

PROGRAM OF STUDY



WHALER PRIDE

We, as a NHS learning community, value and believe in:

High standards and challenging curricula coupled with appropriate support,

Academic achievement,

Learning as a collaborative, creative and adaptable process,

Effort,

Responsibility,

Providing opportunities for 21st century academic, social, and civic success,

Respect,

Integrity,

Dedication, determination and self-discipline, and

Engagement as diverse learners and involved citizens.

2018-2019 Program of Study

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NANTUCKET HIGH SCHOOL
10 SURFSIDE ROAD
NANTUCKET, MASSACHUSETTS 02554



John J. Buckey, Principal

January, 2018

Dear Students & Parents:

John Dewey, known for his role in American education, stated “the aim of education is to enable individuals to continue their education ... (and) the object and reward of learning is continued capacity for growth.” At Nantucket High School our ultimate goal is to establish, refine and expand our educational program to meet this aim.

The Program of Study includes the credits for each course. A student should have a schedule with seven (7) credits. This can be achieved through full credit yearlong courses or ½ credit semester courses. School Counselors will have more information on how to design your schedule in terms of courses and alternatives in meeting our distribution and graduation requirements.

At Nantucket High School we offer open enrollment. Open enrollment means a student who has met the prerequisite requirements may select any course listed in the Program of Study. Open enrollment presents both an opportunity and a challenge. While stretching to select an Honors or Advanced Placement course may result in many benefits for the student, sometimes the increase in workload, personal responsibility and resulting grade are overlooked challenges. As you consider your courses and consider changing to a more challenging level, please do so carefully and with input from your teachers, parents, and School Counselor.

President Harry Truman said, “don't be afraid to go out on a limb... that is where the fruit is.” We want students to stretch and select the most rigorous yet appropriate program possible. In doing so, however, we also want students to be mindful of the significant and substantially different requirements that come with being a student in our Honors and Advanced Placement courses. We have expanded our Advanced Placement program significantly over the last several years. Please review these offerings carefully. Most students should not elect more than **three** AP courses in a given year; it is simply too much for most students. Students who elect Advanced Placement courses in English, Math or Science might be required to participate in mandatory Saturday sessions throughout the year. Please check the course description to see if Saturdays are part of participating in the course. Virtual High School (VHS) courses offer many opportunities but come with a significant amount of personal responsibility. The VHS calendar does not match the NHS calendar. These courses should be considered with great care.

Our school offers a rich variety and range of co-curricular activities including athletics, fine and performing arts groups, student government and many special interest clubs. These are not extracurricular, but an extension of our comprehensive curriculum; we encourage you to participate. These important activities will provide you with different perspectives, challenges and opportunities to meet other students.

As students select a program that best considers their present and future needs, please keep in mind the scheduling process does not always produce the desired end result. Students will inevitably encounter situations where courses may be cancelled due to low enrollments or conflicts may develop during the scheduling process that require students to make alternative choices. It is important for students to select courses and alternatives that they genuinely want. **There is only one drop/add period during the academic year.** For changing courses, both for semester one AND semester two, the drop/add period is the second Friday of classes in September. For changing the level in a course, the drop/add period extends until October 1. There will not be a drop/add period at the semester change.

We look forward to working together as you plan your future!

John J. Buckey, Ed.D.
Principal

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21ST CENTURY EXPECTATIONS FOR STUDENT LEARNING

A Nantucket High School student will:

- read, write and communicate effectively for a variety of purposes,
- acquire, process, apply, and integrate knowledge using a variety of resources, media and technologies,
- use critical and creative thinking skills to identify, define, analyze and solve problems, and
- participate actively and positively in the school and local community through leadership, volunteer work and co-curricular opportunities.

COURSE SELECTION GUIDELINES

All students, in all grades, are to be scheduled in seven classes per semester. Requests for an exception will be examined on a case-by-case basis, taking into consideration what the student's parent, School Counselor and building principal believe is in the student's best educational interest.

A college preparatory curriculum consists of a **MINIMUM of four ACADEMIC** courses (English, mathematics, social studies, science, and/or foreign language) each of the four high school years. The more selective the college one has in mind, the more rigorous the academic load should be, both in course difficulty and in number of classes taken.

High school students have a range of choices in their course work, subject to the graduation credit and distribution requirements. To keep many options for further education and career choices open, students are encouraged to take the most appropriately challenging program possible. Experience indicates that most students make career choices after their high school years; therefore, the school encourages students to select courses from a wide range of disciplines.

In choosing their programs, students should work closely with their School Counselors, parents, teachers and Special Services Liaisons. Parents who have questions about program and course selections are urged to call the School Counseling Office to schedule a conference. Every effort will be made by school personnel to see that program requirements are met, but the final responsibility for meeting these requirements for promotion and graduation rests with the student and his/her parent(s) or guardian(s).

Once the school opens in the fall, it is expected that each student will continue with the schedule that has been developed during the course selection process. Any minor adjustments need to take place during the first two weeks of school, via communication with the School Counselors. A good education depends on a full 90 day (semester) or 180 day (full year) presence in a class. Course changes requested after the two week add/drop period are strongly discouraged. School Counselor, Department Leader, teacher and possibly Assistant Principal input will be required to affect such a change. Nantucket High School does not accept course change based on personal incompatibility between a student and teacher. A student moving from an advanced section of the same course (Honors or Advanced Placement) to a different section (Honors or College Prep) will have until October 1st to make said change without affecting his/her transcript. **It is important to note that there is not a drop/add period at the semester change.**

Any student who withdraws from a course after the established deadlines will receive a grade of withdraw/W, withdraw pass/WP or withdraw failing/WF. If a senior drops or withdraws from a class after transcripts have been sent out to colleges, Nantucket High School will notify all colleges of the change in the student's schedule.

Source: Littleton High School Program of Study

ADD/DROP POLICY

You should make every attempt, prior to the start of the school year, to meet with your School Counselor to request a schedule change. The request for a course change may be granted under the following conditions:

- There is available space in the class.
- There is a sound educational reason (e.g. potential career choice) for the change.
- The Principal approves the move most often pending sending/receiving teachers' agreement.

COURSE CANCELLATION

Courses with insufficient enrollment are subject to cancellation at the discretion of the administration. The administration also reserves the right to limit course and section size, thus deferring some students' requests.

COURSE REQUIREMENTS FOR GRADUATION

Subject	Nantucket High School Graduation Requirements	Required by MA State Colleges and UMASS system	Recommended by most 4-year colleges	Recommended by most selective colleges*
English	4 credits	4 credits	4 credits	4 credits -honors level classes
Mathematics	4.5 credits Algebra I, Geometry & Personal Finance Required	4 credits Geometry, Algebra I and Algebra II	4 credits Geometry, Algebra I and Algebra II	4 credits including Pre-Calculus
Social Sciences	3 credits World History, US History I & US History II Required	2 credits 1 course in US History	3 credits including US History	4 credits including US History, World History
Science	3 credits Biology Required	3 credits 2 lab science courses	3-4 credits including Biology and Chemistry or Physics	3-4 credits including Biology, Chemistry and Physics
Foreign Language	No requirement	2 credits In a single language	2-3 credits in the same language	3-4 credits in the same language
Wellness – PE and Health	2.5 credits Health required			
Fine/Performing Arts	No requirement		Fine or performing arts	Fine or performing arts
Electives	10-12 credits	2 credits from the subjects above or from the Arts, Humanities or Computer Science	Electives that enrich your academic program	Electives that enrich your academic program

Recommendations are based on the minimum requirements for college admission.

*Students seeking admissions to highly competitive institutions should consider as many Honors Level and Advanced Placement (AP) classes as possible, complete 4 years of the same foreign language, pursue calculus and advanced levels of course work in science.

PROMOTION POLICY

Students may be assigned to Advisory by their class standing and not upon the number of years they have attended NHS.

In order to remain in their Class, students must earn enough credits to remain in line for graduation during the traditional time period (able to meet the credit requirements for graduation through taking a full 7-credit load of courses each year). In addition, students must successfully complete the required English course in their year to remain in their Class.

- To be part of the Class of 2019 → 19 credits **and** pass English III.
- To be part of the Class of 2020 → 12 credits **and** pass English II.
- To be part of the Class of 2021 → 6 credits **and** pass English I.

With approval from the Principal, students who fall behind may be allowed to gain credits through non-traditional avenues (e.g. online courses).

PARTICIPATION IN COMMENCEMENT

Only those students who have satisfied the graduation requirements before the time of Commencement will be allowed to participate in the ceremony. No student with any outstanding obligations – owed café debt, technology devices/equipment, books, uniforms, etc – to the school will be eligible to participate in Commencement. He/She will be asked to pick up his/her diploma in the main office after Commencement and the fulfilment of the obligation. A student who has not met the Community Service Requirement (20 hours) will not be eligible to participate in Commencement.

MCAS REQUIREMENT

According to the Commonwealth of Massachusetts, students must successfully meet the English, math and science requirements of the MCAS in order to receive a diploma.

Students who do not meet the MCAS requirement will not be excluded from graduation exercises if they have met Nantucket High School's requirements; however, they cannot receive a diploma. Instead, a local certificate will be provided in confidence. A Nantucket High School student who does not meet the State MCAS test requirements will receive a "Certificate of Completion" instead of a diploma.

EARLY GRADUATION

Students who wish to meet the school's requirements in fewer than four full years may do so by scheduling a meeting with their School Counselor, Principal and parents to discuss options.

SUMMER SCHOOL

Online credit recovery courses are available during the summer at the family's expense for students who have failed courses with a minimum failing grade of 55%. To earn credit, a student must achieve a minimum passing score of 75% in the summer school course. The intent of the program is to offer remediation in order for a student to maintain the expected path toward graduation. Summer School courses must be completed BEFORE the new academic year begins. No credit will be awarded for courses not completed prior to the start of school.

REPORTING PROGRESS

Report cards are issued four times during the school year. Report card grades are alphabetical with any grade below 60 considered an F (failing).

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F 59 & Below	P Pass
A 93-96	B 83-86	C 73-76	D 63-66	W Withdraw	M Medical
A- 90-92	B- 80-82	C- 70-72	D- 60-62	AUD Audit	I Incomplete

COURSE LEVELS

Advanced Placement (AP)

These courses represent the most challenging curriculum we offer—college-level coursework. Based on the guidelines from the College Board, each course culminates in a nationally-standardized exam. Students who receive a high score on the exam may earn college credit or be exempted from particular courses. Teachers maintain an aggressive pace in order to cover the necessary content. Significant out of class time is demanded from these courses, including mandatory Saturday Sessions.

Honors (H)

Most departments offer Honors courses for advanced students. These courses are highly demanding in both class work and out of class responsibilities and preparation. Honors courses provide enrichment experiences and accelerated instruction for those college preparatory students who exhibit both exceptional ability and motivation in a particular subject area.

College Prep (CP)

These challenging courses provide students with the instruction and experience(s) they will need to successfully manage post-secondary education.

Essentials (E)

These courses provide an introductory view of various elective offerings. Essentials academic courses provide basic instruction while emphasizing study skills. In this case the courses are designed for those students who would benefit from accommodations in the way information is presented, or in the way knowledge is demonstrated, that do not substantially alter the nature of the task or the learning standard being addressed.

***Essentials courses may not be recognized by all colleges/universities for credit. Please confer with your School Counselor about these courses and your post-secondary education plans.*

Basic (B)

These courses emphasize fundamental skills and enrollment through the Special Services Department is required.

GRADE POINT AVERAGE

In order to account for the differing challenges and requirements at the various levels of instruction, the following “weights” are assigned in calculating Grade Point Average. We do not use grade point averages to calculate class rank. Reports on the school profile and on students' transcripts may include information on grade and GPA distribution within the class.

Grade	Advanced Placement	Honors	College Prep
A+	5.3	5.0	4.7
A	5.0	4.7	4.4
A-	4.7	4.4	4.1
B+	4.3	4.0	3.7
B	4.0	3.7	3.4
B-	3.7	3.4	3.1
C+	3.3	3.0	2.7
C	3.0	2.7	2.4
C-	2.7	2.4	2.1
D+	2.3	2.0	1.7
D	2.0	1.7	1.4
D-	1.7	1.4	1.0
F	0.0	0.0	0.0

Essentials level courses are not configured into the grade point average.

REPORTING CLASS RANK

Nantucket High School does not report class rank. School Counselors will report a weighted rank to colleges and universities via groupings on a GPA Distribution Chart. The groups will be determined by identifying aggregate patterns in class rank.

ACADEMIC RECOGNITION

We take pride in the academic achievement of our students and recognize it in several ways:

PRINCIPAL’S LIST – Grades of **A** in all subjects.

HONOR ROLL – Grades of **A** or **B** in all subjects.

ACADEMIC EXCELLENCE AWARDS – At an assembly in the spring, academic excellence awards are given for each course using several criteria, including Improvement and Excellence.

BOOK AWARDS – The school participates in several book awards, including a Harvard Prize Book sponsored by Peter Panchy (Social Studies). The qualifying criteria for the awards range from academic achievement to community service accomplishments to student-athlete attributes.

SCHOLARSHIPS – Prior to the graduation exercises, a faculty committee and community organizations meet to award thousands of dollars in local scholarship money to seniors and alumni. While many scholarships are need-based, the student’s academic record plays a strong role in all awards. In some cases, students can access information about scholarships on the school’s website.

SPECIAL SERVICES

The Department of Special Services facilitates full access to the curriculum and the school/community learning environment for every student, based on student potential, identified special needs, and handicapping conditions. The system's goal is to provide support services within an inclusion model where the least restrictive environment is the regular education classroom. High standards and expectations are set for all students highlighting the partnership of special and regular educators.

The following services are available to students as needed:

Therapies (speech, occupational, physical)

Inclusion Support (co-teaching, small group instruction, modifications, accommodations, consultation)

Academic Instruction/Support

Counseling/Social Work

Behavioral Support

Evaluation and Assessment

Alternative Classroom Environments

Students become eligible for special education services through a comprehensive assessment. A team approach to the development of an Individualized Educational Plan (I.E.P.), with an inclusive approach to service delivery, focuses on the classroom as the central instructional environment. The I.E.P. is a working document for all teachers outlining the student's performance and instructional profile, goals and objectives, and service delivery model.

The inclusion model of special education benefits special and regular education students where diverse instructional strategies, methods, and materials are often appropriate and needed by many students within the regular classroom.

COMMUNITY SERVICE

NHS Commitment to Community Service Learning: All students are required to complete twenty (20) total hours of service over four years. The 20 hours need to be completed prior to May 1st of the year of graduation. A student who has not met the Community Service requirement will not be permitted to participate in Commencement.

SCHOOL COUNSELING SERVICES

The School Counselors at Nantucket High School provide comprehensive social/ emotional, academic, and postsecondary counseling to all students at Nantucket High School. Each student has access to and will be provided services in a programmatic manner as his/her needs might require. Our staff includes:

- Three School Counselors:
 - Cathleen Lepore: Students with last names A to Got.
 - Courtney Foster: Students with last names Gou to Par.
 - Anita Small: Students with last names Pas to Z.
- School Psychologist- Sarah Holton-Roth
- School Social Worker- Julie Kingston

The School Counselor's role in the high school is best defined by the services School Counselors make available to all students:

- Facilitate students' academic success,
- Help students better understand their strengths,
- Identify students' interests, and
- Aid students in planning for and attaining realistic goals.

Each student will meet with his or her School Counselor to evaluate academic progress and to develop educational and career goals. Conferences may be initiated either by the School Counselor, classroom teachers, the student, or parents/guardians of the student. Students are always welcome in the School Counseling Office. The School Psychologist, Behavior Specialist, and School Social Worker are also available to further assist students with their social/ emotional needs.

The School Counselors work to help all students achieve academic success, balancing all aspects of their lives, personal growth, and to assist in developing a meaningful plan for life after high school. All counselors can be accessed by appointment. All students are encouraged to meet with and establish a working relationship with their counselors as early as possible. If an emergency situation arises, any available School Counselor will meet the needs of students.

PREPARING FOR COLLEGE

Thought should be given to college admission requirements when planning a course of study.

This section provides a brief overview of the admissions process. Colleges base their decisions by evaluating some or all of the following information about a student:

- | | |
|--|--|
| • High School Transcript (# of courses, rigor of courses, GPA, and grades) | • Interview |
| • College Admissions Exams (SAT Reasoning and SAT Subject Tests, and/or ACT) | • Alumni(ae) Relationship with the College |
| • Recommendation Letters | • Minority Status |
| • Extracurricular Activities | • First-generation Student Status |
| • Special Talents | • Religious Affiliation |
| • College Applications and Essays | • Volunteer/Other Work |

Colleges want to see a student who has challenged himself or herself through coursework and after school activities. They appreciate a student who explores areas of interests in depth and shows a strong interest in continuing learning at a higher level.

