

# Nantucket High School Program of Study 2024-2025



# NHS VISION OF A GRADUATE

## Collaboration

Students can actively work as part of a team in order to achieve a common goal: recognizing the contributions of all collaborators, addressing problems cooperatively as they occur, placing group goals above individual ones, and reaching respectful consensus.

## Critical Thinking

Students can analyze an idea or problem in order to begin an inquiry, gather and evaluate information, use evidence to support their thinking, and reflect in order to advance their own thinking and conclusions.

## Communication

Students can communicate clearly and effectively in classroom discourse. Students develop clear ideas supported by relevant evidence. This includes an awareness of purpose, audience, and format.

## Innovation

Students can demonstrate originality and innovation by examining a wide variety of ideas and refining, combining, and elaborating on ideas in order to solve problems or create.

## Social Responsibility

Students can identify opportunities to impact the local and wider community, assess their options and plan actions in order to become a more socially responsible member of the local and global community.

## Reflection and Adaptation

Students are able to reflect on their own learning through metacognition, thinking about both their process and product. Students are able to seek challenges and adapt based on their identified strengths and areas for growth.

*Last updated October 2019*

# 2024-2025 Program of Study

## CONTENTS

<a href="#">Course Requirements for Graduation</a>	5
<a href="#">CourseSelection Guidelines</a>	6
<a href="#">Add/Drop Policy</a>	6
<a href="#">Course Cancellation</a>	7
<a href="#">Course Levels</a>	7
<a href="#">Promotion Policy</a>	8
<a href="#">Participation in Commencement</a>	8
<a href="#">MCAS Requirement</a>	8
<a href="#">Early Graduation</a>	8
<a href="#">Summer School</a>	8
<a href="#">Reporting Progress</a>	9
<a href="#">Grade Point Average</a>	9
<a href="#">Reporting Class Rank</a>	9
<a href="#">Academic Recognition</a>	10
<a href="#">Preparing for College</a>	10
<a href="#">The College Board Tests</a>	11
<a href="#">ACT Tests</a>	11
<a href="#">Community Service</a>	11
<a href="#">Suzanne T. Gardner Library Media Center</a>	11
<a href="#">School Counseling Services</a>	12
<a href="#">Special Services</a>	13
<a href="#">ENGLISH</a>	14
<a href="#">MATHEMATICS</a>	20
<a href="#">SCIENCE</a>	25
<a href="#">SOCIAL STUDIES</a>	31
<a href="#">GENERAL COURSE REQUIREMENT</a>	37
<a href="#">WORLD LANGUAGE</a>	38
<a href="#">ENGLISH for MULTILINGUAL LEARNERS</a>	41
<a href="#">WELLNESS</a>	44
<a href="#">ARTS</a>	47
<a href="#">MUSIC</a>	51
<a href="#">VOCATIONAL &amp; TECHNICAL</a>	54
<a href="#">OTHER EDUCATIONAL OPPORTUNITIES</a>	58

***NANTUCKET HIGH SCHOOL***  
10 SURFSIDE ROAD  
NANTUCKET, MASSACHUSETTS 02554  
Mandy Vasil, Principal



February, 2024

Dear Nantucket High School Students and Parents,

Welcome to the 2024-2025 Program of Studies. This document has been updated and revised with our students at the center of all selections presented here. All stakeholders have worked diligently to provide a thoughtful plan of courses to support your path through high school with a priority to preparation for your next journey after high school.

What you have in your hands, or on your screen, is the first step in selecting courses for your next school year. During the months of February and March, students will have the opportunity to select the classes that will fill their schedule for the 2024-2025 school year. You should take some time to review the course descriptions, especially the expectations at each different level and the available elective selections. Teachers will make recommendations based on current student progress. These recommendations are suggestions. Students and parents should discuss these recommendations and use them to inform your final decision.

As you consider the courses you will select for your next year at Nantucket High School, keep in mind that open enrollment is an option for all students. This means students have the opportunity to reach beyond their comfort zone. If you have not considered Honors, Advanced Placement, or Dual Enrollment courses, this may be the year. Having completed the prerequisite requirements, which are noted in this document, students have the option to choose any course available for their grade level. Making this choice should be discussed with your parents, teachers, and school counselors to ensure informed decision making. Choosing to try a more rigorous course of study, will bring more responsibility to meet the expectations for each course. Keep in mind, however, that you have a safety net of support to ensure your success. We encourage you to consider challenging yourself and try something new.

Our school offers a nice cross section of courses in each content area including the required courses in English, math, social studies, and science, but also visual and performing arts, vocational education, wellness, and world languages. We are excited to offer this resource to assist and guide you in making the best selection for your personal journey through high school. Communication with your teachers and counselors is essential to your success throughout high school. When you meet with your school counselor to discuss course selections, you will also review graduation requirements by completing a credit audit. This audit will ensure that you are on track for your anticipated graduation date.

Be sure to ask questions when you need more information. Plan to meet with your school counselor and develop your schedule for the upcoming school year. Remember that teacher recommendations are a good place to start but not the end of the process. You may elect to accept their recommendation or you may decide to try a new path. Most importantly, you should make informed decisions and discuss options with your teachers and make final decisions with your parents.

Your Nantucket High School staff and administration are here to support your high school journey. We look forward to your success in 2024-2025.

Mandy H. Vasil, Principal, Jennifer Psaradelis, Assistant Principal, and Tracy Mailloux, Assistant Principal

# COURSE REQUIREMENTS FOR GRADUATION

SUBJECT	NHS GRADUATION REQUIREMENTS	REQUIRED BY MA STATE COLLEGES & 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 CREDITS ALGEBRA I & GEOMETRY	4 CREDITS GEOMETRY, ALGEBRA I, ALGEBRA II, AND A MATH IN SENIOR YEAR	4 CREDITS GEOMETRY, ALGEBRA I, ALGEBRA II, AND A MATH IN SENIOR YEAR	4 CREDITS GEOMETRY, ALGEBRA I, ALGEBRA II, & PRE-CALCULUS (WITH A MATH IN SENIOR YEAR)
SOCIAL SCIENCES	3 CREDITS WORLD HISTORY I, WORLD HISTORY II & US HISTORY REQUIRED	2 CREDITS 1 COURSE IN US HISTORY	3 CREDITS INCLUDING US HISTORY I	4 CREDITS INCLUDING WORLD HISTORY I AND US HISTORY I
SCIENCE	3 CREDITS BIOLOGY OR INTRO. TO PHYSICS REQUIRED	3 CREDITS 2 LAB SCIENCE COURSES	3-4 CREDITS INCLUDING BIOLOGY OR INTRO. TO PHYSICS & CHEMISTRY OR PHYSICS	3-4 CREDITS INCLUDING BIOLOGY OR INTRO. TO PHYSICS, CHEMISTRY & PHYSICS
WORLD LANGUAGES	NO REQUIREMENTS	2 CREDITS SAME LANGUAGE	2-3 CREDITS SAME LANGUAGE	3-4 CREDITS SAME LANGUAGE
GENERAL REQUIREMENT	.5 CREDIT PERSONAL FINANCIAL LITERACY			
WELLNESS	2.5 CREDITS WELLNESS I, WELLNESS II & 2 WELLNESS ELECTIVES			
FINE/PERFORMING ARTS	NO REQUIREMENTS		FINE OR PERFORMING ARTS	FINE OR PERFORMING ARTS
ELECTIVES	10-12 CREDITS	2 CREDITS FROM CORE SUBJECTS, 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 admission 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.

# 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 the 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 a program or 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/their 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 1<sup>st</sup> to make said change without affecting his/her/their 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.

## 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 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.

## 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 graduating 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 projected year of graduation.

- To be part of the **Class of 2025** □ 19 credits **and** pass English III.
- To be part of the **Class of 2026** □ 12 credits **and** pass English II.
- To be part of the **Class of 2027** □ 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, owed technology debt, books, uniforms, etc. – to the school will be eligible to participate in Commencement. He/she/they will be asked to pick up his/her/their diploma in the main office after Commencement and the fulfillment 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 make a request 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	AU D Audit	I Incomplete

## 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. 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 monies 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.

