

Brookline High School



2016-2017 Course Catalog

BROOKLINE HIGH SCHOOL

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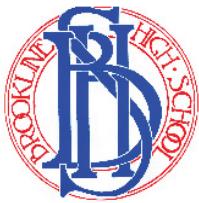
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BROOKLINE HIGH SCHOOL

DEBORAH HOLMAN, HEADMASTER
OFFICE OF THE HEADMASTER

February 2016

Dear BHS Students and Parents/Guardians,

At Brookline High School there is a depth and richness to the BHS curriculum, to say nothing of the outstanding faculty that has designed it and teaches it each day.

The BHS Course Catalog represents the menu of course and program offerings, which constitute one of the most comprehensive educational programs offered at any high school anywhere. There are hundreds of courses -- in the traditional academic disciplines and in our valued elective programs. There are courses at different levels of intellectual challenge, including Advanced Placement programs in 18 subjects. In addition, there are four alternative programs -- School-Within-A-School (SWS), Alternative Choices in Education (ACE), ExCEL, and Winthrop House -- that enable Brookline High to address the needs of all of our students.

A student's responsibility is to choose the most appropriate and challenging program. I encourage you to read the catalog carefully, and discuss it with your teachers, your counselor, and your families—all to insure that you make the best selections you can. Please remember that students are responsible for knowing and meeting all our graduation requirements, which are explained in the catalog. In particular, be sure that you are on track to complete the elective requirement and health/fitness requirement. If you have questions, please work with your counselor.

Also, please know that the course selections you make this spring determine how we staff the high school. Assigning the right number of teachers to the specific courses that students select will become even more crucial this spring as the district works to prepare the best and most fair budget for all Brookline schools. What this means for students and families is that we will need you to choose courses very carefully this spring and commit to those courses as the ones you will take for 2016-2017.

Good luck in the second half of the 2015-16 school year, and, again, make sure that you make thoughtful and intentional decisions. Please let me know if I can help or advise you in any way.

Sincerely

Deborah Holman



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THE CORE VALUES OF THE PUBLIC SCHOOLS OF BROOKLINE

HIGH ACADEMIC ACHIEVEMENT FOR ALL STUDENTS

EXCELLENCE IN TEACHING

UNDERSTANDING AND RESPECT FOR HUMAN DIFFERENCES

COLLABORATIVE RELATIONSHIPS

EDUCATIONAL EQUITY

MISSION STATEMENT

The mission of Brookline High School is to develop capable, confident life-long learners who contribute to their community, participate thoughtfully in democracy, and succeed in a diverse and evolving global society.

INSTITUTIONAL GOALS

- To provide intellectual and personal challenge with support for all students
- To deliver instruction which blends the traditional with the innovative, emphasizing both the acquisition of knowledge and its application
- To encourage in students the curiosity to ask questions and the resourcefulness to find answers
- To develop clear communication and creative expression in a variety of media
- To celebrate diversity so that our students gain an understanding of differences and an appreciation of our essential kinship

To these ends, the administration, faculty, staff and students work together to provide a safe setting in which all can flourish as members of this community.



EXPECTATIONS FOR STUDENT PERFORMANCE

I. CONTENT KNOWLEDGE AND UNDERSTANDING

Brookline High School students:

- develop the skills and knowledge described in the BHS course syllabi.
- develop the skills and knowledge to succeed on a variety of mandated internal and external assessments.
- meet Graduation Requirements as defined by the Brookline School Committee.

II. COGNITIVE POWERS/CRITICAL THINKING

Brookline High School students:

- analyze, synthesize, and draw reasonable conclusions.

III. COMMUNICATION

Brookline High School students:

- develop skills to communicate clearly and persuasively through writing, speaking, technology, and the arts.
- develop skills in listening and reading.

IV. CITIZENSHIP/SOCIAL VALUES

Brookline High School students:

- adhere to community standards as defined by the Code of Conduct in the BHS Handbook.
- demonstrate proficiency in collaborating and negotiating with individuals of varied backgrounds.
- behave in a respectful and ethical manner.
- demonstrate understanding of multiple perspectives and respect for human differences.

V. LIFE SKILLS

Brookline High School students:

- develop organizational and time management skills.
- set goals and work to achieve them.



PLANNING YOUR HIGH SCHOOL PROGRAM

Whether you are planning to go on to college, a technical school, or a job, it is important to build your high school program carefully. You want to be sure that you will first meet Brookline High School's graduation requirements in addition to those for a college and/or job, and also take advantage of the wide range of course offerings at The High School.

GRADUATION REQUIREMENTS

In order to graduate from Brookline High, students must satisfy the following Graduation Requirements:

Minimum Course Requirement =22 total credits

English: 4 credits # %	four years
World Languages: 2 credits %	two years in one language
Mathematics: 3 credits	three years
Science: 3 credits	three years
Social Studies: 3 credits	three years (World History I and II, U. S. History) #
Electives: Career and Technology Education, Performing Arts and Visual Arts, Community Service: 3 credits	three years distributed across at least three of these program areas
Health and Fitness 1 credit *	Health and Fitness must be taken each year
Additional courses 3 credits minimum	Taken in any discipline to meet the required of 22 credits
Massachusetts MCAS exams	Exams passed in 3 areas: ELA, Mathematics, and Science & Technology

These course requirements are mandated by the State and cannot be modified.

% Some students will achieve some of these credits by studying English as a Second Language

* Performing Arts dance classes can be used to fulfill the Health & Fitness requirement, except in 9th grade where all students are required to take and pass HF0900



Exceptions to the Graduation Requirements:

We have a responsibility to provide a challenging program for every student which reflects the particular strengths of the student. Alternative programs and/or some modification of the Graduation Requirements are available. In appropriate circumstances, the student's administrator may recommend a modification to the Graduation Requirements for approval by the Headmaster and Superintendent of Schools. The alternatives below offer reasonable flexibility to satisfy Graduation Requirements and enable all students to experience academic success.

1. Elective Pathway Alternative –

A) A “pathway” of three progressively advanced credits in Performing Arts, Visual Arts, or Career and Technology Education may substitute for the distribution requirement in electives.

For example: a student may take PA4000 Drama 1, PA4100 Drama 2, and PA4300 BETCo courses to fulfill the elective requirement and thereby be excused from taking the required Visual Arts and CTE classes.

B) A “pathway” may also be used to satisfy up to two credits of academic coursework, with a maximum one credit each in World Languages, Mathematics, Science, or Social Studies. Such pathways must be planned and approved in advance.

For example: a student may take the PA3000 Beginning Dance, PA3100 Intermediate Dance, and PA3600 Choreography, and use two of those credits to substitute for the required third course in Science and the required second course in World Language.

2. Academic Support Alternative - Students enrolled in Learning Center or another academic support program (like the BHS Tutorial) may substitute two of those support credits to satisfy up to two credits of academic coursework, with a maximum one credit each in World Languages, Mathematics, Science, or Social Studies. (This exception may not be combined with 1(B).)

For example: a student taking TU1000 BHS Freshman Tutorial, TU2000 BHS Upper-Class Tutorial may use two of those credits to substitute for the required third course in Math and the required third course in Science.

3. A “Waiver of Graduation Requirements” may also be recommended, in writing, by the Headmaster for approval by the Superintendent of Schools. A waiver may be recommended for students who, because of extraordinary circumstances, have not satisfied all of the Graduation Requirements but, in the considered view of the Headmaster, have achieved the learning expectations of The High School.

These rare cases are done in coordination with the student's administrator and are typically planned far in advance of graduation.



Frequently Asked Questions on Graduation Requirements and Electives

I am not sure whether to select a given course at the standard level or the honors level. Will I be able to change after the year starts?

There is no guarantee that such changes will be accommodated. Priority goes to students who are clearly, as identified by their teacher, misplaced in a course. Second priority would go to students newly enrolled in the high school. After those, if there is available space at the other level, it is possible with the consent of the curriculum coordinator to make the change. (For some courses and some school years this is not an issue – in other courses there is little possibility to make the change.) Courses will not be oversized to accommodate such requests.

Do I need to have a teacher recommendation in order to take an Advanced Placement course at BHS?

No. Students and their parents do have the option to select advanced placement, or any honors course, provided they do so **before the April 1 deadline**. Such overrides must be discussed with guidance counselors and curriculum coordinators.

Is it advisable to attempt to push and take honors courses when the teacher has recommended for standard?

Students, parents, and guidance counselor should jointly be involved in such decisions. We find the recommendations made by teachers – eighth grade teachers as well as teachers and the high school – are the most accurate and appropriate recommendations for students. Nevertheless, if a student and parent evaluating the entire load of courses a student will be taking decide that there is room for the student to take the more rigorous course, the option is available. Again such decisions must be made **by April 1**.

How many honors courses should I take?

The most important element of scheduling is for students to find a balanced schedule. Many students take a mixture of Honors and Standard classes.

It is better to get an A in a Standard or a B in Honors?

There is no simple answer to this question. For example, it may be that taking the standard level course and earning an “A” is what allows a particular student to take other honors courses and earn high grades in those courses. The increased homework and reading load with an honors course that might result in a “B” could adversely affect the other courses a student is taking. The two most important elements of your schedule are balance and appropriate level of challenge. We want students to feel successful while working to their full potential.

Can a student take two courses in the same discipline in the same year?

Yes, though such opportunities are not always available due to space. The first priority goes to having all students enrolled in one course in a given discipline. Such scheduling possibilities must be discussed with the guidance counselor, and must be done with a plan for fulfilling all graduation requirements.

If my child takes two academic courses in one year (language, science, etc.) can one count toward the elective credit requirement?

No. Such courses count towards the additional course credits needed to attain the 22 credit requirement.

What are the options for Health & Fitness credit? Do students need Health & Fitness every year?

All Grade 9 students are required to take HF0900, Integrated Health and Fitness which meets for one semester, 4 blocks per week. All students must have one Health & Fitness course on their schedule every year. In Grades 10-12, it can be a course at BHS, a BHS sport offered through Athletics, or an outside contract.