It is vitally important to remain a healthy student, for you cannot perform at your best if you are stressed and overloaded. Plan your year in advance and consult with your family and teachers when appropriate. Nothing substitutes for a good night's rest.

THE COLLEGE BOARD TESTS

The Preliminary Scholastic Assessment Test (PSAT) is a 2 ½ hour long multiple-choice test of Verbal and Mathematical Reasoning and Writing Ability that is designed as a practice test for SAT Reasoning Test. All sophomores and juniors will have the opportunity to take this exam during a Saturday in October. For sophomores the test is simply practice, for juniors who score well, the test can help to qualify the student for a National Merit Scholarship.

The SAT Reasoning Test attempts to predict what a student is capable of doing at the collegiate level. The test is given several times throughout the year and students are encouraged to take it once in the spring of their junior year and once in the fall of their senior year.

The SAT Subject Tests evaluate a student's mastery of various course contents. The College Board offers seventeen different subject tests. Many competitive colleges ask students to submit three subject test scores in support of their applications.

The Advanced Placement Program offers the final tests for students seeking entrance to competitive colleges. A student's teacher and the School Counseling Department will coordinate the May testing at the conclusion of the AP course.

Further information about the College Board can be found at www.collegeboard.org

ACT TESTS

The American College Testing Corporation serves many colleges and universities and offers an alternative to the SAT Reasoning and/or Subject Tests. The test covers four skill areas: English, mathematics, reading, and science reasoning. If a student feels the SAT did not fairly represent his/her competency level, he/she is encouraged to take the ACT. The test is offered only twice on-island in September and April. Consult with the School Counseling Office for times and places of tests. For further information, visit the website at www.actstudent.org. All other testing dates are off-island.

****Students with special needs who require accommodations for test taking in classes may also apply for special accommodations when taking the SAT or the ACT tests. See your student's School Counselor for more detailed information.**

ENGLISH

The study of the English language and literature establishes a vital foundation for a well-adapted adult and a strong citizen. All English courses are designed in accordance with the Massachusetts Curriculum Framework for English Language Arts and Literacy. Through our work in these courses, students develop the strategies necessary for acquiring academic knowledge and attaining independence in learning. They build their ability to remember, understand, analyze, evaluate, communicate, and apply the ideas they encounter in English and other disciplines. By the successful completion of senior year, students will have read a variety of authors and genres reflecting the common literary, civic, and cultural heritage of the English-speaking world. They will also gain exposure to works from the countries and cultures that make up our contemporary world. Students will learn to write clearly and coherently in persuasive, expository, narrative, and expressive forms.

HONORS AND ADVANCED PLACEMENT COURSES IN THE ENGLISH DEPARTMENT:

The intent of honors and advanced placement courses is to provide accelerated curricula and instruction to students. These courses move at a more accelerated rate, include more challenging texts and frequent writing assignments, and require an extensive time commitment. Honors students should expect substantial nightly reading assignments, more challenging material, and higher expectations for independent work. Success in these courses assumes a high level of motivation and a commitment to self-directed learning.

GRADE 9 ENGLISH

The ninth-grade curriculum builds upon and further develops the skills and concepts students learn in middle school. By the end of freshman year, students will be able to write with a clear focus, coherent organization, and sufficient detail. They will write in persuasive, expository, narrative, and expressive forms, with special focus on the essay. Students will examine classical literature, including *The Odyssey*, *Of Mice and Men*, and *Romeo and Juliet*. They will study genres, including epic poetry, the short story, and the novel. Independent reading is also required in order to foster a life-long love of reading.

1200 ENGLISH I – (CP)

1 credit

Students will complete the ninth grade English curriculum, including nightly reading and writing homework assignments. Successful completion of those assignments is essential to student success.

1300 HONORS ENGLISH I – (H)

1 credit

This course moves at a more accelerated pace than the college-preparatory offering, including more challenging texts and more frequent writing assignments. Honors students should expect substantial nightly reading assignments, more challenging material, and higher expectations for independent work. Students will read *Jane Eyre*, *Balzac and the Little Chinese Seamstress*, *Romeo and Juliet* and other titles. Success in honors courses assumes a high level of motivation and a commitment to self-directed learning.

GRADE 10 ENGLISH

The tenth grade curriculum consists of a demanding writing program and a thorough study of literature in preparation for the MCAS exam. By the end of sophomore year, students will be able to write with increasing complexity in a variety of forms and for a variety of purposes and audiences. Students will read and analyze works that examine the role of the individual in society, including the unique challenges faced by young people. In constructing their curriculum, teachers choose from a list of renowned titles including *Lord of the Flies*, *Macbeth*, *Catcher in the Rye*, *Fahrenheit 451* and others. Independent reading is also required in order to foster a life-long love of reading.

1230 ENGLISH II – (CP)

1 credit

Students in this course are expected to have successfully completed English I. Students will complete the tenth grade curriculum, including nightly reading and writing homework assignments. Successful completion of assignments in and out of class is essential to student success.

1330 HONORS ENGLISH II – (H)

1 credit

Students in this course are expected to have excelled in English I. This course moves at a more accelerated pace than the college-preparatory offering, including more challenging texts and more frequent writing assignments. Honors students should expect substantial nightly reading assignments, more challenging material, and higher expectations for independent work. All works must be annotated. Success in this course assumes a high level of motivation, a commitment to self-directed learning, and a willingness to think deeply and critically. The texts for the year include: *Lord of the Flies*; *1984*; *Fahrenheit 451*; *Henry IV, Part 1*; *How the Garcia Girls Lost their Accents*; and *Their Eyes were Watching God*.

GRADE 11 ENGLISH

The eleventh grade curriculum consists of a thematic study of American literature from the Colonial Period to the Modern Era. The course focuses on what makes us "American" through a careful study of major American literary works, including fiction and non-fiction. Authors include Emerson, Thoreau, Twain, Miller, Fitzgerald and Krakauer. Students will write extensively, including analytical essays, descriptive essays, and creative pieces. Independent reading is also required in order to foster a life-long love of reading.

1150 ESSENTIALS OF ENGLISH III – (E)

1 credit

Students enrolled in this course will have successfully completed English II. In the new century, everyone is expected to read, write, and speak clearly and effectively; this course will help our students further develop these skills. In this class they will read works from all of the major genres representing important literary periods in America's history, including contemporary authors. Students are expected to read and write in a variety of genres in addition to completing at least one independent project. The focus of this course is on completing the majority of work in class, although homework will be assigned periodically.

1250 ENGLISH III – (CP)

1 credit

Students will have successfully completed English II. As students move closer to the completion of their high school career, preparing them for the high expectations of college study becomes even more important. Critical reading and writing assignments strengthen students' skills in preparation for the SAT and ACT. Completion of nightly homework assignments is essential to student success in this course.

1352 HONORS ENGLISH III – (H)

1 credit

Students in this course will have excelled in English II. This course moves at a more accelerated pace than the college-preparatory offering, including more challenging texts and more frequent writing assignments. Honors students should expect substantial nightly reading assignments, more challenging material, and higher expectations for independent work. In addition to core texts, titles may include *Moby Dick*, *The Scarlet Letter*, and *The Awakening*. Annotating is required. Success in this course assumes a high level of motivation and a commitment to self-directed learning.

1451 ADVANCED PLACEMENT LANGUAGE AND COMPOSITION – (AP)

1 credit

Students will have been successful in Honors English II or excelled in English II. The AP English Language and Composition course is designed to help students become skilled readers of non-fiction written in a variety of rhetorical contexts; all readings will be annotated. It is also designed to help students become skilled writers who compose for a variety of purposes; therefore, the class is writing intensive. Designed to meet the expectations of the College Board, this class emphasizes the expository, analytical, and argumentative writing that forms the basis of academic and professional communication. This course moves at a faster pace than honors and successful students will be those who can work independently and manage their time. All students who take this course must take the AP English Language and Composition Examination in May, at their own expense, in order to receive credit for the course and will participate in a mock exam on a Saturday.

GRADE 12 ENGLISH

The twelfth-grade study of literature includes the novels, short stories, plays, and poetry of writers from around the world. Titles may include *The Glass Castle*, *The Things They Carried*, *Othello* or *Hamlet*, *The Kite Runner*, and the Anglo-Saxon epic *Beowulf*, *The Road*, and *Siddhartha*. They will also explore the origins of the English language, the role of the hero in society, and the evolution of various genres, including drama, poetry, and the modern novel. Students will write original work reflecting their knowledge of several genres, including descriptive and analytical essays. Independent reading is also required in order to foster a life-long love of reading.

1152 ESSENTIALS OF ENGLISH IV – (E)

1 credit

Students enrolled in this course will have successfully completed English III. In this class, students will read works from all of the major genres, including contemporary authors from around the globe. In the new century, everyone is expected to read, write, and speak clearly and effectively; this course will help our students further develop these skills. Students are expected to read and write in a variety of genres in addition to completing at least one independent project. The focus of this course is on completing the majority of work in class, although homework will be assigned periodically.

1271 ENGLISH IV - (CP)

1 credit

Students will have successfully completed English III. Students in this course will study cornerstone works of Western literature as well as more modern works. Focus in writing will emphasize college-level expectations, including original thesis statements, substantial text evidence, and thoughtful explication. Students will continue to develop their analytical skills through challenging reading, writing, and oral presentation assignments. Course expectations include nightly reading and writing homework assignments. Completion of those assignments is essential to student success.

1371 HONORS ENGLISH IV – (H)

1 credit

Students will have excelled in English III. This course moves at a more accelerated pace than the college-preparatory offering, including more challenging texts and more frequent writing assignments. Focus in writing will emphasize college-level expectations, including original thesis statements, substantial text evidence, and thoughtful explication. Students will continue to develop their analytical skills through challenging reading, writing, and oral presentation assignments. Honors students should expect substantial nightly reading assignments, thorough annotations of texts, more challenging material, and higher expectations for independent work. In addition to the core texts, some of the other works students may read are *Song of Solomon*, *Oedipus* and others. Success in this course assumes a high level of motivation and a commitment to self-directed learning.

1471 ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION – (AP)

1 credit

Students will have excelled in English III, or been highly successful in honors-level English III or Advanced Placement English Language and Composition. This course will engage students in the careful reading and critical analysis of works of recognized literary merit. The course follows a syllabus authorized by the College Board, giving students the chance to experience a college-level literature course during their high school career. Through close reading of selected texts, students will deepen their understanding of the way writers use craft fiction. Texts include *The Grapes of Wrath*, *Crime and Punishment*, *Oedipus the King*, *Song of Solomon*, *Beowulf*, selections from *The Canterbury Tales*, *Hamlet*, *The Importance of Being Earnest*, and *Things Fall Apart*. Intensive study of poetry is an ongoing part of the course. Writing will include timed essays in preparation for the AP exam, as well as long, processed essays. It is essential that students annotate texts and participate in seminar discussions in order to be successful in this course. All students who take this course must take the AP English Literature and Composition Examination in May, at their own expense, in order to receive credit for the course.

1010/1020/1030/1040 BASIC ENGLISH I – IV – (B)

1 credit

This class is designed for students who require specialized instruction in the area of English Language Arts in grades 9-12. The class content is adapted from the current regular education English curriculum. It is specific to meet the needs of the small group instruction and the individual student. Students will actively engage in all aspects of literature and develop higher order critical thinking skills in such areas as analysis, evaluation, and oral presentation. All novels utilized in the classroom are from the general education English curriculum. The writing process includes literature-based prompts as well as development of the student's own creative writing for a variety of audiences. Both traditional and authentic assessments are applied.

***Specific to the Sophomore curriculum is an extensive preparation for the MCAS exam.**

ENGLISH ELECTIVES

1242 JOURNALISM IN THE 21st CENTURY* (GR. 9-12) -- (CP)

1 credit year-long course

1242A and 1242B JOURNALISM IN THE 21st CENT. (GR. 9-12) (sem) -- (CP) .5 credit semester course

This course, which can be taken for either half or full credit, will introduce students to the principles and foundations of good journalism: how to recognize good stories, gather facts through skillful interviewing and research, develop sources, craft welcoming leads and satisfying endings, and create news and feature articles that inform and engage readers. Students will practice news, feature, and profile writing, cultural commentary, op-ed, and narrative journalism. Guest speakers may include journalists who can speak to specialized areas of journalism. Students will analyze works of journalism as they appear in a wide range of multimedia, including broadcast and online stories, as well as documentaries. Opportunities and activities in the course will also enable students to practice editing skills to ensure accuracy and consistency in style.

*This course is **required** for all students wishing to hold editorial positions on the school's newspaper, *Veritas*. It is strongly suggested that all contributing members take at least one semester of the course. Please contact the NHS English Department Leader for details.

1243 CREATIVE WRITING (GR. 10-12) (sem) -- (CP)

.5 credit semester course

Designed for the student who enjoys writing and wants to strengthen his or her voice, this course will focus on the creative process and the elements of good writing. The first half of the course will provide direct instruction in the genres of short story, script writing, and poetry. During the second half, students will focus more specifically on the particular genre(s) that intrigue them. Students should be prepared to write extensively, in addition to reading and examining the works of published authors. The course requires that students also share and discuss selected pieces of their own work in a seminar environment. This is an excellent choice for students who simply want to enjoy writing and develop their voice and skills.

1244 FILM STUDY (GR. 11-12) (sem) -- (CP)

.5 credit semester course

Just as we read fiction and non-fiction books to learn more about our culture and gain insight into the human condition, film study offers rich opportunities for critical analysis. This course introduces students to a variety of film genres, while also focusing on the elements of storytelling: setting, exposition, dialogue, characterization, point of view, plot, structure, theme, conflict and resolution. They will analyze different aspects of cinematography, such as angles, shots, composition, and lighting. Students should be prepared to read texts and write compositions that reflect an understanding and interpretation of the films they screen in class. They must also participate in seminar discussions. Students will write both formally and informally through the completion of a journal/viewing notebook and several well-developed compositions which demonstrate the elements of good process writing.

1046 ENHANCING THE WRITING PROCESS USING MEDIA (GR. 10-12) (sem) -- (B)

.5 credit semester course

This course is designed to enhance the student's overall writing process using media. Students will view episodes of an award-winning television series and make analytical and evaluative connections to classic texts, informational texts, and current events. Types of writing explored will be research, argument, narrative, and expository. In addition, selected informational texts and current events will provide an interdisciplinary approach throughout the overall course.

1001 BASIC LIFE SKILLS READING – (B)

PREQ: Special Services Recommendation

1 credit

This course utilizes a phonetically based reading program that is designed to assist students in developing language skills by improving their decoding and encoding skills. The program is structured and incorporates various multi-sensory techniques to reinforce a student's learning. Through direct instruction, students learn phoneme segmentation, word structure, as well as increase sight word and functional vocabulary. Also, students work on improving their reading fluency and comprehension skills. Student eligibility for this class is determined by testing administered by the Special Services Department. Recommendations for enrollment are based on this testing.

1016 READING COMPREHENSION AND STUDY SKILLS – (B)

PREQ: Special Services Recommendation

1 credit

Reading:

This class is designed for students who require specialized instruction in the area of reading comprehension. Instruction is designed for students who have deficits in the areas of language comprehension, reasoning for critical thinking, and expressive language skills. Through direct instruction students will improve their fluency and comprehension skills.

Study Skills:

Study skills are incorporated into this reading class. This component of the course is designed to assist students with study and organizational skills, as well as to support the application of reading strategies with academic content in the areas of English, mathematics, science and history.

1018 PHONETIC READING AND STUDY SKILLS – (B)

PREQ: Special Services Recommendation

1 credit

Reading:

This reading class utilizes a phonetically based approach to reading that is designed to assist students in improving their decoding and encoding skills. Instruction is sequential and incorporates various multi-sensory techniques to reinforce a student's learning. Through direct instruction, students learn phoneme segmentation, word structure, sight words and vocabulary skills. Students will also work on improving their reading fluency and comprehension.

Study Skills:

Study skills are incorporated into this reading class. This component of the course is designed to assist students with study and organizational skills, as well as to support the application of reading strategies with academic content in the areas of English, mathematics, science and history.

MATHEMATICS

The NHS Mathematics Department understands that our students need, more than ever, problem solving skills. We as a department strive to instill in our students the confidence and skills necessary to approach and overcome a variety of challenges. Our program provides a foundation for critical thinking by developing skills in logic and problem solving.

