering. The sequence is parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. The sequence is more intensive and analytical than in the B course. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. This course integrates a laboratory component. Students are required to take the AP exam in May.

### **Energy and the Environment, 5.00 cr.**

#### **450 – honors**

This class will introduce students to the topics of energy usage, fossil fuel realities, and renewable energy technologies. Additionally, the environmental impact surrounding these energy sources will be discussed. Units will include the history of energy usage by humans, the current status of and prediction on fossil fuel sources, solar thermal energy, solar photovoltaics, wind energy, hydroelectricity, geothermal energy, biomass energy, wave and tidal energy and renewable energy for transportation. The biology, geology, chemistry, and physics behind these sources of energy will be discussed as well as the economic, social, environmental, and policy issues raised by renewable energy.

### **AP Environmental Science, 5.00 cr.**

#### **455**

#### **There is a college board exam fee associated with this course.**

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. The following themes provide a foundation for the structure of the AP Environmental Science course: science is a process; energy conversions underlie all ecological processes; the earth itself is one interconnected system; humans alter natural systems; environmental problems have a cultural and social context; and human survival depends on developing practices that will achieve sustainable systems. Students are required to take the AP exam in May.

### **Astronomy, 5.00 cr.**

#### **458 – college prep**

Astronomy is a course that introduces students to the studies of celestial objects and related phenomena. In the course students will apply basic mathematics, physics, and chemistry in an effort to explain the evolution of the universe, stars, and other celestial objects. Objects of interest include planets, moons, asteroids, stars, exoplanets, comets, and galaxies. Related phenomena of black holes, supernovas, and cosmic microwave background radiation may also be discussed. Topics of exobiology and the search for extraterrestrial life may be addressed in the course, when appropriate. The history, current research, and future of astronomy and space exploration will also be discussed.

### **Marine Biology, 5.00 cr.**

#### **468 – college prep**

Marine Biology is a full year college prep course for students who have an interest in the biological sciences. Topics of study include: an intense survey of New England's local flora and fauna (plants and animals), marine environments, marine ecology, and water quality assessments. Classes include lecture, discussion, field work, and many laboratory investigations that include dissections. Students will also be expected to work outside of class and collect and identify species level marine organisms indigenous to New England.

### **Biotechnology & Forensic Science, 5.00 cr.**

#### **470 – honors**

This course is designed to familiarize students with this quickly expanding scientific field of study. The goal of the course is for students to “do” science. Students will learn and perform standard lab operating procedures, (SLOP), that are necessary for an academic or corporate laboratory. The topics and tools of gel electrophoresis, recombinant DNA and protein assays Students will be encouraged to think about the implications of biotechnological advances for a global society. Forensic science investigations about fiber hair analysis, blood identification, forgery and counterfeiting will be done during the second semester. This course is designed not only for students considering further study in the life sciences, but also for student inclined toward the arts and humanities who may find themselves writing, or even legislating for the industry.

### **Earth Science, 5.00 cr.**

#### **475 - college prep**

This full year survey course will introduce students to the four main areas of earth science: astronomy, geology, meteorology and oceanography. Topics and laboratories will give students a better understanding of the processes that shape their world and the universe they live in. Emphasis will be placed on natural phenomena - such as natural disasters and their causes - that impact the lives of humans on earth. Environmental issues, such as global warming, and their relationship to earth’s processes will be covered throughout the year.

### **Humans in the Biosphere**

#### **476 - college prep**

Humans are a part of the biosphere like any other organism. This course will examine how humans meet their needs by interacting with parts of the ecosystem. Water is one of the most basic human needs so the course will start with an in-depth study of water. Ownership, usage and decontamination will be examined. Next, we will study how humans use different ecosystems and the implications of such use. We will then focus on case studies to examine remediation of damage. This course will include lab investigation and independent research.

### **Medicinal Chemistry, 5.00 cr.**

#### **477 - honors**

This course investigates how drug molecules achieve their therapeutic effects in the human body. There is a strong focus on the specific structural features (functional groups) of drug molecules, and how these functional groups dictate how a drug will exert its effect on the human body. Several signal transduction pathways will be explored to explain how a drug molecule causes unique intracellular changes after it binds its biological target. As students work through this course, their appreciation of how drugs affect the body in intended and unintended ways will increase. To this end, students will be provided opportunities to research specific drugs and give presentations related to the drug’s history, molecular structure, and mechanism of action within the body.