## 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)
- College Admissions Exams (SAT/ ACT)
- Recommendation Letters
- Extracurricular Activities
- Special Talents
- College Applications and Essays
- Interview
- Alumni(ae) Relationship with the College
- Minority Status
- First Generation Student Status
- Religious Affiliation
- 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 interest 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 the 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 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](http://www.collegeboard.org)

## ACT TESTS

The American College Testing Corporation serves many colleges and universities and offers an alternative to the SAT Reasoning. The test covers four skill areas: English, mathematics, reading, and science reasoning. If a student feels the SAT did not fairly represent his/her/their competency level, he/she/they are 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](http://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 ACT tests. See your student's school counselor for more detailed information.**

## 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.

## THE SUZANNE T. GARDNER LIBRARY MEDIA CENTER

To support and enhance the Nantucket High School mission, the NHS Library offers new and up-to-date print and digital resources to maximize student learning in the 21st Century and support the *NHS Vision of a Graduate*.

We have content rich databases and print reference books that support the curriculum and can be accessed from home and school. Additionally, the librarian collaborates with faculty to create resources to support curriculum. In order to provide our students with digital access, the [CPS/NHS Destiny Card Catalog](#) is also the hub for research and resources, a place for students to streamline the research process and locate what they need in the collection of databases and online sources. Library materials are accessible from home with over 100,000 online resources, including journal articles, e-books, databases, and newspapers.

Access to free eBooks and AudioBooks via [SORA](#), along with our diverse collection of print books, allow students the flexibility to read anywhere, anytime. Our online card catalog can be accessed at here: [CPS/NHS Destiny Card Catalog](#)

Connect with the library and explore resources available in multiple languages and formats!

# 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/their needs might require.

## School Counseling Staff:

School Counselors	Grade 9, 11, and 12	Grade 10
Julia Chumak	A - F	A - H
Courtney Foster	G - M	I - P
Chris Miemiec	N - Z	Q - Z

- **Seanda Bartlett:** Innovation Pathways and Advanced Placement Coordinator
- **Julie Kingston:** School Social Worker
- **Tara Riley:** SEL Counselor

## The school counselor's role in the high school is best defined by the services school counselors make available to all students:

- Responsive Services: Activities designed to meet students' immediate needs and concerns which include but are not limited to:
  - Individual and small group counseling to help students overcome obstacles impeding achievement or success
  - Crisis Response: Provide support and assistance to students as they navigate critical and emergency situations
  - Indirect Services: Referrals, consultation and collaboration with school and community resources
- Facilitate students' academic success
- Help students better understand their strengths and navigate areas of growth
- Help identify students' interests
- Aid students in planning for and obtaining 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.

# SPECIAL SERVICES

The Department of Special Services facilitates equal access to the curriculum and the school/community learning environment for every student, based on student potential and identified special needs. The goal of the Nantucket Public Schools is to provide support services within the least restrictive environment. 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 identified and 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 evaluation process. A team approach to the development of an Individualized Educational Plan (IEP), with an inclusive approach to service delivery, focuses on the classroom as the central instructional environment. The IEP is a working document for all teachers outlining the student's performance and instructional profile, goals and objectives, and service delivery model.

Our mission is to maximize opportunities for inclusion for all students. The inclusion model of special education benefits special and regular education students through use of diverse instructional strategies, methods, and materials that are often appropriate and needed by many students within the regular classroom.

Access to the services provided by the Special Services Department begins with outreach to the school through the School Counseling office or to the Coordinator of Special Education. Additional information is available through outreach to the Office of Special Services at 508-7285 x1355.

# 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 argument, expository, narrative, and expressive forms, with special focus on the essay. Students will examine classical and contemporary literature as well as conduct research on a topic of interest. 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 titles such as *The Odyssey*, *Jane Eyre*, *Balzac and the Little Chinese Seamstress* and other titles. Success in honors courses assumes a high level of motivation and a commitment to self-directed learning. There is an additional summer assignment.

## **GRADE 10 ENGLISH**

The tenth-grade curriculum focuses on strengthening students' writing skills, specifically in the areas of argument, explanatory, and narrative essay forms. By the end of sophomore year, students will be able to write with increasing complexity for a variety of purposes and audiences. Students will read and analyze short fiction, novels, poetry, as well as essays, articles, and longer works of nonfiction. Students will practice and strengthen skills required to succeed in the ELA MCAS assessment, which is administered in March. Independent reading is also an ongoing, integral part of the course, emphasizing student choice in order to foster a lifelong 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, and includes more challenging texts and more frequent writing assignments of a deeper complexity and longer length than college prep. Honors students should expect substantial nightly reading assignments, more challenging material, and higher expectations for independent work. All texts must be annotated. The whole-class texts for the year include: *Frankenstein; 1984; Henry IV, Part 1; and Their Eyes Were Watching God*. Students will also read an additional text in book clubs, chosen from a list of five books. Additionally, students will read a variety of complex essays, as well as poetry. Success in this course assumes a high level of motivation, a commitment to self-directed learning, and a willingness to think deeply and critically. There is an additional summer assignment.

## **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. Students will write extensively, including analytical essays, descriptive essays, and creative pieces. In addition, students will complete a research assignment. Independent reading is also required in order to foster a life-long love of reading.

### **1150 ESSENTIALS OF ENGLISH III – (E)**

PREQ: Reading Level Requirements and English Department Recommendation

**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. 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 *The Scarlet Letter*, *Nickel Boys*, and an additional summer assignment. 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 nonfiction 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 has a focus on timed writing; 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. Students are also required to attend a full-session practice exam (approximately 3.5 hours outside of class) in the spring, prior to sitting for the May exam.**

## **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*, *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)**

PREQ: Reading Level Requirements and English Department Recommendation

**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 complex 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 and higher expectations for independent work. In addition to the core texts, students are expected to carefully read and thoughtfully interact with an extra self-selected text each quarter. Success in this course assumes a high level of motivation and a commitment to self-directed learning. There is an additional summer assignment.

## 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 writer's craft. Texts include *The Grapes of Wrath*, *A Thousand Splendid Suns*, *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 in preparation for college-level writing expectations. It is essential that students annotate texts and participate in seminar discussions in order to be successful in this course. It is essential that students complete the Summer Reading assignment prior to beginning the course in the fall in order to be successful in the class. **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. \*\*\* Students are also required to attend a full-session practice exam (approximately 3.5 hours outside of class) in the spring, prior to sitting for the May exam.**

## 1010 TRANSITION ENGLISH I/ 1020 TRANSITION ENGLISH II – (B)

PREQ: Special Services Recommendation

**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. 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.**

**1007 ENGLISH FOR ENGLISH LANGUAGE LEARNERS – (CP)**

**PREQ:** ELL director/ ELL Department Chair approval

**1 credit**

English for English language learners is designed for upper level English Learners who have demonstrated continued progress towards meeting exit criteria from English Language Development and require additional literacy support and skill development to ensure a successful transition into grade-level ELA courses. The focus of this course is the development of oral academic English, academic vocabulary development, expository writing, and critical reading strategies. Enrolled students' performance, or anticipated performance, on the WIDA ACCESS test and/or 10th Grade MCAS scores are used to identify and remedy specific academic language weaknesses for these students. Test data along with the WIDA standards and Common Core ELA Standards are used for curriculum direction.

**ENGLISH ELECTIVES**

**1242A JOURNALISM IN THE 21st CENT. (GR. 9-12) (sem) – (CP)**

**.5 credit semester course**

This course 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 **recommended** 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. 9-12) (sem) – (CP)**

**.5 credit semester course**

Designed for the student who enjoys writing and wants to strengthen his/her/their 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, nonfiction, 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.

### **1247 POP LITERATURE (GR. 9-12) (sem) – (CP)**

**.5 credit semester course**

An examination of contemporary literature in a variety of genres. Students will read, discuss, and write about literature by authors who have significantly influenced contemporary literature and analyze formal features/developments and historical contexts to inform their understanding of these literary works. This class will help foster the love of reading through engaging contemporary books, discussion, and hands-on projects. Books will be selected based on reading levels and interests.

### **1001 BASIC LIFE SKILLS READING – (B)**

PREQ: Special Services Recommendation

**1 credit**

This course utilizes a 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 receive reading instruction tailored to their individualized needs and specialized reading goals. 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 Comprehension:**

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 – (B)**

PREQ: Special Services Recommendation

**1 credit**

#### **Phonetic Reading:**

This reading class utilizes a structured, systematic, and multisensory 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 syllable segmentation, word structure, high frequency words, and vocabulary skills. Students will also work on improving their reading fluency and comprehension.

# 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.

## **TECHNOLOGY:**

A Scientific Calculator is *highly recommended* for Introduction to Algebra I, Algebra I, Plane Geometry, Algebra II, and AQR. The **TI-84 Graphing** Calculator is *required* for all levels of the following courses: 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 freshmen 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.