Students are expected to be active participants in their educational process, and along with their teachers, assume responsibility for the learning of critical thinking skills through mathematics. As educators, we recognize that while all students can benefit from the study of mathematics at various levels, not all students proceed at the same pace. Therefore, we strive to promote learning through an individualized and self-directed approach whenever possible.

We recognize that each student is capable of learning and should be made aware of the usefulness and practicality of mathematics. Students will be challenged to develop their skills in analysis, reasoning, creativity, collaborative learning, and self-expression. Our ultimate goal is to develop mature thinkers who can effectively communicate their understanding and appreciate the beauty of mathematics.

Eureka Math is the primary resource for NHS math curriculum. Information and parent guides can be found at:

<https://greatminds.org/>

TECHNOLOGY:

A Scientific Calculator is **highly recommended** for Introduction to Algebra I, Algebra I, and Plane Geometry. The **TI-84 Graphing** Calculator is **required** for all levels of the following courses: Algebra II, AQR, Pre-calculus - Honors, AP Statistics, and AP Calculus. It should be noted that the use of a graphing calculator is **permitted** on both the MCAS and SAT exams. Given this, the Mathematics Department **highly** recommends that all incoming freshman consider acquiring a graphing calculator, so as to become familiar with its operation prior to testing.

HONORS AND ADVANCED PLACEMENT COURSES IN THE MATHEMATICS DEPARTMENT:

The goal of honors and advanced placement courses are to provide greater depth of understanding in the curriculum and exposure to a more intensive workload, which implies that there is a very high level of expectation with regards to attendance, class work, participation, independence, and homework completion. Success in an honors course is directly related to the student's achievement in previous math courses. Though a decision to move to an honors course may be well-intended, if prerequisite skills are not in place, then success in that course may be very challenging. With this in mind, we encourage students to rise to the challenge of our Honors and AP courses.

NEW BEGINNING WITH THE NHS CLASS OF 2021:

Beginning with the NHS Class of 2021, all Nantucket High School students are required to complete the math department's **Personal Finance** course. It was ratified at the December 20, 2016 school committee meeting that all graduates need financial literacy as they head off to college or career in the 21st century. This is a 0.5 credit semester course and increases the graduate requirement to 4.5 math credits.

Chart of Math Progressions at Nantucket High School:

Grade 9 Course	Grade 10 Options	Grade 11 Options	Grade 12 Options
Basic Math 1	Basic Math 2	Basic Math 3 Personal Finance*	Basic Math 4 Personal Finance*
Transition Math	Intro to Algebra	Algebra 1 Personal Finance*	Geometry Personal Finance*
Intro to Algebra	Algebra 1	Geometry Personal Finance*	Algebra 2 Personal Finance*
Algebra 1	Geometry	Algebra 2 Personal Finance*	AQR AP Statistics Pre-calculus Statistics (semester) Personal Finance*
	Geometry -and- Algebra 2	AQR Pre-calculus AP Statistics Statistics (semester) Personal Finance*	AQR Pre-calculus AP Statistics AP Calculus Statistics (semester) Personal Finance*
Geometry (Algebra 1 completed in Grade 8)	Algebra 2	AQR Pre-calculus AP Statistics Statistics (semester) Personal Finance*	AQR Pre-calculus AP Statistics AP Calculus Statistics (semester) Personal Finance*

AQR = *Advanced Quantitative Reasoning* (MA frameworks course – ‘Algebra 3’)

*Beginning with the NHS Class of 2021, *Personal Finance* must be completed in either grade 11 or grade 12.

0005/0006 BASIC LIFE SKILLS MATHEMATICS I - II – (B)

PREQ: Special Services Recommendation

1 credit

This course is designed to focus on basic math and their applications to real-life solutions. Students will learn basic addition, subtraction, multiplication and division, as well as skills related to money, time, time management, scheduling, shopping, cooking, and basic banking skills. Skills will be integrated within the classroom and community environment. Student eligibility for this class is determined by testing administered by the Special Services Department. Recommendations for enrollment are based on this testing.

0100 TRANSITION MATHEMATICS – (B)

PREQ: Special Services Recommendation

1 credit

This course will review basic number sense concepts and function to prepare students for Introduction To Algebra. There will be a primary emphasis on fractions, decimals, and percentages, as well as a focus on proportions, ratios, long-division, perimeter, area, and probability and statistics. In addition to the above topics, there will be an emphasis on problem solving and completing open-ended questions.

0101 INTRODUCTION TO ALGEBRA – (E)

1 credit

The foundation for the study of algebra will be laid by learning about the language of algebra, its properties, and methods of solving equations. Students will learn how many real-world situations can be modeled by linear and nonlinear functions, tables, and their graphs. They will apply algebra to geometry problems and extend it to statistics and probability. The course will review basic number sense concepts and function as pre-algebra in order to prepare students for Algebra I. Coordinate geometry will be integrated into the investigation of functions, allowing students to make connections between their analytical and geometrical representations.

0202 MATH FOUNDATIONS: ALGEBRA – (CP)

1 credit

This class is a transitional math class with a dual instructional goal: assisting students who are ELD levels 1 in developing the language of the mathematical practices as they apply to content. Students will practice oral and literacy skills needed to access grade-level mathematics content. It prepares students for ACCESS and math MCAS. This class is for Newcomer students enrolled in ESL/ELA ENTERING/NEWCOMER. This is a full year course meeting four 57 minute periods per week.

0201 ALGEBRA I - (CP)

1 credit

Throughout this course, students will develop the language of algebra, explore the many uses of algebra in the real world, and prepare for future courses in mathematics. Algebra I Common Core Standards will be met: writing and evaluating expressions, equations, and inequalities, investigating properties of real numbers, graphing and solving linear equations, inequalities, and functions, solving systems of linear equations, investigating properties of exponents, polynomials and factoring, graphing quadratic functions and solving quadratic equations, graphing square root function and simplifying square root expressions, modeling inverse variation and graphing rational functions, and calculating probabilities and odds of simple events. Manipulatives and graphing calculators will be used in this course. This course, along with Plane Geometry, is essential for success on the MCAS exam.

0204 PLANE GEOMETRY – (CP)

PREQ: Algebra I

1 credit

Geometry is a course designed to show students the relationship between mathematics and real-world applications in a very formal setting. Writing proofs is an integral part of the course and allows students to develop the logical and sequential steps necessary to produce a finished product. This course, although traditional in content, enables students to work collaboratively on many assignments. They learn to be educators as well as students through active participation. This course uses visualization software for constructions to strengthen students' understanding of geometrical concepts. They also become aware of the interrelationship between algebra and geometry topics. Students are strongly encouraged to pursue alternate methods of solving problems and often asked, sometimes through journal writing, to explain solutions to problems solved by themselves or someone else.

0304 HONORS PLANE GEOMETRY – (H)

PREQ: Algebra I

1 credit

The pace and content will be accelerated, a large emphasis on proof development and exams will be more rigorous than *PLANE GEOMETRY*. From the concepts of lines, points, and planes in space, students learn theorems, postulates, and definitions that lay the foundation of plane geometry. This course will involve students writing formal proofs by using given information to prove statements about other geometric figures. Topics include parallel and perpendicular lines, congruent and similar triangles, circles, polygons, areas and volumes, some geometric constructions, transformations, right triangle trigonometry including the Law of Sines and Cosines, and intensive work on the coordinate plane.

0231 ALGEBRA II – (CP)

PREQ: PLANE GEOMETRY -or- COREQ: PLANE GEOMETRY

1 credit

This course is an in-depth study of advanced algebra topics. It reviews manipulation of integers and rational numbers, factoring, graphing of linear equations, and has a continuation of work with word problems. Topics include the complex number system, arithmetic with polynomial and rational expression, building functions and using them to model and solve problems, interpreting categorical and quantitative data, using probability to make decisions, inferences and conclusions from data and trigonometric functions.

The purchase of a TI-84 graphing calculator is required at the start of this course.

0331 HONORS ALGEBRA II – (H)

PREQ: PLANE GEOMETRY -or- enrolled in PLANE GEOMETRY simultaneously

1 credit

This course seeks to give students a knowledge and appreciation of the topics covered in Algebra II through an increase in rigor. The pace and content will be accelerated, and exams will be more rigorous. This course is an in-depth study of advanced algebra topics and does not include any review of Algebra I topics. Students must come in prepared to apply the content from previous courses. Topics include the complex number system, arithmetic with polynomial and rational expression, building functions and using them to model and solve problems, interpreting categorical and quantitative data, using probability to make decisions, inferences and conclusions from data and trigonometric functions. Algebra II – Honors is designed for students who intend to continue on to Pre-calculus - Honors.

The purchase of a TI-84 graphing calculator is required at the start of this course.

0232 ADVANCED QUANTITATIVE REASONING (AQR) – (CP)

PREQ: Algebra II

1 credit

AQR is a continuation of concepts from Algebra II with a real-world focus. Students will not only review, but expand on topics from Algebra II through their work on various projects and activities. This course is designed to provide students with the study of collecting and representing data, including harmonic phenomena, regression analysis, probability, probability distribution, and simulation. Time will also be dedicated towards SAT test preparation.

The purchase of a TI-84 graphing calculator is required at the start of this course.

0350 HONORS PRE-CALCULUS – (H)

PREQ: Algebra II

1 credit

This course combines the trigonometry, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving multifaceted problems. Students will extend their work with complex numbers, understanding logarithms and exponential functions, characteristics of polynomial and rational functions to sketch graphs of those functions and perform operations with vectors. This course will conclude with an introduction of Calculus. This brief introduction will include limits, the definition of a derivatives and integrals. Honors Pre-calculus is designed to prepare students for Advanced Placement Calculus.

The purchase of a TI-84 Plus graphing calculator is required at the start of this course.

0254 PROBABILITY AND STATISTICS (GR. 11-12) (sem) – (CP)

PREQ: Algebra II

.5 credit semester course

Probability and statistics are inherently related. This course is an introduction into elementary probability theory, and additionally covers topics in analysis and interpretation of statistical data. Statistics are used constantly in our everyday lives as a means of quickly communicating complex ideas in simpler forms, from weather predictions to the stock markets, to the news and politics. If you've ever watched the news, chances are that you've been tricked into believing something based on statistics! Students in this course will develop an understanding of some of the most useful tools in mathematics, and develop their abilities in asking critical questions when presented with stats.

0260 PERSONAL FINANCE (GR. 11-12) (sem) – (CP)

.5 credit semester course

Open to juniors and seniors only. Personal Finance is a course designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. This course will utilize the NEFE's High School Financial Planning Program® (HSFPP), a financial literacy program specifically focused on basic personal finance skills that are relevant to the lives of teens and young adults which fosters a foundational understanding for making informed personal financial decisions. In addition, students will participate in the Stock Market Game™ (SMG), which gives students the chance to invest a hypothetical \$100,000 in an on-line portfolio. **Beginning with the NHS Class of 2021, this is a required course for graduation.**

0453 ADVANCED PLACEMENT STATISTICS – (AP)

PREQ: Algebra II

1 credit

The purpose of the AP course in statistics is to 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: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

The purchase of a TI-84 PLUS graphing calculator is required at the start of this course.

0452 ADVANCED PLACEMENT CALCULUS - AB – (AP)

PREQ: Honors Pre-Calculus

1 credit

AP Calculus AB provides the equivalent of one semester of college calculus. Topics studied include limits, continuity, derivatives and their applications, slope fields, and integrals and their applications. Students enrolled in this course are required to take the Advanced Placement examination in AB Calculus. On the basis of this examination, the student's college will determine how much advanced placement and/or credit in college mathematics the student will receive. In addition to lengthy daily assignments, significant time for study groups and review sessions should also be expected. As well as the exploration of some of the most interesting math topics in high school, students will be exposed to a collaborative environment fostered through intense academic work that models that of a college course.

The purchase of a TI-84 PLUS graphing calculator is required at the start of this course.

0255 COMPUTER SCIENCE I – (CP)

PREQ: Algebra II

1 credit

Computer Science I introduces students to the fundamental ideas of computer science. We will apply computational thinking and technology across multiple disciplines to solve a variety of problems. Throughout the course, we'll touch on ideas of creativity, abstraction, algorithms, data, and computer programming. Students will maintain their own website where they can highlight programming projects they are developing. **Computer Science does not count toward the math requirement and may not be used in place of a math credit.**

SCIENCE

We are surrounded by patterns in nature. Some of these patterns are obvious: day and night, the seasons, phases of the moon. Science attempts to describe these patterns using models, either mathematical or conceptual. A successful model is capable of accurately predicting or explaining the behavior of nature's patterns. For example, by making some calculations we can predict precisely when the Sun will rise tomorrow, when the shortest day of the year will be, or when the next full moon will occur. The development of these scientific models is based on the rational analysis of data from observation and experimentation. It is the goal of the NHS science department not only to provide answers to specific scientific questions, but to ultimately instill in the student a broader sense of science.

NHS students will:

- understand the value in asking good questions
- approach problems experimentally
- accurately interpret and understand the significance of data

3102 ESSENTIALS OF BIOLOGY – (E)

PREQ: Special Services Recommendation

1 credit

This course is for students requiring specifically designed instruction in the study of life and living things. Topics include but are not limited to: the characteristics of life, ecology, and population growth, origin of life, evolution, basic biochemistry, cellular biology, reproduction and heredity.

3205 SCIENCE FOUNDATIONS: BIOLOGY – (CP)

1 credit

This class is a transitional science class with a dual instructional goal: assisting students in developing Biology concepts and skills and in acquiring content-specific academic language. This course is an experiential language class designed for students with level 1 to 2 English proficiency who need to develop the academic vocabulary and content-specific language structures necessary to master Environmental Science and Biology. Students will practice oral and literacy skills as well as learning strategies necessary to access grade-level science content. Topics will include: levels of organization in multicellular organisms, habitats, biotic and abiotic factors, climate, scientific measurement, data analysis and lab safety. This class will also promote academic skills and routines necessary to succeed in Biology. It prepares students for the ACCESS and Biology MCAS. This is a full year course meeting four 57 minute periods per week.

3202 BIOLOGY – (CP)

1 credit

This course introduces students to the basic concepts of biology in a hands-on manner, with many opportunities for practical applications. The major topics are the characteristics of life, ecology, population growth, origin of life, evolution, basic biochemistry, cellular biology, reproduction and heredity. This course emphasizes experimentation and thinking skills.

3302 HONORS BIOLOGY – (H)

1 credit

Honors Biology is a challenging laboratory approach to the study of biology. Students are expected to demonstrate a high degree of responsibility and motivation to meet the expectations of a rigorous course. Students must meet the honors requirements. Course topics include cell chemistry and biology, genetics, evolution, and other topics, including taxonomy and ecology.

3231 CHEMISTRY – (CP)

PREQ: Algebra

1 credit

This course is a laboratory-oriented introduction to the principles of chemistry with special emphasis on quantitative relationships, chemical equilibrium, and the structures of atoms and molecules. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table. This is a challenging course, which requires a strong background in Algebra.

3331 HONORS CHEMISTRY – (H)

PREQ: Algebra I

1 credit

This course is a laboratory-oriented introduction to the principles of chemistry with special emphasis on quantitative relationships, chemical equilibrium, and the structures of atoms and molecules. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table. The class may be taught in conjunction with 3231 Chemistry (CP). If this happens, a student seeking to earn honors credit will be expected to fulfill additional course requirements

3350 HONORS PHYSICS – (H)

PREQ: Algebra II; COREQ: Pre-Calculus recommended.

1 credit

Honors Physics explores the basic laws that describe everything from rubber balls to exploding stars. A strong math background through trigonometry is recommended. The teaching approach emphasizes inquiry methods and rigorous lab work. Major topics include Newtonian mechanics, gravity, waves, optics, and electricity.

3234 FORENSIC SCIENCE (GR. 10-12) – (CP)

PREQ: Biology

1 credit

This yearlong course will explore the science of criminal investigation. Students will learn to approach the solution to a crime using scientific methodology. Topics such as securing a crime scene, identifying blood splatter patterns, collecting fingerprints, and examining hair and fiber evidence will be covered through intriguing true stories and interviews with police personnel and forensic professionals. Fans of the television show CSI, those students considering crime-scene investigation as a career, and readers of crime fiction will find this course interesting and exciting. It is expected that students will have successfully completed Biology.

3201 EARTH SCIENCE (GR10-12) – (CP)

1 credit

This course stresses the major concepts of geology, oceanography, astronomy, and meteorology. The primary objectives are to enhance the student's understanding and appreciation of Earth's systems and through this knowledge encourage students to become responsible citizens. Laboratory experiments are used to teach conceptual themes.