## SOCIAL STUDIES

All students are required to complete one year of World History and two years of United States History during their 9th, 10th and 11th grade years. The senior year offers the student a variety of full year and one semester courses that range from Law to Psychology. All required courses are offered at the honors and college preparatory level.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
World History II H	US History I H	US History II H	AP European History
World History II CP	US History I CP	US History II CP	European History H
	AP European History	AP US History	AP US History
		AP European History	AP Psychology
			Psychology H, CP
			AP US Government
			Introduction to Law H, CP
			Sociology through World Events H, CP
			Economics H, CP
			International Relations H, CP
			Sports & Society H, CP

**College Preparatory** - Students will be expected to demonstrate an understanding of the historical significance of each topic and its impact on today's world. At the college preparatory level, there is significant emphasis placed on the research and writing process, visual literacy, primary source analysis, and answering document-based questions. Students will routinely practice study skills in order to assist with mastery of the content and further develop the skills themselves.

**Honors** - Students are expected to demonstrate and utilize skills listed at the college preparatory level. At the honors level, students will learn skills to assess historical evidence and interpret historical scholarship. Emphasis is placed on exploring historical context, examining arguments and evidence, and on independent learning. Students will continue to refine reading, research, and writing skills.

## **GRADE 9**

**World History II, 5.00 cr.**

**220 – honors**

**222 – college prep**

World History II continues the study of world events from the seventh-grade curriculum. World Cultures, geography, and major political events will be studied from the Renaissance to the present day. The program will focus on major events occurring over the past 200 years in Asia, Africa, South America, and Europe. Students will be expected to demonstrate an understanding of the historical significance of each topic and its impact on today's world, practice and master specific study skills, complete a research project, and demonstrate competence in primary source analysis in order to foster the skills needed to be an active citizen.

## **GRADE 10**

**U.S. History I, 5.00 cr.**

**230 – honors**

United States History I honors is designed to introduce students to the analytical skills and factual knowledge necessary to deal critically with the problems in United States History. Students will learn to assess historical evidence and interpret historical scholarship. This course is meant to prepare students for their role as U.S. citizens and for possible placement into AP US History in their junior year. Students are expected to complete a research paper. The course will begin with the American Revolution and continue through the Progressive Era. Students may choose to move on to the AP United States History or honors US History II in their junior year.

**U.S. History I, 5.00 cr.**

**232 – college prep**

The United States History I content and the experience will be the same as that for U.S. History I Honors. Some units or parts of units will be approached using different methods depending on the skills which need to be addressed. There is significant emphasis placed on the skills needed to be an active citizen, such as the research and writing process, media literacy, primary source analysis, and document-based questions.

## **GRADE 11**

**U.S. History II, 5.00 cr.**

**231 – honors**

This course, which is a continuation of U.S. History I offered in the 10<sup>th</sup> grade, is a thematic survey of the major social, economic, and political events in United States History from American Imperialism to the present. Emphasis is placed on developing historical habits of mind, preparing students for active citizenship, and undergraduate study. Students are required to write a research paper. Students will continue to assess historical evidence and interpret historical scholarship, as well as refine writing and research skills, recognize relationships amongst events, and distinguish between opinion and historical facts.

**U.S. History II, 5.00 cr.**

**233 – college prep**

The content and the experience will be the same as that for U.S. History honors. Some units or parts of units will be approached using different methods depending on which skills need to be addressed. There is significant emphasis placed on the development of skills needed to be an active citizen, such as the research and writing process, media literacy, and primary source analysis.

**Advanced Placement U.S. History, 5.00 cr.**

**235**

**There is a college board exam fee associated with this course.**

The Advanced Placement United States History course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with various themes in United States history. Students learn to assess historical materials and use them to solve a problem, weigh the evidence and understand interpretations presented in historical scholarship. An Advanced Placement United States History course thus develops 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. The course will begin with the era of European “discovery” and move to the end of the 20th century. Students are expected to take the AP exam. Summer reading for this course is mandatory and will be the basis of a first week assessment (test and/or essay).

<p><b>GRADE 12</b></p>
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**Advanced Placement European History, 5.00 cr.**

**245**

**There is a college board exam fee associated with this course.**

This is an Advanced Placement course designed to provide college-level work to highly qualified senior students. The course is a concentrated study of European History and its impact on the rest of the world from the Renaissance to the 2000s. AP European History explores various social, political, economic, religious, intellectual, and cultural themes. Students will work from a college-level textbook, supplementary reading materials, documents, and scholarly articles. Throughout the year, students will be responsible for presentations discussing the humanities (art, literature, and music) of different periods such as: Renaissance, Baroque, and Gothic. A chief goal of this course is to prepare the students for the Advanced Placement College Board exam in European History, which they must take in order to earn AP credit on their transcripts. Due to the various connections between the World History II Honors course and the AP European History course, sophomores who achieve the Advanced Placement prerequisites in World History II may enroll in this class concurrently with US History I.

