Nashoba Regional High School

Program of Studies

2025-2026

12 Green Road

Bolton, MA 01740

Telephone (978) 779-2257

http://nrhs.nrsd.net

Our Mission Statement

Together, we inspire and challenge all learners to realize their
unique potential and become active contributors to their community.

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

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

NRHS Administration:

Dr. Kathleen Boynton, Principal

Ms. Jeanine Boulay, Assistant Principal

Mr. Daniel Walker, Assistant Principal

Mr. David Kaizer, Dean of Students

Ms. Tania Rich, Athletic Director

Accreditation Statement

Nashoba Regional High School is accredited by the New England Association of Schools and

Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

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

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

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

Commission on Public Secondary Schools
New England Association of Schools and Colleges
1115 Westford Street, Third Floor
Lowell, MA, 01851 USA

Table of Contents

Our Mission Statement 2 Accreditation Statement 3 Planning Your Future 5 Admission

Policy—District Residents 6 Proof of Residency/Guardianship 6 Graduation Requirements 6 Information for College Bound Student Athletes 7 Dual Enrollment Information 7 UMASS College Admissions Criteria 7 Transfer Courses 8 Nashoba Regional High School Foreign Exchange Students 8
Agreement 9 **Course Levels 9** Honors (HON) 9 Advanced Placement Courses (AP) 9
Accelerated Level (ACC) 10 College Preparatory (CP) 10 **Course Registration Process 11**
Teacher Recommendations 11 Drop/Add 11 **Course Sequences 12 Grade Point Average (GPA) 12** Weighted GPA 12 Unweighted GPA 13 **Additional Information 13 Honor Roll 14 INNOVATION PATHWAYS PROGRAM 14 COURSE DESCRIPTIONS 15 APPLIED ARTS PROGRAM 15 ENGLISH PROGRAM 30 ENGLISH LEARNER EDUCATION PROGRAM 36 FINE AND PERFORMING ARTS PROGRAM 37** ART 37 MUSIC 41 **MATHEMATICS PROGRAM 47 SCIENCE PROGRAM 54 SOCIAL STUDIES PROGRAM 60 SPECIAL EDUCATION PROGRAM 66 WELLNESS PROGRAM 69 WORLD LANGUAGE PROGRAM 74 ADDITIONAL COURSE OFFERINGS 79**

Planning Your Future

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

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

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

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

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

~ The NRHS Counseling Department

Admission Policy—District Residents

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

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

Proof of Residency/Guardianship

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

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

Graduation Requirements

Each student must successfully complete a total of 90 credits to graduate, while also meeting all of the individual subject-area requirements. Massachusetts law requires that all students meet the local competency determination standard in English, Math and Science.

Required Courses

Subject	Years Required
English	4 Years
Mathematics	3 Years
Science	3 Years
Social Studies	3 Years (including US History)
World Language	2 Years

Fine/Performing Arts	1 Year
Applied Arts	1 Year (at least one semester of a technology designated course)
Wellness	4 Years
Minimum Credits Required for Graduation for All Graduating Classes: 90 Credits	

Additional Information

- A full year course which meets every day is granted 4.0 credits, a half year course earns 2.0 credits.
- Every student is expected to enroll in a minimum of 25 credits each year: exceptions must be approved by the Guidance Director & Principal.
- To receive credit for a course, a student must achieve a passing grade of 60 or above and meet the high school attendance requirements.
- Students may apply for early graduation if they anticipate meeting all of the graduation requirements at an accelerated pace.
- If a student enters mid-year, the school will attempt to place them in a full schedule which reflects the distribution requirements and the total credits necessary in order to graduate. ● Courses failed with a grade of 50 to 59, and courses passed but not granted credit due to attendance (see handbook) are both eligible for summer school. To receive credit for summer school and night classes, students must have earned a C– or better.
- NRHS courses with college articulation agreements will have additional requirements which must be met in order to receive the college credit.

Information for College Bound Student Athletes

Students wishing to compete on a Division I or Division II college athletic team must meet NCAA Clearinghouse eligibility requirements. Visit the website for details: https://web3.ncaa.org/ecwr3/

Dual Enrollment Information

Students wishing to undertake senior year at a Mass public college through the "Dual Enrollment" program must work closely with Guidance to ensure all graduation requirements are met. Dual enrollment students are expected to be enrolled full-time until graduation, must assume all costs, and meet all existing eligibility requirements for extra-curricular (i.e. sports or clubs) participation.

UMASS College Admissions Criteria

Students should take note that the Massachusetts public college system (i.e. UMass campuses, the "X" State Universities in Mass) require **four years of math (Algebra 1 & 2, Geometry, and one year beyond) for admissions.** All other course requirements are met by NRHS graduation requirements. Detailed admission statements can be found at:

https://www.mass.edu/forstufam/admissions/admissionsstandards.asp

Transfer Courses

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

All credits on a student's transcript from a prior educational setting will be converted to Nashoba credits, where each full year course is granted 4 credits and all courses will be recognized. For courses being brought in from non-traditional educational institutes (home-school, online, therapeutic, etc.) that have not been awarded credit, credit will be calculated according to the amount of time spent on each course prorated for independently verified instructional hours.

Nashoba recognizes only those educational experiences which have been within an accredited educational institution. Home school programs approved by the LEA are the sole exception.

The practical application to a student who transfers to Nashoba as an upperclassman will result in the following example transcript entry:

Minuteman Regional High School

Transfer credit 24

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

Nashoba Regional High School Foreign Exchange Students

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

In order to provide outstanding service and achieve our mission statement goals, Nashoba Regional High School allows ***three*** Foreign Exchange students per academic year. The principal reserves the right to reduce the number of foreign exchange students based on financial hardships or unforeseen circumstances. Students must be approved by an accredited foreign exchange program. Students are eligible for a maximum stay of one continuous academic year, September through June at NRHS. Students must register prior to the first day of school. Host parents and students are required to be present at the time of registration.

Foreign Exchange students must maintain at least a 2.0 grade point average at the end of each semester to remain in good standing at NRHS. Foreign Exchange students who are enrolled as seniors (grade 12) are able to participate in graduation ceremonies and will receive a Nashoba diploma provided that they pass MCAS exams, a US History course, and the NRHS graduation requirements. An 'Honorary Recognition Diploma' will be awarded if the full MCAS requirements or local graduation requirements are not met at the conclusion of the academic year.

Agreement

- Foreign Exchange students will be subject to all rules and regulations governing all students at Nashoba Regional High school
- The program representative is responsible for informing students of any agreements with the program and all rules and regulations
- Foreign Exchange students are not eligible for free and/or reduced lunch
- The following information should be presented for acceptance:
    - ○ Insurance (medical and accidental coverage)
    - ○ Permission to participate in athletic sponsoring organizations must meet MIAA standards
    - ○ Physical examination form including vaccination record and current physical ○ If the student wishes to achieve a NRHS diploma, an official English translated transcript from the foreign student's school
    - ○ A profile of student and their family
    - ○ Statement regarding responsibility of host parents/guardians for supervision and support of all school activities
    - ○ A copy of host family application and host family profile

Course Levels

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

Honors (HON)

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

recommended for Honors demonstrates the following characteristics:

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

Advanced Placement Courses (AP)

Within the Honors level, students may participate in Advanced Placement programs. AP classes prepare the student to take AP exams. The AP curriculum is prescribed by the College Board and successful completion may enable the student to receive college credit at some schools. These courses are recommended only for students who have demonstrated exceptional academic achievement through a

combination of ability and motivation. Students should have teacher recommendations to enroll in AP classes. In order for a student to receive the AP designation on a transcript, he/she/they must take the AP exam. If the student chooses not to take the exam, the course will be designated as “Honors” on the transcript.

Accelerated Level (ACC)

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

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

College Preparatory (CP)

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

- Has a partial understanding of subject matter and the ability to solve basic problems
- Reads at or above grade level
- Does better with structured tasks and guided activities

- Sometimes has difficulty with time management
- Benefits from advanced organizers and study guides
- Needs development of writing skills
- Is still building a repertoire of strategies for organizing work and time
- Benefits from additional time to process information
- Utilizes basic organizational strategies such as keeping a notebook and assignment book but wishes to enhance them
- Needs direction to self-assess and learn from mistakes
- Benefits from a comprehensive grammar review in preparation for college level writing and SAT exams

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

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

Course Registration Process

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

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

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

Teacher Recommendations

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

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

Any requests for overrides initiated after the deadline may be held until the start of school and/or after transfer-in registrations have been completed.

Drop/Add

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

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

Course Sequences

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

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

- Double-up on courses in a given year. Students should work with their guidance counselor and subject teacher to determine acceptable courses to take concurrently; for example, taking Algebra II and Geometry concurrently is an appropriate option because of the disparities in the two curricula, whereas taking Algebra II and Pre-Calculus concurrently would not be appropriate because the Pre-Calculus curriculum depends in part on prior mastery of the Algebra II curriculum. All general deadlines around dropping and adding courses apply when students double-up on courses.

- Students may take an approved course outside Nashoba Regional High School through an accredited academic institution. Students wishing to explore this option must set up a meeting beforehand with the guidance department head and the subject area department head to ensure that the outside provider is an approved and accredited institution, and that the proposed curriculum offered by the outside provider covers the same content covered by the equivalent course at Nashoba. Students wishing to advance their program must enroll in outside courses independently, pay for the courses themselves, and provide proof of completion with an official transcript. Students choosing to take a course at an outside institution will be required to complete a NRHS summative assessment of the curriculum, both to determine mastery of content and to inform placement in the next course and level. Course levels at an outside institution (e.g., Honors, Accelerated, College Preparatory) do not automatically guarantee placement at a commensurate level in the next course at Nashoba.

Grade Point Average (GPA)

Only courses taken and completed at Nashoba Regional High School will be calculated in the student's

GPA. Each student's transcript will have an annual weighted GPA and a cumulative weighted and unweighted GPA. A valedictorian and salutatorian will be recognized at graduation, based upon seventh semester cumulative weighted GPA.

Weighted GPA

Grades in each leveled course are assigned quality points when computing the weighted measures. Non-leveled courses are not factored into the weighted GPA calculation. The more difficult the course, the greater the number of quality points awarded.

The weighted GPA is derived by calculating the quality points (for final grade in a class) times the credits for that class, summing the total quality points for all courses completed, and dividing that number (total quality points) by the total credits.

Quality Points x Course Credits / Total Credits = Weighted GPA

Quality Points

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

Unweighted GPA

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

A = 4.0 B = 3.0 C = 2.0 D = 1.0 F = 0

Additional Information

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

impossible and alternate course choices must be made.

- **Performance Reports:** Grades are finalized quarterly. Report cards are accessible through PowerSchool or you can opt to have them mailed, by contacting the main office with that request. In addition, teachers, counselors, and administrators may provide information on performance through letters, PowerSchool Parent/Student Access, e-mail, or telephone calls as necessary.
- **Formal Records:** A *Temporary File,* containing all school information collected during earlier school years (report cards, transfer records, test summaries) is maintained for each student. This file is located in the guidance office and may be reviewed by a student or parent upon request for an appointment. In addition, the administration maintains a *Permanent File* for each student, which is a record of courses taken, grades awarded, and credits accrued.
- **Fall eligibility for <u>athletic and extracurricular programs</u> is based on a student passing a minimum of 16 credits in four major academic subjects during the previous school year 4th**

quarter as well as the year end grades. Eligibility for winter and spring participation is based on the preceding quarter's grades. A student must be passing the equivalent of four full year courses as well as maintaining an overall cumulative average of 60% or more. Credit reduction in a course is considered to be a non-passing grade for eligibility purposes only.

- **Make-Up Credit** - Students must earn a grade of F (50-59) in order to be eligible to earn credit through summer school. Students who earn an F (0-40) are not eligible to earn academic credit in summer school. To receive credit, a C- (70%) grade or better in summer school is required. Prior approval from the guidance office is required for summer school courses.
- **Placement Exams -** Nashoba Regional High School has the right to administer a Nashoba placement exam in courses such as Math and Foreign Language where prerequisite knowledge is essential in order to progress to the next level. Guidance will typically request a writing sample of a student to assist with placement in Humanities courses.

Honor Roll

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

<u>Honors</u>

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

<u>High Honors</u>

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

<u>Highest Honors</u>

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

INNOVATION PATHWAYS PROGRAM

Our Innovation Pathways Program provides students with hands-on learning opportunities in high-demand career fields while offering them a chance to explore their personal interests within those fields. Through specialized courses, guest speaker engagements, field trips, and internship or capstone experiences, students gain real-world skills and insights into potential career pathways while building up

resumes that put them ahead.

Nashoba Regional High School's Innovation Pathways Program is a robust and comprehensive program recognized by the Department of Elementary and Secondary Education (DESE) as a designated pathway program. Students complete two technical-level courses and two advanced-level courses, with opportunities to earn college credits along the way.

Nashoba Regional High School currently offers two pathways: **Business & Finance**, where students can explore areas like marketing, accounting, and entrepreneurship, and **Advanced Engineering & Manufacturing**, which focuses on careers in robotics, construction, engineering, and manufacturing. In Fall 2025, we will launch our **Information Pathway**, providing additional opportunities for students interested in exploring career options in computer science, graphic design, and broadcast journalism.

Applications for the Innovation Pathways Program are open between [insert dates after Friday 12/20 meeting], and on a rolling basis if open slots are available. Each pathway accepts 20 students per graduation year. Please check out our Innovation Pathways website for additional information, or reach out directly to our Innovation Pathways Coordinator, Bridget Hannigan (bhannigan@nrsd.net) for additional information.

COURSE DESCRIPTIONS

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

APPLIED ARTS PROGRAM

The Applied Arts program offers a comprehensive education in Business, Technology, Manufacturing, Engineering, and Computer Science, integrating real-world problem-solving, skill application, and advanced technology into the high school curriculum. Students gain practical, marketable skills and hands-on experience, preparing them for success in diverse career fields or post-secondary education. Courses emphasize critical thinking, adaptability, and technical proficiency, equipping students for a wide range of professional opportunities.

For those interested in specializing their learning, the Innovation Pathways program offers three optional pathways 1) Business and Finance, 2) Advanced Manufacturing and Engineering, and 3) Information Technology. These pathways provide students with opportunities to gain industry-specific experience, credentials, and internships.

Business Courses

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

Business	Credits	Grade level	Prerequisite
Introduction to Business	4.0	9-12	None
Accounting	4.0	10-12	None
Economics	2.0	9-12	None
Personal Finance	2.0	9-12	None
Marketing	2.0	9-12	None
Tech Essentials for the Modern World	2.0	9-12	None
Tech Essentials for the Modern World 2 -Microsoft Certification	2.0	9-12	Tech Essentials for the Modern World
Sports and Entertainment Marketing	2.0	10-12	Marketing or Intro to Business
Marketing and Community Partnerships	2.0	11-12	Marketing or Intro to Business
Product Development for Entrepreneurs	2.0	10-12	Marketing or Intro to Business

**All Business courses are Business Innovation Pathways Eligible*

Introduction to Business

Level: NL **Grade:** 9-12 **Credits:** 4.0

This full year course presents students with a broad overview of many fields of business including Economics, Marketing, Entrepreneurship, Human Resources, Business Ethics, Accounting, and Personal Finance. Students will gain a basic understanding of these fields as well as be exposed to possible careers in those fields. This course will also explore the design thinking process in relation to business concepts. Students will focus on strategies which solve real-world business problems.