## **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 problem-solving strategies to prepare students for Introduction to Algebra. There will be a primary emphasis on rounding, estimating, addition, subtraction, multiplication and division concepts, as well as a focus on exponents, square numbers, fractions, decimals, and equations. In addition to the above topics, there will be an emphasis on note-keeping and reflections to reinforce the language used in algebra. After completion of Transition Mathematics, students will take Intro. To Algebra.

### **0103 FUNDAMENTALS OF MATHEMATICS – (E)**

PREQ: ESL Department Recommendation

**1 credit**

This class is a transitional math class with a dual instructional goal: assisting students who are ELD level 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 and prepare for ACCESS and math MCAS. This full year course is designed for Newcomer students enrolled in ESL/ELA ENTERING/NEWCOMER. After completion of Fundamentals of Mathematics, students will take Intro. To Algebra or Algebra I, as determined by a standards based assessment administered at the end of the course.

### **0101 INTRO. TO ALGEBRA - (E)**

PREQ: Transition Mathematics or Fundamentals of Mathematics

**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 of pre-algebra skills 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.

### **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 course will be differentiated for those who do not want to take the combined Algebra II/Pre-Calculus course, but still want to be challenged.

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

### **0333 HONORS ALGEBRA II/PRE-CALCULUS - (H)**

PREQ: Plane Geometry

**1 credit**

This course seeks to give students a knowledge and appreciation of the important topics covered in both Algebra II and Pre-Calculus through an increased rigor. Topics will include functions, factoring, complex numbers, trigonometry, probability, series and sequences. This course is designed for students who wish to take AP Calculus and/or AP Statistics.

*The use of a TI-84 graphing calculator is required for this course. It is highly recommended you purchase your own, as you will need one to take AP Calculus and AP Statistics.*

### **0331 HONORS ALGEBRA II – (H)**

PREQ: Plane Geometry –or- COREQ: Plane Geometry

**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 recommended 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, and probability distribution and simulation. Time will also be dedicated towards SAT test preparation.

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

### **0332 HONORS ADVANCED QUANTITATIVE REASONING (AQR) – (H)**

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, hypothesis testing, regression analysis, probability, probability distribution and simulation, linear algebra, and logarithmic functions. Time will also be dedicated towards SAT test preparation. This course will be more rigorous and require more work to be completed outside of class than CP AQR.

*The purchase of a TI-84 graphing calculator is recommended 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 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.*

### **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, graphic presentations of data, types of variables

2. Sampling and Experimentation: Planning and conducting a study, sampling techniques, types of bias, observational studies and experimental design
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses, calculating and analyzing confidence intervals

**All students who take this course must take the AP Statistics 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.**

*The purchase of a TI-84 PLUS or TI-84 PLUS CE 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. **All students who take this course must take the AP Calculus 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.**

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

## **0355 HONORS COMPUTER SCIENCE I (GR. 11-12) – (H)**

PREQ: Geometry

**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.

## **0356 HONORS PLTW COMPUTER SCIENCE ESSENTIALS - (H)**

PREQ: Algebra I

**1 credit**

With emphasis on computational thinking and collaboration, this year-long course provides an excellent entry point for students to begin or continue the PLTW Computer Science PreK-12 experience. Computer Science Essentials will expose students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. In Computer Science Essentials, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python® to create apps and develop websites, and learn how to make computers work together to put their design into practice. They'll apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.



# 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 – (B)**

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, population growth, origin of life, evolution, basic biochemistry, cellular biology, reproduction and heredity.

## **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.

## **3250 INTRO. TO PHYSICS – (CP)**

**1 credit**

This course is a laboratory-oriented introduction to physics concepts. Students will develop important 21st-century skills as they engage with complex situations and collaborate on highly engaging and authentic “real-world” projects. Topics may include energy and motion, electricity, magnetism, heat, the structure of matter, and how matter reacts to materials and forces. Contexts may include roller coasters, sound of instruments, and sports.

### **3349 HONORS INTRO. TO PHYSICS – (H)**

**1 credit**

This course is a laboratory-oriented and mathematically challenging introduction to physics concepts. Students will develop important 21st-century skills as they engage with complex situations and collaborate on highly engaging and authentic “real-world” projects. 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. Topics may include energy and motion, electricity, magnetism, heat, the structure of matter, and how matter reacts to materials and forces. Contexts may include roller coasters, sound of instruments, and sports.

### **3252 CONCEPTUAL PHYSICS – (CP)**

PREQ: ESL Department Recommendation

**1 credit**

This class is a foundational and applied science class that focuses on the topic of conceptual physics while at the same time supporting students in learning how to read, write, speak, and listen in English, as a scientist. The students will engage in science by learning the science practices, along with the language needed to carry them out: 1. Asking questions (for science) 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations (for science) 7. Engaging in argument from evidence 8. Obtaining, evaluating, and communicating information.

This full year course is designed for first-year English learners enrolled in Newcomer ESL.

### **3306 PLTW HONORS HUMAN BODY SYSTEMS – (H)**

PREQ: Biology or Intro to Physics

**1 credit**

Through projects such as determining the identity of a skeleton using both forensic anthropology and DNA analysis, students examine the interactions of human body systems and apply what they know to solve real-world medical cases. Students explore identity, power, movement, protection, and homeostasis in the body. Students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

(\*Innovation Pathways Technical Course)

(\*College credit may be earned with passing of an end of course exam)

### **3307 PLTW HONORS PRINCIPLES OF BIOMEDICAL SCIENCE – (H)**

COREQ: Biology or Intro to Physics

**1 credit**

From design and data analysis to outbreaks, clinical empathy, health promotion, and more, students explore the vast range of careers in biomedical sciences. They develop not just technical skills, but also in-demand, transportable skills that they need to thrive in life and career. In this course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems.

(\*Innovation Pathways Technical Course)

(\*College credit may be earned with passing of an end of course exam.)

### **3309 PLTW HONORS MEDICAL INTERVENTIONS - (H)**

PREQ: Biology or Intro to Physics

**1 credit**

Medical Interventions (MI) allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. A “How-To” manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario will introduce multiple types of interventions, reinforce concepts learned in the previous two courses, and present new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions will be showcased across the generations of the family and will provide a look at the past, present, and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role that scientific thinking and engineering design play in the development of interventions of the future. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

### **3350 HONORS PHYSICS – (H)**

PREQ: Algebra II

**1 credit**

Honors Physics explores the basic laws that describe everything from rubber balls to exploding stars. The teaching approach emphasizes inquiry methods and rigorous lab work. Major topics include Newtonian mechanics, gravity, waves, optics, and electricity. Students will participate in the Science Fair OR conduct an independent research project.

### **3231 CHEMISTRY – (CP)**

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. This is a challenging course, which requires a strong background in Algebra. Students will participate in the Science Fair OR conduct an independent research project.

### **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. Students will participate in the Science Fair OR conduct an independent research project.

### **3201 ENVIRONMENTAL SCIENCE (GR. 10-12) – (CP)**

PREQ: Biology

**1 credit**

This course studies the interrelationships between organisms and their physical surroundings. It focuses on the effects mankind has on the worldwide ecosystem, while reinforcing major earth system concepts. 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, geology, oceanography, meteorology and current world affairs. Examples of issues discussed will be preserving biodiversity and nature, effects of human population growth, water and wastewater treatment, energy, pollution, sustainability, and current marine/environmental issues. Students will participate in the Science Fair OR conduct an independent research project.

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

PREQ: Biology

**1 credit**

This course studies the interrelationships between organisms and their physical surroundings. It focuses on the effects mankind has on the worldwide ecosystem, while reinforcing major earth system concepts. 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, geology, oceanography, meteorology and current world affairs. Examples of issues discussed will be preserving biodiversity and nature, effects of human population growth, water and wastewater treatment, energy, pollution, sustainability, and current marine/environmental issues. The honors section will cover a greater depth and breadth of topics that are covered in CP and require greater student effort outside of the classroom. Students will participate in the Science Fair OR conduct an independent research project.

### **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 or 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 that active participation in dissection is mandatory. Students will participate in the Science Fair OR conduct an independent research project.

### **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 or 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 that active participation in dissection is mandatory. The honors section will cover a greater depth and breadth of topics that are covered in CP and require greater student effort outside of the classroom. Students will participate in the Science Fair OR conduct an independent research project.