**European History, 5.00 cr.**

**243 - honors**

Honors European History will introduce students to the social, political, intellectual, religious, economic and technological developments that have been significant in shaping our world today. The course will analyze the history of Europe from the Renaissance through the 2000s. The goal of this course is to develop an understanding of the chronology and principal themes in modern European history, to analyze historical evidence and interpretation, and to express historical understanding in writing and speaking.

**Advanced Placement Psychology, 5.00 cr.**

**255**

**There is a college board exam fee associated with this course.**

Students will partake in a rigorous course of study in psychological content and concepts to prepare them for the College Board Advanced Placement exam. The purpose of this course is to study the history, theories, and contemporary perspectives of psychology. Students will work from a college level text book, supplementary reading materials, and primary documents. Through labs, case studies, and readings students will explore a diverse list of topics including, the body and mind, human development, learning and cognition, personality, emotion and health. The goal of the curriculum is for students to understand their own motivations, the behavior of others, and to think critically about popular psychological trends. Students must take the Advanced Placement Exam to earn AP credit on their transcripts.

**Psychology, 5.00 cr.**

**250 – honors**

**252 – college prep**

The purpose of this course is to study the history, theories, and contemporary perspectives of psychology. Through labs, case studies, and readings students will explore a diverse list of topics including, the body and mind, human development, learning and recognition, personality, emotion and health. The goal of the curriculum is to provide students with a knowledge base from which to better understand their own motivations, the behavior of others, and to think critically about popular psychological trends. Readings are assigned from both the course text and current research. Whenever possible, learning is experiential: students construct and administer tests, surveys, and interviews; they conduct both observational and control group experiments; and they create role play situations. Evaluation is based upon unit exams, research, collaborative projects, and multi-dimensional assignments.

**Advanced Placement US Government and Politics, 5.00 cr.**

**265**

**There is a college board exam fee associated with this course.**

This is an Advanced Placement course designed to provide rigorous college-level work to highly qualified senior students. AP US Government and Politics emphasizes concentrated study on the foundations, historical development and current workings of American political system. Students will work from a college-level textbook, supplementary reading materials, and primary documents. Unit exams and detailed projects compose much of the grade. This course is designed to give students an analytical perspective on government and politics in the United States. It will include both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. Topics that may be included are constitutional underpinnings of the United States government, political beliefs and behaviors, political parties, interest groups and mass media, institutions of national government, public policy, civil rights and civil liberties. Although there is no prerequisite for this course, students should familiarize themselves with the various institutions, groups, beliefs and ideas that constitute U.S. politics. A chief goal of this course is to prepare the students for the Advanced Placement College Board exam in United States Government and Politics. Students must take the Advanced Placement Exam to earn AP credit on their transcripts.



### **US Government and Politics, 5.00 cr.**

#### **238 - honors**

Students taking US Government and Politics for honors credit will follow the same curriculum as the AP Government students. This course is designed to give students an analytical perspective on government and politics in the United States. It will include both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. Topics that may be included are constitutional underpinnings of the United States government, political beliefs and behaviors, political parties, interest groups and mass media, institutions of national government, public policy, civil rights and civil liberties. Although there is no prerequisite for this course, students should familiarize themselves with the various institutions, groups, beliefs and ideas that constitute U.S. politics.

### **Introduction to Law, 5.00 cr.**

#### **240 – honors**

#### **242 – college prep**

This course explores the cases and concepts that are the foundation of the American judicial system. Students will focus on what are considered the basic rights and liberties of American citizens such as the rights of the accused, civil rights, and civil liberties, as well as civil and criminal law. Emphasis is placed on constitutional law, contemporary legal issues, and school law. Students will examine important cases and evaluate these cases in the context of their times. Students are expected to participate in classroom activities, as well as complete projects and reports.

### **Sociology through World Events, 5.00 cr.**

#### **284 - honors**

#### **286 - college prep**

The course's major emphasis is an analytical examination of sociology and human behavior through historical and contemporary world events. Major emphasis is placed on a holistic analysis of the events leading up to, including, and following the Holocaust. Students will use contemporary sociological theories to explain discrimination, racism, and genocide as they apply to historical and contemporary world events. By using the Holocaust and other events as case studies, students will be able to contemplate profound ethical questions about the consequences of our actions and our beliefs, which help them make connections between history and the moral choices we make every day. An important aspect of the course is analysis and discussion of issues as they are presented in primary source documents, short stories, films, documentaries, and readings. The course is a seminar; student learning will be assessed through reflective journal writing, small projects, presentations, and class participation.