DECA eligible course Technical Course offering for Business Innovation Pathway

Accounting

Level: ACC, CP **Grade:** 10 –12 **Credits:** 4.0

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

DECA Eligible course Advanced course offering for Business Innovation Pathway 16

Economics

Level: ACC, CP **Grade:** 9-12 **Credits:** 2.0

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

DECA Eligible course Technical course offering for Business Innovation Pathway

Personal Finance

Level: NL **Grade:** 9-12 **Credits:** 2.0

This semester-long course will equip students with essential skills to manage their finances effectively, covering key topics like credit scores, loans, budgeting, saving, and investing. In today's world, financial literacy is crucial, as nearly everyone will need to navigate decisions like buying a car or home, securing insurance, and paying taxes at some point in their lives. Through this program, students will learn how to make informed financial decisions, understand the impact of these choices on their future, and gain practical insights into the business applications of personal finance. By mastering these skills, students will be better prepared to use credit wisely, build savings, and invest for long-term financial security.

DECA Eligible course Technical course offering for Business Innovation Pathway

Marketing

Level: NL **Grade:** 9-12 **Credits**: 2.0

This semester-long Marketing course introduces students to the essential strategies and functions involved in satisfying consumer needs. Students will explore the 4Ps of marketing—Product Design, Pricing, Placement (Distribution), and Promotion—to understand how companies create, price, distribute, and market their products to reach target audiences effectively. Additionally, the course covers key concepts including Financing, Market Information Management, and Personal Selling,

providing a well-rounded view of the marketing landscape. Students will also complete a hands-on project using the design thinking process, allowing them to develop creative solutions from idea generation to implementation. Social media marketing and current trends are analyzed, giving students insight into how brands connect with consumers in today's digital world.

DECA Eligible course Technical course offering for Business Innovation Pathway

Tech Essentials for the Modern World 1

Level: NL **Grade:** 9-12 **Credits:** 2.0

The semester-long Tech Essentials for the Modern World course offers a comprehensive exploration of essential computer and web-based technologies, preparing students for success in today's digital landscape. Students will develop proficiency in Microsoft Office Suite (Word, PowerPoint, Excel), Google Workspace, and Adobe Creative Cloud applications (Photoshop and Illustrator). The curriculum encompasses cloud computing and cybersecurity fundamentals, emphasizing secure data practices and digital citizenship. Additionally, students will enhance their communication abilities through presentation and public speaking skills, mastering techniques for effective storytelling, and visual design in 17 presentations. This course equips students with practical skills and theoretical knowledge essential for academic achievement and future professional pursuits in a technology-driven world.

Advanced course offering for Business Innovation Pathway

Tech Essentials for the Modern World 2 - Microsoft Certification

Level: NL **Grade:** 9-12 **Credits:** 2.0

The semester-long Tech Essentials for the Modern World - Microsoft Certification course offers students an in-depth exploration of advanced Microsoft Word, Excel, and PowerPoint skills, focusing on document automation, data analysis, and dynamic presentation design. Through hands-on projects and preparation for Microsoft Office Specialist (MOS) certifications, students develop essential skills for academic success and future professional endeavors in a technology-driven world. Additionally, students will expand their proficiency in Adobe Creative Cloud applications, including Photoshop and Illustrator, learning graphic design techniques and digital media creation. The course also introduces fundamental concepts in Computer Science, covering topics such as programming basics and computational thinking. *Advanced course offering for Business Innovation Pathway*

This two course sequence is eligible for concurrent/dual enrollment credits through Middlesex Community College. MIDDLESEX Community College

Sports and Entertainment Marketing

Level: NL **Grade:** 10-12 **Credits:** 2.0

The field of sports and entertainment marketing is rapidly growing and expanding. Many colleges and universities offer concentrations in sports and entertainment marketing. This class will explore the ever-changing world of sports and entertainment from the perspective of marketing. The functions of marketing that are presented are intended to be a guide in taking the first career step into the exciting world of sports and entertainment. This course will help students develop a thorough understanding of the marketing concepts and theories that apply to sports and entertainment events. In addition, Sports and Entertainment Management teaches leadership, finance, product management, sponsorship, event

marketing, promotions, human resources, legal and ethical issues, managing, and customer relations. This course will also introduce promotion plans, sponsorship proposals, and sports marketing plans. *Prerequisite: Marketing or Intro to Business*

DECA Eligible course Technical course offering for Business Innovation Pathway

Marketing and Community Partnerships

Level: NL **Grade:** 11-12 **Credits:** 2.0

This semester-long course curriculum is structured around Marketing and Entrepreneurship principles while emphasizing techniques of human relations, leadership, public relations and business communication. Students will work independently and in teams to meet with outside groups and other groups within Nashoba Regional High School to engage in business ventures, community service, group discussions, individual or group projects and presentations to reinforce business concepts. Students will integrate the use of technology in the form of presentation, social media and communications advertisement. Students will be encouraged to exhibit their understanding of the curriculum at the 18 District 7 DECA Competition and Massachusetts DECA competition. *Prerequisite: Marketing or Intro to Business*

DECA Eligible course Technical course offering for Business Innovation Pathway

Product Development for Entrepreneurs

Level: NL **Grade:** 10-12 **Credits:** 2.0

The semester-long Product Development course offers students a unique opportunity where students can learn how to not only create products but learn how to turn their created ideas into a business. Students will spend half of the time in a traditional business classroom and the other half in the advanced manufacturing shop. On the business side of things, students will be learning the basics of Economics, Marketing, Financial Planning, Budgeting, and writing a business plan. Students working in the advanced manufacturing portions of the course will learn how to safely and effectively operate a variety of tools, CNC machines, Laser engravers, and 3d printers. Students will manufacture tangible products and learn strategies around sourcing materials, marketing, budgeting, and financial planning making this a truly “one of a kind” practical real-world experience.that will fulfill a technology requirement.

DECA Eligible course Technical course offering for Business Innovation Pathway

This course is eligible for concurrent/dual enrollment credits through Middlesex Community College.

Information Technology Courses

Information Technology Courses	Credits	Grade level	Prerequisite
Graphics 1	2.0	9-12	None
Graphics 2	2.0	10-12	Graphics 1
Graphics 3	2.0	10-12	Graphics 2
Introduction to Game Design	2.0	9-12	None
Game Design 2	2.0	10-12	Intro to Game Design
Computer Modeling and Animation	2.0	9-12	None
Computer Modeling and Animation 2	2.0	10-12	Computer Modeling
Tech Essentials for the Modern World	2.0	9-12	None
Tech Essentials for the Modern World 2 -Microsoft Certification	2.0	9-12	Tech Essentials for the Modern World

Introduction to Computer Science	2.0	9-12	Algebra I
AP Computer Science Principles	4.0	11-12	None
AP Computer Science A	4.0	11-12	Engineering Drawing part 1
Journalism/ Broadcast I	2.0	9-12	None
Journalism/ Broadcast 2	2.0	9-12	Journalism/ Broadcast 1
Printmaking and Silk-screening	2.0	9-12	
Digital Photography 1	2.0	9-12	
Digital Photography 2	2.0	9-12	Digital Photo 1
Music Production and Recording	2.0	9-12	

**All Information Technology courses are Information Innovation Pathways Eligible*

Graphics 1

Level: NL **Grade:** 9-12 **Credits:** 2.0

This is an introductory course in the creation of digital media. Students will use many of the features of the Adobe Creative Suite program which incorporates Photoshop, Illustrator, and InDesign for creating effective promotional and collateral pieces, publications, packaging design, corporate identity and digital artwork through the use of state-of-the-art computer technology and the latest graphic design software. This class fulfills 2.0 credits of the Technology or Art graduation requirement.

Technical course offering for Information Innovation Pathway

Graphics 2

Level: NL **Grade:** 10-12 **Credits:** 2.0

Graphic Design II will build on the skills acquired in Graphics I as well as incorporate intermediate level techniques in image editing, illustration, and desktop publishing. Students will learn advanced techniques in design theory while preparing design work for print and various projects, such as Yearbook and digital portfolios. Students will utilize the design process using the Adobe Creative Suite, which

includes Photoshop, Illustrator and InDesign. Additionally, students will also be exposed to video production using Adobe Premiere. *Prerequisite: Graphics 1*. *This class fulfills 2.0 credits of the Technology or Art graduation requirement.*

Technical course offering for Information Innovation Pathway

Graphics 3

Level: NL **Grade:** 10-12 **Credits:** 2.0

Graphic Design III will expand and develop the skills acquired in the Adobe Creative Suite. Students will learn advanced techniques in design theory while preparing design work for print and digital projects. Real world challenges will be a focus in this course. Students will be challenged to work independently and efficiently throughout the course learning 21st century skills and developing their own style along the way. *Prerequisite: Graphics 2. This class fulfills 2.0 credits of the Technology or Art graduation requirement.*

Technical course offering for Information Innovation Pathway

Introduction to Game Design

Level: NL **Grade:** 9-12 **Credits:** 2.0

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

Technical course offering for Information Innovation Pathway

Game Design 2

Level:NL **Grade:** 10-12 **Credits:** 2.0

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

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

Technical course offering for Information Innovation Pathway

Computer Modeling and Animation

Level: NL **Grade:** 9-12 **Credits:** 2.0

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

Technical course offering for Information Innovation Pathway

Computer Modeling and Animation 2

Level: NL **Grade:** 10-12 **Credits:** 2.0

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

Technical course offering for Information Innovation Pathway

Tech Essentials for the Modern World

Level: NL **Grade:** 9-12 **Credits:** 2.0

The Tech Essentials for the Modern World course offers a comprehensive exploration of essential computer and web-based technologies, preparing students for success in today's digital landscape. Students will develop proficiency in Microsoft Office Suite (Word, PowerPoint, Excel), Google Workspace, and Adobe Creative Cloud applications (Photoshop and Illustrator). The curriculum encompasses cloud computing and cybersecurity fundamentals, emphasizing secure data practices and digital citizenship. Additionally, students will enhance their communication abilities through presentation and public speaking skills, mastering techniques for effective storytelling and visual design in presentations. This course equips students with practical skills and theoretical knowledge essential for academic achievement and future professional pursuits in a technology-driven world. *This class fulfills 2.0 credits of the Technology or Art graduation requirement.*

Advanced course offering for Information Innovation Pathway

Tech Essentials for the Modern World 2 - Microsoft Certification

Level: NL **Grade:** 9-12 **Credits:** 2.0

The Tech Essentials for the Modern World - Microsoft Certification course offers students an in-depth exploration of advanced Microsoft Word, Excel, and PowerPoint skills, focusing on document automation, data analysis, and dynamic presentation design. Through hands-on projects and preparation for Microsoft Office Specialist (MOS) certifications, students develop essential skills for academic success and future professional endeavors in a technology-driven world. Additionally, students will expand their proficiency in Adobe Creative Cloud applications, including Photoshop and Illustrator, learning graphic design techniques and digital media creation. The course also introduces fundamental concepts in Computer Science, covering topics such as programming basics and computational thinking. *This class fulfills 2.0 credits of the Technology or Art graduation requirement.*

Advanced course offering for Information Innovation Pathway

Journalism and Broadcast 1

Level: NL **Grade:** 9-12 **Credits:** 2.0

The Journalism/Broadcast classes primarily consist of non-fiction writing and reporting. Students will contribute to The Regional, our online newspaper, as well as to the Nashoba News broadcast through script writing, producing, anchoring, or anything else they find interesting. Much of the course will focus on developing and improving writing skills in a variety of styles and formats in a writing workshop/ project-oriented atmosphere. Students will be allowed and encouraged to explore specific strengths and interests. Those considering this elective should know that they will be asked to write articles, create a podcast series AND be in front of the camera for Nashoba News. Self-discipline and a desire to work as part of a team are key to finding success in this class. No prerequisite for Journalism I; Journalism II may be taken after successful completion of Journalism I. *This class fulfills 2.0 credits of the Technology or Art graduation requirement.*

Technical course offering for Information Innovation Pathway

Journalism and Broadcast 2

Level: NL **Grade:** 9-12 **Credits:** 2.0

Journalism/Broadcast 2 will allow students to strengthen the skills learned in Journalism/Broadcast 1 as they become student leaders in the class. Based on previous strengths and interests, returning students will be asked to serve as editors of The Regional, work on website design, create content for various clubs and organizations within the school and/or possibly the district, and teach J/B 1 students how to produce broadcasts. J/B 2 students will also be in charge of the set-up and take-down of all cameras and lighting equipment as well as assisting J/B 1 students who might be filming on location. The podcast and writing work from year one will continue and become more refined as students explore larger writing pieces such as feature reports and/or investigative reporting as well as longer, more in-depth podcasting. Lastly, all of the work created in both classes will be curated and placed into a digital portfolio that can be used alongside a resume and/or college application. *This class fulfills 2.0 credits of the Technology or Art graduation requirement.*

Technical course offering for Information Innovation Pathway

Introduction to Computer Science

Level: NL **Grade:** 9-12 **Credits:** 2.0

The project-based course provides an introduction to a wide range of computer science topics through group and individual work, as well as quizzes and tests. Topics addressed in detail include computational thinking, algorithm development, discrete math, and programming. Other topics, such as computer hardware, artificial intelligence, and data collection are explored using a broader treatment. *Prerequisite: Algebra I. This class fulfills 2.0 credits of the Technology or Art graduation requirement.*

Technical course offering for Information Innovation Pathway

AP Computer Science Principles

Level: AP **Grade:** 11-12 **Credits:** 4.0

This course provides an introduction to basic principles of computer science (CS), including programming in App Inventor, a graphical programming language for mobile devices. This is a project based course. Students will learn CS principles by building socially useful mobile apps and reflecting on the impacts of their work. This course involves a strong writing component. Students will maintain a portfolio of their work, which will include several performance tasks in the areas of programming, data analysis, and the impact of computing technology. Note: This is an AP level course. *Prerequisites: Successful completion of ACC Algebra I and Geometry, or successful completion of ACC/Honors Algebra II. This class fulfills 4.0 credits of the Technology graduation requirement.*