3344 HONORS ENVIRONMENTAL SCIENCE (GR. 10-12) – (H)

PREQ: Biology

1 credit

Environmental Science studies the interrelationships between organisms and their physical surroundings, focusing on the effects mankind has within the worldwide ecosystem and, in particular, the marine ecosystem of Nantucket. This course will provide students with knowledge to evaluate choices that can reduce the negative impact mankind has made on the environment and optimize worldwide living standards. Students will be able to understand, identify and analyze environmental and marine problems, both natural and human made, to evaluate the risks associated with these problems. Students will also examine alternate solutions for resolving and/or preventing them. There is a strong need for environmental education, and this program promotes awareness and understanding of everyday issues that affect the unique ecosystem of Nantucket. This interdisciplinary course will integrate biology, marine science and current world affairs. Examples of issues discussed will be preserving biodiversity and nature, effects of human population growth, energy, pollution, sustainability, and current marine/environmental issues.

3247 ANATOMY & PHYSIOLOGY (GR. 10-12) – (CP)

PREQ: Biology

1 credit

This is a relatively intensive study of human anatomy and physiology, making this course useful for many students interested in a career related to allied health care, sports medicine for general medicine. Students will learn anatomy, primarily through intensive dissection. Physiology, the study of anatomical function, will be learned through lab activities and text. Students interested in this course should be aware active participation in dissection is mandatory.

3347 HONORS ANATOMY & PHYSIOLOGY (GR. 10-12) – (H)

PREQ: Biology

1 credit

This is a relatively intensive study of human anatomy and physiology, making this course useful for many students interested in a career related to allied health care, sports medicine for general medicine. Students will learn anatomy, primarily through intensive dissection. Physiology, the study of anatomical function, will be learned through lab activities and text. Students interested in this course should be aware active participation in dissection is mandatory. This course may be taught in conjunction with 3247 Anatomy and Physiology. If this happens, a student seeking to earn honors credit will be expected to fulfill additional course requirements.

3469 ADVANCED PLACEMENT BIOLOGY (GR. 10-12) – (AP)

PREQ: Biology & Chemistry

1 credit

This course is designed to be the equivalent of a two-semester college introductory biology course. It is extensive in coverage of material, depth of content, as well as pace and rigor. The AP Biology course is designed to enable students to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent college courses – a goal of every AP course. This course has a strong emphasis on science practices, encouraging students to develop ways to coordinate knowledge and skills in order to accomplish a goal or task. The science practices enable you to establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Topics include, but are not limited to, evolution, cellular processes, genetics and information transfer and interactions among systems.

Enrollment in this course requires participation in two mandatory Saturday study sessions.

3444 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (GR 10-12) – (AP)

PREQ: Biology; Chemistry is strongly suggested as a pre-requisite.

1 credit

This course is designed to be the equivalent of a one-semester, introductory college course in environmental science. The course will include studies of: environment, ecosystems, population changes, overpopulation, fossil fuels, nuclear energy, renewable and non-renewable energy sources, natural resources, and pollution. The laboratory portion of the course is designed to give students a hands-on experience to reinforce lecture material.

Enrollment in this course requires participation in two mandatory Saturday study sessions.

3431 ADVANCED PLACEMENT CHEMISTRY – (AP)

PREQ: Chemistry; COREQ: Pre-calculus

1 credit

This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. Secondary schools that wish to offer an AP Chemistry course must be prepared to provide a laboratory experience equivalent to that of a typical college course. The AP Chemistry course is designed to be taken after the completion of a first course in high school chemistry. It is strongly recommended that credit in a first-year high school chemistry course be a prerequisite for enrollment in an AP Chemistry class. In addition, the recommended mathematics prerequisite for an AP Chemistry class is the successful completion of a second-year algebra course. The advanced work in chemistry should not displace any other part of the student's science curriculum.

Enrollment in this course requires participation in two mandatory Saturday study sessions and a 7:00 AM start on lab days.

3450 ADVANCED PLACEMENT PHYSICS I (GR 11-12) – (AP)

PREQ: Algebra II

1 credit

AP Physics I is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics, work, energy and power; mechanical waves and sound; and an introduction to simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

Enrollment in this course requires participation in two mandatory Saturday study sessions.

SOCIAL STUDIES

At Nantucket High School the Social Studies Department works to provide skills that will benefit the students throughout their lives. These skills are varied and at times cross over into other subject areas which can be confusing but enlightening at the same time. Within the Social Studies Department there are essentially three main classes that are required for all students, which include: World History II in the Freshman year, United States History I Sophomore year, and United States History II Junior year. These classes examine a vast amount of time and ideas. Our goal as educators is to pull out the overarching ideas and themes that cross those years of study. While reviewing this broad timeline we begin to explore, through a variety of methods, the social and cultural changes, political and economic changes, impacts of our interactions on our geography and the resources available to us. Activities are varied in the courses, there is text-based reading but also interactive investigations and presentations. It is our hope to build curiosity as well as thinking skills that will help the students question the events around them and think independently and critically about the changeable times we live in.

Summary of Courses Available: (for the 2018-2019 school year)

Required to Graduate	Electives
<ul style="list-style-type: none"> • World History II Freshman year (College Prep or Honors*) • United States History I Sophomore year (College Prep or Honors*) • United States History II Junior year (College Prep, Honors*, or AP*) 	<ul style="list-style-type: none"> • Contemporary Issues • Introduction to Psychology • Facing History and Ourselves: The Holocaust, Genocide, and Human Behavior • Civics and Government in 21st Century America • Human Geography

* Honors and AP classes have more intense class and homework responsibilities and are a choice.

2200 WORLD HISTORY II – (CP)

1 credit

This is a college-preparatory level History class. The content of this course focuses on modern world history, including major events from the late 1700's through the present. Students will learn about the causes and effects of the French Revolution, the Industrial Revolution, the modern age of Imperialism, the two World Wars, the Cold War, and the development of the political world of today. Coursework will also focus upon themes such as economics, social conflict and political geography as the driving forces of historic change.

Most daily coursework in World History II is based upon the Google Classroom platform. In addition to a variety of traditional textbook-driven activities, students in this class will complete several multimedia presentation projects, short-term, internet-based research projects, and group presentation projects. Students will be expected to interpret information that is presented in a wide variety of formats—maps, charts, infographics, etc.—and they will also be expected to present complex information in a variety of traditional and digital formats. Coursework in World History II will place particular focus on interpreting primary sources and using evidence from primary source documents to make formal academic arguments.

Students in this class should expect up to 30 minutes of homework per class session, including Journal Prompt assignments. Students will also be expected to complete some classwork outside of the classroom as needed.

2300 HONORS WORLD HISTORY II – (H)

1 credit

This is an honors-level History class. The content of this course focuses on modern world history, including major events from the late 1700's through the present. Students will learn about the causes and effects of the French Revolution, the Industrial Revolution, the modern age of Imperialism, the two World Wars, the Cold War, and the development of the political world of today. Coursework will also focus upon themes such as economics, social conflict and political geography as the driving forces of historic change.

Most daily coursework in World History II is based upon the Google Classroom platform. In addition to a variety of traditional textbook-driven activities, students in this class will complete several multimedia presentation projects, short-term, internet-based research projects, and group presentation projects. Students will be expected to interpret information that is presented in a wide variety of formats—maps, charts, infographics, etc.—and they will also be expected to present complex information in a variety of traditional and digital formats. Coursework in World History II will place particular focus on interpreting primary sources and using evidence from primary source documents to make formal academic arguments.

Students in this class should expect up to 45-60 minutes of homework per class session, including Journal Prompt assignments. Students will also be expected to complete classwork outside of the classroom as needed.

2231 SOCIAL STUDIES FOUNDATIONS: US HISTORY – (CP)

1 credit

This is a mixed grade level class with a dual instructional goal: assisting students in developing the academic language of thinking like a historian, as well as the concepts of U.S. History and Civics. It prepares for students for the ACCESS and for success in subsequent high school history courses as well as active participation in US civic life. This is a full year course meeting four 57 minute periods per week.

2230 UNITED STATES HISTORY I – (CP)

PREQ: World History II

1 credit

This course studies America from the end of the French and Indian War through the forming of the United States. There is an emphasis on our founding documents, their historical significance as well as their impact on today. Then we follow the development of our country to the beginning of the twentieth century examining the implementation of our original principles and ideas faced with the realities of our growing nation. The effects of domestic and international social, political and economic forces, as well as the imprint of individual personalities, ideas on various parts of American society, culture, and politics. Research projects and oral presentations may be required. Texts used in the course will be at a high school level and the course will cover the MCAS curriculum. There will be an emphasis on critical analysis of primary sources and related historic events as well as using those primary resources in written to work to make a claim, support and argument, or state an opinion. Homework will be assigned as needed and most often will include completion of classwork, essays, or projects not completed in class.

In this course students may be asked to participate in traditional assessments such as quizzes, tests, and projects. There will also be an emphasis on written work in the form of essays utilizing primary resource documents with a focus on structure and argument. Students will have many opportunities to complete hands-on projects as well as more conventional methods of learning such as lectures, worksheets, class discussion and debate, and primary resource analysis.

2330 HONORS UNITED STATES HISTORY I (Pre-AP History course preparing for AP US II) – (H)

PREQ: World History II

1 credit

This course covers the much broader AP curriculum beginning with exploration in the fifteenth century and colonization, as well as extending to the twenty-first century, the present day, focusing on the first six of the College Board required key historic periods concluding at approximately the year 1900. This course uses a college level text, which provides none of the support material found in our high school text, and students will be expected to work in greater depth. Students will be expected to work more independently, analyze more materials, and sometimes at greater difficulty and to master the Historical Thinking Skills required of successful AP students. Major thematic emphasis will be given to Identity, Work, Exchange and Technology, Peopling, Politics and Power, US in the World, Environment and Geography, and Ideas, Beliefs and Culture. Expectations for homework, research and classroom performance are significantly elevated. There is homework every night averaging approximately one hour. This course will serve as the pathway to both continued Honors Level work in United States History II, as well as possible inclusion in AP United States History II. Students should be more self-directed in their learning and ready to undertake elevated expectations as independent learners.

2250 UNITED STATES HISTORY II – (CP)

PREQ: United States History I

1 credit

This course begins with the Spanish-American War and the beginnings of American Imperialism before focusing primarily on the twentieth century. This main portion of the course includes World War I, the Roaring Twenties, the Great Depression and New Deal, World War II, the Cold War, the Civil Rights Movement, the Vietnam War, the fall of Communism, and the resurgence of Conservatism. The course closes with the events of the end of the twentieth and the start of the twenty-first centuries. The effects of domestic and international social, political and economic forces, as well as the imprint of individual personalities, ideas and inventions will be examined. The text, which will be primarily used as a framework for the course, will be the same high school text as used in United States History I. Homework will be assigned on an as needed basis and will primarily be to complete work done in class. Most graded assignments will be researched based or short writing assignments. Classwork includes lectures and discussions, reading, and video and film viewing. Effort and active, class participation are keys to success in this course.

2350 HONORS UNITED STATES HISTORY II – (H)

PREQ: United States History I

1 credit

This course focuses on the twentieth century including World War I, Isolationism, the Depression, World War II, Internationalism and Collective Security, the Cold War, Vietnam, the fall of Communism, and the resurgence of Conservatism. The effects of domestic and international social, political and economic forces, as well as the imprint of individual personalities, ideas and inventions will be examined. The text will be the same college level text used in Honors United States History I and the Advanced Placed United States History. Homework will be assigned as needed and will consist of both reading and writing assignments and will approximately average 45 - 60 minutes. Students will be expected to analyze and critique the text and additional materials and be able to discuss and analyze information competently. There will be various research projects ranging from short research papers and power point projects to a more extensive research paper to conclude the year.

2451 ADVANCED PLACEMENT UNITED STATES HISTORY II – (AP)

PREQ: United States History I

1 credit

This course is designed to be the equivalent the second semester of a survey college U.S. History course. Students will receive an overview of United States history, which will enable them to possess a deep and analytic understanding of our history. Reflecting the AP United States History Curriculum Framework, this course will place great emphasis on Historical Thinking Skills: chronological reasoning, comparison and contextualization, identifying evidence, interpretation, synthesis and historical argumentation. US History will be divided into nine key historical periods and the concepts and historical developments of each. Major thematic emphasis will be given to Identity, Work, Exchange and Technology, Peopling, Politics and Power, US in the World, Environment and Geography, and Ideas, Beliefs and Culture. After a brief review of events and issues prior to 1900, the course will emphasize the United States in the twentieth and twenty-first centuries. In addition to exposing students to historical content, students will be trained to analyze primary sources, including documentary materials, maps, statistical tables, and pictorial and graphic evidence of historical events. Homework is required nightly and averages approximately 60 minutes. Writing, discussion, and note taking will be critical to success. All students who take this course must take the AP US History Examination in May, at their own expense, in order to receive credit for the course. After the AP exam, a major research project will complete the course. Expectations for students are elevated to the college level and students and parents are required to sign a commitment to acknowledge that fact.

HISTORY ELECTIVES

2222 HUMAN GEOGRAPHY (sem) -- (CP)

.5 credit semester course

This course will encourage students to develop a geographic perspective of thinking to view the world and better understand current issues. Examining connections between physical geography, culture, religion, language, and economics, Human Geography will look at how humans have spread, and the imprint this diffusion has had on our world. Connecting geographic ideas through analyzing patterns, interconnections, changes, maps, and spatial data, students will address how and why issues and developments come into being- and what they reveal about the changing character of the world we live in. With the increased need to address Earth's complex global-scale social, economic, and environmental issues, it is imperative for us to understand, in a big picture perspective, how humans interact with their environment and how environment affects humanity. We are more aware than ever that our well-being is linked to a global society-Human Geography explores those connections.

2252 FACING HISTORY AND OURSELVES: The Holocaust, Genocide & Human Behavior (sem)– (CP)

.5 credit semester course

This Facing History course will follow the scope and sequence of Facing History and Ourselves using the resource book Holocaust and Human Behavior. It will lead students to an understanding of history as a sequence of events resulting from actions and decisions made by individuals instead of seeing history as a series of inevitable events. Students will examine their roles and responsibilities as global citizens and understand the diameters of their “universes of obligation” and the potential for a wide-reaching impact that each individual has on a daily basis. These themes will be examined through a series of readings, videos, activities, and reflections. The primary historical case study will be an examination of the Holocaust, followed by shorter units that examine genocides in the 20th and 21st centuries. Students will reflect on the universality of racism and social injustice, the importance of global awareness and the potential for each person to make a difference.

2248 INTRODUCTION TO PSYCHOLOGY (GR. 10-12) – (CP)

.5 credit semester course

This is a survey course that introduces students to the social science of psychology. During this course students learn about the approaches to psychology, the life span, the workings of mind and body, learning and cognitive processes, personality and individuality, and adjustment and breakdown. This course employs a number of teaching strategies including lectures, readings, research, presentations, movies and documentaries, short papers, and quizzes and tests. Effort and active, class participation are keys to success in this course.

2247 CONTEMPORARY ISSUES (GR. 11-12) – (CP)

.5 credit semester course

This is an elective senior or junior level course designed to increase student knowledge of current events, issues and problems at the local, state, national, and international levels. Knowledge and analysis of current events are vital elements in students' educational development as they prepare for the responsibility of informed citizenry, the foundation of our democracy. This course will further integrate social studies skills such as gathering information, identifying perspective, confirming validity, separating fact from opinion, analysis, and the synthesis of reasoned positions through application of these skills. Among the issues that may be addressed are: local, state, national and international economics, government finance and ethics, civil and human rights, terrorism, the wars in Iraq and Afghanistan, the Middle East, Supreme Court decisions, and issues of criminality and the rights of the accused. Students will seek and compare data from various media including books, newspapers, magazines, journals, and the Internet. There will be approximately thirty to forty-five minutes of homework each night. The course will culminate in an extensive research project.

2212 CIVICS AND GOVERNMENT IN 21ST CENTURY AMERICA (GR 11-12) (CP)

1 credit

This course is designed to allow students to both explore the role of being an informed citizen in the United States and learn the basic structures of the American governmental system. It will explore these from local, state, national, and global perspectives. As the health of our American democracy is dependent upon a well informed and empowered citizenry, it is key that we follow the advice of Thomas Jefferson that "the diffusion of knowledge among people . . . No other sure foundation can be devised for the preservation of freedom and happiness." The course will explore questions such as How does this prerequisite translate to our modern world? How do citizens ensure the principles of our freedom and the democratic process in today's world? How do they actively and effectively function in an era of the globalization of our economy, the world wide web, "new" media, and majority, minority, and individual rights? The course will also examine the Declaration of Independence, the Federalist Papers, the Constitution, and other important political and governmental documents. Students will explore these notions through readings, discussions, and projects.