### **Economics, 5.00 cr.**

#### **287 – honors**

#### **288 – college prep**

This course begins with an introduction to economic concepts and a comparison of different types of economic systems throughout the world. Students will learn the foundations of both microeconomics and macroeconomics, with units focusing on the laws of demand and supply, market structures, labor, business organization, financial markets, the role of government, and the international economy. The course places an emphasis on individual decision-making and students will engage in simulations that reflect markets and trade, entrepreneurship, and investment through the Stock Market Game. Discussions and projects will be woven throughout the course, as well as a study of the current state of the economy. Economics will also provide students with the practical knowledge and skills that will help them to prepare for a possible career in business or economics.

**International Relations, 5.00 cr.**

**275 – honors**

**276 – college prep**

This course will emphasize US relations with China, the Middle East, Mexico, Russia, other nations and international organizations starting from the 20<sup>th</sup> century but with an emphasis on current events. Through quest speakers, films, documentaries, and readings, students will gain an understanding of the social, political, and economic factors that influence international relations. Students will engage in simulations, research, debate, and discussion to enhance their academic skills, and they will also be provided opportunities to explore careers and college programs in fields such as government and politics. Students will be assessed on the basis of written reflection, group projects, research assignments, presentations, and class participation.

**Sports and Society, 5.00 cr.**

**253 – honors**

**254 – college prep**

This interdisciplinary course explores some of the major themes in modern society through the lens of sports. While much of the course will focus on North American sport, we will take a global perspective when appropriate. It is important to note that the course will not focus on play on the field, but will examine the larger societal trends that develop as a result of these actions. A portion of the class will be seminar-based with students forming opinions and arguments surrounding discussion topics including violence, gender, race, social class, politics and religion. We will also spend time in class in an exploratory setting with students experimenting in a number of fields including broadcasting, journalism, laboratory research, etc. This course will not be lecture intensive, with much of the material being derived from textbook readings, scholarly articles and other media sources. Student learning will be assessed through reflective journal writing, essay and research paper writing, small projects, presentations, and class participation.

**Senior Internship, 0 cr.**

**249 – honors**

Offered in Spring, this course will be run as a seminar for seniors who are in good academic standing and who are interested in exploring alternative educational experiences for the end of their senior year. The seniors who successfully fulfill the requirements of the course will spend the fourth term using the last four to six weeks of the academic year in a project of their design. The project itself may focus on the world of work or may be purely an educational experience of their choosing. Students will be responsible for attending weekly seminar meetings in preparation for their senior project. They will also need to work in conjunction with two mentors, one from inside the school and one in the community; these advisors will assist them in the completion of their final project. Students will present their findings to the school community at the end of the field placement.

<h2 style="text-align: center;">SPECIAL EDUCATION</h2> <p style="text-align: center;">(For those students with Individual Education Plans)</p>
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### **Academic Support, Grades 9-12, 5.00 cr.**

**812**

The Academic Support Program at Norwell High School focuses on three major areas. First and foremost, is the specially designed instruction outline in each students' IEP. Second, students are given the opportunity to practice and apply basic skills and study skills learned in content area subjects. Third, students work on the skills necessary to transition to the next level in their educational career, whether it be the next grade, college or work. The special education teachers and aides coordinate, communicate and collaborate with classroom teachers in the implementation of accommodations, and when needed, the modification of curriculum. Additionally, students who require related services (such as Speech Therapy, Counseling, Occupational Therapy, etc.) as a part of their IEP receive these services either throughout the course of their typical day, or during their scheduled academic support class. Meets 6 out of 7 days.

### **Academic Support, Grades 9-12, 2.5 cr.**

**799**

This Academic Support Program provides the same structured environment as the Academic Support Program Courses listed above. However, these courses offer students the opportunity to transition out of a full-time Academic Support Course and further allows them time to practice independent self-advocacy, learning style strategies and time management skills. Meets 3 out of 7 days.

### **Life Skills, 2.5 or 5.00 cr.**

**810**

This course for special needs students is specially designed instruction to assist students with meeting everyday challenges: how do you find an apartment, stick to a budget, use public transportation, live on your own, make financial decisions, maintain a bank account, establish credit, and prepare tax returns? Units include:

**Social Skills** (working in groups, pragmatic language skills, peer relationships, understanding emotions)

**Daily Living Skills Health and Hygiene** (safety, first aid, self-esteem, nutrition, exercise, laundry, cooking, time management, leisure activities)

**Finances** (make change, compute mileage, figure sales tax, calculate wages, balance a checkbook, understand utility bills, online banking)

**Self-Esteem** (body language, personal body space, career choices, change, dating, peer pressure)

### **Work Experience, 2.5 or 5.00 cr.**

**805**

This course for selected students provides hands-on work experience opportunities for students preparing for the world of work. Participants will learn to follow instruction, assess strengths, and explore career options. During this experience, students will target job skills, pinpoint career objectives, identify strengths, and explore ways to handle different work situations, while developing personal and interpersonal skills. The work experience may be in the school store "The Clipper Canteen".