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

PREQ: Biology

**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. **All students who take this course must take the AP Biology Examination in May, at their own expense, in order to receive credit for the course and will participate in two Saturday study sessions.**

### **3431 ADVANCED PLACEMENT CHEMISTRY – (AP)**

PREQ: Chemistry; COREQ: AlgII/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. **All students who take this course must take the AP Chemistry Examination in May, at their own expense, in order to receive credit for the course and will participate in two Saturday study sessions and a 7:00 AM start on lab days.**

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

PREQ: Biology; Chemistry

**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 the 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 hands-on experience to reinforce lecture material. **All students who take this course must take the AP Environmental Science Examination in May, at their own expense, in order to receive credit for the course and will participate in two Saturday study sessions.**

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

PREQ: Algebra II; COREQ: AlgII/Pre-calculus

**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. **All students who take this course must take the AP Physics Examination in May, at their own expense, in order to receive credit for the course and will participate in two Saturday study sessions.**

### **3145 MARINE SCIENCE - A (GR. 9-12) (sem) – (CP)**

**.5 credit semester course**

This interdisciplinary course offers foundational knowledge on the fundamentals of marine science, oceanography, the maritime industry, and the seafaring industry. The rollout of content begins with basics in marine ecosystems and organisms through instruction, interactive labs, and industry professional guest speakers. From there, we will explore ocean chemistry and how this affects aquaculture, fisheries, and the maritime industry. This class will also explore social aspects of marine science as well as unique careers in the maritime and seafaring industries. Lastly, this course will end with student-independent research projects in which students will learn the scientific method and research design. At the end of the semester, students will have a basic understanding of the marine environment and be able to apply what they learned in real-world settings on the inshore waters of the island. This course will have support from Northeast Maritime Institute, the nation's first and only private accredited maritime college located in Fairhaven Mass, Egan Maritime Institute, Nantucket Harbormasters Office, and local community partners. (\*Innovation Pathways Technical Course) **(\*Innovation Pathways Technical Course)**

### **3146 MARINE SCIENCE - B (GR. 9-12) (sem) – (CP)**

**.5 credit semester course**

This interdisciplinary course offers foundational knowledge on the fundamentals of maritime studies and nautical science (tides, currents, bottom types and weather). The rollout of content begins with the integration of oceanography and meteorology with the technical skills of basic navigation, chart reading and course plotting along with basic vessel terminology. In addition, we will explore the carbon cycle and its impact on climate. There will be regular labs or activities throughout this course in which students will be able to engage in hands-on learning, learn to work collaboratively with peers, and use critical thinking. You do not have to take Marine Science A in order to take Marine Science B. **(\*Innovation Pathways Technical Course)**

### **3234A FORENSIC SCIENCE (GR. 11-12) – (CP)**

PREQ: Biology

**.5 credit semester course**

This 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. Students will participate in the science fair OR conduct an independent research project.

# SOCIAL STUDIES

The primary purpose of a history and social science education is to prepare students to have the knowledge and skills to become thoughtful and active participants in a democratic society and a complex world. “Government of the people, by the people, for the people” is not just a historical phrase from Lincoln’s *Gettysburg Address*. It is an ideal that must be renewed and reinvigorated by each succeeding generation. The future of democracy depends on our students’ development of knowledge, skills, and dispositions that will enable them to embrace democracy’s potential, while recognizing its challenges and inherent dilemmas.

An effective history and social science education teaches students about the legacy of democratic government, incorporates diverse perspectives and acknowledges that perceptions of events are affected by race, ethnicity, culture, religion, and the infinite variety of personal experience.

An effective history and social science education also aims to teach students to think historically and to integrate knowledge from many fields of study. It aims to increase critical thinking skills, to increase each student’s ability to make logical arguments and each student’s ability to use data analysis and digital tools to understand our complex world.

Students are required to pass three (3) specific Social Studies courses in order to graduate from Nantucket High School. Students are encouraged to enroll in social studies electives throughout their high school years, as time & opportunity allow.

## Summary of Courses Available: 2024-2025 School Year

Required to Graduate	Elective Offerings
<ul style="list-style-type: none"><li>● <b>World History I - Freshman year</b> (College Prep or Honors*)</li><li>● <b>World History II - Sophomore year</b> (College Prep or Honors*)</li><li>● <b>United States History - Junior year</b> (College Prep, Honors*, or AP*)</li></ul>	<ul style="list-style-type: none"><li>● <b>US Government &amp; Politics (Gr. 11/12)</b> (*Honors or AP)</li><li>● <b>Citizenship: Contemporary Issues</b></li><li>● <b>History Through Film and Media</b></li><li>● <b>Facing History: The Holocaust, Genocide &amp; Human Behavior</b></li><li>● <b>International Relations</b></li><li>● <b>Intro. to Psychology</b></li></ul>

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

### 2210 WORLD HISTORY I – (CP)

**1 credit**

Building on their understanding of world geography and civilizations from middle school, students study world history from approximately 500 to 1800 CE. Topics covered include interactions among regions; the development and diffusion of religions and systems of beliefs; philosophy, science and technology, and the arts; global exploration, conquest, and colonization, and differing philosophies of government. They study these topics by researching and exploring guiding questions such as, “*How do ideas migrate across cultures?*” and “*What brings about change in societies?*” Questions are designed to help stimulate students’ own questions for discussion and research.

Most daily coursework in World History I is based upon the Schoology platform. 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 I will place particular focus on interpreting primary sources and using evidence from primary source documents to make formal academic arguments.

Students in this class can expect up to 30 minutes of homework per class session. Students will also be expected to complete some classwork outside of the classroom as needed.

### **2310 HONORS WORLD HISTORY I – (H)**

**1 credit**

Building on their understanding of world geography and civilizations from middle school, students study world history from approximately 500 to 1800 CE. Topics covered include interactions among regions; the development and diffusion of religions and systems of beliefs; philosophy, science and technology, and the arts; global exploration, conquest, and colonization, and differing philosophies of government. They study these topics by researching and exploring guiding questions such as, “*How do ideas migrate across cultures?*” and “*What brings about change in societies?*” Questions are designed to help stimulate students’ own questions for discussion and research.

This is an honors level course, and as such, students are expected to display a high level of independence, initiative, and self-discipline. Most daily coursework in World History I is based upon the Schoology 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 I 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.

### **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 Schoology learning management system 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 Schoology 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.

### **2211 FOUNDATIONS: WORLD HISTORY I – (CP)**

**1 credit**

This is a mixed grade level class with the dual instructional goal of assisting ELL students to develop their academic language along with developing their understanding of World History concepts. The Foundations of World History covers Ancient Civilizations up to Enlightenment and Absolutism. Students leave the class ready for the second part of World History that starts with the French Revolution. This class is for Newcomer students enrolled in the ESL Newcomer course. It is a full year course which meets for four days a week for 57 minutes.

### **2231 FOUNDATIONS: US HISTORY – (CP)**

**1 credit**

This is a mixed grade level class with a dual instructional goal: assisting ELL students in developing the academic language, as well as the concepts of U.S. History and Civics. It prepares students for success in subsequent high school history courses as well as active participation in US civic life. The course covers Geography (US regions and states), Nantucket History and the Whaling industry, and Citizenship and Government (Civics skills that they were never exposed to). After these units, the CP scope and sequence up to the era of Globalization is covered. This class is for Newcomer students enrolled in the ESL NEWCOMER course. It is a full year course which meets for four days a week for 57 minutes.

### **2221 UNITED STATES HISTORY – (CP)**

**1 credit**

This course focuses on American History between 1820 and the present. Topics include the expansion of the territory of the US and the development of a national economy after 1820, social changes and conflicts leading to the Civil War in the 1860s, westward expansion and immigration, industrialization & urbanization in the late 1800's, and America's emergence as a world power in the early 20th Century. Topics of study will also include the events and far-reaching effects of World War I, the Great Depression, the Second World War and the Cold War, as well as 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 century. 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. Various texts and a variety of online resources will be used as a framework for course content. Homework will be assigned on an as needed basis and may include either completing assignments that were started in class or separate homework assignments. Classwork will include lectures and discussions, analysis of primary sources, documentary video, and a wide variety of individual and group research and presentation projects. Effort and active class participation are keys to success in this course, and will affect each student's grade.

### **2321 HONORS UNITED STATES HISTORY – (H)**

This course focuses on American History between 1820 and the present. Topics include the expansion of the territory of the US and the development of a national economy after 1820, social changes and conflicts leading to the Civil War in the 1860s, westward expansion and immigration, industrialization & urbanization in the late 1800's, and America's emergence as a world power in the early 20th Century. Topics of study will also include the events and effects of World War I, the Great Depression, the Second World War and the Cold War, as well as 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 century. The effects of domestic and international social, political and economic forces, as well as the imprint of individual personalities, ideas and technologies will be examined. Various texts and a variety of online resources will be used as a framework for course content. Homework will be assigned for most class meetings and may include either completing assignments that were started in class or separate homework assignments. Students may be expected to complete significant reading & writing assignments outside of the classroom. Classwork will include lectures and discussions, analysis of primary sources, documentary video, and a wide variety of individual and group research and presentation projects. Effort and active class participation are keys to success in this course, and will affect each student's grade.