Advanced course offering for Information Innovation Pathway

AP Computer Science A

Level: AP **Grade:** 11-12 **Credits:** 4.0

AP Computer Science A (AP CS A) is equivalent to an introductory college course in Computer Science. It is highly recommended for students who plan on majoring in Computer Science and/or in a STEM-related field. This course also benefits students majoring in any discipline that integrates CS into its curriculum. Students taking AP CS A use the Java Programming language. The curriculum emphasizes problem solving, procedural/data abstraction, object-oriented programming and design methodology, 24 algorithms, and data structures. The course is conducted using a blended approach. Students access an online environment that provides lessons, exercises, labs and self-assessments. There is a high degree of collaboration amongst the students as they work through the various activities and assignments. All students taking AP CS A are expected to take the AP exam at the end of the course. *Prerequisites: B– or higher in Accelerated Algebra II and successful completion of one of the following: Introduction to Computer Science, or AP Computer Science principles (AP CSP). This class fulfills 4.0 credits of the Technology graduation requirement.*

Advanced course offering for Information Innovation Pathway

Printmaking and Silk-screening

Level: NL **Grade:** 9-12 **Credits:** 2.0

This course explores monoprinting, collagraph printing, linocuts and t-shirt design through silk-screening. The curriculum will build a foundation of 2-dimensional design skills and enable students to practice clear communication strategies to target audiences through their imagery. Students will explore and acquire

essential knowledge of the elements of art and principles of design in order to create artwork that reflects their ideas and artistic intent. Digital photography, stenciling techniques, and drawing will be used as strategies for the design process. From exploring the printing methods of the early 1600's and the contemporary hand printing methods of today's popular culture, students will draw parallels between historical and modern day practices. Students in this course are asked to bring in a 9x12 sketchbook to class. This course culminates in a final project. *No prerequisite required.*

Technical course offering for Information Innovation Pathway

Digital Photography

Level: NL **Grade:** 9-12 **Credits:** 2.0

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

Technical course offering for Information Innovation Pathway

Digital Photography II

Level: NL **Grade:** 9-12 **Credits:** 2.0

This course builds on the skills and knowledge that students acquired in Digital Photography I and explores creative thinking strategies common in Art Studio courses. Students will build upon the basic principles and applications of digital photography and integrate new skills in digital design and illustration. Adobe Photoshop and Adobe Illustrator will be used to solve specific visual and artistic challenges, reinforcing technical skills and encouraging creative thinking strategies. Projects integrating photography, design and illustration may include: character design, movie poster design, video game environment art, surface design, photo montage, and digital painting. Students will learn how to use a Wacom tablet and familiarize themselves with generating ideas and using the creative process to express themselves. Students who are interested in making original digital artwork are encouraged to take this course. *Prerequisite: Digital Photography I. Course enrollment may be limited, with course priority going to upperclassmen. This course fulfills 2.0 credits of the Technology or Art graduation requirement.*

Technical course offering for Information Innovation Pathway

Music Production and Recording

Level: ACC **Grade:** 9-12 **Credits:** 2.0

This semester-long course is a project based class where students explore a variety of components of modern song composition, recording, and performance. Students will explore the history of digital music, working with live sound, and have a hands-on approach to song composition. Students will learn the musical elements through composition of digital music and performance. Students will learn basics in music theory, piano, and recording. Projects for this class include, but are not limited to, song composition, recording live sound, movie soundtracks and foley (sound effects), history and changes of music throughout decades. *This class fulfills 2.0 credits of the Fine Art or Technology requirement.*

Technical course offering for Information Innovation Pathway

Advanced Manufacturing and Engineering Courses

Engineering Courses

Engineering	Credits	Grade level	Prerequisite
Engineering Essentials (PLTW)	4.0	9-12	None
Robotics and Drone Technology	4.0	9-12	None
Engineering Design 1	2.0	9-12	None
Engineering Design 2	2.0	9-12	Engineering Design 1

**All Engineering courses are eligible for the Advanced Manufacturing and Engineering Innovation Pathway*

Advanced Manufacturing Courses

Advanced Manufacturing	Credits	Grade level	Prerequisite
Introduction to Prototyping and Production	2.0	9-12	None
Applied Prototyping and Production	4.0	10-12	Intro to Prototyping and Production Or Engineering Essentials

Construction Basics I	4.0	10-12	Intro to Prototyping and Production Or Engineering Essentials
Product Development for Entrepreneurs	2.0	10-12	None

**All Advanced Manufacturing courses are eligible for the Advanced Manufacturing and Engineering Innovation Pathway*

Engineering Essentials - Project Lead the Way (PLTW)

Level: ACC **Grade:** 9-12 **Credits:** 4.0

Engineering Essentials (EES) introduces students to the vital role of engineers in designing and developing solutions to real-world challenges. This course covers key engineering concepts across multiple disciplines, empowering students with technical skills through a variety of engineering tools. Students will apply the engineering design process to create mechanical, electronic, process, and logistical solutions relevant to various industries. Using Project Lead The Way's activity, project, and problem-based (APB) instructional approach, students progress from structured activities to open-ended projects, technical documentation, and in-demand skills such as problem-solving, critical and creative thinking, collaboration, communication, and ethical reasoning.

Advanced course offering for Advanced Manufacturing and Engineering Pathway

Robotics and Drones Technology

Level: NL **Grade:** 9-12 **Credits:** 4.0

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

Technical course offering for Advanced Manufacturing and Engineering Pathway 27

Engineering and Design 1

Level: ACC **Grade:** 9-12 **Credits:** 2.0

Engineering and Design 1 and 2 should be taken in sequence as a full year course whenever possible

This introductory course is designed for students interested in exploring design and engineering careers. This course explores the fundamentals of communication using technical drawings and blueprints. Mechanical drawing and architectural topics are introduced as students develop both free-hand and CAD (computer aided drafting) skills. The students will work with the latest software titles and follow ANSI technical drawing standards. Students learn drafting techniques and tools in various tutorials and are

also given real world engineering design thinking challenges. At least one design challenge will use 3d printers to create prototypes and actually test their design (ex. turbine or windmill blades). *This class fulfills 2.0 credits of the Technology or Art graduation requirement*

Technical course offering for Advanced Manufacturing and Engineering Pathway

Engineering and Design 2

Level: ACC **Grade:** 9-12 **Credits:** 2.0

This course builds on the foundations established in Part 1, diving deeper into 3D solid modeling and animation used in major engineering fields. Students will work collaboratively to construct complex 3D parts, assemblies, and 2D conceptual designs. The curriculum includes developing motion designs with gears, cams and followers, linkages, and conducting material analysis. By the end of the course, students will have mastered advanced 3D parametric modeling concepts and 3D printing techniques. *This class fulfills 2.0 credits of the Technology or Art graduation requirement.*

Technical course offering for Advanced Manufacturing and Engineering Pathway

Intro to Prototyping and Production

Level: NL **Grade:** 9-12 **Credits:** 2.0

This hands-on introductory course immerses students in the fundamentals of prototyping and manufacturing, using materials such as wood, metal, and 3D-printed components. Through a series of engaging projects, students will develop practical skills in design and fabrication while working with both traditional tools and modern equipment, including CNC machines, plasma cutters, 3D printers, and hand tools. Students will be introduced to the engineering design process and learn key techniques in fabrication, prototyping, and production. Emphasis will be placed on safe, effective use of industry-standard equipment and developing foundational skills essential for advanced study in manufacturing, product design, and engineering. By the course's end, students will have a strong grasp of core manufacturing concepts and hands-on experience creating functional prototypes, equipping them with a versatile skill set for future technical fields.

Technical course offering for Advanced Manufacturing and Engineering Pathway 28

Applied Prototyping and Production

Level: NL **Grade:** 10-12 **Credits:** 4.0

Expanding on "Intro to Prototyping and Production," this year-long, project-based course allows students to pursue advanced, self-directed projects in fabrication and production. Using industry-standard tools like CNC machines, 3D printers, and laser cutters, students will deepen their skills in materials processing, product design, and precision manufacturing. Students will gain hands-on experience in project management, technical documentation, and iterative design, all while prioritizing safety and precision. By year's end, they'll have a portfolio of diverse projects, preparing them for advanced study or entry into technical fields such as manufacturing, engineering, and design.

Technical course offering for Advanced Manufacturing and Engineering Pathway

Construction Basics I ***Available 26/27* **Level:** NL **Grade:** 9-12 **Credits:** 4.0

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

Technical course offering for Advanced Manufacturing and Engineering Pathway

Product Development for Entrepreneurs

Level: NL **Grade:** 9-12 **Credits:** 2.0

The Product Development course offers students a unique opportunity where students can learn how to not only create products but learn how to turn their created ideas into a business. Students will spend half of the time in a traditional business classroom and the other half in the advanced manufacturing shop. On the business side of things, students will be learning the basics of Economics, Marketing, Financial Planning, Budgeting, and writing a business plan. Students working in the advanced manufacturing portions of the course will learn how to safely and effectively operate a variety of tools, CNC machines, Laser engravers, and 3d printers. Students will manufacture tangible products and learn strategies around sourcing materials, marketing, budgeting, and financial planning making this a truly "one of a kind" practical real-world experience.that will fulfill a technology requirement.

Advanced course offering for Advanced Manufacturing and Engineering and Business Innovation Pathways. DECA Eligible Course.

ENGLISH PROGRAM

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

Freshman English

Level: HON, ACC/CP **Grade:** 9 **Credits:** 4.0

In this year-long course, students will practice essential English Language Arts skills, including elevating students' literacy skills for high school and continuing the development of a growth mindset. Students are introduced to diverse perspectives through literature and classroom interactions. In addition to literacy skills, in ninth grade, we work on various modes of writing with attention to structure, voice, and mechanics, yielding digital media, spoken presentations, and written end products. Through the reading and discussion of literature, we work to develop students' empathy and understanding of a plurality of world views. Developing empathy within this environment fosters authentic relationships and healthy risk-taking as learners.

Students who are recommended for and choose to take English for **CP** or **ACC** credit are merged into combined classes in which instruction is geared toward providing students with skills that meet the MA State Frameworks and the NRSD's core competencies for graduates. Teacher support may be modified based upon a student's level choice. Students who are recommended for and choose to take English for **Honors** credit are also provided with skills instruction meeting the MA State Frameworks and NRSD's core competencies, and work additionally to deepen their writing craft and critical analysis in reading. Honors classes tend to move through challenging material at a faster pace and students are expected to complete work with greater independence.

Freshman World Humanities (not offered 2025-2026)

Level: ACC/CP **Grade:** 9 **Credits:** 8.0 (4 English; 4 Social Studies)

This course is specifically designed for freshmen and will provide four History credits and four English credits. This is a full-year class and is scheduled for a double period. World Humanities is a thematically taught course that focuses on major events in World History through the lens of literature, non-fiction texts, art, and music. This course will also consist of an intensive study in the basic areas of composition, research, and analytical reading, with a focus on developing students' abilities to be careful readers and effective writers. Students who are recommended for and choose to take English for **CP** or **ACC** credit are merged into combined classes in which instruction is geared toward providing students with skills that meet the MA State Frameworks and the NRSD's core competencies for graduates. Teacher support may be modified based upon a student's level choice.

Sophomore English

Level: HON, ACC/CP **Grade:** 10 **Credits:** 4.0

In this year-long course, students will continue to practice essential English Language Arts skills with a more significant emphasis on thoughtful reflection of their learning process, skills, and goals. The goal is for students to become thoughtful participants in their own learning. Crucial conversations about literature and current events further develop students' senses of self and community. Additionally, with a focus on the audience, students will continue to develop writing skills and the intentional application of those skills in various modes or products with increased independence.

Students who are recommended for and choose to take English for **CP** or **ACC** credit are merged into combined classes in which instruction is geared toward providing students with skills that meet the MA

State Frameworks and the NRSD's core competencies for graduates. Teacher support may be modified based upon a student's level choice. Students who are recommended for and choose to take English for **Honors** credit are also provided with skills instruction meeting the MA State Frameworks and NRSD's core competencies, and work additionally to deepen their writing craft and critical analysis in reading. Honors classes tend to move through challenging material at a faster pace and students are expected to complete work with greater independence.

American Literature

Level: HON, ACC, CP **Grade:** 11 **Credits**: **4.0**

As students continue to learn and practice essential English Language Arts skills in this year-long course, there is a significant focus on their impact within their community and how they understand and articulate the institutional, cultural, and social elements that have shaped this country, and the ways American literature has acted as an agent of change throughout America's history. Students will analyze how marginalized individuals and groups have contributed to the ever-evolving American literary canon. Students will demonstrate personal, civic, social, local, and global responsibility through their research, studies, and reflections. Students who are recommended may choose to take this course at the **CP, ACC, or Honors** level. Instruction is geared toward providing students with skills that meet the MA State Frameworks and the NRSD's core competencies for graduates.

Senior English

Level: HON, ACC/CP **Grade:** 12 **Credits:** 2.0

Building on the essential English Language Arts skills students honed throughout their high school career, students will actively engage with two semester-long, high-interest courses fostering student agency and voice. Through literature, non-fiction, research, and digital media, students will transcend traditional ideas, rules, patterns, and relationships to create new or meaningful ideas. Students will develop positive beliefs about learning, leverage strengths to build collective commitment and action, and prepare to apply their ELA skills and knowledge in their post-graduation lives.

Students who are recommended for and choose to take English for **CP** or **ACC** credit are merged into combined classes in which instruction is geared toward providing students with skills that meet the MA State Frameworks and the NRSD's core competencies for graduates. Teacher support may be modified based upon a student's level choice. Students who are recommended for and choose to take English for **Honors** credit are also provided with skills instruction meeting the MA State Frameworks and NRSD's core competencies, and work additionally to deepen their writing craft and critical analysis in reading.

Honors classes tend to move through challenging material at a faster pace and students are expected to complete work with greater independence.

Note: All ACC/CP and Honors English 12 students are required to take one fall **and** one spring senior English course.

Senior English FALL Course Offerings

The Lure of the Mystery in Literature

Level: H, ACC/CP **Grade:** 12 **Credits:** 2.0

“It was a dark and stormy night… “ Mystery examines our cultural obsession with whodunits. Why do we listen to *Serial*, the *NCIS* family of forensic investigator shows, and *Criminal Minds* with the same enthusiasm our parents and grandparents watched *Perry Mason*, *The Twilight Zone*, or *The Fugitive*, and read Agatha Christie and Sherlock Holmes? It is a generational and maybe a genetic truth: if there’s a puzzle, we want to solve it, even if it scares us. Regardless of level, the class will be universally designed to celebrate student variability by offering them the opportunity to become expert learners by engaging in digital literacy, public speaking, project-based learning, and writing composition through a global/historical lens.

Honors Note: Honors student work requires thoughtful analysis and attention to detail, leading to the synthesis of new ideas and prior learning. Students will be expected to read independently, often applying abstract and critical thinking skills and literary theory while actively leading class discussions.

Real World Communication

Level: H, ACC/CP **Grade:** 12 **Credits:** 2.0

This course will prepare students to communicate effectively in the college classroom and the workplace. Students will learn to create and present the perfect presentation, design digital media, and compose a proposal. Students will also create a professional online profile to prepare for future career exploration. There will be opportunities to work collaboratively with peers. Students will also work on their public speaking skills. Regardless of level, the class will be universally designed to celebrate student variability by offering them the opportunity to become expert learners by engaging in digital literacy, public speaking, project-based learning, and writing composition.