The following courses are not available in the 2018 - 2019 school year.

2243 UNITED STATES GOVERNMENT AND POLITICS (GR. 11-12) – (CP)

1 credit

This course will introduce students to the study of government. The primary focus will be American federal government. Students will explore the foundations and branches of the government, rights and laws of the United States, domestic and foreign policies, and the participation of various groups and individuals on the process. Students will also take an in-depth look at the Declaration of Independence, the Constitution, the Bill of Rights and other amendments, and the Federalist Papers. Students will conduct a substantial individual research project in comparative governments and economic systems during the first semester and another substantial individual research project in state and local governments during the second semester. Homework

includes reading, current events, and short writing assignments. Homework will average up to 30 minutes per night. Tests and quizzes include multiple choice, true-false, matching, short answer, and essay. Only work of the highest quality will get high grades. This course uses a standard high school textbook along with both current and historical readings.

2363 HONORS UNITED STATES GOVERNMENT AND POLITICS (GR. 11-12) – (H)

1 credit

This course is designed to give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret United States politics and the analysis of specific examples. It also requires familiarity with various institutions, groups, beliefs, and ideas that constitute United States politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Some of the specific topics include: constitutional underpinnings of United States government; political beliefs and behaviors; political parties, interest groups, and mass media; institutions of national government; public policy; and civil rights and civil liberties. Students will also take an in-depth look at the Declaration of Independence, the Constitution, the Bill of Rights and other amendments, and the Federalist Papers. A major individual research project is due each semester. Homework includes reading, current events, and short writing assignments. Homework will average approximately 45 minutes per night. Tests and quizzes include multiple choice, true-false, matching, short answer, and essay. Only work of the highest quality will get high grades. A college level textbook is used for this course, along with historical and current readings.

2242 INTRODUCTION TO PHILOSOPHY & RELIGION (GR. 10-12) – (CP)

.5 credit semester course

This course combines the study of western philosophy and comparative religion into an examination of some of the great questions. The course begins with a quick study of what philosophy and religion are, brief histories of each, and the creation of some basic vocabulary. After laying this foundation, the course will study questions such as the existence of god, creation stories, ethics and morals, social and political, the meaning of life, and many others, through the use of philosophic essays, religious scripture, literature, film, research, and discussion. Grading for this course is based on participation, class work, annotations of readings, and tests. Active reading, an open mind, and a willingness to discuss fundamental questions in a respectful manner are an important part of this course. Effort and active, class participation are keys to success in this course.

2246 NANTUCKET HISTORY (GR. 11-12) – (CP)

.5 credit semester course

This course introduces students to the amazing and influential history of Nantucket from its glacial beginning through whaling and up to the modern resort economy. Along with learning about the history of the island, students will also be introduced to how to study Local History and Museum Studies. Students will also learn how to conduct authentic historical research using a variety of resources, including primary and secondary sources, newspapers (including the Inquirer and Mirror), artifacts, scholarly magazines, books, videos, etc. Field trips to local landmarks and institutions will be used and explored, including the many properties of the Nantucket Historical Association. Guest speakers will be used to give students an opportunity to work closely with experts. Homework will be given on an as needed basis will most likely will be to complete projects. Most graded assignments will be researched based or short writing assignments, including comparisons of written works, critiques of museum exhibits and artifacts, and analysis of historical information. Classwork includes lectures and discussions, extensive reading, and video and film viewing. Students will also participate in the game New Bedford which simulates the building of a whaling town and whaling activity. Effort and active, class participation are keys to success in this course.

WORLD LANGUAGES

The Department of World Languages at Nantucket Public Schools is dedicated to providing a minimum of four consecutive years of study in at least three languages other than English. Our curricula adhere to National Proficiency Guidelines as well as State and National Standards, and of course the Mission Statement of the Nantucket Public Schools. We recognize the growing need for global education in this country and will continually strive to provide our students with the necessary skills and competency to meet the demands of an increasingly interdependent world economy.

The ability to communicate in a second language, in addition to being a marketable skill, also enhances awareness of one's own language and culture. Although foreign language is not a graduation requirement, four-year colleges require three or more years of high school language study and the ability to demonstrate knowledge in all four skill areas, as well as cultural understanding. Therefore, it is recommended that a student complete a minimum of three years of the same language in order to facilitate proficiency in that language.

4200 SPANISH I -- (CP)

PREQ: None or 1 year of CPS Spanish

1 credit

The primary objective of Spanish I is to help students develop linguistic proficiency and cultural sensitivity. By interweaving language and culture, the program seeks to broaden students' communication skills while at the same time deepening their appreciation of other cultures. Students will continue with integrated video, listening activities, and group projects. They will watch film clips from the target culture, listen to authentic music, celebrate culturally specific holidays and participate in role-plays and research projects. This course is appropriate for students entering the high with little or no exposure to middle school Spanish and in some cases for those students coming from the middle school who are not ready for SPANISH II. Avancemos-I textbook (and supplements) will be utilized.

4202 SPANISH II – (CP)

PREQ: Spanish I

1 credit

This course will expand cultural themes from previous years. Key vocabulary and structures necessary for interpersonal communication are emphasized, as well as acquiring an appreciation of the breadth and variety of the Spanish-speaking world. Students will further develop linguistic proficiency and cultural sensitivity. The students will be asked to use previous knowledge as a base and context for acquiring new knowledge. They will review and strengthen skills in all four areas (reading, writing, speaking, and listening) with particular emphasis on celebrations, fine art, and narration of past events. Projects, role-plays, and web-based practice will be regular components of the course, as well as continued exposure to authentic and integrated media. This course is appropriate for the college bound student who has successfully completed Spanish I or Seventh and Eighth grade Spanish. Avancemos 2 textbook will be utilized.

4203 SPANISH III – (CP)

PREQ: Spanish II

1 credit

The primary objectives of Spanish III are to help students further develop their linguistic proficiency and cultural sensitivity. The students will be asked to use previous knowledge as a base and context for acquiring new knowledge and more sophisticated communication skills. They will review and strengthen skills in all four areas (reading, writing, speaking, and listening) as they are exposed to intermediate grammar points and

increasingly advanced vocabulary. They will study diverse customs and traditions, monuments, historical significance and typical food. The goal of the program is to provide students with the confidence to express themselves in the Spanish language via writing and speaking in response to authentic and integrated media sources. Students will respond to writing prompts, write interactively with classmates, and have opportunities to write freely without specific parameters. They will be given situational speaking tasks and conversational scenarios almost daily. Interactive web-sites will be utilized to reinforce learning on the Chromebooks. This course is appropriate for the college-bound student who has successfully completed Spanish II. The Avancemos, book 2 textbook will be utilized as a base and a reference.

4304 HONORS SPANISH IV – (H)

PREQ: SPANISH III

1 credit

This course is designed to follow Spanish III. It will be conducted primarily in the target language. Students in this class will be expected to speak, listen, read, and write in Spanish daily. They will be immersed in the language through role-play, authentic media, film and literature, videos, interactive websites, projects, guest speakers, field trips and many other games and activities. The overall themes of instruction for the course are travel, food, and Immigration. In addition to daily formative assessments, nightly assignments, and traditional written tests, several Performance Assessments will be utilized to evaluate language proficiency in all four skill areas. Students are expected to use the target language and to expand their knowledge of intermediate grammar topics and high-level vocabulary. The students will maintain a book of journal assignments, with more rigorous guidelines, increasingly advanced prompts and word minimums. This course is appropriate for the highly-motivated, college-bound student who has successfully completed Spanish IV. Excerpts from the following texts will be utilized: The second half of Avancemos, book 2 textbook will be utilized as a base of reference.

1 credit

This course will introduce the student to the language and culture of the ancient Romans. The course assumes no previous exposure to the study of Latin. Our text, *Ecce Romani I*, will immediately lead the student to read, write, and speak Latin. By following the story of a family living in Rome in the year 80 C. E., the student will acquire vocabulary and inductively learn the grammar and structure of the language. This will be supplemented by additional materials that reinforce understanding of the language and culture of ancient Rome. Today Latin impacts and influences our lives in many ways. Over sixty per cent of the English language is derived from Latin. The language of the ancient Romans is used extensively in the legal, medical, and scientific spheres. This course will expect the student to work hard and take the risks involved in speaking a new language aloud.

4305 HONORS SPANISH V – (H)

PREQ: Spanish IV

1 credit

This course is designed to follow Spanish IV. It will be conducted entirely in the target language. Students enrolled in this course are expected to assimilate high-level information in Spanish and respond appropriately in the target language. The four domains (reading, writing, listening, and speaking) will be embedded in cultural themes and explored via authentic film and literature. The curriculum will explore legends, fables, children's literature, the immigrant experience, ethics, superstition in Hispanic culture, the history and civilization of Spain, with an emphasis on language origins, fine art, and the Spanish Civil War. In addition to daily formative assessments, nightly assignments, and traditional written tests, several Performance Assessments will be utilized to evaluate language proficiency in all four skill areas. This course is appropriate for the highly-motivated, college-bound student who has successfully completed Spanish IV. Excerpts from the following texts will be utilized: Graded Spanish Reader; *Perspectivas*; *Civilizacion y Cultura*; *Conversacion y Repaso*; *Cinema for Spanish Conversation*; *REPASO* (grammar review).

4401 ADVANCED PLACEMENT SPANISH – (AP)

PREQ: Spanish V

1 credit

This rigorous course, conducted entirely in Spanish, represents a college level of coursework, and is designed to prepare students to take the Advanced Placement Spanish Language Examination in May. The six major themes included in this integrated course of study are as follows: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Through readings, class discussions, and focused grammatical study, students will prepare for the examination and the pursuit of the college level study of the Spanish language and culture. Frequent quizzes on grammar and course content (including extensive vocabulary study) will be included, as will various rubric-based writing assignments of differing lengths. Compositions, reading selections and detailed oral presentations will be assigned frequently. Reading, writing, listening, and speaking skill development will each count for 25% of each student's term and final grades. Students will be expected to purchase one AP Preparation workbook for this course. Summer work will be provided to students enrolled for the following fall and will be graded as the first test grade of the fall semester upon returning to school in September. Text: *Temas*.

4224 SPANISH FOR SPANISH SPEAKERS I – (CP)

1 credit

This is a course recommended for native speakers of Spanish in the ELL program as well as those who are fluent in English but speak Spanish at home. Students should already demonstrate at least Intermediate-level literacy skills in the native language. This course would emphasize grammar and spelling, reading and writing appropriate for native speakers. It would include exposure to authentic literature, art, music, history and cultural comparisons. All classes would be conducted in Spanish.

4225 SPANISH FOR SPANISH SPEAKERS II – (CP)

PREQ: Spanish for Spanish Speakers I

1 credit

This course is a continuation of the prerequisite (Spanish for Spanish Speakers I). It will explore similar themes via literature, art, social studies, grammar, communication, and civilization.

4210 LATIN I – (CP)

PREQ: none

1 credit

This course will introduce the student to the language and culture of the ancient Romans. The course assumes no previous exposure to the study of Latin. Our text, *Ecce Romani I*, will immediately lead the student to read, write, and speak Latin. By following the story of a family living in Rome in the year 80 C. E., the student will acquire vocabulary and inductively learn the grammar and structure of the language. This will be supplemented by additional materials that reinforce understanding of the language and culture of ancient Rome. Today Latin impacts and influences our lives in many ways. Over sixty per cent of the English language is derived from Latin. The language of the ancient Romans is used extensively in the legal, medical, and scientific spheres. This course will expect the student to work hard and take the risks involved in speaking a new language aloud.

4211 LATIN II – (CP)

PREQ: Latin I

1 credit

This course continues the study of the language, history, and culture of ancient Rome. Our text, *Ecce Romani II*, also continues the story of the Corneli family and provides opportunities to read original Latin stories including myths and historical accounts. This course expands the knowledge of grammar to prepare students for the future reading of authentic Latin literature. In addition to an emphasis on using multiple reading strategies and conversational Latin to acquire more and more vocabulary, there will be ample opportunity to compare Roman life to ours today, not only in daily living but culture, government, religion, and entertainment. A substantial overall understanding of the grammar of the Latin language should be acquired by the conclusion of this course. This course will expect the student to work in a thorough, consistent manner

4212 LATIN III – (CP)

PREQ: Latin II

1 credit

This course continues the study of the language of Rome and its culture and history. We will complete the *Ecce Romani II* text continuing the story of the Corneli family, and begin work in *Ecce Romani III*. This course will continue to expand the knowledge of grammar and students will begin reading unadapted Latin poetry and prose. Opportunities to read extensive unadapted excerpts from Latin authors including Catullus, Caesar, Cicero, Eutropius, Ovid, Pliny, and others will conclude this year's study. In addition to an emphasis on the acquisition of vocabulary and exposure to literature, there will be an expanded opportunity to study the Roman history and politics so important in the creation of the governmental culture of the United States. Further, there will be an increasing opportunity to speak the language and discuss authentic authors and texts in Latin – a rewarding experience. The study of the grammar of the Latin language will be completed during this course, though there certainly will be ongoing review. As a student, you will be expected to work in a thorough, consistent, and well-organized manner.

4313 HONORS LATIN IV/V – (H)

PREQ: Latin III

1 credit

This course will introduce two literary genres, not invented, but certainly developed significantly by Roman authors. These are the genres of *epistolography* (letter writing) and love poetry. Layered into our discussions and class objectives will be the concepts of *fama*, *gloria*, and *aeternitas*. Some essential questions will be addressed throughout the course: What do these terms mean, and how do authors look to achieve them? Why do they attempt to achieve them? Are they successful? Students will read a significant amount of authentic Latin texts from a variety of authors. This course will also survey other authors of Latin literature from the Golden Age through the Middle Ages and the Renaissance Period.

4214 MANDARIN CHINESE I – (CP)

PREQ: none

1 credit

This course is designed to reflect the proficiency-based orientation of all our oral foreign languages. Classes are instructed primarily in the target language, with English reserved for complex directions or for grammatical explanations not immediately obvious to young students. Producing and responding to simple instructions, expressing wants, exchanging greetings and limited personal information, counting, and naming common objects comprise the bulk of the linguistic goals of this year's study. Cultural information about China, a familiarity with the written language, and an understanding of both similarities and differences between Chinese language and culture and that of the United States are also critical components of our curricular design.

4215 MANDARIN CHINESE II – (CP)

PREQ: Mandarin Chinese I

1 credit

This elementary level course focuses on learning several topics which are frequently using in daily life such as asking dates and time, describing clothes, shopping, making a phone call and eating at restaurants, and talking about the weather (around 440 new words). The class is focusing on the communicative competence and accuracy: the goal is to help students learn to communicate effectively with real Chinese a thorough foundation in basic Mandarin. Students in this level are not required to write all the words in characters; however, every lesson has certain important characters that are required to be able to write out. Reading short paragraph in Chinese characters are required for this level's students. At the same time, various projects or hands-on activities will allow students the opportunities to explore Chinese culture, such as lunar calendar, tea culture, traditional leisure activities, housing, traditional clothes and lucky colors in China, shopping and bargaining culture, and the famous tourist spots in China, etc.

4260 MANDARIN CHINESE III – (CP)

PREQ: Mandarin Chinese II

1 credit

Based on the elementary level courses, this intermediate level course will expands topics of the language learning to help students prepared for studying or living in China (around 500 new words). In this level, students will have more advanced sentence structures and language to assist them with holding more in-depth conversation on relevant topics. The topics include school subjects, transportation, leisure activities, traveling and holidays, feeling sick and festival celebrations. Students in this level will have a stronger skills in reading characters, expressing personal opinions, and communicate with real Chinese people. At the same time, various projects or hands-on activities will allow students the opportunities to explore Chinese culture.

4360 HONORS MANDARIN CHINESE IV – (H)

PREQ: Mandarin Chinese III

1 credit

After third year of training, students will near or attain the Advanced level in listening, speaking and reading. In this level, students will feel more comfortable in survival situations, beginning to reach to attempt narration and description, given topics that are concrete and of general interest. Narration, including narration in past, present, and future mode will be a focus. In reading, students will be able to understand the main idea plus many (not all) supporting ideas. The class will also provide students with wide range of simple expository texts, including newspaper articles on current events, television and radio news and documentary segments. The topics will include school systems in China, Chinese family value, life outside of school. At the same time, various projects or hands-on activities will allow students the opportunities to explore Chinese culture in Chinese.