### **2451 ADVANCED PLACEMENT UNITED STATES HISTORY – (AP)**

**1 credit**

This course is designed to be the equivalent 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. 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. Expectations for students are elevated to the college level and students and parents are required to sign a commitment to acknowledge that fact.

**\*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 civics project will complete the course.**

## **HISTORY ELECTIVES**

### **2363 UNITED STATES GOVERNMENT AND POLITICS (GR 12) - (H)**

### **2463 UNITED STATES GOVERNMENT AND POLITICS (GR 12) - (AP)**

**1 credit**

This course will focus on the history, the basic structures, and the development of the American political system. The course will include an examination of the Declaration of Independence, the Constitution, and other foundational documents as it examines the nature of American democracy. The course will explore questions such as: How do citizens ensure our freedom and the democratic process in today's world? How do citizens and democracies effectively function in an era of globalization and digital media? How can democracies deal with issues such as inequality, competing economic theories, and social conflict? Various texts and a variety of online resources will be used as a framework for course content. Homework will be assigned for most class meetings and may include either completing assignments that were started in class or separate homework assignments. Classwork will include lectures and discussions, analysis of primary sources, documentary video, and a wide variety of individual and group research and presentation projects. Effort and active class participation are keys to success in this course, and will affect each student's grade.

### **2245 INTERNATIONAL RELATIONS (sem) – (CP)**

**.5 credit semester**

International relations is a class designed to challenge our understanding of international politics, multinational agreements, and global/international studies. We will explore Human Rights and Social Justice causes through a global lens to determine how best to approach these issues in our local communities. Students will learn major theories of international relations and apply them to understand international situations and issues in the modern world. Emphasis is on clearly comprehending the relationship between international conflicts and cooperation and on recognizing the shift from “internationalization” to “globalization”. We will explore international organizations such as The United Nations to examine major human rights and social justice issues. Then towards the end of the course we will explore Nantucket history and ways to educate our community about issues that impact them.

### **2247 CITIZENSHIP AND CONTEMPORARY ISSUES (GR. 11-12) (sem) – (CP)**

**.5 credit semester course**

This is an elective course designed to increase knowledge and understanding of the rights and responsibilities of citizenship; such as voting, contemporary political 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 an informed citizenry in a turbulent and ever-changing political age. 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 at the end of the semester.

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

**.5 credit semester course**

This is a survey course that aims to introduce 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.

## **2249 HISTORY THROUGH FILM AND MEDIA (GR. 9-12) (sem) – (CP)**

**.5 credit semester**

History Through Film, Television, and Music, will delve into a topic of history that is usually seen as trivial or is rarely taught. But, these elements of society are of major importance. The course will both look into the history of these elements and critically examine if we can learn history through these aspects of media. The course will not focus on any one area or time period, but will try to look at topics and themes and issues that are more universal and important. The students in this course will watch films and television programs and listen to radio programs that try to show both historical events, people, and current events, as well as ones that are important in the development and growth of their particular history. Students will also listen to music that highlights events and issues throughout history and today, as well as being important in the history of music. Films will make up the largest portion of the class, with music taking up the next largest chunk of time. Television and radio programs will be used sparingly due to the nature of programs being less focused on history and more on pure entertainment. The course will not watch or listen to many documentaries or news programs, but will primarily focus on films and music that, while trying to be entertaining, use that entertainment factor to bring forth history and current events. Due to the nature of this course, we will be watching some films and listening to some music that may contain language, nudity, or violence that may offend some people. The purpose of this course is not to be controversial or intentionally offensive. But, in order to seriously examine these aspects of history, we will need to discuss important moments by viewing or listening to films and music that “pushed the boundaries” of their times.

## **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.

**The following courses are not available in the 2024 - 2025 school year.**

## **2242B HUMAN BELIEFS: AN INTRO. TO COMPARATIVE RELIGIONS (GR. 9-12) (sem) -- (CP)**

**.5 credit semester**

This course presents a comparative study of world religious traditions, including but not limited to Hinduism, Buddhism, Judaism, Christianity, and Islam. This course explores the complex ways in which issues in religion relate to topics such as spiritual beings, birth, death, ritual, the afterlife, ethics, and the good-life. Through a range of classical, modern, and ethnographic sources, students will gain an understanding of the ways in which scholars have sought to understand the social, political, economic, and cultural contexts in which various religious traditions are embedded.

## **2222 HUMAN GEOGRAPHY (GR. 9-12) (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 the environment affects humanity. We are more aware than ever that our well-being is linked to a global society-Human Geography explores those connections.

#### **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 and most likely will be to complete projects. Most graded assignments will be research 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.

## **GENERAL COURSE REQUIREMENT**

All graduates are required to complete a financial literacy course as they head off to college or career in the 21<sup>st</sup> century.

#### **9006 PERSONAL FINANCIAL LITERACY (GR. 11-12) (sem) – (CP)**

**.5 credit semester course**

Personal Financial Literacy is a general graduation credit for all students to be taken during the junior or senior years. It is a course designed to provide an overview of the financial planning and the investing process to help students understand the impact of individual choices on the social economy and future earnings potential. Students will examine personal income, the budget process, consumer financing, insurance of personal assets, and retirement planning. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students may also compare economic decisions and how those decisions impact an individual's own financial status as well as the economic growth of the community.

# 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 high school 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.

#### **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 (films to be watched and analyzed: *La lengua de la mariposa* and *El laberinto del fauno*). 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; Civilización y Cultura; Conversación y Repaso; Cinema for Spanish Conversation; REPASO (grammar review).

#### **4311 HONORS SPANISH VI – (H) - Contemporary Spanish and Latin American Films and Identities**

PREQ: Spanish V

**1 credit**

This rigorous course, conducted entirely in Spanish, represents the college level of coursework. Film contributes to the creation and circulation of culture as well as national and regional identities, and it portrays and analyzes social problems. During each film study, we will also study essays, stories, poems, paintings, music and historical context that illustrate the numerous elements that contribute to identity. The course will be broken down into four themes: dictatorships, immigration, home, and personal and public identities. The following films may be shown (subject to change): *El silencio de Neto*, *La historia oficial*, *Azúcar Amarga*, *Un lugar en el mundo*, *No*, *La nana*, *Voces Inocentes*, *La jaula de oro*, *Los que se quedan*, *Un cuento chino*, *Hermano*, *Cinco días sin Nora*, *Pelo malo*, *También la lluvia*, *Qué tan lejos*, *Medianeras*, *Contracorriente*, and *Cocalero*. Through class discussions, and focused grammatical study, students will be prepared for

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, speaking, and assignments.

#### **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 a native language. This course will emphasize literacy skills such as grammar and spelling, reading and writing appropriate for native speakers. This heritage language course will 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). This heritage language course will explore similar themes to promote literacy via literature, art, social studies, grammar, communication, and civilization.

#### **4210 LATIN I – (CP)**

**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 Cornelli 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.

## **ENGLISH FOR MULTILINGUAL LEARNERS**

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

In the Nantucket Public Schools the Sheltered English Immersion (SEI) model is followed in order to ensure Multilingual Learners rapidly develop the skills necessary to succeed. SEI consists of two instructional components necessary for effective instruction of Multilingual Learners: 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 Multilingual Learners students is the responsibility of both ESL and general education (SEI) teachers. ESL teachers, in collaboration with other content teachers, should continue to develop an awareness of the language Multilingual Learners 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 Multilingual Learners.

The mission of the English for Multilingual Learners Program in the Nantucket Public Schools is to provide research-validated, systematic, explicit, and sustained language instruction to Multilingual 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 ACCESS scores or WIDA Screener at the time of enrollment

#### **4219B ESL NEWCOMER – (CP)**

PREQ: ESL Department Recommendation

**2 credits**

This class is based on the WIDA ELD Standards Framework for English Language Development. Classes focus on the explicit instruction of the English language in listening, writing, speaking and reading through the language of Math, Science, ELA, Social Studies and Instructional language. This class is for newcomers who arrived to NHS in the second semester of an academic year, or later, and whose English Language Development (ELD) is level **1.0-1.9**, as indicated on the WIDA SCREENER or the ACCESS test.