Honors Note: Honors student work requires thoughtful analysis and attention to detail, leading to the synthesis of new ideas and prior learning. Students will be expected to read independently, often applying abstract and critical thinking skills and literary theory while actively leading class discussions.

Dystopian Literature and Film

Level: H, ACC/CP **Grade:** 12 **Credits:** 2.0

How is technology transforming our minds and our world? In this course, students will analyze aspects of dystopian fiction through short stories, whole-class novels, choice reading books, and films. We will critically consider how authoritarianism, technology, and surveillance themes apply to the modern world. You will also design your vision of the future through creative storytelling using science fiction elements. Regardless of level, the class will be universally designed to celebrate student variability by

offering them the opportunity to become expert learners by engaging in digital literacy, public speaking, project-based learning, and writing composition through a global/historical lens.

Honors Note: Honors student work requires thoughtful analysis and attention to detail, leading to the synthesis of new ideas and prior learning. Students will be expected to read independently, often applying abstract and critical thinking skills and literary theory while actively leading class discussions.

Readers’ Workshop

Level: ACC/CP **Grade:** 12 **Credits:** 2.0

Have you ever read an e-book or listened to an audiobook? Are you curious to read different genres or stories from other world traditions? Have you ever used a book to research an interesting issue or concept? Readers’ Workshop will allow you to explore all of these and more. Educators will teach brief

mini-lessons to help you develop a range of reading strategies and improve your reading skills before leaving high school. We will guide you through choosing books, reading books, and then sharing experiences with others in the class at a deep level. Regardless of level, the class will be universally designed to celebrate student variability by offering them the opportunity to become expert learners by engaging in digital literacy, public speaking, project-based learning, and writing composition through a global/historical lens.

Note: The ACC/CP course is offered in the fall. The Honors course is offered in the spring. Honors student work requires thoughtful analysis and attention to detail, leading to the synthesis of new ideas and prior learning. Students will be expected to read independently, often applying abstract and critical thinking skills and literary theory while actively leading class discussions.

Gothic Themes in Literature & Film

Level: ACC/CP **Grade:** 12 **Credits:** 2.0

We will examine stories of horror, the fantastic, and the "darker" supernatural forces of Gothic literature. Through these texts, we will inspect the ethical questions of scientific advances and the power of man to act like God. Regardless of level, the class will be universally designed to celebrate student variability by offering them the opportunity to become expert learners by engaging in digital literacy, public speaking, project-based learning, and writing composition through a global/historical lens.

Senior English SPRING Course Offerings

Readers' Workshop

Level: H **Grade:** 12 **Credits:** 2.0

Have you ever read an e-book or listened to an audiobook? Are you curious to read different genres or stories from other world traditions? Have you ever used a book to research an interesting issue or concept? Readers' Workshop will allow you to explore all of these and more. Educators will teach brief mini-lessons to help you develop a range of reading strategies and improve your reading skills before leaving high school. We will guide you through choosing books, reading books, and then sharing experiences with others in the class at a deep level. Regardless of level, the class will be universally 33 designed to celebrate student variability by offering them the opportunity to become expert learners by engaging in digital literacy, public speaking, project-based learning, and writing composition through a global/historical lens.

Note: The ACC/CP course is offered in the fall. The Honors course is offered in the spring. Honors student work requires thoughtful analysis and attention to detail, leading to the synthesis of new ideas and prior learning. Students will be expected to read independently, often applying abstract and critical thinking skills and literary theory while actively leading class discussions.

Bestsellers and Blockbusters: Literature and Film Study

Level: H, ACC/CP **Grade:** 12 **Credits:** 2.0

Storytelling brings people together and has since before the written word. The stories we remember most are the ones that evoke joy, empathy, or even fear and disgust. Focusing on contemporary bestsellers and blockbuster films, this course will engage students in exploring how and why these stories

have such an impact on society. Whole class texts, free choice texts, and “book/film” clubs will center our study. Students may develop their own short films about contemporary topics and issues. Regardless of level, the class will be universally designed to celebrate student variability by offering them the opportunity to become expert learners by engaging in digital literacy, public speaking, project-based learning, and writing composition through a global/historical lens.

Honors Note: Honors student work requires thoughtful analysis and attention to detail, leading to the synthesis of new ideas and prior learning. Students will be expected to read independently, often applying abstract and critical thinking skills and literary theory while actively leading class discussions.

Fantasy and Science Fiction

Level: H, ACC/CP **Grade:** 12 **Credits:** 2.0

Dragons, lasers, monsters, and explosions. The pages of the fantasy and science fiction genres teem with the impossible, ready to help you escape from the everyday. Students will examine how fantasy and science fiction reflect today's popular culture and society's concerns. In reading fiction novels and short stories by authors from various time periods and viewing excerpts from fiction films and documentaries, students will sharpen their abilities to analyze, think critically, and make inter-textual and global connections. Regardless of level, the class will be universally designed to celebrate student variability by offering them the opportunity to become expert learners by engaging in digital literacy, public speaking, project-based learning, and writing composition through a global/historical lens.

Honors Note: Honors student work requires thoughtful analysis and attention to detail, leading to the synthesis of new ideas and prior learning. Students will be expected to read independently, often applying abstract and critical thinking skills and literary theory while actively leading class discussions.

War and Literature

Level: ACC/CP **Grade:** 12 **Credits:** 2.0

Although war is hell, the books and films about war experience are some of the best ever written or produced. Including whole class works, book clubs, short fiction pieces, non-fiction works, and films, students will delve into themes common to this genre. Regardless of level, the class will be universally designed to celebrate student variability by offering them the opportunity to become expert learners by

engaging in digital literacy, public speaking, project-based learning, and writing composition through a global/historical lens.

Senior English Project/Seminar

Level: ACC/CP **Grade:** 12 **Credits:** 2.0

Have a passion you’d like to pursue or a curiosity about something you haven’t had the chance to learn about in school? Students who elect to take the Senior English Research Seminar class will identify community or global issues that are important to them OR will commit to exploring a specific interest in the arts, science, history, mathematics, politics, health, economics, music, a trade, etc. Regardless of level, the class will be universally designed to celebrate student variability by offering each student the opportunity to become an expert learner who engages in digital literacy, public speaking, project-based learning, and writing composition through a global/historical lens. The class will provide you with principles in the Design Thinking process, as well as offering you mini-lessons in research and writing, workflow management structures, and regular deadlines to ensure successful progress. Depending on

your focus, you may even get to do some hands-on work with an expert in your field of study! By the end of the semester, as a result of your research and fieldwork, you will produce a final written product, a hands-on creation, and a presentation for peers and adults.

Writers' Workshop

Level: ACC/CP **Grade:** 12 **Credits:** 2.0

In this class, we will seek to develop the writer's individual skills by offering a broad choice of writing modes which include narrative writing, oral storytelling, memoir, poetry, scripts, and screenplays. We will delve into how authors hone their craft, and by the end of the semester, students will have a portfolio of published pieces. Regardless of level, the class will be universally designed to celebrate student variability by offering them the opportunity to become expert learners by engaging in digital literacy, public speaking, project-based learning, and writing composition through a global/historical lens.

Heroes and Villains in Literature

Level: ACC/CP **Grade:** 12 **Credits:** 2.0

Through this course, we will explore the classic hero's journey in literature and film to examine the human qualities we both value and condemn in modern society. This course may incorporate whole class texts/films, choice reading, and book clubs. Regardless of level, the class will be universally designed to celebrate student variability by offering them the opportunity to become expert learners by engaging in digital literacy, public speaking, project-based learning, and writing composition through a global/historical lens.

Advanced Placement Offerings

AP English Literature and Composition

Level: AP **Grade:** 12 **Credits:** 4.0

AP English Literature and Composition is a full-year English course for seniors. The course focuses on developing students' independent close-reading and analytical skills in their exposure to a wide variety of literary genres, traditions, and time periods, ranging from the Classical periods to the Modern era. Students should expect to engage in the rigorous reading of primary literary works and literary criticism. As writers, students will craft independent literary analyses and creative interpretive works and synthesize ideas from multiple texts. The class will be universally designed to celebrate student variability by offering students the opportunity to become expert learners who engage in digital literacy, public speaking, project-based learning, and writing composition through a global/historical lens.

Students should expect to complete a summer reading assignment. This course is intended to prepare students for the AP English Literature and Composition examination. **This is a full-year course.**

ENGLISH LEARNER EDUCATION PROGRAM

The English Learner Education (ELE) program provides specialized instruction and learning opportunities for learners of English of all proficiency levels in their process of language acquisition. The ESL courses are based on the WIDA ELD standards that were adopted by the Massachusetts Department of Elementary and Secondary Education as the state's English language proficiency standards. The WIDA ELD standards framework promotes a comprehensive approach for language development. The WIDA ELD standards include Language for Social and Instructional Purposes as well as Language for Language Arts, Language for Mathematics, Language for Science, and Language for Social Studies.

The goals and standards of achievement of English learners are the following:

- Acquisition of listening, speaking, reading, and writing skills and full academic command of the English language.
- Acquisition of learning strategies and study skills for all subject area classes.
- Demonstration of increasing competency in English language skills in the areas of listening, speaking, reading, and writing, including the application of grammatical conventions.

ESL 1:

Level: NL Grade: 9-12 Credits 4.0

In this course, students are introduced to the necessary skills in listening, speaking, reading, and writing to achieve academic and social success. Listening and speaking skills will be the initial focus while basic understanding of grammatical concepts and reading and writing skills are developed simultaneously as the student begins to comprehend and speak more English. Students enrolled in ESL 1 are at the WIDA proficiency levels 1-3.

ESL 2:

Level: NL Grade: 9-12 Credits 4.0

In this course, students will focus on listening, speaking, reading and writing skills that are necessary for success in content area classes. Students will read a variety of texts for various purposes with an increasing level of comprehension. In addition, students will write a variety of forms with increasing accuracy to address a specific purpose and audience through an emphasis on academic vocabulary, syntax, and grammar. This course enables English learners to continue to increase and refine their communication, reading, and writing skills. Students enrolled in ESL 2 are at the WIDA proficiency levels 2-3.

ESL 3:

Level: NL Grade: 9-12 Credits 4.0

In this course, students continue to focus on the requisite skills of the content area classroom. This course focuses on improving the academic reading and writing skills of English learners through a

continued emphasis on academic vocabulary, syntax, and grammar. Students will increase their oral language and writing skills through the use of high interest texts. This course is focused on preparing students for exiting the ESL program. Students enrolled in ESL 3 are at the WIDA proficiency levels 3-4.

FINE AND PERFORMING ARTS PROGRAM

ART

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

Art Studio 1

Level: NL **Grade:** 9-12 **Credits:** 4.0

This is a one year course in which students can earn 4 credits. Studio art, art history, art criticism, and design aesthetics will be addressed through a variety of experiential exercises and long-term projects. This is a course for both the beginner and the more practiced artist. Students will learn formal composition strategies and how to use the Elements of Art and Principles of Design within a piece effectively to achieve a distinct style and express intended concepts. Students will stretch and explore by creating work that expresses a wide variety of styles and compositions. Students will experience a wide

range of mediums from graphite, pastel and painting to mixed media sculpture. Reading, writing, and verbal articulation about aesthetics, art history, and artistic practices are woven into the curriculum. Students will describe, analyze, interpret and judge professional and peer artwork as well as write reflections on personal artwork and processes. At the end of this course, each student will have the ability to identify, list and execute the basic elements and principles of two-dimensional design. Students will be asked to supply their own acid free, spiral-bound sketchbook for this class. This course culminates in a final project. *No prerequisite required.*

Art Studio 2

Level: ACC **Grade:** 10-12 **Credits: 4.0**

This course is designed to build on a foundation of technical skills developed in Art Studio I. Throughout this course students will develop an artistic voice and style that will be used to communicate concepts through their work. Students will explore a wide variety of drawing and painting techniques through many different mediums. Students will learn and implement the artistic process in every project: brainstorming techniques, composition, color studies, medium exploration, peer critique and finalizing artwork. Students will explore and acquire a deepened knowledge of the elements of art and principles

of design in order to create artwork that reflects their ideas and original artistic intent. Students will be exposed to a wide range of artists and their practices, both historical and contemporary, to deepen their understanding and appreciation of the art world. Students will build on their knowledge of art criticism by practicing description, analysis, interpretation and judgment of self, peer, and professional artworks. Students in this course are asked to bring a 9X12 sketchbook to class.. *Prerequisite: Successful completion of Studio Art I.*

Art Studio 3

Level: ACC **Grade:** 11-12 **Credits:** 4.0

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

Advanced Placement Studio Art: Drawing/2-D Design/3-D Design

Level: AP **Grade:** 11-12 **Credits**: 4.0

Students in this year-long course will earn college credits and build a strong portfolio for art and design college admission. Students will develop personal artistic processes through inquiry, investigation, experimentation, revision, and reflection. Throughout the fall semester, art and design undergraduate program advisors will visit to conduct portfolio reviews for works-in-progress. Students should be prepared to spend up to 10 hours a week on a series of artwork that totals up to twenty original 38 artworks by May. Because students will submit a completed portfolio of original products to the College Board for review, dedication and work ethic is a must. The sections are scheduled concurrently. There is a mandatory summer homework assignment for this course. There is also a fee associated with the AP exam/portfolio submission process. For information please refer to the College Board site: http://www.collegeboard.com/student/testing/ap/sub_studioart.html?studioart. *Prerequisite: Portfolio submission and permission from instructor. Students must meet with the teacher in June and/or prior to the course starting in the fall.*

Ceramics

Level: NL **Grade:** 9-12 **Credits:** 2.0

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

challenged to solve visual, thematic and constructional challenges throughout the development of each piece. Students will learn the basics of how to carefully reflect persistence, a consistent work ethic and participating in a rotating studio maintenance system. Students should be prepared to get dirty in this class and may not want to wear valued clothing or accessories that may either get in the way of working with clay or be ruined. Students should bring in a spiral-bound sketchbook to class for notes and design plans. This course culminates in a final project. *No prerequisite required.*

Ceramics 2

Level: NL **Grade:** 9-12 **Credits:** 2.0

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

Printmaking and Silk-screening

Level: NL **Grade:** 9-12 **Credits:** 2.0

This course explores monoprinting, collagraph printing, linocuts and t-shirt design through silk-screening. The curriculum will build a foundation of 2-dimensional design skills and enable students to practice clear communication strategies to target audiences through their imagery. Students will explore and acquire essential knowledge of the elements of art and principles of design in order to create artwork that reflects their ideas and artistic intent. Digital photography, stenciling techniques, and drawing will be used as strategies for the design process. From exploring the printing methods of the early 1600's and the contemporary hand printing methods of today's popular culture, students will draw parallels between historical and modern day practices. Students in this course are asked to bring in a 9x12 sketchbook to class. This course culminates in a final project. *No prerequisite required.*

Digital Photography

Level: NL **Grade:** 9-12 **Credits:** 2.0

This is a one semester course in which students can earn 2 credits. Working in a collaborative, studio environment, students will learn foundations of digital photography: How camera works, how composition works, how lighting works, how to use Adobe Photoshop as photo editing software.