Other topics may include: **Career Exploration, Personal Finance, In-School work options**

**Real World Academics, 2.5 or 5.00 cr.**

**800**

This course will assist in preparing students for transition to further vocational training or to employment. The course will cover academics in the areas of Mathematics, Reading, Science and Social Studies. **Mathematics** will include such topics as Banking, Budgets, Shopping, Money Management, Making Change and Employment. **Reading** will include such topics as online job applications, using the newspaper, forms related to employment, reading skills necessary for daily living. The class will incorporate a structured reading program to improve reading ability.

In addition, topics in Social Studies and Science will be incorporated as they relate to accessing the community, understanding the world and what it means to be a citizen.

## **WORLD LANGUAGES: LATIN, FRENCH, SPANISH AND ARABIC**

Students are offered: six (6) years of Latin, French, and Spanish beginning in Grade 7. Ninth grade students who have successfully completed level IB of a language at the Middle School may elect the second year of that language or begin another language. Ninth grade students who have successfully completed level IB/II at the middle school may elect the third year of that language or begin another language.

Honors students are expected to be highly and independently motivated in order to excel in all areas of learning the target language. The expectations for the College Prep level are similar, but include more explanation and practice in each area of language learning as needed. Both levels accommodate students' various abilities and learning styles and encourage all students to reach their highest potential within each course of language study.

Because the acquisition of world languages is a cumulative process, certain benchmarks must be attained in order to continue in a sequential course. In order to proceed to the next course in the sequence, students must obtain a final grade of C- or higher. Students receiving a grade in the D range at the end of the year will receive credit for the year. While still considered passing, a grade in the D range still requires serious remediation. Students in this situation may re-take the course for greater understanding. If the student receives a B- or higher the second time, the student will receive another year of credit toward graduation.

Depending on student enrollments, levels may be combined and taught within the same class.

As college entrance requirements vary, so may the number of years a student will elect to study a world language. However, most colleges require that a student successfully complete at least two years of any one language in high school. Students who demonstrate the ability and interest are encouraged to take four, five or six years of a language.

All students in the Arabic, French, and Spanish programs at Norwell High School have the opportunity to enhance their oral and aural language skills using the language lab. The use of the language lab is an integral part of teaching and learning and supports the district's educational goals.

The table below outlines the pathways of world language study that students may pursue. While the chart represents the typical flow of language study for students, individual exceptions may apply. Students interested in moving from one pathway to another should discuss this option with their world language teacher.

GRADE	PATHWAY 1	PATHWAY 2
6	Introduction to Foreign Language	Introduction to Foreign Language
7	Level I	Level I
8	Level I (Mastery and Continuation)	Level I (Continuation) AND Level II
9	Level II	Level III
10	Level III	Level IV
11	Level IV	Level V or AP (Latin)/SUPA (French, Spanish)
12	Level V or AP (Latin)/SUPA (French, Spanish)	Level VI (French, Spanish, Latin Honors) Or AP (French, Spanish)/SUPA (Latin)

## LATIN

**Latin I, 5.00 cr.**

**510 – honors**

**512 – college prep**

This course introduces students to the Latin language and culture. Through a variety of cooperative and teacher-directed activities, students learn the basics of Latin grammar. Using the *Cambridge Series*, they study Roman civilization through a family's adventures in Pompeii, Egypt, and Britain during the first century CE. Vocabulary and derivations are taught.

The CP course shares content with the Honors course, but students translate shorter passages, both for homework and on exams.

**Latin II, 5.00 cr.**

**520 – honors**

**522 – college prep**

This course is offered to students who have successfully completed Latin I. Students continue, in the *Cambridge Series*, to learn grammar, vocabulary and the history and culture of the Early Roman Empire. Students then transition into reading authentic Latin literature in the second half of the year.

The CP course shares content with the Honors course, but students translate shorter passages, both for homework and on exams.

**Latin III, 5.00 cr.**

**530 – honors**

**532 – college prep**

This course is offered to students who have successfully completed Latin II. Students continue reading authentic Latin literature including excerpts from Livy, Cicero's *Catilinarian Orations*, Caesar, and Ovid.

The CP course shares content with the Honors course, but students translate shorter passages, both for homework and on exams.

**Latin IV, 5.00 cr.**

**540 – honors**

This course is offered to students who have successfully completed Latin III. The course syllabus includes selected poems of Catullus, Horace, and Ovid. There is extensive literary analysis and translation.