Can I use a Performing Arts dance class to fulfill the Health & Fitness requirement?

Yes, dance classes can be used to fulfill the Health & Fitness requirement, except in 9th grade where all students are required to take and pass HF0900.



Can I use Global Leadership, Social Justice, or other “Option” course to count toward my elective credit requirement? No. Global Leadership, Social Justice, and all option courses, do not count toward the elective requirement. Only courses taken in the CTE, PA, or VA departments (as well as Community Service) count toward the requirement.

Can I just do Community Service to fulfill the elective requirement?

No. While it is possible (and many students do) earn multiple credits in Community Service, only 1 credit counts toward fulfilling the Elective Requirement.

I've been playing an instrument, taking dance classes, and/or doing drama for years, can I take an upper level Performing Arts class that has prerequisites?

Possibly. We hold auditions for a number of our upper level Performing Arts classes, and encourage students to audition if they would like. We also find that often our entry level and non-leveled Performing Arts classes are challenging and stimulating for students with prior experience. Performing Arts classes at Brookline High meet four or five days a week, which is significantly more than our elementary music classes meet, and generally more than performing arts classes that students take outside of school. Through our auditions, teachers will give students the best placement for them, whether that is in an upper level class, or an entry level or non-leveled class. Auditions generally happen in March. You can contact the Performing Arts Coordinator for specific audition details.

Can I take classes outside of Brookline High School that will count for BHS graduation credit?

Other than students transferring to BHS this is typically not allowed.

Is it a good idea to get involved with extracurricular activities, clubs, and/or athletics? I am worried that it will take up too much time from my studies.

Students should take part in activities they enjoy. Even though many clubs and activities and athletics involve a large time commitment, every study and all of our experience at the high school indicates that students do better in school and are more focused on their work when they are engaged in such activities. It might seem counterintuitive, but typically we find actively engaged students feel more in control of their time and their workloads. Years from now students are not going to remember fondly the afternoons spent doing homework – it will be playing on the baseball team, singing in the school musical, or being engaged in the Red Cross Club, that will be remembered.

What supports are there at the high school if I am feeling challenged with a certain course?

There are a number of resources at BHS. The most important resources are the teachers and the extra help they provide. Success in high school often is predicated on students making appointments to meet with teachers before, during, or after school. In addition, students are strongly encouraged to take advantage of the Math Center and the Writing Center. Many students, especially as freshmen, are scheduled for BHS Tutorial, a large program staffed by teachers which helps students with their studies.



PREPARATION FOR COLLEGE/ TECHNICAL SCHOOL/WORK

Most colleges suggest that you take a challenging and well-rounded academic program. Four-year colleges generally require:

- four years of English
- at least two or three years of a foreign language
- three or four years of mathematics (Geometry, Algebra II, Advanced Algebra, Pre-Calculus)
- two or three years of a laboratory Science (Physics, Biology, Chemistry)
- three years of social studies (including U. S. History)

Students should keep in mind the following minimum requirements for admission to Massachusetts state colleges and universities. Seventeen college preparatory courses distributed as follows are required. A course is equivalent to one full school year of study.

English	4 courses
World Languages	2 courses (in a single language)
Mathematics	4 courses of high school math, including in their senior year
Science	3 courses of lab-based science, including the natural/physical sciences or technology/engineering courses, beginning with the college freshman class entering fall 2017. (2 courses for those entering in the fall 2016.)
Social Studies	2 courses (including 1 course in U. S. History)
Electives	2 courses (taken from above subjects or from the Arts & Humanities or Computer Sciences)

This is a reliable guideline to follow for most colleges. If you are interested in a specialized field or a specific college, however, you should consult your counselor and check the college catalogue for any additional requirements. For example, engineering schools may require extra mathematics and science courses. Every college catalogue lists that college's requirements for admission.

It is helpful to draw up a tentative four-year program when you are entering the ninth grade. By doing so, you can ensure that you will have a balanced program each year. Many courses are sequential, so it is necessary to plan ahead. Of course, this will only be a "blueprint" and you may want to revise it as you progress and your interests change during your high school years.

Perhaps the most important rule to follow is: Keep all your options open. If you are uncertain about your long range goals (and most high school students are), follow a broad, general program of studies which will prepare you for almost any college major. Then you will have the freedom to choose among your options as a senior, and you will not find yourself missing important courses necessary to pursue your goals. You will also want to check the Career Center for information on colleges, technical schools, and the world of work.



GRADING SYSTEM

A HONOR	B+	C+	D+	E FAILING
A-	B GOOD	C AVERAGE	D PASS	
B-		C-	D-	

N = Failure due to lack of attendance.

I = Incomplete: Incomplete grades must be made up by the end of the next marking period if credit is to be received. The Dean's Office will determine eligibility for issuance of an "incomplete" mark.

P/F = Pass/Fail: If a student selects a course to be marked with pass/fail option, a contract needs to be negotiated IN ADVANCE. See your counselor.

L = If a course level change occurs within ten class periods of the end of a marking period the student will earn a grade of "L" (Late entry) in the new course for that marking period.

GRADE POINT AVERAGE

Grade Point Averages are computed at the close of the junior year. All marks earned for grades 10 and 11 are averaged on a 4 point scale:

A= 4.0	A- = 3.7
B+ = 3.3	B = 3.0
C+ = 2.3	C = 2.0
D+ = 1.3	D = 1.0
E = 0	N = 0

I, P, F = Not computed into GPA

COURSE OFFERINGS

ALL COURSES IN ALL DEPARTMENTS ARE COEDUCATIONAL. In most instances, courses at Brookline High School will not be offered when there are fewer than 15 students registered. The Headmaster will recommend exceptions to the Superintendent when the elimination of a course would (1) interrupt a sequential course, e.g., second year of a language sequence, (2) affect specific courses which are a vital part of an academic high school program, e.g., advanced placement courses, (3) affect courses for seniors which are an integral part of career pursuits or post-secondary educational plans; or other good cause.

Unless otherwise noted, all courses meet 4 periods/blocks per week and have no prerequisites.

NON-DISCRIMINATION POLICY

Brookline Public Schools prohibits discrimination on the basis of race, religion, gender, sexual orientation, national origin, age, disability, pregnancy or marital status. This policy provides equal access to courses and programs, counseling services, physical education and athletics, vocational education, instructional materials and extra-curricular activities. Report violations of this policy to the Superintendent's Office, 617-730-2401



THE 21ST CENTURY FUND: INNOVATION, INSPIRATION, EXCELLENCE

The Brookline High School 21st Century Fund is a non-profit organization whose mission is to *support the development of new ideas and initiatives that will enable our students to thrive in the 21st Century.* Through its programs, the Fund fosters a culture of innovation that energizes teachers, inspires students, and supports the excellence of BHS. It allows educators to think hard about formidable educational challenges, design programs that address them, and conduct research to validate the results. Its successes are shared nationally, a remarkable opportunity for a public high school.

The 21st Century Fund's vision for Brookline High is to provide an unparalleled education for our students by instilling a passion for academic exploration and a commitment to innovation. To that end, since its inception in 1998, the Fund has invested over \$10 million to launch and support 22 programs. Five of these are currently being funded. Another thirteen were deemed successful and, if they were designed to continue beyond the Fund's initial financial support, have been fully integrated into the school system's budget. A number of these programs – such as *The BHS Tutorial, Teachers Mentoring Teachers, and The African-American and Latino Scholars Program* – are regional and national models.

In the November, 2010, 25th anniversary edition of the *Harvard Education Letter*, Harvard professor Jal Mehta writes a provocative article criticizing the century-old paradigm of school reform. Mehta writes, "The usual way to think about these elements is that university researchers will conduct research on good practices and turn their findings over to policymakers; policymakers will enact laws and regulations to achieve change at scale; and teachers and schools will implement these policies to achieve better outcomes." Mehta continues, "I've come to think that this implementation chain is fundamentally flawed at every link." He writes:

After a century of meager results, we are now seeing increasing efforts to revisit these assumptions. ... Some leading schools and districts are beginning to develop funds for which faculty can apply to work collectively on problems of practice. At Brookline (Mass.) High School, for example, the 21st Century Fund provides funding for pilot programs or initiatives. (The more successful of these initiatives are then eligible for ongoing district funding.)

Mehta concludes, "What we want in the long run is a spiral...where we make schools attractive places to work for talented and thoughtful people, whom we trust to drive improvements in practice, which leads to success of students, which in turn leads to more trust...."

The Fund supports BHS as a school-based engine of education reform driven by reflective practice.

Courses and programs that have been launched & supported by the 21st Century Fund are designated in this catalogue by the 21st Century Fund logo:



THE COURSES

CAREER AND TECHNOLOGY EDUCATION

TEACHING SKILLS THAT TAKE YOU WHERE YOU WANT TO GO

The Career and Technology Education Department offers courses in the following areas:

Business/Finance and Information Technologies, Medical Careers/Human Development, Culinary Careers/Food Preparation, Environmental Technology, Integrated Construction, and Graphic Arts/ Publishing.

The Career and Technology Education Department offers courses which allow students to explore occupational fields which will influence their educational and employment decisions. Enrollment in these courses offers opportunities for students who will pursue post-secondary education at either the 2 or 4-year level as well as students who will enter employment or the military upon graduation. Please note: Some of our course pathways have articulation agreements with local colleges. These articulation agreements allow our students who complete certain CTE classes at BHS to receive college credit if they matriculate to that institution.

In addition to providing valuable career information and experiences, courses in Career and Technology Information are intended to provide transferable skills which are useful in both personal and employment situations. Some of our courses offer certificates upon completion of the course work and a standards-based examination. Currently, these include Culinary Arts, Early Childhood and Business /Financial Literacy.

The emphasis on technology in these courses, programs, and pathways is intended to reflect transferable skills, competencies, and technological advancements which are important components of all career fields. The Career and Technology Education Department is committed to the integration of technology into all of its offerings.

GRADUATION REQUIREMENTS: Graduation from Brookline High School requires three credits distributed across at least three of these program areas: Career and Technology Education, Community Service, Performing Arts, and Visual Arts.