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

Digital Photography II

Level: NL **Grade:** 9-12 **Credits:** 2.0

This course builds on the skills and knowledge that students acquired in Digital Photography I and explores creative thinking strategies common in Art Studio courses. Students will build upon the basic principles and applications of digital photography and integrate new skills in digital design and illustration. Adobe Photoshop and Adobe Illustrator will be used to solve specific visual and artistic challenges, reinforcing technical skills and encouraging creative thinking strategies. Projects integrating photography, design and illustration may include: character design, movie poster design, video game environment art, surface design, photo montage, and digital painting. Students will learn how to use a Wacom tablet and familiarize themselves with generating ideas and using the creative process to express themselves. Students who are interested in making original digital artwork are encouraged to take this course. *Prerequisite: Digital Photography I. Course enrollment may be limited, with course priority going to upperclassmen. This course fulfills 2.0 credits of the Technology or Art graduation requirement.*

MUSIC

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

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

All courses count (2.0 or 4.0) towards the Fine Arts requirement for graduation.

INSTRUMENTAL			**VOCAL**			**THEORY/COMPOSITION/HISTORY**	
Concert Band	Full Year		Unified Pops Choir	Full Year Full year / Every Other Day		Music Theory I	Semester

Intermediate Jazz Ensemble	Full Year		Concert Choir	Full Year		Music Theory II	Semester
Advanced Jazz Big Band	Full Year		Mixed Chamber Choir	Full Year		AP Music Theory	Full Year
Introduction to Music Through Guitar	Full year / Every Other Day		Treble Choir	Full Year		Music Production and Recording	Semester
Introduction to Music Through Piano I	Full year / Every Other Day		Tenor / Bass Choir	Full Year		Music Production and Recording 2	Semester
Introduction to Music Through Piano II	Full year / Every Other Day					Music In Film	Semester

INSTRUMENTAL

Concert Band

Level: NL **Grade:** 9-12 **Credits:** 4.0

Concert Band meets one full period during the school day. Students will study the technique involved in playing wind and percussion instruments in the ensemble setting. The music studied will be standard concert band repertoire and orchestral transcriptions. Band music will include marches, symphonic arrangements, wind ensemble literature, and popular music. Opportunities for district and all-state participation, solo and small ensembles are available to members. This ensemble presents a variety of formal and informal performances throughout the year. *Students are required to perform in at least one home football game performance during the first quarter.*

Intermediate Jazz Ensemble

Level: NL **Grade:** 9-12 **Credits:** 4.0/2.0

Intermediate Jazz Ensemble, an introduction to jazz through performance, is open to any musicians. An initial audition will be held for placement purposes. This course focuses on the performance of jazz music, both current and past, as well as improvisation. Throughout the year, the ensemble presents a variety of formal and informal performances. All performances are mandatory. The repertoire includes jazz standards and modern jazz charts. This course welcomes anyone who is interested in performing and learning about the history of jazz.

Advanced Jazz Big Band

Level: ACC **Grade:** 9-12 **Credits:** 4.0/2.0

Advanced Jazz Big Band presents a variety of formal and informal performances throughout the year. All performances are mandatory. This ensemble uses the big band format for performance. Students must

audition for placement into the ensemble. The ensemble focuses on the big band era through modern day literature. While this is a performance class, the class will also look at the history of big band and its impact on the social, economic, and diversity within the music genre. *Prerequisite: Audition with the Band Director.*

Introduction to Music Through Guitar

Level: NL **Grade:** 9-12 **Credits:** 2.0 Every other day for the year

This course will introduce students to basic guitar skills. The course is designed to take students with no prior experience and by the end of the semester, be able to play a variety of songs using 4 chords and have a basic understanding and ability to read tablature and standard notation. Musical skills such as rhythm, harmony, and melody are also included. An acoustic guitar will be available to each student during the class period. This class will provide performance opportunities for students.

Introduction to Music Through Piano I

Level: NL **Grade:** 9-12 **Credit:** 2.0 Every other day for the year

Introduction to Music Through Piano I is an introductory level class for anyone with little or no previous keyboard experience. The goals of this course are to develop fundamental piano performance technique,

to increase knowledge of musical terminology, style, and theory, and to strengthen the musical reading and listening skills of each individual. Students will learn about how the piano functions in today's music, as well as music throughout history. These goals will be met through ensemble and individual exploration of the piano keyboard, musical exercises, and piano literature, as well as through class ear training/music theory. This class encourages individual growth, pacing, and exploration.Students will learn musical skills such as rhythm, harmony and melody. This performance based class will provide in-class performance opportunities for students.

Introduction to Music Through Piano II

Level: NL **Grade:** 10-12 **Credits:** 2.0 Every other day for the year

This course is designed as an intermediate piano class for students who have taken Piano Studio I or have the equivalent of one year of piano study. Students should be comfortable with reading music notation, playing with both hands, and have a basic understanding of music terminology. Students in this course will begin to explore playing music from many different musical eras including well-known classical composers as well as some popular music. This performance based class will provide in-class performance opportunities for students. *Prerequisite: Piano I or approval from teacher by audition.*

VOCAL

Unified Music

Level: NL **Grade:** 9-12 **Credits:** 2.0 Every other day for the year

Unified Music is open to all Nashoba students. Come and join in the fun of singing, instrument-playing, and movement. In collaboration with our PACE program, students will work together and help each other learn the words, melodies, and movements for our songs. This ensemble presents a variety of performances throughout the year. *No audition is required.*

Concert Choir

Level: NL **Grade:** 9-12 **Credits:** 4.0

Open to all students in grades 9-12. This course concentrates on vocal training, performance, and sight-reading skills. Students will sing a variety of repertoire representing all eras including works from 16th century madrigals to contemporary choral octavos. Music will be performed in languages other than English such as Latin, French, Italian, German, or Croatian. This class also explores music from a broad variety of vocal traditions, including Black spirituals, 16th century madrigals, traditional music from all over the world, and more. Concert Choir performs at least 5 concerts a year, including a district-wide concert with the middle school choirs.

Mixed Chamber Choir

Level: NL **Grade:** 9-12 **Credits:** 2.0

Mixed Chamber Choir requires a lot of independent work and skillful musicianship. It is intended as an advanced group with high expectations and high standards. The goal of this choir is to enrich vocal technique, performance standards, and ability to learn music quickly. The repertoire comes from all

genres of music, ranging from traditional folk music to challenging modern choral music and all the way back to medieval music. Music will be performed in languages other than English with particular focus on Latin, French, Italian, and German. Chamber Choir performs at least 5 concerts a year, including a district-wide concert with the middle school choirs.

Treble Choir

Level: NL **Grade:** 9-12 **Credits:** 2.0

Open to all students with soprano or alto voices in grades 9-12. This course concentrates on vocal training, performance, and sight reading skills. Students with soprano and alto voices will be given a safe and accepting place to learn to sing with similar voice types. Students will sing a variety of repertoire representing all eras including works from 16th century madrigals to contemporary choral octavos as well as folk music. Music will be performed in English and in other languages, including but not limited to Latin, Malay, French, Norwegian, and Haitian Creole. Treble Choir performs at least 5 concerts a year, including a district-wide concert with the middle school choirs.

Tenor and Bass Choir

Level: NL **Grade:** 9-12 **Credits:** 2.0

Open to all students with tenor or bass voices in grades 9-12. This course concentrates on vocal training, performance, and sight reading skills. Students with tenor and bass voices will be given a safe and accepting place to learn to sing with similar voice types. Students will sing a variety of repertoire representing all eras including works from 16th century madrigals to contemporary choral octavos. Music will be performed in languages other than English including but not limited to Latin, Church Slavonic, Croatian, Italian, and Middle English. Tenor and Bass Choir performs at least 5 concerts a year, including a district-wide concert with the middle school choirs, and meets every other day during the school year.

THEORY/COMPOSITION/HISTORY

Music Theory 1

Level: ACC **Grade:** 9-12 **Credits:** 2.0

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

Music Theory 2

Level: ACC **Grade:** 9-12 **Credits:** 2.0

This is a semester course designed to continue the study of Music Theory. Topics include a review of 44

Music Theory 1 as well as composition, melodic modes, secondary dominants, four part voice composition, form, transpositions, and 20th Century music. In addition, students will use MIDI (musical instrument digital interface) keyboards to create printed scores and computer generated performances of their composition. Students will also use software to study ear training and will make use of the website www.musictheory.net. *Prerequisite: Music Theory 1. This class fulfills 2.0 credits of the Fine Art or Technology requirement.*

AP Music Theory/Composition

Level: AP **Grade:** 11-12 **Credits:** 4.0

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

Music Production and Recording

Level: ACC **Grade:** 9-12 **Credits:** 2.0

This semester-long course is a project based class where students explore a variety of components of modern song composition, recording, and performance. Students will explore digital music, recording live sound, and have a hands-on approach to song composition. Students will learn the musical elements through composition of digital music and performance. Students will learn basics in music theory, piano,

and recording. Projects for this class include, but are not limited to, song composition, recording live sound, movie soundtracks and foley (sound effects), history and changes of music throughout decades. *This class fulfills 2.0 credits of the Fine Art or Technology requirement.*

Music Production and Recording 2

Level: ACC **Grade:** 11-12 **Credits:** 2.0

This semester-long course is an advanced level of our production and recording course. In this class, students will create, record, and produce an original album. Students will get the opportunity to work with professionals in the field, the music collaboration process, and take their skills to the next level. This course dives deeper into advanced techniques and creative approaches to elevate your music projects. Students will learn: Advanced DAW Techniques, Advanced Recording Techniques, Sound Design and Synthesis, In-Depth Mixing and Mastering, Arrangement and Composition, Collaborative Production.

This class fulfills 2.0 credits of the Fine Art or Technology requirement.

Prerequisite: Music Production and Recording and Intro to Guitar or Intro to Piano 45

Music in Film

Level: ACC **Grade:** 09-12 **Credits:** 2.0

Music in Film is one of our most prominent art forms. In many ways it is a reflection of our culture, as it is a primary means of entertainment and diversion for our society. The purpose of this course will be to obtain an increased awareness of the many functions of film music and learn about its prominent role in the cinema. The course will explore the elements of music, musical forms and style periods.

This class fulfills 2.0 credits of the Fine Art Requirements

Theater

Our theater department puts on two major productions a year, a fall play and a spring musical. In addition to the large productions, NRHS also has opportunities for students to take part in the annual class plays competition. NRHS offers students the chance to participate in drama club, and the International Thespian Society. The theater department is currently offering the following course:

Technical Theater

Level: NL **Grade:** 09-12 **Credits:** 2.0

Technical Theater students will be introduced to the many aspects of theater beyond acting. Students will work on: Set Design, Lighting Design, Sound Design, Prop Managing, Costume Design, and Make-up Design. Students will have opportunities to work with professionals in the field of theater. Students will have opportunities to work with our school productions throughout the year.

This class fulfills 2.0 credits of the Fine Art Requirements

MATHEMATICS PROGRAM

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

Please note: The phrase "successful completion" means a grade of C– or better and the recommendation of the teacher.

We aim to engage all students in meaningful mathematics that stimulates curiosity, creativity, and enjoyment, while providing a balance of conceptual understanding, procedural skill and fluency, and the application of their understanding and skill in problem solving situations. Throughout our curriculum, we focus on the eight Mathematical Practices identified in the Massachusetts Curriculum Framework for Mathematics for Kindergarten-12th grade. We believe that all students are mathematicians and can be successful in their math communities. We leverage the Standards for Mathematical Practice to help make mathematics accessible and meaningful to all learners and applicable to their lives outside of the classroom. These Mathematical Practices provide continuity for our young mathematicians as they are a main focus throughout their entire math education through 12th grade.

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure

8. Look for and express regularity in repeated reasoning

Honors Level Course Sequence

Grade 9	Grade 10	Grade 11	Grade 12
Geometry	Algebra II & Trigonometry	Pre-Calculus	AP Statistics *or* AP Calculus AB *or* AP Calculus BC

Algebra II & Trigonometry

Level: HON **Grade:** 9-10 **Credits:** 4.0

The purpose of this course is to give a thorough and intensive approach to the subject. Topics studied include open sentences, graphs of linear equations and inequalities, systems of linear equations and inequalities, matrices, polynomials, factoring, quadratic equations and inequalities, quadratic systems, the conic sections, exponential and logarithmic functions and a comprehensive treatment of trigonometry. *The TI-84 C graphing calculator is required for this course. Prerequisite: successful completion of Algebra I, and Geometry and teacher recommendation.*

Geometry

Level: HON **Grade:** 10 **Credits:** 4.0

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

students with their understanding. *Prerequisite for entering freshmen: Student score within range established by the Algebra I Transition Selection Criteria Sheet and teacher recommendation. Prerequisites for upperclassmen: Successful completion of Algebra 1, and teacher recommendation.*

Pre-Calculus

Level: HON **Grade:** 11 **Credits:** 4.0

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

AP Calculus AB

Level: AP **Grade:** 12 **Credits:** 4.0

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

AP Calculus BC

Level: AP **Grade:** 12 **Credits:** 4.0

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

AP Statistics

Level: AP **Grade:** 12 **Credits:** 4.0

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

Accelerated Level Course Sequence

Grade 9	Grade 10	Grade 11	Grade 12
Algebra I	Geometry	Algebra II &	Pre-Calculus *or* Statistics
Geometry	Algebra II & Trigonometry	Trigonometry	AP Calculus AB *or* Calculus
		Pre-Calculus	*or* AP Statistics *or* Statistics

Algebra I

Level: ACC **Grade:** 9 **Credits:** 4.0

Prerequisites: Grade 9 within range established by the Algebra I Transition Selection Criteria Sheet and teacher recommendation.

In Algebra 1, instructional time and student learning will focus on five critical areas: (1) exploring relationships between quantities using numbers and variables; (2) creating and applying linear functions, equations and inequalities to model real world and mathematical situations; (3) expanding our understanding of functions to include exponential and quadratic relationships; (4) investigating radical and rational functions with their applications in geometry; and (5) discovering techniques for analyzing and applying statistical measures and probability. They broaden their understanding of the known and unknown in mathematics and use strategies to model the world around them in their quest to define and analyze quantities and mathematical relationships.

Algebra II & Trigonometry

Level: ACC **Grade:** 9-11 **Credits:** 4.0

Prerequisites: successful completion of Algebra I, and Geometry, and teacher recommendation.

This course includes a comprehensive review of Algebra I as well as graphs of equations and inequalities, rational exponents and radical functions, polynomial functions, exponential and logarithmic functions, imaginary and complex numbers, rational expressions and equations, and number theory. The course provides a challenging approach to the subject matter and makes use of the TI-84C graphing calculator or similar graphing programs. Connections will be made to Algebra 2 in everyday life.