**Latin IV, 5.00 cr.**

**542 – college prep**

Latin IV CP is offered to students who have successfully completed Latin III. This course shares content with the honors class in reading selected poems of Catullus, Horace, and Ovid. Latin IV CP does most of the work of the Latin IV honors program, but students are not responsible for translating all poems.

**Latin AP, Vergil/Caesar, 5.00 cr.**

**555**

The course is offered to students who have successfully completed Latin IV. The course follows the Advanced Placement *Vergil/Caesar* syllabus, which includes selections from Vergil's *Aeneid*, and Caesar's *Gallic War*, two of the most significant works of world literature. There is extensive literary analysis, translation, and study of the historical background of the time period. Students are expected to take the AP exam in May.

**Latin V, 5.00 cr.**

**552 – college prep**

This course is offered to students who have successfully completed Latin IV. The course shares content with the Advanced Placement and honors classes in reading selections of Vergil and Caesar. While significant amounts of Vergil and Caesar are required to be read in the original Latin, the amount required is less for students taking the course at the college prep level.

**Latin V, 5.00 cr.**

**550 – honors**

This course is offered to students who have successfully completed Latin IV. The course shares content with the Advanced Placement class in reading selections of Vergil and Caesar. Fewer translations are required for students taking the course for honors credit.

**Latin VI, 5.00 cr.**

**560 – honors**

This course is designed for self-motivated students who have successfully completed Latin V. Students are responsible for slightly less Latin than in the SUPA level. In a seminar style course, students will continue to pursue their understanding of Latin grammar and syntax through daily translation assignments. Students will explore the theme of love in the poetry of Catullus, Ovid, and Vergil, as well as the prose of Cicero and Apuleius. Students will be expected to complete a capstone project of their choice, with approval from the teacher. Students have the opportunity to pursue more independent study in Latin during the fourth term.

**Latin VI, 5.00 cr.**

**565 – SUPA**

This is an advanced level course designed for self-motivated students who have successfully completed Latin V. In a seminar style course, students will continue to pursue their understanding of Latin grammar and syntax through daily translation assignments. Students will explore the theme of love in the poetry of Catullus, Ovid, and Vergil, as well as the prose of Cicero and Apuleius. Students will be expected to complete a capstone project of their choice, with approval from the teacher. Students have the opportunity to pursue more independent study in Latin during the fourth term.

The SUPA Level course is offered during the first semester of the school year. Students enrolled in this course during the first semester **must enroll** in Syracuse University's Latin 320 and will earn 3 college credits through Syracuse University. The cost to the student is \$115 per credit (\$345 for the semester course). Students opting to take the course for Syracuse credit will have their grade weighted as an AP class.

<b>FRENCH</b>
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**French I, 5.00 cr.**

**710 – honors**

This course is an introduction to the French language and culture with emphasis on developing the listening, speaking, reading and writing skills required for comprehension and communication in everyday situations. Students are introduced to French-speaking peoples and their cultures through the use of authentic materials and supportive technology. Based on a functional study of grammar, the program teaches students to read and write what they hear and speak. Communication skills are reinforced by weekly sessions in the language laboratory.

**French I, 5.00 cr.**

**712 – college prep**

This is similar in description to the Honors level but is designed to accommodate different learning styles, allowing for more practice in each area of language learning as needed.



**French II, 5.00 cr.**

**720 – honors**

**722 – college prep**

This course, offered to students who have successfully completed French I, is designed to further develop skills in reading, writing, listening and speaking. They will regularly communicate in French about present, past, and future events in their lives. Purposeful and original expression reinforcing vocabulary and grammatical concepts is encouraged through writing and communicative activities such as skits, role-playing, storytelling and “show and tell.” Dictations and weekly work in the language laboratory strengthen speaking and listening comprehension skills. French culture is presented through authentic material whenever possible. Students will present at least one oral presentation each quarter.

The college prep course is similar in description to the honors course but is designed to accommodate different learning styles, allowing for more practice in each area of language learning as needed.

**French III, 5.00 cr.**

**730 – honors**

**732 – college prep**

The goals of this course are to build French vocabulary, develop confidence and accuracy in speaking, improve writing skills, and improve listening and reading comprehension. French is used primarily at this level. More complex grammatical structures are presented in a variety of formats. They are constantly reinforced and students are expected to use them appropriately in speaking and writing. Students become familiar with writing and speaking rubrics. Writing skills are refined through directed and original composition work that students submit and re-write each week, adhering to the expectations indicated on the writing rubric. An appreciation for the French-speaking world is encouraged through the discussion of customs and cultural events. The integration of language skills and cultural knowledge is expected and demonstrated through quarterly projects which are presented orally using technology.