I. BUSINESS, FINANCE AND INFORMATION TECHNOLOGY PATHWAY

This pathway offers a range of courses which allows students to explore the business world in a semester length experience or to delve more deeply into a particular skill or content area by electing sequential courses. Whichever is the student's preference, the skills taught will be useful in employment or in a future academic setting. Credit for work experience and internships may be earned through several courses found in the department course offerings.

In addition, BHS is now offering new computer science classes that will unlock an entirely new future for students. Students will be able to learn how technology works and begin to create the programs, games or apps that will change the world, not just consume them. We will offer computer science in partnership with Code.org, a non-profit dedicated to giving every K-12, U.S. student the opportunity to learn computer science. In Fall 2014, BHS will offer *Exploring Computer Science* (CE4100) for students with no prior experience and *AP Computer Science Principles* (CE4700) , a rigorous, deeper dive into coding and computer science.

II. MEDICAL CAREERS/HUMAN DEVELOPMENT PATHWAY

This pathway provides students with the knowledge, skills, and experiences needed to understand and appreciate the opportunities and careers in the human services and medical fields.

III. RESTAURANT AND CULINARY CAREERS/FOOD PREPARATION PATHWAY

Restaurant and Culinary Career courses offer students the opportunity to explore and develop careers in the nation's largest industry. Practical experiences in the student-operated restaurant such as salad cook, broiler cook, fry cook, sauté cook, baker, server, and maitre d' hotel help give students an overview of the restaurant industry as well as experience in culinary entry level skills.

All course offerings in Food Preparation are designed to help students identify and develop occupational skills as well as fundamental competencies that will be useful in personal and family living. These courses are electives and are open to all students.



IV. ENGINEERING TECHNOLOGY PATHWAYS

A. ENVIRONMENTAL TECHNOLOGY

These courses prepare students for direct entry into a career or post-secondary studies in environmental technology, horticulture or a related field. Practical experiences are provided for students in a student operated environmental tech center/greenhouse. Opportunities in post-secondary environmental technology education programs are available after completing this program.

B. INTEGRATED CONSTRUCTION TECHNOLOGY

The Integrated Construction Education program offers a technological trade options that are designed to meet the interests and abilities of all students. Students are encouraged to enroll in classes for a variety of educational and career-oriented purposes including:

Gaining a better understanding of how the mechanical things we use every day work.

Expanding your college bound high school schedule to include practical applications in the areas of science, engineering, and mathematics.

Learning entry level employment competencies.

Learning technical life skills.

C. AUTOMOTIVE TECHNOLOGY

This course is designed as a laboratory in which students investigate and discover how the principles of science and mechanics are integrated into the area of automotive technology. This integrated lab will enable the students to work with the systems, tools, and materials in the area of hydraulics, pneumatics, electricity, and mechanical design. Emphasis will be placed on standards and conventions of successful behavior in the workplace as well as on basic functions of the automobile.

V. GRAPHIC ARTS/PRINTING/PUBLISHING PATHWAY

This program provides students with the knowledge, skills, and experiences needed to understand and appreciate the opportunities and careers in the graphic arts, printing and publishing fields.



CTE Program Pathways

	Restaurant & Culinary Careers/Food Preparation	
	Culinary	Food Preparation
Courses	Rest & Culinary Career Exploration Rest & Culinary Career I Rest & Culinary Career II Rest & Culinary Career Science & Theory	Intro to Food Prep/Culinary Cooking of Italy & China Vegetarian Cuisine International Baking America Regional Cuisine Foods of Provincial France Advanced Food Prep/Culinary
Student Enterprise	Restaurant 108 School Store	
Certificate possible	Serve Safe Certification	
Articulation Agreement	Pending, Bunker Hill In discussion, Newbury College	

	Medical Careers/Human Development	
	Medical Careers	Early Childhood
Courses	Medical Careers Medical Interpretation & Translation (Span and Portuguese)*	Early Childhood Theory & Observation Early Childhood Curriculum Early Childhood Children's Lit Early Childhood Practicum
Student Enterprise		BEEP Program
Certificate possible		EEC Certificate
Articulation Agreement		Roxbury CC Pending, Pine Manor, Bunker Hill

* These courses are dual CTE/academic department.

Italics= courses not currently offered

**These courses are dual CTE/Visual Arts Department.



	Technical Pathways		
	Engineering Technology	Automotive Technology	Integrated Construction Technology
Courses	Engineering the Future I Engineering the Future II Engineering by Design*	Auto Tech I <i>Auto Tech II</i> <i>Auto Tech Independent Study</i>	Intro to CAD Arch Design & Drafting with CAD Creative Woodworking I Creative Woodworking II Furniture Design & Construction
Student Enterprise			
Certificate possible		ASE Certification (when advance classes taught)	
Articulation Agreement			

	Business, Finance & Information Technology			
	Business	Computer Science	Digital Media and TV Production**	Journalism*
Courses	Intro to Bus Mgmt World of Money Psychology of Marketing Communication for Entreprene*	Computer Sci Engineering Quick & Visual Basic Computer Prog C+/C Sharp Computer Prog JAVA Website Design AP Computer Sci	Digital Design Studio 1 Digital Design Studio II Digital Video Production I Digital Video Production II Documentary Filmmaking TV Production 101 TV Production 102	Journalism I Journalism II
Student Enterprise	• School Store • Copy Center		Production House	School Newspaper
Certificate possible	Financial Certification (Finance Literacy National Stand. (World of Money Class)			
Articulation Agreement	In Discussion, Pine Manor College, Bunker Hill	In Discussion, Bunker Hill		

* These courses are dual CTE/academic department.

Italics= courses not currently offered

**These courses are dual CTE/Visual Arts Department.



BUSINESS, FINANCE AND INFORMATION TECHNOLOGY PATHWAY COURSES

CE1100 Introduction to Business Management

This course is a comprehensive introduction to the principles of business, including the study of research, marketing, customer service, finance and the role of technology. Students will develop a marketing survey to determine market potential, analyze the results, establish a budget, and research pricing strategies. Students will also have the opportunity to manage a virtual business.

Level: N

Grade: 9-12

Credit: .5

CE1200 The World of Money: Practical Studies in Finance And Investment

This course in Finance and Investment integrates the basic principles of economics, money management and technology. Students will learn the practical aspects of money management in their own lives, e.g., credit, interest rates, savings and checking accounts. Their knowledge of personal finance will include banking and investment, global aspects of economic interdependence and projects involving simulated investment in the Stock Market. Weekly simulated participation in the Stock Market, recording of gains and losses, the cause and effect of market fluctuation and classroom discussion based on outside reading will be included in this course. Introductory accounting will be introduced in the final month of the class.

Level: N

Grade: 9-12

Credit: .5

CE1300 Business, Finance and Information Technology: The Practicum

This full year class is designed to introduce students to the exciting, ever-changing world of business. Topics covered include economics, entrepreneurship, ownership forms of business, legal issues of in business, management of human resource, production and distribution of goods and services, financial information and accounting. A simulation of developing plans for opening a business is an integral component of the class. This demonstration project is presented to the class by each student and is a major component of the learning experience.

Level: N

Grade: 10-12

Credit: 1

CE 1400 Psychology of Marketing

This course is a comprehensive introduction to the principles of marketing, including communications, research, technology, and business to business applications. Students will learn the various components of marketing strategy from planning to performance evaluation. The semester-long course will examine the role of the marketing process in successful business operations. The course will include a team-structured field experience in which students will continue to develop their understanding of presented classroom material.

Level: N

Grade: 9-12

Credit: .5

EN4900/CE1500 Communications for Entrepreneurs

This full-year course is designed for seniors who wish to develop their reading, writing, speaking, and presenting skills by thinking and working as entrepreneurs. Entrepreneurial abilities--which are essential to success in the 21st century--include design thinking, technical writing, public speaking, project management, marketing research, business planning, collaboration, financial analysis, and identification of sources of funding. The course will begin by immersing students in entrepreneurship by having them work on two extended projects, one involving a local non-profit organization and one involving a local small business. While working on these projects, students will learn about the thinking, writing, presenting, researching and organizing skills of an entrepreneur through direct instruction, small assignments, course reading, and work on their projects. During quarter 3, they will work on a senior project, a more self-directed project in which students will apply what they have learned in these earlier projects to a challenge that they select on their own. The course will include texts written by business, entrepreneurship, and innovation experts such as Guy Kawasaki, Malcolm Gladwell, Seth Godin, Jim Collins, Tom and David Kelley, Eric Ries, Chip and Dan Heath, Noam Wasserman, Alexander Osterwalder, Sheryl Sandberg, Dan Pink, Tina Seelig, Dan Ariely, Ayn Rand, Laura Arrillaga-Andreessen, and Donna Sturgees. Course may be taken for English or CTE credit.

Level: Non-leveled

Grade: 12

Credit: 1 (English or CTE)



CE9100 BHS School Store & Cafe Laboratory

This laboratory, one of the student based enterprises at Brookline High School, focuses on the operation of a small entrepreneurial business and how it develops and operates. Students are involved in all aspects of operating a small business including: management, merchandising, customer service, bookkeeping, product design, inventory control, product ordering, cash management, marketing and maintenance of the store fixtures and equipment. This cooperative work experience may be taken by students who have completed or who are taking concurrently Introduction to Business Management, World of Money, or Business, Finance and Information Technology. Students who have had practical experience in any aspect of the marketing and merchandising field may sign up for this course with the approval of the instructor. Credits are pro-rated based upon the number of periods the student is enrolled.

Level: N

Grade: 9-12

Prerequisite: Permission of Instructor and Curriculum Coordinator

Credit: .5

CE4100 Exploring Computer Science Engineering

This is a survey course which introduces students to a variety of areas in computer science through classroom discussions, demonstrations, and hands-on activities. Topics include computer architecture, networking, software (application and system), programming languages and related career exploration. Ethical issues such as copyrights and fair use, current trends, and responsible use of computers in society will be discussed. Multimedia technologies such as 3D graphics, DVD/CD-RW, surround sound, web animation and streaming will be explored.