4362 HONORS MANDARIN CHINESE V – (H)

PREQ: Mandarin Chinese IV

1 credit

This advanced level course will develop students' knowledge about culture and history of China, especially the changes after China's reform. In this level, students will focus on family values in modern China, the one child policy, the teenagers' life in China. In the level, students will need to be able to read articles fluently and feel comfortable with understanding the large text with some unfamiliar words. The students in this level will be required to finish reading one short novel under the teacher's suggestion and finish the practices based on the reading, and also will need to be able to write Chinese characters on a daily basis. The class will be combined with Chinese IV, so at least the half of the class time is used for individual work or self-study.

ENGLISH FOR LANGUAGE LEARNERS

The goal of the English Learner program is to provide a culturally and linguistically responsive education with the supports needed to ensure equitable access to opportunities that promote accelerated language acquisition so that English Learners can access and demonstrate academic success in all courses leading to college and career readiness and demonstrate improvement of ACCESS and MCAS scores.

In the Nantucket Public Schools the Sheltered English Immersion (SEI) model is followed in order to ensure English Learners rapidly develop the skills necessary to succeed. SEI consists of two instructional components necessary for the effective instruction of ELs: Sheltered Content Instruction taught by licensed content teachers who are SEI endorsed and English As a Second Language (ESL) taught by ESL licensed teachers. The language development of ELL students is the responsibility of both ESL and general education (SEI) teachers. ESL teachers, in collaboration with other content teachers, should continue to develop awareness of the language ELLs need to be able to process and produce in general education classes to reach high levels of performance. Likewise, general education teachers need to develop awareness and strategies to support the disciplinary language needs of ELL students.

The mission of the English learner (EL) Program in the Nantucket Public Schools is to provide research-validated, systematic, explicit, and sustained language instruction to English learners, designed to develop social, instructional, and academic language within the four language domains (speaking, listening, reading, and writing) in conjunction with subject matter content (language arts, mathematics, science, and social studies). ESL is based on the research, theory, and pedagogy of second language acquisition within the context of the Massachusetts Curriculum Frameworks and the WIDA Standards.

Placement is based on the ACCESS and WAPT scores at the time of enrollment and annually in January.

4218B SLIFE/LITERACY SUPPORT (sem) – (CP)

.5 credit

This is a mixed grade level class with a focus on both academic and social language used in educational settings. Students will also become familiar with cultural norms and low level language skills. This class will promote academic skills and routines necessary to succeed in a United States High School. This is a semester long course which meets for four 57 minute periods per week.

4219B ESL/ELA ENTERING/NEWCOMER – (CP)

2 credits

This class is based on the Massachusetts Frameworks and the WIDA standards for English Language Development. Classes focus on the explicit instruction of the English language in listening, writing, speaking and reading through the content of ELA. Students will read and analyze short selections of fiction and non-fiction literature. It also helps to develop the social and academic language necessary for success in core content SEI (Sheltered Immersion Instruction) classes. The Social Emotional well-being of newcomers is also planned for as teachers address the needs of students new to the United States. This class prepares students for the ACCESS test for ELLs. This class is for newcomers and beginner students whose English Language Development (ELD) is level 1, as indicated on the WIDA SCREENER test. This is a full year course meeting for eight 57 minute periods per week.

4220B ESL/ELA DEVELOPING/EARLY INTERMEDIATE – (CP)

2 credits

This class is based on the Massachusetts Frameworks and the WIDA standards for English Language Development. Classes focus on the explicit instruction of the English language in listening, writing, speaking and reading through the content of ELA. Students read and discuss short selections of literature and will analyze various genres, such as fiction, non-fiction, drama, poetry in ELD level-appropriate English. Writing activities include guided compositions in narrative, expository and persuasive writing. This class prepares students for the ACCESS and ELA MCAS. This class is for students whose English Language Development (ELD) is level 2, as indicated on the W-apt test or ACCESS. This is a full year course meeting for eight 57 minute periods per week.

4222B ESL/ELA EXPANDING/INTERMEDIATE – (CP)

1 credit

This transitional class is based on the Massachusetts Frameworks and the WIDA standards for English Language Development. Classes focus on the explicit instruction of the English language in listening, writing, speaking and reading through the content of ELA. Students read and discuss short selections of literature and will analyze various genres, such as fiction, non-fiction, drama and the novel. This class prepares students for the ACCESS and ELA MCAS. This class is for students whose English Language Development (ELD) is level 3, as indicated on the W-apt test or ACCESS. Upon completion of this class students enroll in core content SEI ELA with an additional ESL support class. This is a full year course meeting for four 57 minute periods per week.

4223B ESL BRIDGING/INTERMEDIATE – (CP)

1 credit

This advanced class is based on the Massachusetts Frameworks and the WIDA standards for English Language Development. Classes focus on the explicit instruction of the English language through listening, writing, speaking and reading. This class prepares students for success in core academic classes, ACCESS and ELA MCAS as well as college and career readiness. This class is for students who are enrolled in a SEI grade-level ELA class, and whose English Language Development (ELD) is level 4, with overall literacy below 3.9, as indicated on the W-apt test or ACCESS. This is a full year course meeting four 57 minute periods per week.

ART

The Art Department's offerings are designed to enhance a student's talent, dexterity, critical thinking and problem-solving skills and creative expression. A student will sharpen his/her powers of observation, gain confidence, and learn to think creatively and communicate freely. We believe EVERY student benefits from studying the arts!

6100 INTRODUCTION TO STUDIO ART 1 (sem) – (E)

.5 credit semester course

Introduction to Art - This fun introductory course is for any student who has either a passing interest in or a passion for art. Each student will receive a working foundation in the basics of art while exploring his/her own perspectives and expanding horizons. Students work with the fundamentals of drawing, design, and color, while developing their own style and creativity. They will work with a variety of media and styles through a combination of structured assignments and creative work designed with the Massachusetts State frameworks in mind. Occasional homework is assigned, although the majority of work is completed during class time. The concept of art as a wonderful form of self-expression is examined and encouraged. This course is the first step in our sequential program and must be completed in order to take the more advanced courses of Studio Art 2, Advanced Studio Art ,etc.

***Sketchbooks are required and should be purchased before coming to class.**

6207 STUDIO ART 2 (sem) - (CP)

PREQ: Intro. to Studio Art 1

.5 credit semester course

Studio Art 2 is for the intermediate art student and builds upon the skills and knowledge acquired in Art 1. Assigned projects are structured around the state frameworks yet allow students more artistic freedom and personal creative expression. The goal for students in this course is to produce high quality finished art works that express the creative intent of the artist while advancing the student's artistic skill and medium experience. Drawing, printing, painting, sculpture, crafts, and art history, may be covered. Participation in public art shows may be required.

***Sketchbooks are required and should be purchased before coming to class.**

6208 ADVANCED STUDIO ART 3 (sem) - (CP)

PREQ: Studio Art 2

.5 credit semester course

Advanced Studio Art 3 is for the more advanced art student who has a special interest in areas of art or plan on pursuing art or design as a possible career option. This class will allow the serious student to continue to further explore their creativity and personal expression through art. Curriculum will be tailored to students' areas of strength and interest.

***Sketchbooks are required and should be purchased before coming to class.**

6401 AP STUDIO ART: DRAWING, 2D DESIGN or 3D DESIGN PORTFOLIO – (AP)

PREQ: Art II

1 credit

AP Studio Art is the most rigorous art course and is for students who are independently motivated with advanced or exceptional art or design skill and/or talent. This course is ideal for any student who intends to pursue a career in or attend college for art or design. AP Studio Art students will build a portfolio of over 20 pieces of work to be submitted to the AP College Board. Students must choose from drawing, 2D design or 3D design portfolios to focus on for the duration of the class. Students are expected to work independently in addition to scheduled class time. This includes completing work during the summer prior to the commencement of the course. Emphasis is on developing a body of work that exhibits depth and breadth of artistic subject matter and technique. Completed AP portfolios are submitted to the College Board during the second semester of this course. Participation in public art shows may be required.

***Sketchbooks are required and should be purchased before coming to class.** (Students may also want to consider purchasing some of their own art supplies for use during summer and outside of class).

6303 HONORS STUDIO ART/PORTFOLIO BUILDER (sem) - (H)

PREQ: Advanced Studio Art 3 or teacher approval.

.5 credit semester course

Honors Studio Art/Portfolio Builder is for advanced students that are planning on attending art or design school at the college level. Emphasis will be on building a diverse portfolio specifically for applying to art or design school. Curriculum will be personalized for each student according to their intended area of study.

***Sketchbooks are required and should be purchased before coming to class.**

6153 INTRO. TO 3D DESIGN (sem) – (E)

.5 credit semester course

This course is perfect for the student who enjoys hands-on project making. Students will build a variety of projects that may include but are not limited to; architectural design, landscape design, jewelry, fashion and fashion accessory design, product design and 3D sculpture. Each project will have a “real-life” emphasis and will include an exploration of both the history of and career opportunities in each design focus. Tools and materials will vary with each project and may include the use of fabric, wood, glue guns, stitching, paper, cardboard, found objects, ceramics, paint etc. Some drawing will be required.

***Sketchbooks are required and should be purchased before coming to class.**

6111 INTRO. TO GRAPHIC DESIGN 1 (sem) – (E)

.5 credit semester course

Students will learn graphic design principles and elements, color relationships, typography, page layout and digital image manipulation while exploring and learning Adobe Illustrator and Photoshop in the Mac Lab. This course will introduce the world of design around them through projects creating company logos, advertisements, posters, and album/book covers.

6209 GRAPHIC DESIGN 2 (sem) – (CP)

.5 credit semester course

Graphic Design 2 is designed for those who have already completed Intro. to Graphic Design and wish to pursue graphic design further. This class will continue design techniques and theories to complete projects and learn about career opportunities.

6309 GRAPHIC DESIGN 3 (sem) – (CP)

.5 credit semester course

This course is for those students who have a special interest in Graphic Design or plan on pursuing this subject as a possible career option. It is designed for students to hone their conceptual and technical design skills in a more independent environment. Prerequisites: Graphic Design 1 and 2.

6151 INTRO. TO DIGITAL PHOTOGRAPHY I (sem)– (E)

.5 credit semester course

This half credit, half-year course is open to any student who loves to take pictures but would like to learn to take better photographs. In this course, students will learn the functions of a digital SLR camera and how to set up a great composition. Students will also learn to download images onto a computer and learn the basics of photograph manipulation with Adobe Photoshop. While the concentration of this course will be focused on the fun of picture taking, the technical aspects of digital cameras and the basics of software editing, the artistic aspect of photography in general will also be discussed. Homework for this course is taking pictures.

***Students are required to have their own digital cameras for this course, however, there are limited rental cameras.**

6252 DIGITAL PHOTOGRAPHY II (sem)– (CP)

PREQ: Digital Photography I

.5 credit semester course

This half credit, half year course provides a more in depth look at the fascinating world of digital photography. Short term projects will be combined with projects that are more long term in nature, and further understanding of the multi-faceted layers of Adobe Photoshop will be explored. Students will begin to assemble portfolios of quality work based on themes and assignments geared to showcase the individual student's artistic vision. Along with accumulated technical skills, the student will examine the creative and artistic aspects of digital photography in general and color digital photography specifically. Homework for this course is taking pictures.

***Students are required to have their own digital cameras for this course.**

6339 HONORS DIGITAL PHOTOGRAPHY III (sem)– (H)

6340 HONORS DIGITAL PHOTOGRAPHY IV (sem)– (H)

PREQ: Digital Photography II

.5 credit semester course

These advanced sections of digital photography are for individual students who have a special interest in the subject or plan on pursuing this subject as a possible career option, and allow the serious student to continue to further explore their creativity and personal expression through this medium. Curriculum will be determined between the teacher and student based on individual needs and interests. As these students will most likely be mixed in with lower level digital photography classes, students taking these advanced sections of digital photography will need to be able to work somewhat independently.

***Students are required to have their own digital cameras for this course.**

6103 PRINTMAKING I (sem)– (CP)

PREQ Introduction to Studio Art 1

.5 credit semester course

Printmaking 1 focuses on composing visual images and using different printmaking techniques such as relief printing and silkscreen. This is a hands-on class that uses a variety of tools, materials and ink. Emphasis is placed on the Elements and Principals of Design.

***Sketchbooks are required and should be purchased before coming to class.**

6110 PRINTMAKING II (sem)– (CP)

PREQ: Printmaking I

.5 credit semester course

In Printmaking II students will build on their prior knowledge of printmaking to produce more complex compositions and tackle new processes. Etching and mono-printing will be featured as well as relief and silkscreen printing. Students will need to be self-motivated and able to work independently on projects. A sketchbook is required for this class.

***Sketchbooks are required and should be purchased before coming to class.**

6101 CERAMICS/CLAY (sem)– (E)

.5 credit semester course

This course introduces students to the creativity of working with clay. Students will learn the processes of hand building clay objects, which will be made using the techniques of slab building, coiling, slump molding and pinching. Limited instruction on the throwing wheel will be available. Students will create both functional and decorative objects. Students will learn the basics of how clay works while becoming aware of the limits of the material through execution of various projects. Students will also become familiar with the different finishing techniques available and will learn firing requirements for clay.

6206 CERAMICS/CLAY II (sem)– (CP)

PREQ: Ceramics 1

.5 credit semester course

Ceramics 2 builds upon the prior knowledge and skills learned in ceramics 1. Students will learn new techniques of construction and decoration and will be introduced to new tools and materials. Projects will have an emphasis on the elements and principles of design in addition to historic and global cultural traditions in clay. While the emphasis of this class is on hand building, the throwing wheels will also be available for use.

6335 HONORS CERAMICS/CLAY III (sem) – (H)

PREQ: Ceramics II

.5 credit semester course

Honors Ceramics 3 is for students who have a dedicated interest in pursuing and furthering their knowledge and skill in ceramics. Projects take on more scope and complexity. Further exploration of building techniques and surface decoration are the focus of this class in addition to research of historic ceramic artists, methods and styles. Students at this level should be independently motivated.

***Sketchbooks are required and should be purchased before coming to class.**

MUSIC

The study of music provides the individual with a foundation for understanding the vital connections the musical arts foster in the world, both culturally and historically. Students will become better musicians, capable of a fuller range of artistic expression through participation in the courses offered at Nantucket High School. By the end of senior year, students who have chosen to take courses in music will have studied and performed a comprehensive variety of musical repertoire representing cultures from around the world and, they will also develop music literacy.

In order to develop into a first-rate musician, a student should consistently practice on his/her instrument and participate in performing ensembles throughout their high school years. This is the best way to ensure growth as an instrumentalist and/or vocalist.

6233 INSTRUMENTAL ENSEMBLE – (CP)

1 credit

High school Instrumental Ensemble builds on fundamentals learned in previous instrumental instruction. Prerequisites include previous year's instruction on instrument or permission of the instructor. Increased instrumental proficiency and general music knowledge, along with large and small ensemble performance will be stressed. Literature will be chosen over a wide musical spectrum. Concert participation, sectional rehearsal attendance, and outside individual practice are course requirements.

6233A INSTRUMENTAL ENSEMBLE (sem) – (CP)

.5 credit semester course

High school Instrumental Ensemble builds on fundamentals learned in previous instrumental instruction. Prerequisites include previous year's instruction on instrument or permission of the instructor. Increased instrumental proficiency and general music knowledge, along with large and small ensemble performance will be stressed. Literature will be chosen over a wide musical spectrum. Concert participation, sectional rehearsal attendance, and outside individual practice are course requirements.

6222 SELECT CHORUS – (CP)

1 credit

Select Chorus is only for students who have auditioned and who have been selected for Select Chorus (the Accidentals and the Naturals). This class will continue with the development of singing and music reading skills; however, much more repertoire will be covered in this course and many more performances will be required. Reading skills and oral recall are essential. Students should expect additional weekly evening rehearsals.

6122 CHORUS – (E)

1 credit

High school chorus develops music, reading, performing, and singing skills. The NHS chorus prepares concerts throughout the school year which cover a wide variety of music styles, including popular, folk, and classical. In addition to learning music, chorus members also learn much about multicultural appreciation, world history, and languages. Opportunities are offered to audition for off-island music festivals and select singing groups.