Geometry

Level: ACC **Grade:** 10 **Credits:** 4.0

This course presents to the student a logical development of thought processes through the analytical study of two and three dimensional shapes and forms. Connections will be made to geometry in 50 everyday life. Topics include deductive and inductive reasoning, parallel lines and planes, congruent and similar polygons, right triangle relationships, circles, area and volume, coordinate and transformational geometry. Individual and group projects may be utilized to help students with their understanding. *Prerequisites: Grade 9 within the range established by the Algebra I transition selection criteria sheet and teacher recommendation. Upperclassmen. Successful completion of Algebra I and teacher recommendation.*

Pre-Calculus

Level: ACC **Grade:** 11-12 **Credits:** 4.0

The TI-84C graphing calculator is recommended for this course..

Precalculus is a course that is designed to prepare students for Calculus, either in high school in AP Calculus AB, or Accelerated Calculus, or college. It is a combination of trigonometry and mathematical analysis topics that includes material from a number of branches of mathematics enabling students to experience connections and interrelationships among them. *Prerequisites: Successful completion of Algebra II & Trigonometry, and Geometry and teacher recommendation.*

Within this course, students:

- Master solving and graphing functions (linear, quadratic, polynomial, exponential, logarithmic, radical, trigonometric)
- Graph with 2- and 3-Variable Cartesian systems, Polar Coordinate systems, and Complex numbers
- Solve multi-variable systems with algebra and matrices
- Use linear programming to solve real-world problems
- Perform operations on matrices
- Graph and perform operations with vectors
- Work with sequences and series
- Solve parametric equations

- Solve recursive and closed form functions
- Explore discrete mathematics
- Perform data analysis
- Explore experimental and theoretical mathematics

Calculus

Level: ACC **Grade:** 12 **Credits:** 4.0

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

Statistics

Level: ACC **Grade:** 12 **Credits:** 4.0

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

College Preparatory Course Sequence

Grade 9	Grade 10	Grade 11	Grade 12
Algebra I	Geometry	Algebra II	Pre-Calculus *or* Statistics

Algebra I

Level: CP **Grade:** 9 **Credits:** 4.0

In Algebra 1, instructional time and student learning will focus on five critical areas: (1) exploring relationships between quantities using numbers and variables; (2) creating and applying linear functions, equations and inequalities to model real world and mathematical situations; (3) expanding our understanding of functions to include exponential and quadratic relationships; (4) investigating radical and rational functions with their applications in geometry; and (5) discovering techniques for analyzing and applying statistical measures and probability. They broaden their understanding of the known and unknown in mathematics and use strategies to model the world around them in their quest to define and analyze quantities and mathematical relationships.

Algebra II

Level: CP **Grade:** 11-12 **Credits:** 4.0

This course includes a comprehensive review of Algebra I as well as graphs of equations and inequalities, rational exponents and radical functions, polynomial functions, exponential and logarithmic functions, imaginary and complex numbers, rational expressions and equations, and number theory. The course provides a challenging approach to the subject matter and makes use of the TI-84C graphing calculator or similar graphing programs. Connections will be made to Algebra 2 in everyday life. *Prerequisites: Passing Algebra I, and Geometry, and teacher recommendation.*

Geometry

Level: CP **Grade:** 10-12 **Credits:** 4.0

This course presents to the student a logical development of thought processes through the analytical study of two and three dimensional shapes and forms. Connections will be made to geometry in everyday life. Topics include deductive and inductive reasoning, parallel lines and planes, congruent and similar polygons, right triangle relationships, circles, area and volume, coordinate and transformational geometry. Individual and group projects may be utilized to help students with their understanding. *Prerequisites: Passing Algebra I and teacher recommendation.*

Pre-Calculus

Level: CP **Grade:** 11-12 **Credits:** 4.0

The TI-84 or TI-84C graphing calculator is required for this course. *Prerequisite: Passing Algebra I, Geometry and Algebra II and teacher recommendation.*

Precalculus is a course that is designed to prepare students for Calculus, either in high school or college. It is a combination of trigonometry and mathematical analysis topics that includes material from a number of branches of mathematics enabling students to experience connections and interrelationships among them.

Within this course, students:

- Master solving and graphing functions (linear, quadratic, polynomial, exponential, logarithmic, radical, trigonometric)
- Graph with 2- and 3- Variable Cartesian systems, Polar Coordinate systems, and Complex numbers
- Solve multi-variable systems with algebra and matrices
- Use linear programming to solve real-world problems
- Perform operations on matrices
- Graph and perform operations with vectors
- Work with sequences and series
- Solve parametric equations
- Solve recursive and closed form functions
- Explore discrete mathematics
- Perform data analysis

- Explore experimental and theoretical mathematics

College Preparatory Statistics

Level: CP **Grade:** 12 **Credits:** 4.0

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

SCIENCE PROGRAM

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

All students **will take one** of the approved MCAS science tests (usually Biology). See the Massachusetts Department Education website for more specific information.

Grade 9	Grade 10	Grade 11	Grade 12
Honors/AP Courses			
Physics with Engineering Applications	AP Biology Biology	AP Chemistry Chemistry	AP Physics C: MechanicsAP Physics 1
Accelerated Courses			
Physics with Engineering Applications Physical Science	Biology	Chemistry Anatomy & Physiology Sustainability Science Forensics	Chemistry Physics Anatomy & Physiology Sustainability Science Forensics
College Preparatory Courses			

Physical Science	Biology	Chemistry Sustainability Science Entomology Marine Science Forensics Conceptual Physics	Chemistry Sustainability Science Entomology Forensics Marine Science Conceptual Physics
Non-Leveled Courses			
		Entomology Marine Science Bioethics	Entomology Marine Science Bioethics

FRESHMEN SCIENCE

Physics with Engineering Applications

Level: HON/ACC **Grade:** 9 **Credits:** 6.0

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

Physical Science

Level: ACC/CP **Grade:** 9 **Credits:** 4.0

This course will guide students through the fundamentals of the physical world. Topics covered will include motion, acceleration, forces, static electricity, work, power, energy and circuits. Physics principles will be explored through inquiry based laboratories, and authentic application projects. Although conceptual, there will be several opportunities to apply developing algebra skills throughout the coursework. Basic chemistry concepts will be introduced and applied in this course.

BIOLOGY

Biology is a laboratory-oriented course that studies major biological concepts and enables the student to discover interrelationships within the physical and biological environment. It provides students firsthand experience with such learning skills and processes as observing, classifying, hypothesizing,

experimenting, organizing and recording data, interpreting, predicting and technical writing. *Prerequisite: Successful completion of freshman science.*

Biology

Level: AP **Grade:** 10 **Credits:** 8.0

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

Biology

Level: HON **Grade:** 10 **Credits:** 6.0

This fast-paced course is designed to go beyond the topics of the Massachusetts Biology Frameworks. Both content and laboratory work will be emphasized. Students are expected to have solid reading and writing skills, and are expected to handle independent and group work. Critical thinking skills and application of concepts will be developed throughout the course. Laboratory skills will include some student-designed investigations and emphasize the process from observation to conclusion. Students will take the biology MCAS at the end of the year. *Prerequisite: B or higher in 9th grade honors or accelerated science course.*

Biology

Level: ACC **Grade:** 10 **Credits:** 4.0

This course will develop critical thinking and writing skills. Students will organize, graph and interpret data collected during their experiments. Recent developments in technology and their implications for society are embedded throughout the curriculum. Students electing this course are expected to have solid reading skills in order to identify, organize and comprehend the ideas presented. Students will take the biology MCAS at the end of the year.

Biology

Level: CP **Grade:** 10 **Credits:** 4.0

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

Biology and Physical Science Perspectives

Level: CP **Grade**: 9 and 10 **Credits:** 4.0 for each course

This specially designed two year course is reserved for students who are recommended by the special education teacher, science department chair, and guidance department chair. It is focused upon addressing the core standards of biology and physical science.

CHEMISTRY

Chemistry

Level: AP **Grade:** 11 **Credits:** 8.0

A rigorous and extremely challenging chemistry course, meeting ten periods per week, whose aim is to satisfy requirements of college freshmen chemistry. Students are expected to take the Advanced Placement (AP) test in the spring. Topics covered include stoichiometry, atomic structure, bonding theory, reaction theory, gasses, solution and colloidal chemistry, equilibrium, solubility product, chemical thermodynamics, oxidation-reduction, and organic chemistry. Students must exhibit willingness and have available time in their daily schedules to complete an average of at least one hour of homework per night. (Physical) *Prerequisite: Excellent science grades, ability to read & comprehend a college text, excellent mathematical application skills. Highly recommended honors math level (Algebra II/Trig and/or Precalculus). Accelerated math level students must see an AP chemistry teacher for approval.*

Chemistry

Level: HON **Grade:** 11 **Credits:** 6.0

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

Chemistry

Level: ACC **Grade:** 11-12 **Credits:** 4.0

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

Chemistry

Level: CP **Grade:** 11-12 **Credits:** 4.0

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

PHYSICS

AP Physics C: Mechanics

Level: AP **Grade:** 12 **Credits:** 6.0

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

AP Physics 1

Level: AP **Grade:** 12 **Credits:** 6.0

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

Physics

Level: ACC **Grade:** 12 **Credits:** 4.0

Accelerated Physics is an algebra-based course that explored introductory physics topics such as Newtonian mechanics; work, energy and power; electrostatics, simple circuits and electromagnetism;

and sound and light waves. This course is designed to help students prepare for college by developing problem solving; critical thinking and reasoning skills through inquiry-based learning. *Prerequisite: Currently enrolled in accelerated pre-calculus or calculus and recommendation of previous science teacher.*

ELECTIVE SCIENCE COURSES

Please note that elective courses will only be offered with sufficient enrollment.

Human Anatomy & Physiology

Level: ACC **Grade:** 11-12 **Credits:** 4.0

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

Sustainability Science

Level: ACC, CP **Grade:** 11-12 **Credits:** 4.0

In a world that is constantly changing, how do you take care of your home, your neighbors, and your future? Take Sustainability Science to find out. In this course, you will learn more about the 21st century issues that you see in the news and how they relate to your life. Through a systems thinking approach, you will investigate topics such as biodiversity, pollution, climate change, consumption, environmental justice, and economic responsibility. To fully understand these topics, you will analyze data and practice scientific reasoning through completing labs and field work, and you will participate in real-world projects that benefit you, your school, and the greater community. *Prerequisites: Passing grades in Freshman Science and Biology.*

Introduction to Entomology

Level: CP, NL **Grade:** 11-12 **Credits:** 2.0 Meets every other day throughout the year

A course designed to introduce juniors and seniors to a basic understanding of insects and their significance. Practice research, experimentation, observation, collection techniques, graphic organizers

and outdoor activities make this a hands-on thought provoking experience. You will never again see an insect as "just a bug". Assessment will be ongoing based on accumulated knowledge, laboratory work, and an insect collection. *Prerequisite: Biology*

Bioethics

Level: NL **Grade:** 11-12 **Credits:** 2.0 Meets every other day throughout the year

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

Forensics: Science of Crime

Level: ACC/CP **Grade:** 11-12 **Credits:** 2.0 Meets every other day throughout the year

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

Marine Science

Level: NL/CP **Grade:** 11-12 **Credits:** 2.0 Meets every other day throughout the year

This course will introduce students to a world as immense, enchanting, and mysterious as the one above ground – the ocean world. The marine environment will be explored as it relates to biology, geology, chemistry, and physics. Through laboratory activities, marine organisms will be explored relative to their functions, their different habitats, and effects of organism interactions. The topics studied will include: environmental issues, marine resources, and current research. *Prerequisite: Passing grade in biology.*

Conceptual Physics

Level: CP **Grade:** 12 **Credits:** 2.0 Meets every other day throughout the year

This course focuses on developing a solid conceptual understanding of physics while using algebra as a tool to predict how physical objects behave. Topics include Newtonian mechanics; energy, work and power; electricity and electromagnetism; and sound and light waves. This inquiry-based course is designed to help students develop problem solving, critical thinking and scientific reasoning skills. This introductory course is designed for the student to prepare for college level coursework. *Prerequisite: Successful completion of algebra 1 and geometry.*

SOCIAL STUDIES PROGRAM

The Social Studies program is designed to prepare students to develop individual awareness and

curiosity, and to become informed members of their local and global community. The methods of inquiry in history and the social sciences are essential to these objectives. Course offerings emphasize the following historical themes and competencies:

Themes

- **Creation** The architecture, infrastructure, visual/performing arts & overall infrastructure of a society.
- **Rules** The laws, procedures of punishments, and overall norms of a society. How do we make & enforce our expectations for the people living in a society?
- **Movement** The migration and immigration to and within a society. Along with cultural diffusion, exploration, and conquest.

- **Technology** The ability to use tools to solve problems and make society more productive. Also, the revolutionary effects that technology has had on societies.
- **Geography** Looking at a society's location, proximate to other significant regions, natural resources, environmental dangers, and usable resources; along with the diets & diseases that can impact a society.
- **Ideology** Encompasses a society's belief systems: religion, political ideology, culture, social beliefs & societal norms.
- **Economics** Society's production of goods / services & the different systems of production. Along with the significance of monetary systems, agricultural surpluses, materialism, and economic crashes.
- **Tribalism** A society's collective identity ("us" versus "them") that creates divides along race, class, ethnicity, religion, etc.; Explains how society can "other" & dehumanize a marginalized group.
- **Adaptation** Society's quest for progressive reform, reaction & overall revolution. Along with the reactions against / resistance to change.
- **Hope** Society's quest for property, equality, liberty, and security/order. Along with the interplay between these ideas. Remember democracy is awesome!
- **Fear** Drive a society to devolve into authoritarianism, totalitarianism, and imperialistic nationalism. Remember, democracy is awesome!

Competencies

- **Civics on Demand (CoD)** Demonstrate civic knowledge, skills, and dispositions.
- **Connection Investigations (Connectigations)** Identify and compare historical periods, patterns, and themes (*synthesis)* through the development of focused questions or problem statements and by conducting inquiries. Furthermore, understanding context is essential to this practice.
- **Don't Get Catfished** Evaluate the credibility, accuracy, and relevance of each source.
- **Critical Source Investigation (CSI)** Organize information and data from multiple primary and secondary sources.
- **Deep Dive** Analyze the purpose and point of view of each source; distinguish opinion from fact.

● **Back It Up!** Argue or explain conclusions using valid reasoning and evidence. ● **Pay It Forward** Determine next steps and take informed action, as appropriate.

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

All students will have the opportunity to work on at least one civics engagement project. Currently, all U.S. History II students are required to complete a civics engagement project that empowers them to design a plan-of-action to raise awareness or solve a problem in their community. The project emphasizes student agency, problem-solving skills, contacting members of the community and especially the government, collaboration, and other essential 21st century skills. The Civics Action Guidebook from DESE can be found HERE.