Level: N

Grade: 9-12

Credit: .5

CE4200 Computer Programming in Visual Basic

BASIC is the language used with most microcomputers. This is a hands-on class in which you will learn to write, document, debug, and run BASIC programs on the Macintosh and/or PC. Topics include graphic and non-graphic applications using subroutines, inputs, conditionals, and different loop structures. A structured approach will be emphasized.

Level: Prerequisite: CE4100

Grade: 9-12

Credit: .5

CE4600 Computer Programming In C++

This course is comparable to a freshman college course in computer programming. The purpose of this course is to teach the student how to write software using generic programming concepts and categories. Translating these concepts into practical software technology is the challenge of this course. A case study method will be utilized. C++ is the language of instruction. Students will analyze problems and will participate in the design, implementation, and testing of software. The prerequisites listed below may be waived with permission of instructor and curriculum coordinator.

Level: N

Grade: 10-12

Prerequisite: CE4100, a programming language, and Math 2H

Credit: .5

CE4700 Advanced Placement Computer Science/Computer Science Principles

This course follows the AB Level College Entrance Examination Board AP Computer Science course outline. Students will learn how to write logically structured, well documented programs with an emphasis on programming methodology, data structures and algorithms. Students will develop abstract data types from stacks, queues, linked lists and trees. Various algorithms will be implemented, including search strategies, sorting techniques and numerical approximations. Applications programs will be written for text processing, simulations, data analysis, systems software, and games and puzzles. Students will be expected to spend a minimum of 45 minutes a day outside of class to complete assignments. A home computer is a must for this course.

Level: AP

Grade: 11-12

Prerequisite: CE4600 or CE4800, and Math 4H, or permission of instructor and Curriculum Coor.

Credit: 1



CE4800 Computer Programming in Java

Java is a powerful, modern computer programming language especially suited to take advantage of networks and the Web. It enables developers to write software that will run, unaltered, on Windows, Linux, Macintosh, and several other platforms. This course will build on the student's previous knowledge of programming. It will review the basics, and then move quickly into the concepts of object-oriented programming. Modern design methods, such as UML and CRC cards, will be covered. The software creation process of design, coding, building, and testing will be a focal point. Our programs will run either as stand-alone programs or as applets running within a browser.

Level: N

Grade: 10-12

Prerequisite: CE4100 and a programming language Credit: .5

CE4900 Web Site Design

This course offers an introduction to the exciting field of website design. By first learning HTML coding basics, students are prepared to master common web design tools such as the Adobe Suite, DreamWeaver, Fireworks, Photoshop, etc. Students also learn the basics of JavaScript which permits the addition of many interesting functions to a web page. By learning standard principles of documentation, students ensure that their work can be passed on with confidence to others who might help maintain the web sites they have begun. This enables students in this course to take on projects of an internship nature. The prerequisites listed below may be waived with the permission of instructor and curriculum coordinator if student passes operating system, file management and word processing basics pretest.

Level: N

Grade: 9-12

Prerequisite: CE4700 or CE4100 or permission of Instructor and Curriculum Coordinator

Credit: .5

CE4910 Web Site Management

This second semester course will be a sequel to WEB SITE DESIGN. Students will learn ongoing management of web sites with emphasis on correct forms of documentation for site longevity and security. Students will continue learning about JavaScript applications. Additional instruction in Adobe Suite will include Flash animation for the web, and ColdFusion database driven web site applications. On-site business and/or school related internships encouraged.

Level: N

Grade: 10-12

Prerequisite: Web Site Design

(Spring only)

Credit: .5

MEDICAL CAREERS/HUMAN DEVELOPMENT COURSES

CE5200 Early Childhood Theory and Observation

This course was developed in collaboration with the Child Study Center to focus on the process of learning for preschoolers. The course will relate child development to appropriate classroom practice. Students will do weekly guided observations in the Child Study Center with an emphasis on the design of the physical environment; the role of play areas in the preschool curriculum; understanding behavior; and the roles of the early childhood team (teachers, social worker, physical, occupational, speech and language therapists). Goals and strategies to promote growth in cognitive, physical, social and emotional development will be explored.

Level: N

Grade: 10-12

Credit: .5

CE5600 Early Childhood Curriculum

The course enables students to acquire knowledge and skills necessary for planning inclusive and developmentally appropriate curriculum for young children. The class meetings will include lectures, films, and hands-on workshops focusing on a wide range of early literacy, social studies, art. Students will have weekly observations and participation in a pre-school setting. Theories about Child Development will be applied, children's learning styles, special needs and multiple intelligences will be addressed. *Students who successfully complete this course will be moving towards an EEC, (Early Education and Care) certificate.*

Level: N

Grade 9-12

Prerequisite: Early Childhood Theory & Observation

Credit: .5



CE 5700 Early Childhood Children's Literature

This course is an introduction to children's literature. It is designed to promote emerging literacy skills, with interesting content and illustrations that are entertaining for young children, ages birth - eight. Literature will be examined in terms of developmentally appropriate practice, and will focus on the study of genres of children's picture books. Students in the class will learn and practice how to effectively read books to children. Students will review the plot, setting, theme, characters, style, point of view, illustrations, age, range and design of many children's books. Author-illustrators and their backgrounds will be explored. The course will address criteria for selecting and interpreting quality books for children with different developmental needs and multicultural backgrounds. The course will examine the many responses to literature. Students in this course will work with BEEP to help children develop an interest in and excitement about books. *Students who successfully complete this course will be moving towards an Early Education and Care certificate.*

Level N

Grade 9-12

Credit: .5

CE5800 Practicum in Early Child Care/ Early Education

Students gain experience in early childhood settings. Students are provided work and teaching experiences that make them eligible for professional certification through the department of Early Education and Care. Students work at appropriate site with supervision, meet regularly with their faculty supervisor, and attend a class during the semester. Students will work towards meeting the minimum 150 required hours for licensing. Their instructor for the class makes site visits during the course of the practicum to support student learning.

Prerequisites: Early Childhood Development, Early Childhood Curriculum

Level: N

Grade 11-12

Hours: 60-150

Prerequisite: Prior Early Childhood courses and permission of Instructor and Curr. Coor.

Credit: TBD

CE5402 Psychological Studies in Human Development

Focusing on the psychological aspects of human development, this course provides students with an overview of normal and abnormal human psychological growth. Students will study the basic contributions of psychologists such as Freud, Erikson, Maslow and Piaget to the important concepts of motivation, cognitive development, perception, and personality. As part of their experience in this course students will be expected to interview professionals whose career choices involve the application of psychology in their daily work. Among these professionals are educators, social workers, counselors, psychologists, and psychiatrists. They will also examine the integration of psychology and the field career development theory which explores the connections between interests and aptitudes and the implications of these qualities on career choice.

Level: N

Grade: 10-12

Credit: 1

CE5300 Human Development Careers: The Practicum

Designed as a course for sophomores, juniors, and seniors, The Practicum requires students to integrate and apply what they have learned in previous introductory human development course work. Internships will be arranged with human service agencies including early childhood centers, elementary schools, senior centers and nursing homes. Student interns will be required to meet regularly with the teacher, to keep a journal, to report what they are learning and to discuss real life situations encountered in the workplace. Work-site employees will co-evaluate student progress with the teacher on a regular basis. Credits will be pro-rated based upon number of hours on-site.

Level: N

Periods per week: 8

Grade: 10-12

Prerequisite: Medical Careers/Human Development

Credit: 2



CE5500 Medical Careers

Medical Careers is a multifaceted course which provides Brookline High School students with hands on experience in the medical field, introduces students to the concepts of human anatomy and physiology, and exposes students to the myriad health care careers available in our community. The course curriculum is divided into the 11 systems of the human body, each of which will be taught in 2 week blocks. The hands on experiential learning experience will occur at the Harvard Medical School and Brigham and Women's Hospital using the case study method to reinforce the learning of anatomy and physiology. Weekly visits from professional guest speakers from the varied health care disciplines will provide students with insight into the numerous medical professions. Throughout the course students will practice science processing, decision making, problem solving, and critical thinking skills. During the hands on learning experience students will work in teams like health care professionals in the real world.

Level: N

Grade: 10-12

Credit: .5

CE5550 Course: Medical Interpretation and Translation Spanish

CE5551 Course: Medical Interpretation and Translation Portuguese



The primary goal of the year-long course entitled Medical Interpretation and Translation (MIT) Program is to qualify students as interpreters within the healthcare field. This course is designed for students with advanced to superior proficiency in both English and another language. (The first languages to be introduced to the program will be Spanish, and possibly Portuguese depending on enrollment. In future years we are considering adding other languages that have a high representation at the high school such as Haitian Creole.) The curriculum and instructional strategies will be adapted from materials designed by Cross Cultural Communications, a nationally recognized organization dedicated to training interpreters. Students will develop an understanding of the role of the interpreter as a language bridge between patient and provider. They will become aware of the cultural, linguistic and personal aspects of accurate interpretation. Units of study include the terminology of body systems and illnesses, ethics, local and national laws governing interpreting practice, the culture of medicine, the ethnic cultures of the populations being served, and the culture of being a professional interpreter. These topics will be studied through readings, videos, class discussions and simulated interpreting practice. This program includes listening comprehension and intensive speaking practice in the classroom and in the language laboratory through the use of varied media. Students are expected to respond spontaneously to a wide range of conversational situations. The culminating project will be an internship in a local hospital.. A student can present this certificate to potential employers as documentation of their experience.

Level: H

Credit: 1 in WL or CTE

Prerequisite: seniors (17 years of age at time of Spring Semester internship), teacher recommendation based on language proficiency

VP2000 Peer Leadership and Public Health

Drawing from the fields of public health, social work, and psychology, this course explores many of the social, emotional and health issues that impact today's youth, with a focus on mental health, dating relationships, and substance abuse (alcohol and other drugs). Students in the course will design and implement creative strategies to affect positive change in the lives of Brookline youth. Students will learn group facilitation skills and gain experience in public speaking through presentations to student and parent groups and at public hearings. This course covers the mechanisms of town government, enabling students to learn how to impact positive social change through the passage of new laws and ordinances. Peer Leaders are also a vital component of presentations for health classes and assemblies, reaching students in grades 7-12.