6123 CHORUS (sem) – (E)

.5 credit semester course

High school chorus develops music, reading, performing, and singing skills. The NHS chorus prepares concerts throughout the school year which cover a wide variety of music styles, including popular, folk, and classical. In addition to learning music, chorus members also learn much about multicultural appreciation, world history, and languages.

6127 GUITAR STUDIES – (E)

1 credit

This course is designed for students who are year-long guitar students. Students will continue to study the elements of music theory, including extended scales and extended chords. In addition to developing their music reading skills, students will study song writing and basic music composition. Performances and outside individual practice are course requirements.

6129 GUITAR (sem) – (E)

.5 credit semester course

This course is designed to take the beginning guitar student through to an intermediate level of playing. Students will study basic elements of music theory, including note values, time signatures, scales and chords. Students will also study the history, styles, and artists that represent the finest aspects of guitar playing. Performances and outside individual practice are course requirements.

6237 ADVANCED GUITAR – (CP)

1 credit

This course is designed for students interested in continuing guitar studies. Students will build on the skills and technique they have previously developed and continue to study the elements of music theory. Students will study a broader range of music for both solo and ensemble playing. Performances and outside individual practice are course requirements.

6109 KEYBOARDING (sem) – (E)

.5 credit semester course

This course focuses on the technique of playing the piano and learning to read piano music. It will increase musical understanding beyond just reading notes by teaching students a vocabulary of chords and keys, accompaniment patterns, and improvisational techniques. The student will gain confidence through performance, have an appreciation for the difficulty of musical proficiency, and develop strategies for comprehending the language of music. **NO PIANO EXPERIENCE IS NECESSARY TO DO WELL IN THIS COURSE!!!**

6235 EXHIBITIONS IN MUSIC (GR. 11-12) (sem) – (CP)

.5 credit semester course

Exhibitions in Music is a half-year course supervised directly by the music staff and is intended for students who have demonstrated prior musical study. There is a mandatory technology component in recording and music score writing using Sibelius and ProTools in the music technology rooms. Interested students should propose projects that will carry them through a full year of independent study with the music staff as mentors. Successful projects in the past have included song-writing, college audition preparations, music videos and soundtracks.

6236 EXHIBITIONS IN MUSIC (GR. 11-12) – (CP)

1 credit

Exhibitions in Music are a full-year courses supervised directly by the music staff and is intended for students who have demonstrated prior musical study. There is a mandatory technology component in recording and music score writing using Sibelius and ProTools in the music technology rooms. Interested students should propose projects that will carry them through a full year of independent study with the music staff as mentors. Successful projects in the past have included song-writing, college audition preparations, music videos and soundtracks.

6104 INTRODUCTION TO DRAMA (sem) – (E)

.5 credit semester course

This is a practical foundation course for those who wish to become proficient in the use of theatre skills. Theatre exercises in diction, articulation, projection, interpretation and movement are used to promote physical, mental and focusing skills. Students are coached through a series of performances: monologues, dialogues and scenes. Activities also include improvisation, character study, and scene study.

6131 INTRODUCTION TO MUSIC TECHNOLOGY AND SONG WRITING (sem) – (E)

.5 credit semester course

This non-performance course teaches the fundamentals of music technology as a set of tools for the creation of original music in a variety of styles. The course covers fundamentals of musical form, analysis and song writing skills. Students develop specific individual objectives consistent with their musical background. Basic knowledge of music notation is required.

6207 - MUSIC TECHNOLOGY AND SONG WRITING – (CP)

1 credit

This course is designed for students who are year-long music technology and song writing students. Students will continue to study music technology as a set of tools for the creation of original music in a variety of styles. The course covers musical forms, analysis and song writing skills. Students develop specific individual objectives consistent with their musical background. Basic knowledge of music notation is required.

WELLNESS

The wellness curriculum at Nantucket High School is designed to provide students with the core concepts of the Massachusetts Health Curriculum Frameworks and the National Standards for Physical Education. Through the coordinated teaching of health and physical education, students will build the skills, knowledge and attitudes needed to achieve an active healthy lifestyle and to accept responsibility for his/her own health and well-being.

During physical education class, students practice the knowledge and skills they have learned through physical activity (PA), which is defined as any bodily movement that results in energy expenditure.

Physical education (PE) develops the physically literate individual through deliberate practice of well-designed learning tasks that allow for skill acquisition in an instructional climate focused on mastery.

Health-literate people are able to address their own health needs along with the needs of others. They are able to obtain and apply knowledge and skills to enhance their own health and the health of others — both now and in the future as their needs change throughout their lives.

5230 WELLNESS I (GR. 9) (sem)– (CP)

1 credit course

Wellness 5230 is a full year health and physical education class that sets the foundation for the high school wellness curriculum. Students will learn why it is important to adopt a physically active lifestyle now and in later adulthood. Students will learn about the concepts, principles, and benefits of "health related fitness" through physical activity. Through the development of health literacy, self-management skills and health promotion, this course teaches fundamental health concepts and promotes habits and conduct that enhance health and wellness. Topics studied include: communication skills, decision-making, goal setting, nutrition, sex and family life education, mental and emotional health, relationships, substance free lifestyles and violence prevention.

5240 WELLNESS II/III (GR. 10 - 11) (sem) - (CP)

PREQ: Wellness I

.5 credit semester course

Wellness II and III are designed for 10th and 11th grade students. They are taught in alternating years. This class is a semester long class that focuses on the mastery of wellness concepts necessary for a lifelong plan of healthy living. Students will be provided with opportunities to achieve and maintain a health-enhancing level of physical fitness through a wide variety of physical activities. Wellness II activities include: Water polo, Introduction to golf, Pickleball/Tennis, AHA Adult/child/infant CPR, Fitness/Tabata, Basketball. Wellness III activities include: Fitness/Yoga, AHA First Aid, Introduction to Lifeguard Training, Tennis, Volleyball and Badminton.

5261 WELLNESS IV (GR. 12) (sem) – (CP)

PREQ: Wellness I, II, III

.5 credit semester course

Wellness IV is designed for 12th grade students. This semester long class is focused on preparing students for a life of physical activity after high school. Along with the traditional units of Personal Fitness and AHA CPR, students may participate in biking, platform tennis, skating, badminton, aqua fitness, Sun Safety and a healthy relationship unit done in conjunction with A Safe Place.

5110 ADAPTIVE PHYSICAL EDUCATION (PE PALS) – (CP)

PREQ: Recommendation of the special services department

.5 credit semester course

The purpose of P.E. Pals is to provide our adaptive physical education students with peer tutors/"coaches." This program provides opportunities for P.E. Pals to serve as mentors/role models for students with special needs, as well as to bond with students whom they might not otherwise have opportunities to become friends with.

VOCATIONAL & TECHNICAL EDUCATION

WOOD TECHNOLOGY PROGRAM

7109 WOOD TECHNOLOGY I (sem) – (E)

.5 credit semester course

This course is the first half of Wood Technology I. Individual design and fabrication will be expected and nurtured along an understanding of the woodshop and tool safety. This course will serve as an introduction to woodworking machines, wood species and basic joinery.

7210 WOOD TECHNOLOGY II – (CP)

PREQ: Wood Technology I

1 credit

This course is the next level to Wood Technology I with more sophisticated techniques put into practice. Individual design and fabrication will be expected and nurtured along with a more complete understanding of the woodshop and through the use of jigs and more complex joinery.

7132 CARPENTRY (GR. 11-12) – (E)

1 credit

This Carpentry course will afford the student the experiences necessary to understand and work in building construction. Students will spend their afternoons learning through real world, hands-on experiences. Activities will include in-school instruction and demonstrations as well as students practicing their skills on a wide range of hand and power tools. The course will include guest demonstrations along with visits to active building sites and various workshops around Nantucket. Other trades (electrical, plumbing, architectural, etc.) will be explored with concentration available for individual students. Students considering a lucrative position in any of the building trades or continuing on to the construction management field should strongly consider this course. Students may take this course in both their junior and senior years. Great for students who wish to consider a possible School-to-Career option in their Senior year. Only people who are open to working outside in all-weather should consider this class.

7135 GENERAL REPAIR AND FACILITIES MAINTENANCE (sem) – (E)

.5 credit semester course

This course affords students the opportunity to troubleshoot a wide array of things using common sense. Basic tools and their usage are the foundation on which classes gain practical knowledge about repairing things instead of simply discarding them. Simple electrical/electronic, mechanical, and structural concepts are coupled with appropriate problem solving strategies and some critical thinking. Students will use the NHS Wood Shop as their "home base" for projects and resources. They will partner with the NPS maintenance staff in an effort to maintain school buildings and property with the skills they develop. Only people who are open to working outside in all weather should consider this class. (***Innovation Pathway Technical Course**)

7104 PRIMITIVE WOODWORKING (sem) – (E)

.5 credit semester course

In this class, students will learn to create projects out of raw wood materials. Using specific hand tools, techniques will be taught on how to carve wooden spoons, make decorative candle holders and construct useful pieces of furniture. Class will research local wood species and actually venture out to gather the materials needed for projects.

7201 WOOD TURNING (sem) – (CP)

PREQ: Wood Technology I

5 credit semester course

This course is devoted to turned wood projects using the lathe. Students must complete Wood Technology I as a prerequisite for this course. Shop safety and correct tool usage will be taught. Students will learn how to sharpen and maintain cutting tools that pertain to the lathe. Understanding of this machine and its capabilities will be taught so that students can create unique and artistic projects.

AUTOMOTIVE TECHNOLOGY PROGRAM

7108 INTRODUCTION AUTO TECHNOLOGY (GR. 10-12) (sem) – (E)

.5 credit semester course

This semester course is designed to allow the student to explore transportation technology. Based on the automobile, this course will expose the student not only to the mechanical side of transportation but also to the design ideas incorporated into today's vehicles. Topics covered include basic electricity, hand tools, precision measuring, computer-aided power plants, hydraulics, and general maintenance. This course contains seventeen sections that are explored both in the classroom and shop. A text and workbook is used in conjunction with the shop experiences. Daily/weekly homework and outside the classroom assignments (independent written research) are the norm and are required to successfully complete this class.

7231 ADVANCED AUTO TECHNOLOGY (GR. 11-12) – (CP)

PREQ: Introduction to Auto Technology

1 credit

A considerable amount of time is devoted to “hands-on” experience in this upper-level class. The troubleshooting and repair of the major automotive systems is studied in depth. Advanced electronics and the associated math are studied in depth, as computerized automobiles are now the norm. This course is designed for the student considering automotive work as a career. Other topics include front end design and alignment, fuel injection and emission controls. Daily/weekly homework and outside the classroom assignments (independent written research) are the norm and are required to successfully complete this class.

CULINARY ARTS PROGRAM

Culinary Arts is a two-year, three credit course developed by the Educational Foundation of the National Restaurant Association. Students will learn the basic fundamentals of cooking as well as developing an appreciation and understanding of classic and advanced food preparations. The Culinary Arts program will introduce students to possibilities of advancing their studies to include college and the many career opportunities the food service industry has to offer.

7170 NUTRITION (sem) – (E)

.5 credit semester course

This course covers basic health and nutrition and serves as an introduction into the culinary program. Students will learn about healthy eating and food choices, examining and understanding food labels, good hygiene practices, and weight management. This course will also cover the dangers of unhealthy eating habits as well as drugs and certain social behaviors.

7267 CULINARY ARTS I (GR. 11) – (CP)

1 credit

The first year course content available for Junior students includes a brief history of cuisine origins, safe food handling, preparing and serving hot food, preventing accidents and injuries, basic knife cuts and cooking techniques. Also covered in this course will be the importance of teamwork, preparation of breakfast foods, sandwiches, fruits and vegetables, and controlling food service costs. Students will be encouraged to participate in weekend and after-school functions representing their school.

7268 CULINARY ARTS II (GR. 12) – (CP)

PREQ: Culinary Arts I, application, and interview

2 credits

During the course of the year, the following topics will be covered in detail. The history of food service, critical and creative thinking, menu planning, cultural diversity and various ethnic dishes, the fabrication and cooking of poultry, fish and meat, stocks, soups, and basic as well as classic sauces. Students will be introduced to local purveyors, fisherman and restaurant chefs and owners. Students will be encouraged to participate in out-of-school catering projects that will have a community service designation.

VOCATIONAL EDUCATION ELECTIVES

7101 INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM (GR 11-12) (sem) – (E)

.5 credit semester course

This course is designed for students with an interest in or a career goal of law enforcement. Specialists from the Nantucket Police Department provide demonstration and instruction in the practices of today's law enforcement officer. Topics include the police department hierarchy, the duties of a patrol officer and the police detective, the various methods of policing, crime analysis data, laws and issues regarding alcohol and marijuana use, the District Courts, and the inner workings of the Barnstable County House of Correction. Relevant current events are discussed as they pertain to the course topics.

7127 INTRODUCTION TO HORTICULTURE (sem) – (E)

.5 credit semester course

The aim of this course will be to place horticulture-related practices on Nantucket within the bigger picture of our global landscape. The class will begin by covering the history of human influence on the landscape, including the advent of industrialized farming and current globalized food system. Human and environmental justice issues around food distribution, consumption and food waste will also be explored. Through various hands-on practices, students will learn the basics of both raising and harvesting edible crops as well as caring for planted annuals and perennials. Students will be able to identify a variety of Nantucket's native plant species and related ecological types. Students will help with both the design and construction of new plantings as well as maintenance of existing projects. Through various independent and group research projects, students will gain awareness of current landscape trends and emerging food and farm related technologies, i.e. vertical farming and hydroponics.

7227 ADVANCED HORTICULTURE AND ENVIRONMENTAL DESIGN (sem) – (CP)

PREQ: Introduction to Horticulture

.5 credit semester course

In this class students will apply concepts learned in 'Introduction to Horticulture.' The course will delve into more complex design and build projects in the classroom, greenhouse and exterior grounds. In addition to physical projects, students will be asked to come up with design plans as well as project-specific budgets by researching equipment, material and labor costs. Students will be asked to complete various group and independent research projects as well keep track of the skills they have learned and present a portfolio or resume at the end of the term.

7230 INTRODUCTION TO NURSING AND ALLIED HEALTH (sem) – (CP)

.5 credit semester course

This course is designed to introduce and explore concepts in nursing, processes in nursing care, and select topics related to promotion of careers in the allied health field. Students acquire an overview of allied health professions and are provided information relating to health maintenance and the identification, evaluation, prevention, and treatment of diseases or conditions. Nursing concepts include health and wellness, the health care delivery system, community-based nursing practice, legal principles in nursing, ethics, and evidence-based practice. Processes in nursing care encompass critical thinking, nursing process, informatics and documentation, communication, patient education, and managing patient care. (***Innovation Pathway Technical Course**)

OTHER EDUCATIONAL OPPORTUNITIES

INNOVATION PATHWAY

The Innovation Pathway is an elective program designed to provide students with a plan of study to gain job experience and college credits in the specific fields of Healthcare or Maritime Studies. For the 2018-2019 school year, the district has partnered with the Nantucket College Hospital and Egan Maritime Institute to provide students with internships at island businesses and organizations, *technical course offerings and a Career and College Exploration Seminar. There is also an option for college credits offered by the UMASS field station on Nantucket. An extensive application process and an interview are required before the student is accepted into the program. Students interested in this course should obtain an Innovation Pathway Handbook from the School Counseling Office. (***Technical Course Offerings: 7230 Intro. to Nursing and Allied Health & 7135 General Repair and Facilities Maintenance**)

9294 INNOVATION PATHWAY CAREER & COLLEGE EXPLORATION SEMINAR (GR. 9-12)-(CP) .5 credit semester course

The Career Awareness Seminar will provide students the opportunity to work with a teacher/advisor to create individual learning plans, complete interest inventories and explore career fields through an employer speaker series, and site visits to partner organizations. Students will refine areas of interest and participate in fieldtrips to employers and begin to build their resume, and work on interviewing and job readiness skills. Students will focus on a specific career path to research and explore--looking at both local employers and the educational requirements in the field. Students will be guided in college research.

9266A SCHOOL TO CAREER/ INNOVATION PATHWAY INTERNSHIP (GR. 9-12) – (CP)

1 credit

9266 SCHOOL TO CAREER/ INNOVATION PATHWAY INTERNSHIP (GR. 11-12) – (CP)

2 credits

9267 SCHOOL TO CAREER/ INNOVATION PATHWAY INTERNSHIP (GR. 11 -12) – (CP)

3 credits

School to Career and the Innovation Pathway Internship is an elective designed to provide students with an opportunity to learn first-hand about a career or field of study they are interested in learning about for the future. The program enables students to learn about career fields in depth before they decide whether or not to pursue them. Students assume full responsibility for finding community sites and mentors with whom they will train. An extensive application process and an interview are required before the student is accepted into the program. Students interested in this course should obtain a School to Career/Innovations Pathway Handbook from the School Counseling Office.