The college prep course is similar in description to the honors course but is designed to accommodate different learning styles, allowing for more practice in each area of language learning as needed.

**French IV, 5.00 cr.**

**740 – honors**

This course is designed for motivated students who have successfully completed French III and choose to continue with the study of French language and culture. Most communication is in French. The program gives students the opportunity to review, expand, and strengthen grammatical concepts. Advanced composition work is expected. Presentations, quarterly projects, and weekly work using authentic sources and technology all serve to strengthen listening and speaking skills.

**French IV, 5.00 cr.**

**742 – college prep**

This course is for students who have completed French 3CP and are dedicated to continue learning the language and about the cultures of the French speaking countries. Students will learn to consider and understand different cultural perspectives, and how literature, music, movies and traditions can teach about the culture of a people, can impact our thinking, and contribute to creating our cultural perspective towards people, history and current events. Students will continue learning French vocabulary through a communicative approach to enable them to understand and make connections.

**French V, 5.00 cr.**

**752 – college prep**

This course is designed for motivated students who have successfully completed French IV and choose to continue with the study of the language and culture. All communication is in French. The program gives students the opportunity to review and strengthen grammatical concepts. Advanced composition work is expected. Presentations, quarterly projects, and weekly work using authentic sources and technology all serve to strengthen listening and speaking skills.

**French V, 5.00 cr.**

**750 – honors**

**751 – SUPA**

This is an advanced level course designed for self-motivated students who have successfully completed French IV. This class is a proficiency-based, communicative focused course that reviews understanding of the formal structures of the language, refines previously acquired linguistic skills and builds cultural awareness through communication and analysis of authentic cultural and literary texts. Daily practice with the online website component is required. Learning to communicate in a second language is a social experience, therefore students are expected to participate actively in every class. The class is conducted entirely in French.

Juniors enrolled in this course have the option during the first semester to enroll in Syracuse University's FR 201 course and earn four (4) college credits through Syracuse University. The cost to the student is \$115 per credit (\$460 for the two-semester course). Students opting to take the course for Syracuse credit will have their grade weighted as an AP class.

**Advanced Placement French, 5.00 cr.**

**755**

**There is a college board exam fee associated with this course.**

The Advanced Placement French Language curriculum follows the AP standard as established by the College Board. It is for NHS Seniors and is a challenging course, equivalent to a third-year college course. The class provides self-motivated students a college experience in advanced language study. This course is very demanding in the amount and variety of material covered. To be accepted into the AP program in the senior year, students must have earned a grade of B+ or better in French V Honors or French V SUPA. Students who take this course must accept the challenge of very demanding work all year and are expected to take the AP exam in May as the appropriate conclusion to their efforts. Those students who choose to forgo the exam may take this course for honors credit.

**French VI, 5.00 cr.**

**760 - honors**

French VI Honors mirrors the syllabus created for Advanced Placement French Language, including the completion of summer work. Assessments are differentiated to appropriately instruct and fairly evaluate students' progress at the honors level. While the curricula for the two courses are aligned, French VI Honors emphasizes independent projects that are presented orally in class rather than focusing on the Advanced Placement exam. These projects are designed for students to research, analyze, and discuss a variety of cultural topics.

<b>SPANISH</b>
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**Spanish I, 5.00 cr.**

**610 – honors**

This course is an introduction to the Spanish language and culture with emphasis on developing the listening, speaking, reading and writing skills required for comprehension and communication in everyday situations. Students are introduced to Spanish-speaking people and their cultures through the use of authentic materials and supportive technology. Based on a functional study of grammar, the program teaches students to read and write what they hear and speak. Communication skills are reinforced by weekly sessions in the language laboratory and through at least one oral presentation project each quarter.

**Spanish I, 5.00 cr.**

**612 – college prep**

This course is similar in description to the Honors level but is designed to accommodate different learning styles, allowing for more practice in each area of language learning as needed.

**Spanish II, 5.00 cr.**

**620 – honors**

This course, offered to students who have completed Spanish I, is designed to further develop their skills in reading, writing, listening and speaking Spanish. Students will regularly communicate in Spanish with others about present, past and future events in their lives. Purposeful and original expression that reinforces vocabulary and grammatical structures is encouraged through writing and communicative activities such as skits, role-playing, storytelling and “show and tell.” Dictations and weekly work in the language laboratory strengthen speaking and listening comprehension skills. Hispanic culture is presented through authentic material whenever possible. Students will present at least one oral presentation each quarter.

**Spanish II, 5.00 cr.**

**622 – college prep**

This course is similar in description to the Honors level but is designed to accommodate different learning styles, allowing for more practice in each area of language learning as needed.