#### **4219BC ESL ENTERING - (CP)**

PREQ: ESL Department Recommendation

**2 credits**

This class is based on the WIDA ELD Standards Framework for English Language Development. Classes focus on the explicit instruction of the English language in listening, writing, speaking and reading through the language of Math, Science, ELA, Social Studies and Instructional language. This class is for beginning students who have completed most, or all, of an academic year at NHS and whose English Language Development (ELD) is level **1.8-2.5**, as indicated on the WIDA SCREENER or the ACCESS test.

#### **4219C ESL EMERGING – (CP)**

PREQ: ESL Department Recommendation

**2 credits**

This class is based on the WIDA ELD Standards Framework for English Language Development. Classes focus on the explicit instruction of the English language in listening, writing, speaking and reading in the language of Math, Science, Social Studies, ELA and Instructional language. This class is for students whose English Language Development (ELD) is level **2.4-3.4**, as indicated on the ACCESS test or the WIDA Screener.

#### **4220B ESL DEVELOPING – (CP)**

PREQ: ESL Department Recommendation

**1 credits**

This class is based on the WIDA ELD Standards Framework for English Language Development. Classes focus on the explicit instruction of the English language in listening, writing, speaking and reading in the language of Math, Science, Social Studies, ELA and Instructional language. This class is for students whose English Language Development (ELD) is level **3.2-4.0**, as indicated on the ACCESS test or the WIDA Screener.

#### **4221bb ESL EXPANDING – (CP)**

PREQ: ESL Department Recommendation

**1 credit**

This transitional class is based on the WIDA ELD Standards Framework for English Language Development. Classes focus on the explicit instruction of the English language in listening, writing, speaking and reading in the language of ELA, Math, Science, Social Studies and Instructional language. This class is for students whose English Language Development (ELD) is level **3.8-4.5**, as indicated on the ACCESS test or WIDA Screener.

### **4223B ESL BRIDGING – (CP)**

PREQ: ESL Department Recommendation

**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, 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 **3.6-4.1**, with overall literacy below **3.9**, as indicated on the ACCESS test.

### **1017 READING ACCELERATION FOR MULTILINGUALS (GR. 9-12) (sem) -- (B)**

PREQ: ESL Department Recommendation

**.5 credit semester course**

This course is designed for multilingual students who need additional support to increase their reading comprehension and literacy skills necessary for academic success. Approval from the EL department is required to enroll in this course.

### **8017A REAL WORLD SKILLS AND APPLICATIONS (CP)**

PREQ: ESL Department Recommendation

**.5 credit**

This course is designed for students designated as English Learners who need extra academic support. Study skills, time management, extra language support and individual student needs will be addressed in small groups. This course is designed to increase student knowledge and skills necessary for academic success and adapting to life in the USA. The course emphasizes goal-setting, study organization, digital literacy skills, decision making and problem solving, communication, healthy lifestyles and relationships, nutrition, personal safety, financial literacy, self-advocacy, job-embedded skills, and citizenship. This skill-based class assists students in the development of the knowledge needed to access a new school and community independently.

### **7105 BUSINESS ENTREPRENEURSHIP (CP)**

**.5 Credit**

This course is designed as an introduction to business for the ELL student. The course will familiarize the students with the following basic communication modes of the American business world: interview, telephone, presentation and socialization skills. Students will also learn about personal money management. Students engage in an active stock market game, prepare business plans, develop mission statements, and gain an understanding of structure within a company. Students organize and run effective meetings, demonstrate project management skills, financial concepts and applications, and conduct business negotiations. The program also emphasizes ethical business practices.

# 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 their 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 students 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.

Required to Graduate
<ul style="list-style-type: none"><li>• <b>Wellness I - Freshman Year (1 Credit)</b></li><li>• <b>Wellness II - Sophomore Year (.5 Credit)</b></li><li>• <b>Wellness Electives - 1 Junior Year (.5 Credit) and 1 Senior Year (.5 Credit)</b></li></ul>

## 5230 WELLNESS I (GR. 9) – (CP)

**1 credit course**

Wellness I 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 (GR. 10) (sem) - (CP)

PREQ: Wellness I

**.5 credit semester course**

Wellness II is designed for 10<sup>th</sup> grade students. 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: Aqua-fitness, Introduction to golf, Tennis, AHA Adult/child/infant CPR, Fitness, and Basketball.

## **JUNIOR/SENIOR WELLNESS ELECTIVES**

**Students in grade 11 and 12 will choose an elective class each year to complete their Wellness credit.**

### **5362 RECREATIONAL ACTIVITIES FOR LIFE (GR 11-12) (Sem) – (CP)**

PREQ: Wellness I and Wellness II

**.5 credit semester course**

Recreational Activities for Life provides students with an opportunity to incorporate physical activity and life-long leisure experiences into their lifestyle through game play and practice. Sample units may include but are not limited to, water games/aqua-fitness, ultimate frisbee, badminton, biking, golf, pickleball, spikeball, tennis, table tennis. Skills and common concepts of each lifelong activity will be presented and developed through practice and match play. Students of all skill and experience levels are encouraged to enroll in this course.

### **5263 TEAM SPORTS (GR 11-12) (Sem) – (CP)**

PREQ: Wellness I and Wellness II

**.5 credit semester course**

The Team Sports course provides students the opportunity to experience a variety of team sports. Activities may include but are not limited to flag football, soccer, ultimate games, basketball, volleyball, water polo. Content includes a comparison of various field invasion games examining strategies, proper sportsmanship, refereeing, rules, and skills. This class is designed for the competitive student.

### **5264 PERSONAL FITNESS (GR 11-12) (Sem) – (CP)**

PREQ: Wellness I and Wellness II

**.5 credit semester course**

Each student will design his or her own personal fitness program appropriate to their individual goals and needs. Students will become familiar with a variety of advanced methods of strength and cardiovascular conditioning and flexibility exercises. Students will self-assess their levels of physical fitness and work to improve those levels each day in class. This is a great off-season or in-season conditioning program that can be done during school for many of our students with multiple after-school commitments. Any student wishing to improve their fitness levels would benefit from this course.

### **5265 CONTEMPORARY HEALTH (GR 11-12) (Sem) – (CP)**

PREQ: Wellness I and Wellness II

**.5 credit semester course**

This classroom based course is designed to foster mature decision making as the course covers current information available on pertinent health issues facing young adults in today's society. Topics that may be covered are; stress resiliency, consent and relationship sexual assault, human sexuality, substance use/abuse, nutrition, depression and mental health.

## **5266 INTRO TO MEDITATION (GR 11-12) (Sem) – (E)**

**.5 credit semester course**

Students will develop an understanding of meditation through the study of history, culture, theory, philosophy, literature, and science. Students will participate in lessons to deepen reading, writing, and analytical skills through exposure to a variety of texts, genres, and formal assignments. This class will help students establish a daily meditation practice that will be accessible and beneficial beyond the classroom.

### **LEARNING OUTCOMES:**

- Understand the importance of mindfulness to health and emotional well-being.
- Learn through direct practice various modes of mindful meditation.
- Experience the difficulties in meditation and how to accommodate them.
- Explore how to bring various mindful practices to their professional situation
- Help create daily/weekly plan for mindfulness

## **5267 CONTEMPLATIVE STUDIES (GR 11-12) (Sem) – (CP)**

**.5 credit semester course**

Balancing ancient teachings and the psychology of Emotional Intelligence (EQ) we dive into the theory of what is real and what is perceived. Developing an understanding of ourselves through Self Awareness, Self Management, Social Awareness, and Relationship Management we look at how to develop our EQ.

Students will look at the study of various sciences, engage in deep philosophical conversations, and ultimately develop their own sense of where they belong in today's ever changing world. Diving into the works of Daniel Goleman, Lao Tzu, Dr Joe Dispenza, Alan Watts, and Andrew Hunberman we will examine what it means to be a more complete community member, and global citizen.

**ADAPTIVE PHYSICAL EDUCATION:** PE Pals is a wellness class that provides our adaptive physical education students with peer tutors/"coaches" and role models. Social skills are integrated in all activities, and students are encouraged to maximize their abilities as they engage in a variety of modified activities. These are physical education classes which have been adapted or modified, so that it is as appropriate for all.

\*Students wishing to participate in P.E. Pals must be in 11th or 12th grade and complete an application to the Wellness Department in order to "apply" for a position. Students are selected to participate in either class based upon their application, grades, attendance, and participation in Wellness I and Wellness II.