World History

Level: HON, ACC, CP **Grade:** 9 **Credits:** 4.0

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

Freshman World Humanities (not offered 2025-2026)

Level: ACC, CP **Grade:** 9 **Credits**: 8.0

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

Pre-AP US History I

Level: HON, ACC **Grade:** 10 **Credits:** 2.0

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

US History I

Level: ACC, CP **Grade:** 10 **Credits:** 2.0

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

US History II

Level: ACC, CP **Grade:** 11 **Credits:** 4.0

This course completes the three semester sequence for US History. Beginning with a thematic review of US History I, it will then cover the major events in US History from 1865 to the present. Topics include

the Gilded Age, the emergence of the United States as an industrial and world power, major social, cultural, and political developments of the twentieth century, the World wars and the Cold War. Political, economic and social change will be evaluated with an emphasis on critical thinking. Readings and research projects will be assigned each quarter based on student interest. Accelerated level students should have above average reading and writing skills.

AP US History

Level: AP **Grade:** 11 **Credits:** 4.0
This Advanced Placement course in US History corresponds to the most recent trends in AP curricula. Students will be required to do extensive reading, research and analysis of primary and secondary sources. The ability to handle college-level assignments is expected. A balance of political, economic and social history from the Colonial period to the present will be presented. *All students enrolled in AP US History will take the AP exam.*

Baseball in History

Level: Hon, ACC, CP **Grade:** 10-12 **Credits:** 2.0

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

The Civil War Era

Level: Hon, ACC **Grade:** 12 **Credits:** 2.0

This course will focus on the underlying causes of the momentous and transformative period in our nation's history that is the American Civil War. The class will survey the early centuries of our nation's development, from the establishment of slavery in the Americas to discussions of the role of slavery and states' rights played in the formation of the Constitution. We will look at the major political, economic

and social/psychological factors leading up to hostilities in 1861, and delve into conversations around the ideals and realities of American values like liberty and equality. Coverage of the war will focus on social, political and military history. Additional themes of the war will be studied in comparisons and contrasts of northern and southern society, and the roles of women and African-Americans in the war effort. Finally the effects of technological advancement will be framed against the backdrop of a society in transition, and viewed through the eyes and perspectives of seminal pre-war and wartime individuals.

International Affairs

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

Introduction to Ethics

Level: HON, ACC, CP **Grade:** 10-12 **Credits:** 2.0

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

Justice & Law

Level: ACC, CP **Grade:** 10-12 **Credits:** 2.0

This course offers a practical exposure to the major areas of civil, criminal, and constitutional law. A study of the role of law enforcement, causes of crime, and current punishment trends will be analyzed. A comparison of ideals versus reality in the dispensing of justice will be stressed. Students of all levels of ability may benefit from this course, as responsible citizenship is a primary objective.

Facing History

Level: HON, ACC, CP **Grade:** 10-12 **Credits:** 2.0

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

Understanding the Sixties

Level: HON, ACC **Grade:** 12 **Credits:** 2.0

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

U.S. Government and Politics

Level: AP, ACC **Grade:** 12 **Credits:** 2.0

This course is offered only during the 1st Semester. The course will involve an in-depth study of the US Constitution, our three branches, and such topics as, civil rights and liberties, political parties, campaigns and elections, foreign policy, and many more topics relevant to your lives today, and going forward. The course will also use current case studies in a project-based format. Come learn about the rules of the game that you play, every day! *All students enrolled in AP Government and Politics will take the AP exam.*

Military History Post World War II

Level: ACC, CP **Grade:** 12 **Credits:** 2.0

This course will go into a deep analysis of the Korean, Vietnam, Panama, Grenada, and Desert Storm conflicts. Curriculum will be based on the political and economic reasoning behind the actions as well as an in-depth look into the strategy, intelligence and conclusions of the conflicts as a whole. The course will use projects, independent reading, videos, and research-based instruction.

European History

Level: AP, ACC **Grade:** 12 **Credits:** 2.0

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

AP Psychology

Level: AP **Grade:** 12 **Credits:** 4.0

Why do people do what they do...and think the way they think? This Advanced Placement course introduces students to the fundamental principles of Psychology: The science of behavior and mental processes. Some of the more important questions this course seeks to answer include: How do psychologists gather and interpret data? How does that research inform the fundamental tenets of the discipline? How can an understanding of psychology improve the quality of my life? Independent reading at an advanced level is required; major projects emphasize the application of key psychological principles to student's own lives. *All students enrolled in AP Psychology will take the AP exam.*

Psychology

Level: ACC, CP **Grade:** 12 **Credits:** 4.0

Why do people do what they do… and think the way they think? This combined Accelerated & College Prep course introduces students to the fundamental principles of Psychology: The science of behavior

and mental processes. Some of the more important questions this course seeks to answer include: Who will I be? What makes me me? What is reality? Where do I come from? How can an understanding of psychology improve the quality of my life? Independent reading is required; major projects emphasize the application of key psychological principles to student's own lives.

Sociology

Level: H, ACC, CP **Grade:** 12 **Credits:** 2.0

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

SPECIAL EDUCATION PROGRAM

The Special Education Department and the Nashoba Regional High School community are committed to meeting the educational and emotional needs of students with learning challenges in the least restrictive environment.

Participation in the following Special Education courses is predicated upon recommendations made via the TEAM process and the receipt of a signed Individualized Educational Program accepting the course(s).

The Special Education Department provides support services and programs for students who have been identified as having a disability. The students individual IEP team guides decision making in terms of providing the services students require in the least restrictive environment. These classes are dependent

upon enrollment.

ELA/Literacy Standards

Grade: 11-12 **Credits:** 4.0

This is a multi-grade course of study that supports students with complex learning profiles. Curriculum is carried out through a small group, center-based, teacher-directed, multi-sensory approach to meet the individual needs of each student while exposing students to grade level curriculum as determined by individual needs. Students follow the general education English curriculum with modified assignments at a more individualized pace, providing opportunities for in-class reading, teacher-led discussion to assist with enhanced comprehension and analysis of text, and scaffolded writing assignments and projects. IEP goals and objectives are addressed and guide tailored instruction. Skills outlined in state curriculum frameworks are built upon to provide a solid foundation of critical thinking skills and preparation for the MCAS. The program integrates study of literature, vocabulary, and writing skills, in practical, personal, and academic realms, while adhering to the standards of the Massachusetts Curriculum Frameworks. *TEAM recommendation required.*

Mathematics Standards

Grade: 11-12 **Credits:** 4.0

This is a multi-grade course of study that supports students with complex learning profiles. Curriculum is carried out through a small group, center-based, teacher-directed, multi-sensory approach to meet the individual needs of each student while exposing students to grade level curriculum as determined by individual needs. Students follow the general education math curriculum with modified assignments at a more individualized pace, providing opportunities for increased preview, practice, and review of math skills, more step-by-step instruction, and modeling. IEP goals and objectives are addressed and guide tailored instruction. Skills outlined in state curriculum frameworks are built upon to provide a solid foundation of critical thinking skills and preparation for the MCAS. This course places a focus on the application of key concepts addressed in Algebra and Geometry classes, while adhering to the standards of the Massachusetts Curriculum Frameworks. *TEAM recommendation required.*

History/Social Science Standards

Grade: 9-12 **Credits:** 4.0

This is a multi-grade course of study that supports students with complex learning profiles. Students investigate concepts in historical and civics, as well as in current events, while improving their reading, writing, speaking, and listening skills. Curriculum is carried out through a small group, center-based, teacher-directed, multi-sensory approach to meet the individual needs of each student, while exposing students to grade level curriculum that adheres to the standards of the Massachusetts Curriculum Frameworks. IEP goals and objectives are addressed and guide tailored instruction. *TEAM recommendation required.*

Study Skills

Grade: 9-12 **Credits:** 4.0 daily; 2.0, odd or even days (Pass/Fail Course)

This full-year course has been specifically designed to provide a solid foundation of study strategies and their applications. Additionally, students will be exposed to topics meant to improve their academic

success and their social and emotional well-being, as well as increase their independence as students. Topics may include, but would not be limited to: content area review of key concepts, goal-setting, task initiation and completion, executive functioning, organizational skills, social and emotional learning (SEL), disability awareness, note-taking, test preparation and test-taking strategies, and self-advocacy. *TEAM recommendation required.*

Transition to Independent Living

Grade: 11/12 **Credits:** 2.0; (Pass/Fail Course)

Transition to Independent Living, a full-year course that meets every other day, will focus on skills fundamental to independent living. Topics may include, but would not be limited to: basics of personal finance, job application and acquisition, post-secondary planning, setting-appropriate discourse, citizenship, exploration of housing options, and transportation. Additionally, students' self-care, self-maintenance, and personal safety skills will be assessed, and topics related to those areas will be addressed based on the needs of the class population. Other topics will be individualized to the population of the course each year as well. Students will engage in a variety of activities, in both school and in community settings, devised to teach and practice critical living skills. *TEAM recommendation required.*

Practical Application of Curriculum (PACE: Personalized Academics and Career Exploration & High School Readiness Courses)

The curriculum is highly individualized and addresses Communication, Functional Academics, Social and Emotional Development, Motor Skills and Self-care Skills. Students work on counting money, calculating change, cooking/meal prep, laundry, and cleaning. Students' programs are individually designed and based on their needs. Students attend electives and lunch in the general education setting. Students participate in the MCAS Alternative Assessment in tenth grade.

- ➢ Entry points and access skills.
- ➢ This methodology teaches functional academic, social, communication, motor, independent living, and pre-vocational skills
- ➢ Skills are initially introduced 1 to 1 or small group format within a special education classroom,
- ➢ Unleveled (U): These courses present challenging standards-based curriculum that build specific skills and content through activity-based instruction.
- ➢ These special education courses are also unleveled and offer specially designed instruction.These courses are not factored into GPA.

PACE Program Personalized Academic and Career Exploration

Grade: 9-12 **Credits:** 4.0 (Pass/Fail Course Non-diploma track)

The goal of course offerings in the PACE Program (Personalized Academics and Career Exploration) is to educate our students with significant cognitive impairments and adaptive skills (i.e., activities of daily living, social communication, etc.) deficits. The students educated in skills for life courses require significant modifications to the grade-level curriculum taught in a small group setting with a low student to teacher ratio. The students in skills for life courses require multiple opportunities for review, repetition, and clarification of the essential skills taught. Student disability and level of need determine the number of Essential courses that a student may require.

The curriculum incorporates a modified health curriculum related to home, health, community, and

essential life skills. Students learn communication skills, relationship skills and boundaries, self-care and personal safety. Students acquire academic and social language and healthy living skills that enable them to function safely and productively in school and the community. *Team recommendation required.*

Skills for life classes are provided in a substantially separate classroom that caters to academic, social/emotional, occupational, adaptive, and independent living skills. Student's IEP programs are individualized and work across a continuum, ranging from ABA (applied behavior analysis) therapy to small group instruction and based on IEP goals and objectives. *IEP Team recommendation required.*

High School Readiness Courses

High School Readiness Courses are designed for students who are currently working significantly below grade level and require substantial modifications to standards. The student's curriculum is based in part on their IEP goals and objectives. High School Readiness Courses do not count towards graduation requirements. Students taking these courses are typically on a Non-diploma track.

High School Readiness English

Grade: 9-12 (Pass/Fail Course Non-diploma)

This course is designed for students who are currently working significantly below grade level and require substantial modifications to standards. The student's curriculum is based in part on their IEP goals and objectives. This course covers the basics of English grammar and the four language areas (Listening, Speaking, Reading, and Writing). This full-year course provides specialized instruction in writing and reading for comprehension and vocabulary development,as well as developing reading skills in a variety of literary genres. Writing assignments will focus on the development of clear, concise sentences, paragraphs, and essays. *Full year course, TEAM recommendation required*.

High School Readiness Mathematics

Grade: 9-12 (Pass/Fail Course Non-diploma)

This is a life-skills-based math course that covers the following topics: writing checks, balancing a checkbook, banking and ATM skills. Students also work on time management skills and grocery store math such as shopping budgets and appropriate pricing of items. Other topics addressed include pricing of items, money management, telling time, basic measurement skills, and cookbook math. Also in functional Math, students and staff work on reviewing and mastering the inclusion math curriculum. *Full year course, TEAM recommendation required.*

WELLNESS PROGRAM

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

Freshmen will participate in a year-long, alternating-day Wellness program. *Sophomores* will participate in a semester of Sophomore Wellness and a semester of Sophomore Health. This can be

done in the same semester or in two different semesters during sophomore year. *Juniors and Seniors* must take and pass one Physical Education elective each year.

In Physical Education at Nashoba, students must be prepared, dressed appropriately, and participate in every assigned class. Students should make up any class assignments missed to regain any points lost. In the case where a student is medically excused and has a doctor's note, alternate methods of assessment will be used.

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

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

Physical Education

Freshmen Wellness *(Required)*

Level: NL **Grade:** 9 **Credits:** 2.0

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

Sophomore Wellness (*Required along with Sophomore Health)*

Level: NL **Grade:** 10 **Credits: 1.0**

Sophomore Wellness is a required course and includes: a unit dedicated to Mentors in Violence Prevention (MVP). This unit, through discussion and role playing, focuses on creating strategies to empower students to be proactive in helping promote a positive and safe school environment (high school, college, work place, etc.). This innovative curriculum has been developed by Northeastern University and is co-taught by both a male and female wellness instructor. Students will gain a heightened sense of awareness and will explore safe ways to confront issues of violence, harassment and abusive peers to make a difference in our society. Other units will expose students to elective options that are available in their junior and senior years along with units that focus on the use of PLT4M which brings a variety of Yoga/Mobility/Meditation as well as fitness into the classroom. This class meets for a semester, on alternating days.

Lifetime Fitness

Level: NL **Grade:** 11,12 **Credits:** 1.0

This alternating day, semester course, will provide the opportunity for students to participate in fitness enhancing activities on a more personal level along with the ability to access the PLT4M site. Emphasis will be placed on lifelong activities that encourage conditioning, flexibility, muscular strength, and cardio vascular endurance. All students will be required to wear appropriate clothing for participation. Exercises and activities will be seasonal and are activities that can be easily engaged by students throughout adulthood.

Team Sports

Level: NL **Grade:** 11,12 **Credits:** 1.0

This alternating day, semester long course will be offered for students who enjoy active participation in traditional team sports. Sports will be offered in season and are designed to teach students the rules and strategies involved in team activities. Physical Wellness through the application of conditioning, flexibility, muscular strength, and cardio vascular elements will be addressed. All students will be

required to wear appropriate attire to participate. Team Sport activities will include: Flag football, Soccer/Speedball, Volleyball, Basketball, Softball, Mat Ball, Team Handball, Floor Hockey, Nitro Ball, and other group activities. Students will also participate in a Sports Combine and an anonymous draft to select teams for the Semester long course. A high level of participation is expected in this course.