Pre-requisite: Students must be recommended to the Peer Leadership program by their health teacher or guidance counselor and serve as a role model for healthy decision making in school and in the community.

Full year: Z Block

Credit: 1 credit

Limit: 25 students



RESTAURANT AND CULINARY CAREERS/FOOD PREPARATION PATHWAY COURSES

CE6100 Restaurant and Culinary Careers Exploratory

Restaurant and Culinary Careers Exploratory is an introductory course focusing on many aspects of the restaurant industry including commercial food preparation, professional table service, service industry attitudes and employment expectations. This course is recommended for the student who is considering or would like to investigate a career in the Food Service Industry. Restaurant and Culinary Careers Exploratory is offered all periods. Students who have less than four periods available for this course may earn partial credit. Credit is pro-rated based upon the number of periods the student is enrolled. This course is available every block including a 7:00 a.m.-AM Block

Level: N Periods per week: 1-4Grade: 9-12
 Credit: 1

CE6200 Restaurant and Culinary Careers I

Restaurant and Culinary Careers I places an emphasis on commercial food preparation and service. Students work in the student-operated restaurant learning occupational and service industry functions. This course is designed for the student who is considering a career in the Food Service Industry. This course should be taken for two periods consecutively and/or double block combinations. Students who have less than eight periods available for this course may earn partial credit. Credit is pro-rated based upon the number of periods the student is enrolled. This course is available every block including a 7:00 a.m.-AM Block

Level: N Periods per week: 8Grade: 9-12
 Credit: 2

CE6300 Restaurant and Culinary Careers Major

This course is designed for students with serious vocational interest in the Food Service Industry or in Culinary Arts education at the post-secondary level. Emphasis will be placed on developing higher level occupational skills which may be used in the Food Service Industry. This course should be taken for three periods consecutively utilizing double block combinations whenever possible. Students who have less than twelve periods available for this course may earn partial credit. Credits are pro-rated based upon the number of periods the student is enrolled. This course is available every block including a 7:00 a.m.-AM Block

Level: N Periods per week: 12Grade: 9-12
 Credit: 3

CE6400 Restaurant and Culinary Science and Theory

Restaurant and Culinary Careers Science and Theory places an emphasis on commercial food preparation and service. This course is designed to help the students implement the competencies to succeed in the college and the professional environment. This course is designed for the student who is considering a career in the Food Service and Hospitality Industry. Students will meet two periods consecutively. This course is available AM and Z Block Only.

Level: N Periods per week: 8 Grade: 10-12
Prerequisite: 1 semester in a Restaurant and Culinary Careers program, 1 semester in a Culinary Arts program or 12th grade students planning to attend a culinary art college. Credits: 2

FP1000 Introduction to Food Preparation/Culinary Arts

This course in food preparation/culinary arts is designed to assist students in identifying and developing fundamental competencies that will be useful in one's personal and family life. Learning experiences will include the study of nutrition, healthful eating (light cuisine) and the preparation of specialty dishes from Italy, China, Mexico and Southeast Asia. Occupational skills used in the Food Service Industry such as restaurant and culinary skills and commercial food preparation are important components of this program. This is a semester course.

Level: N Grade: 9-12 Credit: .5



FP 8000 Advanced Food Preparation/Culinary Arts

This advanced course is designed to reinforce the techniques of baking, sautéing, deep-frying/shallow-frying, stir-frying, simmering, braising/stewing and steaming. Lecture, demonstration, and production revolve around creating flavorful and nutritionally balanced food items such as appetizers, entrees, starches, vegetables and grains from regions of North, Central & South America as well as Europe and Asia. In addition, this course will focus on the production of stocks and sauces and the proper use of cooking oils, flavorings and seasonings used in a professional kitchen. Lastly, this course will re-enforce the proper use of kitchen knives, tools, and cooking equipment while following proper safety and sanitation procedures that meet current industry standards.

Prerequisite: Completion of at least two of the following courses: American Regional Cuisine, Foods of France, Foods of Italy & China, International Baking, Vegetarian Cooking

Level: N Grades 11-12 Credit: .5

FP2000 The Cooking of Italy and China

This course is a study of the cooking and the food customs of Italy and China. Laboratory experiences will include the preparation of outstanding dishes of each country in addition to the use of native equipment, utensils and ingredients.

Level: N Grade: 9-12 Credit: .5

FP7000 Vegetarian Cuisine

This course covers a wide variety of vegetarian dishes reflecting many different cooking styles, and containing a wide variety of ingredients. There are recipes for light dishes and for hearty ones, some spicy, others subtle. The common trait linking all the recipes in this course is their meatlessness. Yet, this course is by no means exclusive for vegetarians. Meat-eaters can use the dishes presented in this course too, for occasional meatless meals and/or as accompaniments to meat dishes. The objective of this course is to introduce vegetarian dishes and to provide more options for enjoyable eating.

Level: N Grade: 9-12 Credit: .5

FP5000 International Baking

This course focuses on the art of fine baking, featuring world famous specialties such as breads, Baklava, fruit tarts, cheese cakes, Danish pastries, torte and strudels, etc.

Level: N Grade: 9-12 Credit: .5

FP3000 American Regional Cuisine

This course ventures into the many wonders of American Cookery from classical “Nouvelle Cuisine” of California and New York City, the hearty, robust flavors of Middle America, the “Rustic Creole” traditions of Louisiana to the home-style goodness of our own New England. This course will include appetizers, soups, salads, entrees, and desserts of each region.

Level: N Grade: 9-12 Credit: .5

FP4000 Foods of Provincial France

This course is designed to introduce the student to the foods of Provincial France. This challenging course will incorporate various customs, cooking techniques, equipment and ingredients that are associated with the main regions of France. Students will be able to prepare various appetizers, soups, salads, entrees' and desserts of the French Provinces.

Level: N Grade: 9-12 Credit: .5

ENGINEERING TECHNOLOGY PATHWAYS COURSES

TE4501 Engineering The Future I

Engineering the Future I is a semester long, **hands-on project based courses** that will introduce students to the skills and knowledge necessary to understand what engineering is and what engineers do. Projects are divided up into individual tasks and will include those that require group planning, research, design, prototype building, testing, evaluation and redesign. Students who take this course at BHS will be exposed to engineering and technology which will help them begin to make informed decisions regarding careers in various fields of engineering.

Level: N Grade: 9-11 Credit: .5



TE4502 Engineering the Future II

Engineering the Future II is a semester long, **hands-on project based course** that continues building on the skills and knowledge taught in Engineering the Future I. Projects are divided up into individual tasks and will include those that require group planning, research, design, prototype building, testing, evaluation and redesign. Students who take this course at BHS will be exposed to engineering and technology which will help them begin to make informed decisions regarding careers in various fields of engineering.

Level: N

Prerequisite: Engineering the Future I

Grade: 9-11

Credit: .5



TE5530 Engineering By Design

Engineering by Design is a year-long, project-based course that will expose students to the fundamentals of engineering, and the design and fabrication process. Projects will be interdisciplinary in nature and will draw from the fields of Biomedical, Chemical, Electrical, Civil, Environmental, Mechanical, and Materials Science Engineering. Students will develop skills in research, modeling, project management, construction, programming, testing, and marketing. Teams of students will collaborate on projects, taking their ideas from abstraction, to working prototypes, to a finished product for a specific audience. This course is designed for a broad spectrum of students who have fulfilled their science requirements and have a solid math background (i.e., algebra / trigonometry). This capstone senior level course enables students to apply their creative talents and their prior science knowledge to practical problem solving.

Level: H

Prerequisites: Physics I, Chemistry I, Biology I

Grade: 12

Credit: 1

Integrated Construction Technology

The Integrated Construction Education program offers a wide range of technology options that are designed to meet the interests and abilities of all students. Students are encouraged to enroll in classes for a variety of educational and career-oriented purposes including:

- Gaining a better understanding of the mechanical things we use every day.
- Expanding your college bound high school schedule to include practical applications in the areas of science, engineering, and mathematics.
- Learning entry level employment competencies.
- Learning technical life skills.
- Through a series of classroom lectures and hands-on shop experiences, students learn the practical skills of the field as well as the underlying technical theory. Emphasis is placed on maintaining a balance between skills development, craftsmanship, and knowledge of science, mathematics, systems, tools, theories and concepts. All students are expected to learn and conform to business/workplace standards and practices.

TE3200 Introduction to Technical Drawing and CAD (Computer Aided Design)

Students will be allowed to develop the skills and understanding necessary to work efficiently with computers drafting techniques, and materials. Instruction will be adjusted to student's capabilities and interests. Instruction will include concepts used to visual acuity, to read drawings, and to execute technical drawings of one's own.

Level: N

Grade: 9-12

Credit: .5

TE3300 Architectural Design and Drafting with CAD (Computer Aided Design)

This course involves the planning and drawing of a residential house design including floor, foundation, and elevation views. Computer Aided Drafting (CAD) will introduce the student to computer graphics that will reflect the latest CAD drafting techniques.

Level: N

Prerequisite: Technical Drawing I or junior/senior status

Grade: 10-12

Credit: .5



TE1001 Creative Woodworking 1

Creative Woodworking is taught in collaboration with the Art Department. Historical, traditional and contemporary examples of fine woodworking will be presented, studied and discussed. Emphasis is placed on project design and construction. A variety of design, technical, and craftsmanship skills are taught and utilized. Students will also learn the proper techniques of hand and power tool utilization. Students will design and construct their own projects (furniture, toys, containers, household items). Students will document their work in progress in order to augment their art/tech ed. portfolio.