9464 UMASS BOSTON - BIOLOGY 111 GENERAL BIOLOGY I (Dual Enrollment) (GR. 10-12) -- (AP) 4 credits

An integrated course stressing the principles of biology. Life processes are examined primarily at the molecular and cellular levels. Intended for students majoring in biology or for non-majors who wish to take advanced biology courses or for those applying to the college of nursing. This course is comprised of a 3 credit lecture component and a 1 credit laboratory component. An online lecture component would be followed, to be discussed onsite with an instructor following remote lecture sessions. Laboratory instruction would be in person at the field station. All exams would be given at the field station. Distribution: Natural Science

8014/ 8015/8016 BASIC LIFE SKILLS – (B)

PREQ: Special Services Recommendation

1 credit/ 2 credits/ 3 credits

This Specialized Life Skills course is designed to help students develop the academic and daily living skills they need to succeed in school, the work place, and within the community. Upon graduation, transition to independent living can be a challenge. Through hands-on activities and simulations, emphasis is placed on personal, career, and life management. The curriculum is relevant to the real-world orientation of young adults today. Student eligibility for this class is determined by testing administered by the Special Services Dept.

8013 STUDY SKILLS (sem) – (B)

PREQ: Special Services Recommendation

.5 semester credit

Specialized Study Skills is a course designed to help special education students develop organizational and study skills necessary to become independent learners. Students will also receive assistance with academics. In order to be eligible for this course, a student must be recommended by the Special Services Department or Administration

8012 STUDY SKILLS – (B)

PREQ: Special Services Recommendation

1 credit

Specialized Study Skills is a course designed to help special education students develop organizational and study skills necessary to become independent learners. Students will also receive assistance with academics. In order to be eligible for this course, a student must be recommended by the Special Services Department or Administration.

8019B SOCIAL SKILLS – (B)

PREQ: Special Services Recommendation

1 credit

This course is designed to assist students in developing and improving relationships with peers and adults, self-advocacy strategies, and appropriate verbal and non-verbal skills. The Social Skills class is structured using aspects of the “Think Social” curriculum designed by Michelle Garcia Winner and is tailored to student’s personal pragmatic language goals. In order to be eligible for this course, a student must be recommended by the Special Services Department.

8019 21ST CENTURY SKILLS (sem) – (B)**.5 semester credit**

This course is designed to teach students the skills necessary to build emotional intelligence and assist in the acquisition of personal confidence. The course will target skills such as being part of a group, self-monitoring, observing others, the use of language, hidden rules, and critical thinking and problem solving. The course will be interactive and goal directed.

8017 21ST CENTURY SKILLS – (B)**1 credit**

This course is designed to teach students the skills necessary to build emotional intelligence and assist in the acquisition of personal confidence. The course will target skills such as being part of a group, self-monitoring, observing others, the use of language, hidden rules, and critical thinking and problem solving. The course will be interactive and goal directed.

9261c EXHIBITIONS – Yearbook – (CP)**1 credit**

Exhibitions-Yearbook is for staff members only. Students wishing to sign-up for an Exhibitions-Yearbook must have prior approval of the Yearbook Advisor.

9261j EXHIBITIONS Yearbook (sem) – (CP)**.5 semester credit**

Exhibitions-Yearbook (sem) is for staff members that want to take only a half year option. Students wishing to sign-up for an Exhibitions-Yearbook must have prior approval of the Yearbook Advisor.

9264 EXHIBITIONS-Veritas – (CP)**1 credit**

Exhibitions-Veritas is for Veritas editors ONLY. Students wishing to sign-up for an Exhibitions-Veritas must have prior approval of the Veritas Advisor.

9264a EXHIBITIONS-Veritas (sem) – (CP)**.5 semester credit**

Exhibitions-Veritas (sem) is for Veritas editors ONLY that want to take only a half year option. Students wishing to sign-up for an Exhibitions-Veritas must have prior approval of the Veritas Advisor.

9262 VIRTUAL HIGH SCHOOL – (CP)**1 credit****9263 VIRTUAL HIGH SCHOOL (sem) – (CP)****.5 semester credit****9362 HONORS VIRTUAL HIGH SCHOOL – (H)****1 credit****9363 HONORS VIRTUAL HIGH SCHOOL (sem) – (H)****.5 semester credit****9462 ADVANCED PLACEMENT VIRTUAL HIGH SCHOOL – (AP)****1 credit**

Virtual High School offers an unlimited number of elective courses designed for the motivated and disciplined student. There is a wide range of course offerings, ranging from investing in the stock market, to designing your own robot, to AP Statistics. A handbook is available in the Library with a list of Virtual High School course offerings and at <http://www.govhs.org/>. The course meets entirely on-line and requires at least one period a day logged onto the website. A familiarity with computers, a strong sense of discipline, and an inquiring mind are required. Sample course offerings from the 2012-2013 catalogue are listed on the next page. With the exception of Advanced Placement courses, MOST Virtual High School course are semester long.

9464 DUAL ENROLLMENT – (AP)**1 credit**

Independent and motivated students may enroll in on-line courses through Cape Cod Community College. Upon satisfactory completion, students will be awarded appropriate college credits for the course. Course offerings can be accessed through [http:// www.capecod.mass.edu/](http://www.capecod.mass.edu/). The courses meet entirely on-line and requires at least one period per day logged on to the website. A familiarity with computers, a strong sense of discipline, and an inquiring mind are required. Students must register for two courses – one per semester - directly with Cape Cod Community College, after receiving approval from the Distance Learning Coordinator. A fee of approximately \$525.00 per course must be paid at registration.

AP CAPSTONE™ PROGRAM

AP Capstone™ is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.

In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic thesis. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate. AP Seminar may also be taken as a stand-alone option.

9400 AP CAPSTONE – SEMINAR (Grades 10-11-12) – (AP)

1 credit

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

9401 AP CAPSTONE – RESEARCH (Grades 11-12) – (AP)

PREQ: AP Capstone - Seminar

1 credit

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong mentored, research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense.

AP Seminar Assessment Structure

Students are assessed with two through-course performance assessment tasks and one end-of-course exam. All three assessments are summative and will be used to calculate a final AP score (using the 1–5 scale) for AP Seminar.

Format of Assessment

Team Project and Presentation | 25% of AP Score

- Individual Research and Reflection
- Written Team Report
- Team Multimedia Presentation and Defense

Individual Research-Based Essay and Presentation | 35% of AP Score

- Individual Written Argument
- Individual Multimedia Presentation
- Oral Defense

End-of-Course Exam (3 Hours) | 40% of AP Score

- Understanding and analyzing an argument (3 short-answer questions)
- Evaluating and comparing the effectiveness of arguments (essay)
- Synthesizing information to develop an evidence-based argument essay (evidence-based argument essay)

Overview of Assessment Tasks

Team Project and Presentation

In this project, three to six students collaborate as a team to identify an academic or real-world problem or issue. Team members work together to develop a research question; they then identify approaches, perspectives, or lenses for examining the question and divide responsibilities among themselves for individual research.

Individually, students investigate an approach, perspective, or lens on the issue or topic of the team research question. Each student presents his or her findings and analysis to the group in a well-written individual report that

- identifies the area of investigation and its relationship to the overall problem, question, or issue;
- describes and analyzes the line of reasoning and evidence of the information collected;
- explains and synthesizes the range of information and perspectives considered and the relevance of that information to the problem, question, or issue;
- justifies the inclusion and exclusion of information advanced to the team; and
- cites and attributes any information included.

Working collaboratively, the team considers all the research and analyses from individual team members for the purpose of proposing or creating one or more solutions, conclusions, or recommendations. The team evaluates and integrates the findings and perspectives from individual research, synthesizing the most effective arguments and supporting evidence.

Together, the team prepares a well-written report that

- introduces, situates, contextualizes, and/or explains the problem, or issue and identifies each team member's approach to that problem or issue;
- proposes one or more solutions, conclusions, or recommendations to the problem or issue that are based on evidence and consider consequences and implications;

Educators: collegeboard.org/apcapstone

Students: apstudent.collegeboard.org/apcourse/ap-seminar

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- appropriately acknowledges, attributes, and/or cites the ideas and work of authors of outside sources; and
- includes a bibliography of works cited.

The team develops an 8–10 minute presentation that conveys its key findings and delivers the presentation to an audience of its peers. The presentation and the media used to enhance the presentation should consider audience, context, and purpose. Following the presentation, the team will defend its argument, with each student responding to a question posed by the teacher. Each team member should be prepared to answer questions about any part of the presentation.

Finally, each student adds to his or her individual research report, a description of:

- how he or she approached the process of researching and solving a problem or issue
- how his or her understanding of the problem or issue developed and/or changed
- how working with the group deepened or otherwise influenced his or her thinking and writing

Individual Research-Based Essay and Presentation

On or about Jan. 2 of each year, the College Board will release academic, cross-curricular source material (texts) focused on a theme representing a range of perspectives from each of the following domains:

- Natural Sciences, Technology, Mathematics, Environment
- Social Sciences, Politics, Economics, Psychology
- Arts (Visual Arts, Music, Dance, Theater)
- Culture, Languages, Linguistics
- History
- Literature, Philosophy, Critical Theory/Criticism

The following will be represented in the texts: visual text and/or multimedia and quantitative data.

Students identify a research question of their own prompted by the stimulus material. They then gather additional information through research; analyze, evaluate, and select evidence; and develop a logical, well-reasoned argument of approximately 2,000 words. The final paper must refer to and incorporate at least one of the sources provided.

Students must avoid plagiarism by acknowledging, attributing and/or citing sources throughout the paper and including a bibliography (see AP Capstone Policy on Plagiarism).

Students each develop a 6–8 minute presentation using appropriate media and present it to an audience of their peers. This presentation is an opportunity for students to present their conclusions by building arguments that convey their perspectives. The presentations should use the evidence to support students' own arguments and situate their perspectives in their larger contexts rather than merely summarizing student research. Finally, students defend their research process, use of evidence, and conclusion through oral responses to two questions asked by the teacher.

End-of-Course Exam

During the AP Exam administration window, students will take the AP Seminar End-of-Course Exam. The exam consists of five items (three short-answer and two essay questions). The three short-answer questions assess analysis of an argument in a single source or document. The first essay question requires the students to perform a close reading of two documents and perform a comparative analysis and evaluation of the authors' arguments. The second essay question assesses students' skills in synthesizing and creating an evidence-based argument.



SAMPLE VIRTUAL HIGH SCHOOL

Course Offerings *IN PAST YEARS*

Virtual High School offers a catalog of full semester courses in the Arts, Foreign Language, Language Arts, Life Skills, Math, Science, Social Studies, Technology and AP¹ Study to students in VHS member schools. The courses listed are current at the time of publication. Visit our website at www.goVHS.org for the most current offerings.

AP® Courses

AP® Art History
AP® Biology
AP® Calculus AB
AP® Calculus BC
AP® Computer Science A
AP® Economics: Micro and Macro
AP® English Language and Composition
AP® English Literature and Composition
AP® Environmental Science
AP® French Language
AP® Government & Politics: U.S.
AP® Physics B
AP® Physics C
AP® Psychology
AP® Spanish Language/Spanish V
AP® Statistics
AP® U.S. History

International

Baccalaureate

IB Economics
IB Information Technology in a Global Society

Arts

American Popular Music*
AP® Art History
Art and the Internet
Art History: Renaissance to Present
Caribbean Art History
Creating Art History*
History and Pop Music*
History of Photography
Music Composition and Arranging*
Music Composition: Western Tonal Harmony*
Music Listening and Critique*

Business

Business and Personal Law
Entrepreneurship: Starting Your Own Business
Entrepreneurs: Business Owners of the 3rd Millennium
International Business: An Exploration

Introduction to Statistics*
Investing in the Stock Market
Learning to Invest in the Stock Market
Marketing and the Internet
Personal Finance
Statistics and Business Quality Management

Foreign Language

AP® French Language
AP® Spanish Language/Spanish V
Basic Mandarin: Chinese Language and Culture
Latin 1
Portuguese 1
Spanish Culture and 20th Century Hispanic Lit.
Writing in Spanish

Language Arts

101 Ways to Write a Short Story
Academic Writing*
AP® English Language and Composition
AP® English Literature and Composition
Around the World in 80 Days*
Basic Essay Writing
Contemporary Irish Literature*
Creative Writing for People Who Mean It
Cultural Identity Through Literature
Folklore and Literature of Myth, Magic, and Ritual
Ghoulies, Ghosties, and Long-Legged Beasts*
Hearts of Darkness: Meeting Ourselves in Literature
Heroes
Horror, Mystery and Science Fiction Literature
Introduction to English Language and Composition
Introduction to English Literature and Composition
Literacy Skills for the 21st Century*
Mythology: Stories from Around the World*
Poetry Writing

Poetry: Contemporary American Poets*
Reading and Writing the Science Fiction Short Story
Screenwriting Fundamentals*
Shakespeare in Films
To Kill a Mockingbird*
Writing and Telecommunications*
Young Adult Literature*

Life Skills/Health

Career Awareness for the New Millennium*
Employability Skills*
Kindergarten Apprentice Teacher
Parenting in the Twenty-First Century*
Perspectives in Health
Preparing for College Admissions and Financial Aid
Who Do I Want To Be When I Grow Up?*

Math

Algebra 1*
Algebra 2
Algebra 2 Honors
AP® Calculus AB
AP® Calculus BC
AP® Statistics
Calculus for Business
Introduction to Calculus AB
Introduction to Statistics*
Math You Can Use In College
Mathematical Reasoning and Logic
Mathematics of Electricity*
Number Theory*
Statistics and Business Quality Management*

Science

Anatomy & Physiology: A Study in Stability
Animal Behavior and Zoology
Advanced Topics in Chemistry
AP® Biology
AP® Environmental Science
AP® Physics B
AP® Physics C
Astronomy Basics
Astronomy: Stars and the Cosmos
Bioethics Symposium
Biotechnology
Chemistry II: Chemicals of Civilization

DNA Technology
Environmental Chemistry
Environmental Science-The World Around Us
Epidemics: Ecology or Evolution
Forensic Science
Genes and Disease
Integrated Mechanical Physics

Introduction to Biology*
Introduction to Chemistry*
Introduction to Environmental Science*
Introduction to Physics B*
Meteorology: A Study of Atmospheric Interactions*
Nuclear Physics: Science, Technology & Society
Oceanography: A Virtual Semester at Sea*
Physics for Inquiring Minds
Preveterinary Medicine
The Human Body

Social Studies

American Foreign Policy
American Multiculturalism
AP® Economics: Micro and Macro
AP® Government & Politics: U.S.
AP® Psychology
AP® U.S. History
Community Service-Learning*
Constitutional Law
Criminology
Current Issues in American Law and Justice
Democracy in America?*
Eastern and Western Thought
Film and Literature: The European Experience
Gods of CNN: The Power of Modern Media
IB Economics
IB Information Technology in a Global Society
Introduction to Economics*

Introduction to Government*
Introduction to Psychology
Introduction to U.S. History*
Lewis and Clark's Expedition*
Peacemaking
Pearl Harbor to the Atomic Bomb
Philosophy 1
Psychology 1
Sociology*
Sports and American Society
The Glory of Ancient Rome
The Golden Age of Classical Greece
The Holocaust
The Vietnam War
Western Cultural Humanities
Who Do I Want To Be When I Grow Up?*
World Conflict, a United Nations Introduction
World Religions

Technology/Tech Ed.

Advanced Web Design*
Animation and Effects: Flash MX Basics*
AP® Computer Science A
CAD*
Computational Science and Engineering Using Java
Desktop Publishing: In an Information Age*
Engineering Principles
IB Information Technology in a Global Society
Introduction to Computer Science
Programming in Visual Basic*
Technology and Multimedia*
Web Design and Internet Research*
Web Design: Artistry and Functionality*

* *Appropriate for both High School and Gifted and Talented Middle School Students.*

¹ *VHS is qualified through the AP Course Audit to label their courses "AP."*

Non-Discrimination Statement

The Nantucket Public Schools does not discriminate on the basis of race, color, religion, sex, national origin, citizenship, ability, limited English-speaking ability, homelessness, or sexual orientation.

**(603 CMR 26.00; M.G.L. c. 76, § 5.: Access to Equal Education Opportunity)
www.doe.mass.edu/lawsregs**