**Spanish III, 5.00 cr.**

**630 – honors**

This course is designed to build Spanish vocabulary, develop confidence and accuracy in speaking, improve writing skills, and improve listening and reading comprehension. Spanish is used primarily at this level. More complex grammatical structures are presented in a variety of formats. They are constantly reinforced and students are expected to use them appropriately in speaking and writing. An appreciation for the Spanish-speaking world is encouraged through the discussion of customs and cultural events. The integration of language skills and cultural knowledge is expected and demonstrated through quarterly projects which are presented orally.

**Spanish III, 5.00 cr.**

**632 – college prep**

This course is similar in description to the Honors level but is designed to accommodate different learning styles, allowing for more practice in each area of language learning as needed.

**Spanish IV, 5.00 cr.**

**640 – honors**

This course is designed for motivated students who have successfully completed Spanish III and choose to continue with the study of the language and culture. All communication is in Spanish. The program gives students the opportunity to review, expand, and strengthen grammatical concepts. Advanced composition work is expected. Presentations, quarterly projects, and weekly work using authentic sources and technology all serve to strengthen listening, reading, and speaking skills.

**Spanish IV, 5.00 cr.**

**642 – college prep**

This course is similar to the Honors level course, but is designed to accommodate different learning styles, allowing for more practice in each area of language learning as needed.

**Spanish V, 5.00 cr.**

**650 – honors**

**651 – SUPA**

This is an advanced level course designed for self-motivated students who have successfully completed Spanish 4. This class is a proficiency-based, communicative Spanish 4 course that reviews understanding of the formal structures of the language, refines previously acquired linguistic skills and builds cultural awareness through communication and analysis of authentic cultural and literary texts. Daily practice with the online website component is required. Learning to communicate in a second language is a social experience, therefore students are expected to participate actively in every class. The class is conducted entirely in Spanish.

Students enrolled in this course have the option during the first semester to enroll in Syracuse University's SP 201 course and earn four (4) college credits through Syracuse University. The cost to the student is \$115 per credit (\$460 for the two-semester course). Students opting to take the course for Syracuse credit will have their grade weighted as an AP class.

**Spanish V, 5.00 cr.**

**652 – college prep**

This course is similar to the Honors level course, but is designed to accommodate different learning styles, allowing for more practice in each area of language learning as needed.

**Spanish VI, 5.00 cr.**

**660 – honors**

Spanish VI Honors mirrors the syllabus created for Advanced Placement Spanish Language, including the completion of summer work. Assessments are differentiated to appropriately instruct and fairly evaluate students' progress at the honors level. While the curricula for the two courses are aligned, Spanish VI Honors emphasizes independent projects that are presented orally in class rather than focusing on the Advanced Placement exam. These projects are designed for students to research, analyze, and discuss a variety of cultural topics.

**Advanced Placement Spanish Language, 5.00 cr.**

**655 – Advanced Placement**

**There is a college board exam fee associated with this course.**

The Advanced Placement Spanish Language curriculum follows the AP standard as established by the College Board. It is a challenging course equivalent to a third-year college course, and provides self-motivated students a college experience in advanced language study. This course is very demanding in the amount and variety of material covered. To be accepted into the AP program in the senior year, students must have earned a grade of B+ or better in Spanish V Honors. Students who take this course must accept the challenge of very demanding work all year and are expected to take the AP exam in May as the appropriate conclusion to their efforts. Those students who choose to forgo the exam may take this course for honors credit.

**Arabic I, 5.00 cr.**

**760 – honors**

This course is intended to be taken concurrently with either French V, Latin V, or Spanish V because of the level of language skills required. The course is an introduction to the Arabic language and culture. The emphasis is on developing the listening, speaking, reading and writing skills required for comprehension and communication in everyday situations. Students are introduced to Arabic-speaking peoples and their cultures through CDs, reading selections, realia and simulation activities. Through a functional study of Arabic script and sound system, students learn to read and write what they hear and speak. Communication skills are reinforced by weekly practice in the language laboratory.

**Arabic II Honors**

**761 - honors**

This course is offered to students who have completed Arabic I H with a grade of B- or better. The emphasis is on both language and culture. Students will further develop their skills in reading, writing, listening and speaking Arabic. They will regularly communicate in Arabic with others about present, past and future events in their lives. Purposeful and original expression that reinforces vocabulary and grammatical structures is encouraged through writing and communicative activities such as skits, role-playing and storytelling. Dictations and weekly work in the language laboratory strengthen speaking and listening comprehension skills. A general overview of Arabic culture is presented through videos, realia, cooking and audio-visual projects. Students will work on at least one oral presentation each quarter.