Level: N

Grade 9-12

Credit: .5

TE1002 Creative Woodworking 2

Creative Woodworking 2 is a continuation of the skills learned in Creative Woodworking 1. Continued emphasis on the safe and effective use of hand and power tools used in the fabrication of both sculptural and functional wooden objects is presented to students through a series of increasingly complex projects of their own choosing and design. An increased level of craftsmanship and attention to detail is expected through the use of a more refined design and engineering process. The use of multi-view and isometric drawings as illustration tools is emphasized as part of that process. Students are exposed to a wide variety of techniques and processes such as laminating, woodturning, carving, bending, wood joinery and finishing. Among the project possibilities are cabinets, furniture, toys, containers, household items, and sculptural objects.

Level: N

Grade: 9-12

Credit: .5

Prerequisite: Creative Woodworking I

TE1003 Furniture Design and Construction

Furniture Design and Construction is an advanced woodworking class that allows for the investigation of furniture making through the study of historical, traditional and contemporary trends in woodworking and furniture design. Students with a solid foundation in the woodworking processes introduced in Creative Woodworking 1 and 2 will be expected to design and build a piece of furniture that is inspired by a particular technique, style, period or piece of furniture that they have researched and studied. A serious design process, including isometric, orthographic, and perspective drawings as well as scale models will be adhered to before any fabrication begins.

Level: N

Grade 9-12

Credit: .5

Prerequisite: Creative Woodworking I and 2

TE1500 Construction Engineering

This course is an in-depth study of construction technology as well as related occupations both business and trade. Students will establish a virtual company that will study: finance (business and real estate), legal assets of real estate transactions, planning and cost estimations of a construction project. Students are introduced to the following professions and trades: laborer, electrician, plumber, carpenter, plasterer, mason, tile and stone installer, insulation installer, h. V. A. C., paint and finisher, floor finisher, and structural engineer. The course will stress the cooperation and successful work competencies and habits necessary to plan, implement and complete a job of this scope. This course should be taken for two consecutive periods. Students who have less than eight periods available for this course may earn partial credit. Credits are pro-rated based upon the number of periods the student is enrolled.

Level: N

Periods per week: 8

Elective 11-12

Prerequisite: None

Credit: 2-3

TE1101 Automotive Technology 1

This course is designed as a laboratory in which students investigate and discover how the principles of science and mechanics are integrated into the area of automotive technology. This integrated lab will enable the students to work with the systems, tools, and materials in the area of hydraulics, pneumatics, electricity, and mechanical design. Emphasis will be placed on standards and conventions of successful behavior in the workplace as well as on basic functions of the automobile.



Activities will include hands-on service and repair of automotive components, extensive use of in-house student produced videos, major automotive repair and replacement procedures, and off-site visits to automotive repair facilities. Students will demonstrate that they have the competencies to manage many of the mechanical and technological systems which affect their everyday lives as well as learn skills leading to a career in the automotive field. This course leads to certification by the National Institute for Automotive Service Excellence (ASE) and post-secondary education programs in automotive repair.

Level: N

Grade: 9-12

Credit: .5

TE1102 Automotive Technology 2

This full year course is recommended for a student who has completed Automotive Technology I and wishes to continue in an intermediate course in the laboratory shop. The student will develop further knowledge and understanding of the use of tools and equipment. The course content will be organized into competency-based units of instruction established by the National Automotive Technicians Educational Foundation (NATEF).

Level: N

Grade: 10-12

Prerequisite: Automotive Technology I or permission of instructor

Credit: 1

GRAPHIC ARTS/PRINTING/PUBLISHING PATHWAY COURSES

Graphic Arts/Copy Center Laboratory

This cooperative work experience may be taken by students who have completed or who are taking concurrently Graphic Arts or Graphic Design II. Projects will include design, layout, and production of printing/graphics projects from the Brookline Public Schools and the community. All aspects of the industry including business and finance will be represented in this student-operated enterprise. Students who have had practical experience in any aspect of the graphic arts/publishing field, marketing, and merchandising may sign-up for this course with the approval of the instructor. Credits are pro-rated based upon the number of periods the student is enrolled.

TE4200/ TE4201/ TE4202 Graphic Arts/Copy Center Laboratory

Level: N

Grade: 9-12

Corequisite: Graphic Art Printing /Publishing and/or

Credit: .5

Graphic Design/Desktop Publishing or approval of Instructor and Curriculum Coordinator

ID0100 Journalism I

In this full-year interdisciplinary elective, students in grades 10 through 12 learn the essential skills of print journalism and the steps involved in creating a newspaper. Students receive instruction in reporting, interviewing, writing, editing, and layout, as well as in the history and ethics of journalism. Students enrolled in this course plan, write, and produce the school newspaper, *The Sagamore*. The course seeks a range of students to contribute to the newspaper in a variety of areas: reporting and writing, editing, graphic design, photography, and business. The course is taught by an English teacher.

Difficulty: Non-leveled

Credit: 1 CTE credit

Prerequisite: Application through instructor

Grade: 10-12

ID0130 Journalism II

In this full-year interdisciplinary elective, students in grades 10-12 are trained in executive positions such as Editor-in-Chief, Business Manager, and Layout Manager. Journalism II students are responsible for running the production of the school newspaper, *The Sagamore*, and overseeing staff and contributing writers. Students receive advanced instruction in reporting, interviewing, writing, editing, and layout, as well as in the history and ethics of journalism. Journalism II students will help teach the basics to new reporters and will train Journalism I students to be management staff. The final class list will include returning editors and qualified applicants. The course is taught by an English teacher.

Difficulty: Honors

Credit: 1 CTE credit

Prerequisite: Journalism I, and/or application through instructor

Grade: 10-12



VA9101/CE9101 Digital Design Studio I

Digital Arts Design Studio students create original compositions within computer programs to striking images. The graphic designs convey a message, evoke a feeling, persuade, or ask the viewer to look beyond what is visible. Students integrate text and imagery into seamless, finished artwork creating book illustrations, company logos, advertising campaigns, visual illusions, and typographic imagery. Utilizing the tools of Adobe Illustrator and Photoshop, the students are challenged to be original, inventive, while meeting the constraints of client oriented work; the challenges mirror the real world expectations for designers/illustrators. Ideas, execution, satisfaction of client requests, competence with tools, critiques, self-reflections, and inventiveness are emphasized.

Level: N

Elective 9-12

Credits .5 (CTE or VA)

VA9201/CE9201 Digital Design Studio II

Digital Arts Design Studio II students create original compositions within the computer programs to create graphics that convey a message, evoke a feeling, persuade the viewer, or ask the viewer to look beyond what is visible. Students demonstrate competence and understanding of the dual purposes of the graphic artist through bold, eye catching illustrations, collages, advertisements, visual illusions, and typographic imagery. Students pursue the acquisition of new technical skills, inventiveness and a positive response from the intended audience; the challenges mirror the real world expectations for designers/illustrators. Competent use of software, originality, inventiveness, risk taking and reflection are emphasized.

Level: N

Grade: 10-12

Prerequisite: Digital Design Studio I

Credit: .5 (CTE or VA)

VA9310/CE9310 Digital Video Production I

Digital Video Production provides students with the skills necessary to produce original videos using state-of-the-art technology. These skills include scriptwriting, storyboarding, basic film techniques and post-production editing. Students will critique and analyze historical and contemporary examples of film and television, including commercials and their own original videos. Students work to create original work that is inventive and within the constraints/demands of clients. Student generated productions are viewed and critiqued by a group of peers to reflect on the response of an audience.

Level: N

Grade: 9-12

Credit: .5(CTE or VA)

VA9320/CE9320 Digital Video Production II

Students continue to investigation of techniques, story ideas, creating scripts, scenes, music and appeal for an audience while filming, and editing digital videos. Students pursue individual productions as they incorporate new techniques and advance proficiency in creating compelling video. Students will conduct in-depth analyses of selected directors and their films. Class participation in brainstorming, critiques, and final viewing of the videos is used to provide feedback to the videographers.

Level: N

Grade: 9-12

Prerequisite: Digital Video Production I

Credit: .5 (CTE or VA)

VA9600/CE9600 Documentary Filmmaking

Explore the world and engage in the process of creating compelling and educational documentary films in the new Brookline High School/Brookline Access Television media facility. Students study different types of documentary techniques, subgenres of documentary, and the formal elements of documentary filmmaking. Utilizing the tools available to the filmmaker such as sound, image, special effects and pacing, students create an entertaining film while generating an awareness of world issues for the student and the viewer. Students research and discover meaningful topics for films, create proposals and treatments, find a unique voice, and assemble a film that keeps its viewers engaged. Filmmaking skills are applicable to class projects in other curriculum areas such as history, performing arts, science, and senior papers/projects. Teamwork, competent use of equipment, research methods, good communication skills, and professionalism are emphasized.

Level: N

Elective 9-12

Credits .5 (CTE or VA)



VA 9800/CE9800 Television Production 101

Television Production students experience real world television production in BATV studios, engaging in the full range of operations needed to create programs for viewing. Students focus on media production for television working collaboratively and learning the fundamental techniques of operating state - of - the art media production equipment. Emphasis is on teamwork, competent use of equipment, good communication skills, and professionalism. Students completing this course will be eligible to take future courses of Television Production, and Digital Video.

Level: N

Elective 9-12

Credits .5 (CTE or VA)

VA9900/CE9900 Television Production 102

Television Production students continue to work in the BATV studios, engaging in the full range of operations needed to create programs for viewing. Students focus on media production for television working collaboratively while learning the fundamental techniques of operating state - of - the art media production equipment. Emphasis is on teamwork, competent use of equipment, good communication skills, and professionalism.

Level: N

Grade: 9-12

Prerequisite: Television Production 101

Credits .5 (CTE or VA)

Work Experience Courses

Students who elect one of the courses should understand that the work experience takes place during one's free time or after school; there is no loss of school time. Credits are pro-rated based upon the number of periods the student is enrolled. A maximum of 2 credits can be applied as graduation credits. This course does not count for category B credit.

CE8100 Pre-Cooperative Work Experience

This introductory work experience is provided for students who wish to practice business skills during the school day. The student is assigned to work in a school office during his/her free time, and a small hourly wage is paid. Credits are pro-rated based upon the number of periods the student is enrolled. A maximum of 2 credits can be applied as graduation credits. This course does not count for category b credit.