## **5110 PE PALS: (GR 11-12) (Sem) – (CP) (Semester 2 ONLY)**

PREQ: Wellness I and Wellness II- Application Required

**.5 credit semester course**

This class is designed as a 3:1 focusing on sports (individual and team). The goal is to prepare the adaptive physical education student for participation in the Nantucket Special Olympics Day held at the end of the semester/ school year.

# ARTS

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 artworks 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 plans 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.**

## **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.**

## **6107 INTRODUCTION TO MIXED MEDIA (sem) - (E)**

**.5 credit semester course**

This course is designed to introduce students to the materials and techniques of a wide range of mixed media including printmaking, sculpture, and fibers. Students will design and create a variety of 2D and 3D art projects using multiple materials and techniques. Projects will include several mediums and the students will collaborate and reflect on their art process and problem solving skills. Creativity and quality craftsmanship are emphasized.

## **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).

## **6103 PRINTMAKING I (sem)– (CP)**

PREQ Introduction to Studio Art I

**.5 credit semester course**

In Printmaking I students will experiment with a variety of printmaking techniques. They will learn about block printing, stenciling, silkscreening, etching, and relief printing. Students will work with paint and inks to print onto paper, and there will be several opportunities for mixed medium prints. In the beginning of the course students will start with simple, one layer prints and develop their techniques to produce detailed, multi layered prints. Students will finish the course with familiarity of a range of printmaking methods.

**\*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.**

## **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)**

PREQ: Intro. to Graphic Design 1

**.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)**

PREQ: Intro. to Graphic Design 2

**.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.

### **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.**

### **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 encouraged to have their own DSLR cameras for this course as there are limited cameras available for loan.**

### **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 SLR cameras for this course.**

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

PREQ: Digital Photography II

### **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 independently.

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

### **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 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.

## **6122 CHORUS – (E)**

**1 credit**

High school chorus develops musical, 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. Increased vocal proficiency and general music knowledge, along with large and small ensemble performance will be stressed. Concert participation, rehearsal attendance, and outside individual practice are course requirements.

## **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. Opportunities are offered to audition for off-island music festivals and select singing groups. Increased vocal proficiency and general music knowledge, along with large and small ensemble performance will be stressed. Concert participation, rehearsal attendance, and outside individual practice are course requirements.

## **6222 SELECT CHORUS – (CP)**

**1 credit**

**Select Chorus is only for students who have auditioned for and have been chosen for Select Chorus (the Accidentals and the Naturals). Students must take a full year of chorus to be considered for the Select group.** 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.

## **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 songwriting 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 techniques 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.

## **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.

## **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!!!**

### **6128A ROCK LEGENDS: THE HISTORY OF ROCK MUSIC (sem) – (E)**

**.5 credit semester course**

This class focuses on the creation and development of Rock music throughout the 20th and 21st centuries. Students will learn about influential musicians through the decades and listen to their music. Students will analyze the components of rock compositions, performance techniques, and how each musician influenced the next. The musicians studied go as far back as Muddy Waters, Chuck Berry, and Elvis Presely and as recently as Linkin Park, Green Day, and One Direction.

### **6218 MUSIC IN FILM (sem) – (E)**

**.5 credit semester course**

In this class, students will watch a variety of movies and analyze the music and sound effects and how the music can differ from one genre to the next. They will study how to create an effective and creative film score and/or soundtrack and understand how the music creates emotional connections from the characters to the audience. After learning to analyze, students will create and execute their own videos and add music to create a proper emotional response.

### **6219 ROCK BAND (sem) – (E)**

**.5 credit semester course**

This is a performance based class featuring students that wish to focus on performing rock music on guitar, bass guitar, vocals, percussion or keyboard. They would study the history of rock and learn influential names of the rock genre. They will have an opportunity to learn how to perform the music in an ensemble setting. Students will work together to provide a repertoire that ranges from many sub-genres of rock and complete a comprehensive study of the chosen songs.

### **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. Interested students should propose projects that will carry them through a semester 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 full-year courses supervised directly by the music staff and are intended for students who have demonstrated prior musical study. 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.

### **6238A MUSIC THEORY (GR. 9-12) (sem) – (CP)**

**.5 credit semester course**

Music Theory is designed to enhance music skills and basic music fundamentals. The essential aspects of melody, harmony, rhythm, and form are studied. Throughout the course, students will study basic notation, scales, key signatures, intervals, triads, cadences, part-writing, and analysis of a score. Sight-singing, and ear training are an integral part of this course.

# VOCATIONAL AND TECHNICAL EDUCATION

## **WOOD TECHNOLOGY PROGRAM**

### **7109 WOOD TECHNOLOGY I (sem) – (E)**

**.5 credit semester course**

This course is the first half of Wood Technology. Students will learn to measure accurately to 1/16 of an inch. Individual design and fabrication will be expected and nurtured along with an understanding of the woodshop and tool safety. This course will serve as an introduction to woodworking machines, wood species and basic joinery. Student grades are based primarily on participation due to the hands-on format of this course.

### **7210 WOOD TECHNOLOGY II – (CP)**

PREQ: Wood Technology I

**1 credit**

This course is the next level of 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 using jigs and more complex joinery. Students will work on required projects in units like primitive woodworking and woodturning. Student grades are based primarily on participation due to the hands-on format of this course.

### **7132 CARPENTRY (GR. 11-12) – (CP)**

PREQ: Wood Technology I

**1 credit**

This Carpentry course will expose students to real life experiences that are essential to future careers in the building trades. Activities will include in-school instruction and demonstrations so that students can apply them in shed building throughout the school year. Students will refine their skills from a wide range of techniques using hand and power tools. The course will include guest demonstrations along with occasional visits to active building sites around Nantucket. Students considering a lucrative position in any of the building trades or continuing on to the construction management field should strongly consider this course. This course is only available to Junior and Senior students. It is a solid experience for students who wish to consider a possible School-to-Career option in their Senior year. Applicants must be able to tolerate working outside in all weather conditions. **Applicants must be able to tolerate working outside in all weather conditions.** Student grades are based primarily on participation due to the hands-on format of this course.

### **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 as well as learning to measure accurately are the foundation on which students 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 Woodshop 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. Applicants should be aware that there are some occasions when classes will work outside in all weather conditions. (\***Innovation Pathway Technical Course**)

## **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 automotive technology at a beginner's level. It will lay the foundation for basic mechanical maintenance, design concepts, and safety features incorporated into today's vehicles. Topics covered include basic four-cycle theory, drive fluid service, brake systems, basic suspension, and general maintenance. Proper workshop/automotive attire with closed toed shoes are required to successfully participate in this class. Grades are based on participation, behavior, and paper tests given in class.

**\*Students must maintain a minimum grade of 80 to be eligible for Advanced Auto Technology**

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

PREQ: Introduction to Auto Technology with a minimum grade of 80%

**1 credit**

This course is designed to allow the student to explore automotive technology at a deeper level. It is a one-year course that in the first semester reviews and builds upon the Introductory class material covered previously. Students will be working with advanced brake systems, suspension repair/alignment, basic electrical circuits, and utilize computer diagnostic equipment to diagnose fuel injection and emission control systems. The second semester will include rebuilding small gas engines, basic metal fabrication and welding, and independent student project vehicles. This course is designed for the student considering automotive work as a possible career or personal interest. Proper workshop/automotive attire with closed toed shoes are required to successfully participate in this class. Grades are based on participation, behavior, and paper tests given in 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 the possibilities of advancing their studies to include college and the many career opportunities that 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, the instructor, the culinary space and the basic daily routines upon entering the classroom. 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 foodservice costs. Students will be encouraged to participate in weekend and after-school functions representing their school.

## **7268A CULINARY ARTS II (GR. 12) – (CP)**

PREQ: Culinary Arts I, application, and interview

**1 credit**

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, fishermen 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 in the Criminal Justice System. Specialists from the Nantucket Police Department, Nantucket District Court and the Barnstable County Sheriff's Office provide demonstration and instruction in the practices of today's law enforcement roles, court functions and correctional positions. Topics include the duties of a patrol officer, various methods of policing, Massachusetts' State Laws, issues regarding juvenile laws, Nantucket District Court roles and responsibilities and the inner workings of the Barnstable County Correctional Facility. Relevant current events are discussed as they pertain to the course topics

### **7125 INTRODUCTION TO SUSTAINABLE ENVIRONMENTAL DESIGN (GR 9-12) (sem) – (E)**

**.5 credit semester course**

This course will explore sustainable and environmental approaches to furniture design, interior design and landscape design. The course will start by covering basic hand drafting skills which will then be transferred over digitally as students learn CAD. Students will also learn the difference between environmental and sustainable design, and how both concepts work together. Students will have hands-on experience with all three practices. We will cover career opportunities, client interactions as well as client and colleague presentations. Students will also have the opportunity to use their landscape design skills developed outside on campus.