Personal Safety—Rape Aggression Defense Systems (R.A.D.) Females Only

Level: NL **Grade:** 11,12 **Credits:** 1.0

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

Unified Physical Education

Level: NL **Grade**: 9-12 **Credits:** 1.0

Unified Physical Education is open to all Nashoba students and is particularly good for students interested in or part of the Best Buddies program. This class is designed for motivated students. In collaboration with our PACE and Transitions programs, students will work on sportsmanship, and the importance of physical activity. Students are expected to engage in both the social and physical aspects of this class. Students will be asked to demonstrate and assist with game playing and be positive role models. The class will cover a wide variety of activities. Students will be required to wear appropriate clothing for participation.

Strength/Resistance Training

Level: NL **Grade:** 11-12 **Credits:** 1.0

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

Student Leader

Level: NL **Grade:** 11-12 **Credits:** 1.0

Junior and senior students who display outstanding qualities with regards to leadership ability and skill mastery along with a successful NRHS Wellness Course history, may select this program upon approval of the wellness department. This group leader serves as the assistant to the teacher and

should be capable of motivating younger students. Among other responsibilities, student Leaders will be asked to prepare equipment for the class activity, officiate and supervise the activity, and assist in clean up at the end of the activity. Students should also be knowledgeable about Google Docs. This course may be selected for one or two semesters.

Health Education

Sophomore Health *(Required along with Sophomore Wellness)*

Level: NL **Grade:** 10 **Credits:** 1.0

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

On Your Own

Level: NL **Grade:** 11-12 **Credits:** 1.0

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

Unified Health

Level: NL **Grade:** 11-12 **Credits:** 2.0

This course studies health-related topics and is open to juniors and seniors who are interested in the

Best Buddies program at Nashoba. Topics include fundamental information about body systems, nutrition, personal health, disease prevention, communication skills, human growth and development, risk assessment and refusal skills. The course provides peer buddies with the opportunity to be partnered with a student in the PACE program and participate in health educational activities as well as explore current topics related to disabilities and differentiated learning in a classroom setting. It is a suggested choice for students interested in career opportunities in the social services or educational field, and provides a community service option.

Family and Consumer Science

Foods 1

Level: NL **Grade:** 9-12 **Credits:** 2.0

In this course you will have an opportunity to prepare a wide variety of foods representing all parts of MyPlate, while learning some basic food preparation techniques. Emphasis is placed on developing sound work habits when cooking, while developing an appreciation for healthful cooking and eating. An examination of current food trends and nutrition issues will be included. Join us to discover how you can get more “go power” from the food you eat, and have fun learning to cook for yourself, your family, and your friends.

Foods II International Cuisine

Level: NL **Grade:** 9-12 **Credits:** 2.0

In this course students will have an opportunity to explore the cuisine of countries all over the world, and to examine how eating habits everywhere are influenced by geography, climate, and culture. Students will prepare and taste a variety of recipes each week, covering six different regions of the world. They will use various food preparation techniques, ingredients, and practices that contribute to healthful eating habits. A variety of sources will be used to help students make the connection between great-tasting food and general health and well-being. *Prerequisite: Foods 1*

Unified Foods

Level: NL **Grade:** 9-12 **Credits:** 2.0

Unified Foods is open to all Nashoba students and is particularly appropriate for students interested in, or part of the Best Buddies program. This is not your average Foods course! On a weekly basis, in collaboration with our PACE program, students will work together to procure, prepare, and experience an eclectic variety of foods in order to develop various cooking skills, using a hands-on, experiential approach. *Prerequisite: Foods I*

Senior Cooking

Level: NL **Grade:** 12 **Credits:** 2.0

In this course, seniors who have taken at least one Food course will have an opportunity to prepare tasty and healthy breakfasts, snacks, and other small meals on a regular basis. The focus will be on eating well when eating on your own. Balancing personal resources such as time, money, knowledge, food preparation skills, and equipment availability will be a part of this course. The connection between diet, exercise and long-term health will be examined in light of current research, as reported in the media. A community service component may be included, based on particular interests of students in the course. *Prerequisite: Foods I*

WORLD LANGUAGE PROGRAM

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

French I, German I

Level: HON, ACC, CP **Credits:** 4.0

Spanish I Novice *

Level: CP **Credits:** 4.0

The first year of a modern world language focuses on listening comprehension and speaking, with an emphasis on learning to hear and reproduce the sounds unique to the language. Basic reading and writing skills are introduced. In addition, students develop an understanding of the target cultures and people through experiences with a wide range of supplementary materials.

Course selection for incoming 9th grade Spanish students is determined by the 8th grade teachers' recommendation which includes performance on a placement exam coupled with other factors such as student grades, participation and work ethic.

*** Spanish I Novice is designed for those students who have no prior knowledge of Spanish.**

Content topics include:

- Basic grammar skills
- Simple descriptions
- Vocabulary for common daily activities
- Simple conversations
- Cultural comparisons

Goals for the first year student include:

- Interpret spoken and written language
- Gain confidence in speaking the target language
- Taking risks by engaging in spontaneous conversations
- Exploring target cultures

Spanish I - Advanced

Level: ACC **Credits:** 4.0

This class is designed for those students who have previously completed Spanish 1 at the 8th grade level in the Nashoba District. It is intended for those students who will benefit from additional foundational work to strengthen their skills before moving on to Spanish 2, and will be taught at an accelerated pace. The course is designed to reinforce skills and expand on prior knowledge. Students enrolling from outside the district will take a placement test to determine appropriate class and level. Waivers may be granted to students without prior knowledge of Spanish with the understanding that students will work independently to master review concepts that are presented.

This course focuses on listening comprehension and speaking, with an emphasis on learning to hear and reproduce the sounds unique to the language. Reading and writing skills are reviewed and reinforced. In addition, students will continue to develop an understanding of the target cultures and people through experiences with a wide range of supplementary materials.

Course selection for incoming 9th grade Spanish students is determined by the 8th grade teachers' recommendation which includes performance on a placement exam coupled with other factors such as student grades, participation, and work ethic.

Content topics include a more in depth study of:

- Basic grammar skills
- Simple descriptions
- Vocabulary for common daily activities
- Simple conversations
- Cultural comparisons

Goals for the first year student include:

- Interpret spoken and written language
- Gain confidence in speaking the target language
- Take risks by engaging in spontaneous conversations
- Explore target cultures

French II, German II, Spanish II

Level: HON, ACC, CP **Credits:** 4.0

The second year of language study continues to emphasize interpretive communication through listening and reading, as well as presentational and interpersonal communication through speaking and writing. Students will expand upon the basic grammar skills from level 1 to initiate communication in the past, present, and future tenses. Awareness of cultural diversity will continue through the use of supplementary materials.

Content topics include:

- Review, reinforcement and introduction of new grammar skills
- Expanded vocabulary for daily communication
- Detailed personal conversations

- Cultural comparisons

Goals for the second year student include:

- Deliver practiced presentations
- Interpret spoken and written language
- Increase confidence in spoken and written language
- Engage in simple conversations to express authentic thoughts and preferences
- Explore target cultures

Incoming 8th grade students who were enrolled in Spanish and who need to reinforce Spanish listening, speaking, and grammar skills will be successful in Spanish I Advanced. Spanish II College Preparatory is designed for students who have taken Spanish I at the high school level.

Students enrolling from outside the district will take a placement test to determine appropriate class and level.

French III, German III

Level: HON, ACC **Credits:** 4.0

Spanish III

Level: HON, ACC, CP **Credits:** 4.0

The third year of language study encourages students to develop, reinforce, and refine communicative competence in listening, speaking, reading, and writing skills through the exploration of various world cultures. As this is an intermediate level class, all classes will be taught primarily in the target language and it is expected that students speak in the target language as much as possible. Students will be introduced to authentic resources from the target languages such as short stories, film, magazines, newspapers, and on-line resources.

Content topics include:

- Complex grammar skills
- Advanced vocabulary
- Spontaneous conversation
- Presentational communication
- Cultural comparisons

Goals for the third year student include:

- Learn new vocabulary
- Build familiarity with grammar
- Gain confidence in spontaneous conversation
- Communicate in real life situations
- Interpret written and spoken language
- Explore cultures through products, practices and perspectives

French IV, German IV

Level: HON, ACC **Credits:** 4.0

Spanish IV

Level: HON, ACC **Credits:** 4.0

The fourth year of language study gives a general review of the many previously presented grammatical points. Literature is explored through a variety of reading selections of fiction, non-fiction, poetry and drama. Students are expected to engage in group discussions, individual reflection, spontaneous communication, interpret and infer meaning from a wide range of topics and authentic materials and to express their ideas in written form. Students are expected to understand and communicate with native speakers.

Content topics include:

- Review and expand upon complex grammar skills
- Continue to build advanced vocabulary
- Spontaneous conversation
- Presentational communication
- Cultural comparisons

Goals for the fourth year student include:

- Emphasize the use of the target language for active communication
- Increase fluency and accuracy in the target language
- Explore and discuss current and major historical events
- Explore AP Themes

Spanish V

Level: ACC **Credits:** 4.0

Accelerated Spanish V will focus on improving student's communication skills in spoken and written Spanish in addition to increasing reading and listening comprehension. The class will immerse students in the culture of a variety of Spanish-speaking countries and include topics such as history, current events, food, travel, traditions, arts, and other topics of student interest. Students will continue to develop accuracy and fluency by learning and reviewing a variety of vocabulary and grammatical

structures while maintaining a primary focus on communications. Accelerated Spanish V will include the use of authentic resources such as music, videos, articles, short stories, movies, and a TV show. The class will be conducted in Spanish and students are expected to participate in Spanish. Content topics include:

- Global challenges
- Science and technology
- Contemporary life
- Personal and public identities
- Families and communities
- Beauty and aesthetics

Goals for the fifth year student include:

- improving proficiency in the interpersonal, presentational, and interpretive modes of communication
- expanding knowledge of world cultures
- understanding the written and spoken language
- holding conversations in real-life situations
- writing stories, letters, emails, and other texts

AP Spanish, AP French and AP German Language and Culture

Level: AP **Credits:** 4.0

AP Language and Culture emphasizes active communication in the four language skills of reading, listening, writing, and speaking. Students will be immersed in culture through a wide variety of authentic resources.

Students will learn about and practice all sections of the AP Language and Culture exam including interpretive communication, interpersonal writing, presentational writing, interpersonal speaking, and presentational speaking. The class will be conducted entirely in the target language and students will be expected to participate in the language. Students selecting this course are expected to take the Advanced Placement Language and Culture test at the end of the course.

Content topics include:

- Global challenges
- Science and technology
- Contemporary life
- Personal and public identities
- Families and communities
- Beauty and aesthetics

Goals for the AP student include:

- improving proficiency in the interpersonal, presentational, and interpretive modes of communication
- expanding knowledge of world cultures
- understanding the written and spoken language

- holding conversations in real-life situations
- writing stories, letters, emails, essays and other texts

German for Heritage Speakers

Level: Honors **Credits:** 4.0

This course is targeted at students who exhibit a discrepancy between their oral and written proficiency. Students will typically have native or near-native oral proficiency, such as heritage speakers. The course

will focus on elevating their written expression, including a review of specific advanced grammar concepts related to formal and academic writing. Literature is explored through a variety of reading selections of fiction, non-fiction, poetry and drama. Students will engage in group discussions, individual reflection, spontaneous communication, interpret and infer meaning from a wide range of topics and authentic materials and express their ideas in written form. Students are expected to understand and communicate with native speakers.
Assessments will be primarily based on academic writing assignments and include integrated performance assessments, essays and some creative writing. Additionally, there will be grammar and spelling assessments geared to the students individual level.

Prerequisite: *Pre-entrance interview with the teacher, a score of 7 or better on the Speaking portion of the STAMP test, and submission of a sample writing assessment. Students must enroll to take the STAMP test in the spring prior to the academic year in which this course is being requested.*

ADDITIONAL COURSE OFFERINGS

Freshman Study Skills

Grade: 9

As a special focus on transition support for 9th graders, all freshmen who have a study hall are assigned to Freshman Study Skills. Freshman Study Skills is a more structured learning environment and is intended to help each student make a positive transition from middle school to high school and to form a bond with an adult mentor. Efficient and effective use of your study time is crucial to a student's continuing academic success as well as their personal well-being. During the first semester a course on Study skills and Time Management strategies including organization, reading, listening, note-taking, critical thinking, motivation, individual learning styles, and the writing process are just a few of the topics covered. One (1) credit will be earned upon successful completion of the course. The first 15 minutes of each class study skills are taught and the remainder of the period is reserved for regular study. Second semester will focus on study skills but more emphasis on one on one support for students who need help in certain areas.

Athletic Trainer Aide

Grade: 11-12

The Nashoba Athletic Trainer is interested in working with students who wish to learn more about the field of sports medicine and the role of an athletic trainer. Students who are in good academic standing,

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

Emergency Medical Responder

Level NL, Grades 10,11 **Credits:** 2.0

This first semester course provides training in immediate lifesaving care to critical patients who access the emergency medical services system. EMRs are taught the knowledge and skills necessary to provide immediate lifesaving interventions while awaiting additional EMS resources to arrive. Students interested in participating in the EMT program will be required to be 15 1/2 years of age by January 1st of sophomore year. The application process includes submission of an application, an academic review of the transcript, and screening by a committee of EMS and school officials. Classes are held outside of regular school hours. Class size is restricted, and we regret that not every eligible candidate can be admitted.

Emergency Medical Technician (E.M.T.) Year 1

Level: NL Grade: 10, 11 **Credits**: 2.0

This second semester course is an intensive college level course that lasts approximately 150 hours of both classroom and practical work. This prepares an individual for eligibility to take the state and national EMT certification exams. This program is supported by the Town of Bolton with the purpose of assisting the Bolton Ambulance Squad with daytime ambulance coverage. Students interested in participating in the EMT program are required to be 15 1/2 years of age by January 1st of sophomore year. Classes, training, and required participation in community events are held outside of regular school hours. Prerequisite: Successful completion of EMR course and application/interview process. Class size is restricted, and we regret that not every eligible candidate can be admitted.

EMT Year 2/3

Level: NL **Credits:** 4.0

NRHS students who have successfully completed EMT Year 1 participate in a continued course of study in the area of Emergency Medical Technology. Students who are enrolled in EMT Year 2/3 participate in a field internship with the Bolton Volunteer Ambulance Service. Designated crews of up to four students carrying pagers assist in providing emergency medical coverage for the Town of Bolton on weekdays between 7:15 am - 2:30 pm. Classes, training, and required participation in community events are held outside of regular school hours.

Students must successfully pass the Commonwealth's EMT-Basic psychomotor examination, as well as the NREMT written exam, before the start of the school year in order to advance to the Year 3 class and internship.

Independent Study (Non-Credit Option)

There are times when a student may not be able to enroll in all selected courses. For example, both the desired math class and the desired language class meet in the same period, a requested course does not run, etc. In the event that the student wishes to learn the curriculum, perhaps in order to progress to the next level in the specific subject area, they may undertake study of the curriculum independently in furtherance of this goal. Nashoba will provide a text-book (if available) and course syllabus. In order to ensure mastery of the curriculum, and thus earn a recommendation for the next sequential course, the student must pass a department-prepared comprehensive assessment.