Level: N

Periods per week: 1-4

Grade: 9-12

Prerequisite: Signature & Approval of the Work Study Coordinator

Credit: 1/4-1

CE8200 Cooperative Work Experience

The Cooperative Work Experience offers students the opportunity to earn credit for successful performance on a paid job in the business community. During required conferences with the Work Study Coordinator, students discuss work related issues, job performance, and ongoing vocational planning. Credits are pro-rated based upon the number of periods the student is enrolled. A maximum of 2 credits can be applied as graduation credits. This course does not count for category B credit.

Level: N

Periods per week: 12 hrs/wk on the job

Grade: 9-12

Prerequisite: Signature & Approval of the Work Study Coordinator

Credit: 1

CE8300 Career Education Internship

Internships can be arranged in the Career and Technology Education area by discussing a particular internship project with a teacher, on-site supervisor and/or the School-to-Work Coordinator. A formal contract will be established between student, on-site supervisor and the School-to-Work Coordinator which will detail the content, process, and time frame of the internship and learning expectations and responsibilities of the student.

Level: N

Periods per week: to be arranged

Grade: 9-12

Prerequisite: Signature & Approval of teacher and Curriculum Coordinator

Credit: 1/4-1



ENGLISH DEPARTMENT

FRESHMAN PROGRAM

Points of View

Responding to Literature (H)

SOPHOMORE PROGRAM

World Literature: Living the Questions

World Literature: Identity, Culture,
and Meaning (H)

Future World Lit (H or S)

Real World Lit (H or S)

SENIOR PROGRAM

True Life Stories

Stranger in a Strange Land (H)

British Literature and Beyond (H)

Issues in Contemporary Literature (N)

Craft of Writing (N)

Public Speaking (N)

Fiction and Film (N)

Communications for Entrepreneurs (N)
(EN or CTE credit)

JUNIOR PROGRAM

American Literature

American Literature (H)

OPTION COURSES, 9-12

Journalism I (N) (CTE credit)

Journalism II (H) (CTE credit)

(H) indicates an honors course.

(N) indicates a non-leveled course.

(H or S) indicates a course offered at both levels of difficulty within the same course

All students must take English throughout their four years at Brookline High School, accumulating a total of four full credits (in proper sequence) to graduate. Students should read course descriptions carefully and attend to teacher recommendations to determine which level of difficulty -- standard, honors, or non-leveled-- suits their needs. Honors level courses require more reading than standard level courses, and texts are often more difficult. Teachers in honors level courses also assume more independence on the part of students, whereas teachers in standard level courses often break assignments down in order to give students more structure and support. Senior year, the department offers several non-leveled electives that seek interested students across the academic spectrum. Students at all levels write at least twelve drafted papers a year. Students who choose the most challenging English courses will find themselves prepared for Advanced Placement examinations at the end of their junior or senior years.

Make-up credit for English courses may be obtained by doubling courses the following year or by completing courses in summer school. Seniors wishing to graduate early must complete two full semesters of Senior English **and** the Senior Paper **before** leaving school and have the written consent of the English Department Curriculum Coordinator by September 15th of their senior year. Correspondence credit is not granted. FRESHMAN PROGRAM: The Freshman Program introduces students to the major literary genres and to reading and writing at the high school level. Both freshman courses offer focused instruction in reading strategies, ample practice in writing and revising, systematic study of grammar and vocabulary, and an emphasis on narrative point of view.

SOPHOMORE PROGRAM: Sophomores read traditional and contemporary works from World Literature as they explore identity and culture. Students sharpen their writing and reading skills; they identify and interpret motif, theme, and figurative language in poetry and prose. Sophomore courses include a systematic study of grammar. New sophomore courses, Future World Lit and Real World Lit, introduce more student choice into the English curriculum beginning in 2013-14.



JUNIOR PROGRAM: The Junior Program highlights important works in American Literature to explore American culture and point of view. In the spring, students compare two works of literature in the Junior Paper as preparation for their Senior Paper the following year.

SENIOR PROGRAM: A variety of year-long courses gives seniors the opportunity to pursue a particular area of interest in English. All seniors complete a Senior Paper, an English department requirement. . The Senior Paper is a multi-step process which requires a minimum of 500 pages of independent reading and culminates in an 8-10 pagepaper.

FRESHMAN PROGRAM

How can literature deepen our understanding of human experience and our own lives?

Reading: All freshmen read the following core books: *Points of View* (Department Collection), *To Kill a Mockingbird* (Harper Lee), *The Oedipus Cycle* (Sophocles), and a Shakespeare play (*Twelfth Night*, *Julius Caesar*, or *Much Ado About Nothing*). Beyond these core books, individual teachers select from an extensive book list and draw from *How a Poem Means* (BHS Anthology). Literature study emphasizes introduction to the major literary genres (comedy, tragedy, novel, memoir, short story, poetry) and narrative point of view. Students practice, with explicit guidance, the reading strategies necessary to comprehend a text. Students read closely to discover the kinds of choices authors make, and they practice the shift from concrete observation to interpretation.

Writing: The Freshman program moves students into expository writing about literature while also providing opportunities for personal and creative writing. Students learn to revise carefully with particular attention to the well-structured paragraph. Students practice making any kind of writing more convincing through illustration, example, and evidence. They work on maintaining a lively voice while shaping their work to communicate with an audience. In the short story unit, students experiment by writing in the voice of different kinds of narrators, perhaps telling the same story from different points of view. Freshmen also study vocabulary and grammar.

Speaking and Listening: Freshmen work on contributing thoughtfully to group discussion and on listening and responding to their classmates. Discussions encourage students to move beyond an immediate response and to consider others' ideas when discussing literature.

EN1020 Points of View

In this course, students strengthen their reading and writing skills. Students read short stories, novels, autobiographies, poems, and plays, and they learn the important components of each genre. The short story unit emphasizes that stories can be told from different vantage points, with different effects. The poetry unit explores the use of image and sound. Reading *The Oedipus Cycle* and a Shakespearean play provide focus on stagecraft and on the characteristics of tragedy and comedy. Beyond the core books, students study works such as *Warriors Don't Cry*, *Ordinary People*, *A View from the Bridge*, *Black Boy*, *Lord of the Flies*, *A Raisin in the Sun*, *Catcher in the Rye*, *Chinese Cinderella*, *The Absolutely True Diary of a Part-time Indian* and *This Boy's Life*. Students read up to 25 pages per night and will write at least twelve drafted papers.

Level: Standard

Grade: 9

Credit: 1

EN1030 Responding to Literature

In this more demanding freshman course, students explore narrative point of view in reading and writing; they complete nightly reading assignments and do outside reading. Through their study of *The Odyssey* (Homer), *A Tale of Two Cities* or *Great Expectations* (Charles Dickens), *To Kill a Mockingbird* (Lee), short stories, and poems, students examine authors' choices in different literary genres. Reading *The Oedipus Cycle* and a Shakespearean comedy provide focus on stagecraft and on issues of tragedy and comedy. Beyond the core books, students read works such as *Lord of the Flies*, *Black Boy*, *Catcher in the Rye*, *Warriors Don't Cry*, *When the Emperor was Divine*, and *This Boy's Life*. Students read up to 35 pages per night and will write at least twelve drafted papers.

Level: Honors

Grade: 9

Credit: 1



SOPHOMORE PROGRAM – THE ENGLISH TOOLKIT

The sophomore program focuses on developing and sharpening reading and writing skills -- particularly active reading and analytical writing. Our focus is identity, culture, and meaning. How might a literary work help us examine both our culture and ourselves?

Reading: Sophomores read the following core texts: *Macbeth* or *Othello*, *Things Fall Apart* (Achebe) and *A Doll's House* (Ibsen). Beyond these core books, students study works such as: *Gilgamesh*, *The Things They Carried* (O'Brien), *House of the Spirits* (Allende), *The Kite Runner* (Hosseini), *All Quiet on the Western Front* (Remarque), *Master Harold and the Boys* (Fugard), *Waiting* (Ha Jin), *The Sailor Who Fell From Grace with the Sea* (Mishima), *Purple Hibiscus* (Adichie), *White Tiger* (Adiga), *Jane Eyre* (C. Bronte), *Wuthering Heights* (E. Bronte), Balzac, and *The Little Chinese Seamstress* (Sijie).

Reading Skills: Students will identify and master approaches that experienced readers use to comprehend a difficult text. Students will learn these strategies -- for example, how to ask questions about a text, mark up a text (passage or poem), and move from observation to inference and analysis. Students will also pay particular attention to figurative language in poetry and prose.

Writing Skills: Students will write well-developed analytical essays with thesis statements, topic sentences, and unified paragraphs with specific (often textual) evidence to prove logical arguments. In addition, students will write personal essays -- and occasional poems and fiction -- following the maxim "Show, don't tell," using specific detail to illustrate general points. Students will also edit and revise their own work.

EN2020 World Literature: Living the Questions

In this course, students will examine how authors from different cultures and eras approach universal questions such as: What does it mean to live a good life? Where do we find joy and meaning? What happens when we do wrong? Does suffering strengthen or weaken us? What happens when our beliefs conflict with our family or our community? What are the forces that make us who we are? Students will consider how literary works can help answer these questions of importance in their own lives.

Students will explore these questions while working intensively on one skill set at a time: either reading or writing. For example, students may focus on close reading in the first unit or quarter, and then focus on writing an effective essay in the second unit or quarter. This course is a good choice for students who are interested in exploring the philosophical questions raised by literature from around the world, as well as for students interested in working intensively to improve their reading and writing skills. Students read up to 25 pages per night and will write at least twelve drafted papers (both personal and analytical).

Level: Standard

Grade: 10

Credit: 1

EN2030 World Literature Honors: Identity, Culture, and Meaning

In this more demanding course, students will focus on the formal elements of literature: students will explore identity, culture, and meaning by asking how authors reveal to us who we are. Students will examine how authors from different countries and eras approach universal questions such as: How does culture influence our values, attitudes, and behaviors? What are the ramifications of accepting or rejecting our culture? The course includes books of significant length and complexity. Students read up to 35 pages a night and will write at least twelve drafted papers (both personal and analytical).