### **7227 ENVIRONMENTAL DESIGN AND GARDEN CONSTRUCTION (sem) – (CP)**

PREQ: Introduction to Sustainable Environmental Design

**.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. Additionally, students will be asked to complete various group and independent research projects on topics in the horticulture industry. Students will organize and submit a portfolio of work including written pieces, project photographs, and design work to complete this course.

### **7114 BOAT OPERATIONS (GR. 11-12) – (CP)**

**.5 credit semester course**

This course will begin with a full Massachusetts boating safety course in which students will gain their safe boating license from the state and be able to independently operate a vessel in Nantucket's inshore waters. This course will go into depth around the relationship between weather/meteorology and navigation as well as the physics and engineering of vessel construction and hydrodynamics. Students will have the opportunity for on water instruction in real world applications using the harbor masters vessels. This is an incredibly unique offering in which students will be able to explore science within the maritime industry sector. Students will move from novices to well trained mariners with the skills to have jobs right away on the waters of Nantucket and will explore higher levels of licensure in the future. (\*Innovation Pathways Technical Course)



### **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 through exposure to various guest speakers and field trips 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. Students will also learn basic clinical skills, such as physical assessment, and vital signs.  
**(\*Innovation Pathway Technical Course)**

### **7232 NURSING AND ALLIED HEALTH II (GR. 11-12) – (CP)**

PREQ: Introduction to Nursing and Allied Health

**1 credit**

This course is designed to extend concepts learned in Introduction to Nursing and Allied Health, including nursing, processes in nursing care, and select topics related to promotion of careers in the allied health field. This experiential course will include guest speakers, field trips, simulations and clinical. To take part in clinical, students must be over 16 years old and fully vaccinated, have a CORI background check, a tuberculosis skin test, and sign a HIPPA privacy agreement with the institution where the clinical takes place. The course instructor will provide students with a packet to complete prior to clinicals. At a minimum, students will have 75 hours of classroom instruction, 16 Hours in the Simulation Lab, and 21 hours of clinical.  
**(\*Innovation Pathway Technical Course)**

### **7236 NURSING AND ALLIED HEALTH III (GR. 11-12) – (CP)**

PREQ: Introduction to Nursing and Allied Health and Nursing and Allied Health II

**1 credit**

Diseases, disorders and treatments for each body system. Disease prevention & health promotion. Students will study the following body systems: Nervous system, Skeletal system, Muscular system, Integumentary system, Cardiovascular system, Respiratory system, Digestive system, Urinary system, Endocrine system, Lymphatic system, and Reproductive system. Strategies used in class will include but are not limited to lecture, analyzing case studies, presenting treatment plans, and project based learning.

**(\*Innovation Pathway Technical Course)**

### **7237 MEDICAL TERMINOLOGY (GR. 10-12) – (CP)**

PREQ: Introduction to Nursing and Allied Health

**1 credit**

This course examines medical terminology and vocabulary used by a variety of professionals in the healthcare field utilizing online components. The focus of this course is on medical and clinical terminology broadly relating to human anatomy and physiology and the basic body systems with added emphasis placed on those terms pertaining to diagnosis and pathophysiology. The bases of medical terms will be examined – such as prefixes, suffixes, roots, combined forms. Pertinent acronyms and abbreviations will also be included. The primary objective of the course is to read and understand the language of medicine.

**(\*Innovation Pathway Technical Course)**

# OTHER EDUCATIONAL OPPORTUNITIES

Innovation Pathways are designed to give students coursework and experience in specific high-demand industries. Our goal is to connect student learning to a broadly-defined industry sector that is in demand in the regional and state economy, and guide students to relevant post-secondary education and training. Participation in this kind of pathway contextualizes student learning, engages students in their high school experience, and can lead students to opportunities for meaningful careers in the relevant industry sector upon their completion of needed postsecondary education and training. **Nantucket High School offers two pathways:**

- 1) Health Care and Social Assistance and**
- 2) Environmental and Life Sciences.**

**Students will take 2.0 credits in technical courses, 2.0 credits in college level courses (e.g., PLTW, dual enrollment, AP), complete a 100 hour internship, and learn about industry-recognized credentials. Students who complete the requirements will receive a seal on their diploma.**

## **9294 INNOVATION PATHWAY CAREER & COLLEGE EXPLORATION SEMINAR I (GR. 9-10) (CP) .5 credit semester course**

The Career Awareness Seminar will provide students the opportunity to work with a teacher/advisor to understand their learning style, 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 field trips 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.

## **9294A INNOVATION PATHWAY CAREER & COLLEGE EXPLORATION SEMINAR II (GR. 11-12) (CP) .5 credit semester course**

Students will choose a specific to research and explore--looking at both local employers and the educational requirements in the field. Students will be guided in college research. Students will continue to work on their resume and work on networking and interviewing skills. Students will work on their individual learning plan, or MYCAP. As a precursor to a 100-hour internship, students will continue research on occupations in the field as well as relevant post-secondary education. They will receive coaching and guidance on applying to college programs and leveraging experience gained during the internship.

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

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.

**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**

### **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.

### **8019C SOCIAL SKILLS – (B)**

PREQ: Special Services Recommendation

**.5 semester 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.

### **9000 VOCATIONAL SKILLS PROGRAM – (B)**

PREQ: Special Services Recommendation

### **9001 VOCATIONAL AWARENESS – (B)**

PREQ: Special Services Recommendation

**.5 semester credit**

This course will offer ample support for students who are transitioning to the post-graduate workplace. Students will identify their vocational interests, attributes, and abilities. Self-determination skills such as decision-making, autonomy, and self-advocacy will be strengthened. Students will develop work-readiness skills that will enable them to search for a job, complete applications, compose a resume, and successfully interview. Also, included is social communication and soft skills, both of which are essential to post-high school employment. Students will learn how to manage conflict and stress on the job. Community-based job opportunities will be explored using community resources and volunteer opportunities.

**9002 DOMESTIC ECONOMICS – (B)**

PREQ: Special Services Recommendation

**.5 semester credit**

This course focuses on functional math essentials for survival. Students will improve their consumer math skills and develop a greater understanding of the concepts of earning, saving, and spending money. Through hands-on practice and review, students will apply their new skills to the essentials of making a budget, spending wisely, paying bills, using coupons, and storage, safe use of kitchen appliances and utensils, and preparation of basic healthy meals. Students will identify relevant community resources to plan for necessary errands. Finally, the course will focus on personal safety in the home for a well-balanced life: laundry, emergency responses, basic first aid, healthy relationships, and coping with stress on the domestic front

**9261c EXHIBITIONS: Yearbook – (CP)**

PREQ: Photo 1 OR Graphic Design 1

**1 credit**

This course is designed to develop students' skills in yearbook production by providing experiences in selected aspects of yearbook publication. Students learn basic principles of yearbook production and develop skills that include captions and headlines, digital photography, desktop publishing and using appropriate technology tools for media production. This class will design, edit, and produce the senior class yearbook. This class only has four openings and spots are chosen by the current editor and advisor. Juniors are welcome however they should consider committing to taking the yearbook class again as a senior.

**9264 EXHIBITIONS: Veritas – (CP)****1 credit****9264a EXHIBITIONS: Veritas (sem) – (CP)****.5 semester 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.

**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 are listed on the next page. Except for Advanced Placement courses, MOST Virtual High School courses are semester long.

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

Independent and motivated students may enroll in a live-streamed course at NHS through Cape Cod Community College. Upon satisfactory completion, students will be awarded appropriate college credits for the course. These college credits can likely be transferred to colleges of your choice. Each course will meet entirely on-line and attendance is monitored by the CCCC professor. A familiarity with computers, a strong sense of discipline, and an inquiring mind are required. Students may register for two courses – one per semester - Please see your School Counselor for additional information and course offerings.



# 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 AP<sup>1</sup> Study to students in VHS member schools. The courses listed are current at the time of publication. Visit our website at [www.goVHS.org](http://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 Beasties\*
- 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
- Pre-veterinary 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.  
<sup>1</sup> 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, ethnicity, religion, national origin, gender, sexual orientation, gender identity, age, homelessness, citizenship, or disability in programs, activities or employment.**

**(603 CMR 26.00; M.G.L. c. 76, § 5.: Access to Equal Education Opportunity)**

**[www.doe.mass.edu/lawsregs](http://www.doe.mass.edu/lawsregs)**