Level: Honors

Grade: 10

Credit: 1



EN2120 Future World Lit/ EN2130 Future World Lit Honor

Foretelling the future, imagining the unimaginable, thinking about the possible and impossible – writers have been doing this for generations. This course is designed for students who are interested in what lies ahead, whether it is a future predicted by a scientist or by the author of *The Hunger Games*. Students will ask themselves – how will we shape the future? How will the future (and its technology) shape us?

This multi-leveled course is designed for sophomores interested in science fiction, fantasy, and dystopian literature (sometimes called “speculative fiction”). Students enrolled in this course will spend first semester exploring these genres and second semester in a condensed version of the existing World Literature course. Students in Future World Lit practice the same reading and writing skills and read the same core books as students in World Literature. Additionally, students undertake creative projects (such as fiction writing, visual art, film-making, game design, etc.) inspired by the concerns of speculative fiction and conduct an independent research project related to a scientific, social, or technological issue. Beyond the core books, students study short and longer fiction by such authors as Margaret Atwood, Octavia Butler, Orson Scott Card, Suzanne Collins, Philip K. Dick, George Orwell, Ayn Rand, Veronica Roth, George Saunders, J.R.R. Tolkien, Kurt Vonnegut, H.G. Wells. Students will also study nonfiction by authors such as Bill McKibben and Sherry Turkle.

This course can be taken for either standard or honors credit (within the same section).

Level: Standard or Honors

Grade: 10

Credit: 1

EN2220 Real World Lit/ EN2230 Real World Lit Honor

In this multi-leveled course, students use books from the World Literature curriculum to explore their own interests and questions around the central course concepts: identity and community. There is a focus on real-world experiences and examples, with two quarters of whole-class study of classic and contemporary world literature and two quarters of more individualized study. At the beginning of each semester, students read literature that explores the themes of identity and community and prompts some of the following questions: How do I define myself? To what extent can we choose who we are and what we become? How am I defined by family, friends, race, gender, social class, religion? How do I respond when I feel torn between identities? In what ways am I influenced by my communities? What happens when an individual is in conflict with his or her community? Beyond the core books, students study works such as *Purple Hibiscus*, *All Souls*, *The Joy Luck Club*, *The Things They Carried*, *Balzac and The Little Chinese Seamstress*, and *Master Harold and the Boys*.

In the second and fourth quarters, students continue their exploration of identity and community by creating their own research and writing projects. After reading fictionalized versions of author's lives, students write about their own lives, families, communities, and experiences. Projects might include research on a neighborhood, family histories, or short stories. Students present culminating projects to a range of audiences.

This course can be taken for either standard or honors credit (within the same section).

Level: Standard or Honors

Grade: 10

Credit: 1



JUNIOR PROGRAM – AMERICAN LITERATURE

The Junior Program considers the factors shaping the American culture and point of view.

Reading: All juniors read three of the four following core books: *The Adventures of Huckleberry Finn*, *Song of Solomon*, *The Great Gatsby*, and *Death of a Salesman*. Beyond these core books, individual courses and teachers select from an extensive supplemental book list of fiction and non-fiction.

Beyond the core texts, students will study works such as: The Scarlet Letter, Ragged Dick, My Antonia, The Yellow Wallpaper, Being There, The Crucible, The Invisible Man, Fences, Into the Wild, Walden, The Woman Warrior, Outliers, and One Flew Over the Cuckoo's Nest. Reading and Thinking: What does America say that it stands for? What is the reality of who we are? Discussion in this course centers on the tensions inherent in the "American Dream." The ability to step outside oneself is necessary for perspective and growth. At some crucial point in each of the core books, the main characters must stand outside themselves and evaluate American truths.

Special emphasis is given to close reading of texts in the junior program. Authors have a number of options but consciously choose the genre, the point of view, and even the best verb for their first sentence. Students will analyze the ideas and language in one passage [microcosm], and then consider how that passage relates to the book as a whole [macrocosm]. Students will study how form is suited to content in both poetry and prose.

Writing: Building on the expository skills of sophomore year, juniors formulate and defend their own thesis statements about literature. Although there is opportunity for creative and personal writing, students concentrate on literary analysis: generating thesis statements about literature and developing their ideas into coherent compositions with clear focus, well-developed paragraphs, and sufficient documenting detail. The work on literary analysis culminates in the Junior Paper, a major paper which compares and contrasts two pieces of literature; this exercise helps prepare juniors for the more complicated Senior Paper. As they polish their papers and prepare for the SAT writing component, students review the conventions of Standard Written English.

EN3020 American Literature

Although the American Dream usually refers to material success achieved through hard work, many other dreams have fueled this country. In this course, organized around the dreams and the dreamers, students examine how characters in literature pursue their dreams and how they readjust those dreams when they encounter obstacles. Students may compare the dreams of Willy Loman and Troy Maxson (August Wilson). What would Huck Finn say about Jay Gatsby's failed dream? What could Daisy Buchanan learn from Pilate Dead (Toni Morrison)? The course also highlights American intellectual and historical eras and the people who formed them. Students read up to 30 pages per night.

Level: Standard

Grade: 11

Credit: 1

EN3030 American Literature Honors

Students must hold opposites in their minds as they explore the paradoxes of American life as revealed in our literature. This course explores some of the tensions inherent in American ideals. The course also highlights intellectual and historical eras and the people who formed them. Students may learn about Transcendentalism through Emerson and Thoreau; the Harlem Renaissance through Langston Hughes and Zora Neale Hurston; or the Westward Movement through Mark Twain and Willa Cather. Students will examine American ideals as they manifested themselves in different historical and philosophical settings. Students read up to 40 pages per night.

Level: Honors

Grade: 11

Credit: 1



SENIOR PROGRAM – FULL-YEAR OPTIONS

A variety of year-long courses gives seniors the opportunity to pursue particular areas of interest in English. The English department will do its best to honor seniors' first choices, but due to the challenges of scheduling, students should give serious consideration to their alternate choices. Depending on course enrollments, some courses may not run in a given year.

THE SENIOR PAPER: In the spring of senior year, each student is required to complete a Senior Paper, a culminating reading and writing project related to his or her senior English course. The Senior Paper is a multi-step process which requires a minimum of 500 pages of independent reading and culminates in an 8 to 10-page analytic essay. Senior teachers use a common rubric to evaluate the essay. The Senior Paper is a Brookline High School graduation requirement. Students who fail to meet the Senior Paper requirement by the deadline will not graduate with their class and must take an appropriate summer school course to complete the Senior Paper.

TAKING TWO ENGLISH CLASSES: Juniors may sign up to take two senior English classes. The English Department does its best to accommodate second course requests. Seniors taking two English classes will write their official Senior Paper in one of the two classes and will complete another paper or project as a substitution for the senior paper in the other class. The details of this arrangement will be determined by the two teachers in consultation with the student.

ID2000 EPIC for Seniors: Experiential, Project-based, Innovative Capstone



Are you ready to take charge of your learning? Are you interested in pursuing your passion, rather than following the traditional path for senior year? In this full year course, you will have the opportunity to independently pursue a topic that you are passionate about in a supported environment. Through reading and research, engagement with experts in the field, experimentation, revision and collaboration, you will develop a project of your own design and immerse yourself in the process of creation. You could choreograph a hip hop ballet, research fractals in nature, launch a business that recycles cell phones for use by developing countries, or build a kayak using traditional, environmentally friendly materials. Your topic will reflect your unique interests, quirks and passions. You will work both within the classroom and beyond it to rigorously answer questions you yourself develop, and you will present your project--in writing and in presentation form--at the end of the course.

This course will serve as an alternative to the second semester of senior English and the English Senior Paper. (This year-long class meets 4x/week (1 block) in the fall semester and 8x/week (2 blocks) in the spring semester – you drop your Senior English class in the Spring.)

Level: Non-leveled
chosen

Grade: 12 Credit: .5EN/1(or more) other credits depending on project

EN 4030 Stranger in a Strange Land (Stranger not offered at standard level 2016-17)

“A stranger comes to town” is one of the oldest and most enduring story ideas in literature. The stranger might be returning home or moving to a new country. And he or she might be “strange” for all sorts of reasons: background, values, psychological state, culture, race, planet of origin. What happens when that stranger comes to town? This senior course explores how strangers adapt to new places and new modes of being. It explores how individuals and groups react to the Other. Students will read stories about immigrants, explorers, misfits, scapegoats, prophets, and other outsiders. Students will look at what “stranger” means and who gets to decide. And what does an outsider’s “otherness” reveal to and about those they encounter?

Students will examine their own experiences in this light, and will study literature from many different time periods, ancient to modern, and voices from different backgrounds and cultures. The course will include texts by some of the following authors: Shakespeare, Camus, Morrison, Sacks, Hurston, Twain, Silko, Lee, Bradbury, Mengestu, and Ellison.

Students are expected to read up to 40 pages per night, to practice close reading and in-depth analysis of assigned texts, to participate actively in class, and to write creative, personal, and critical papers. Outside reading may also be assigned.

Level: Honors

Grade: 12

Credit: 1



EN4220 True Life Stories

Facts are stubborn things, said John Adams, but in this course, students will explore the many challenges of capturing – and perhaps even freeing – the truth. Students will study how writers approach the art of creative-nonfiction by studying biographies and autobiographies, analyzing how media portrays current events, and writing their own personal memoirs. Some books in the course are about inspirational people who give to others, or brave people who confront evil, or persistent people who overcome long odds. The choice of titles depends on the students' interests. Books that students have enjoyed in the past include: *Nickel and Dimed* (about low wage jobs), *The Color of Water* (a mixed race family), *Cockeyed* (blindness), *Persepolis* (Iranian graphic novel), *Girl, Interrupted* (mental hospitals), *She's Not There* (gender identity), *Mountains Beyond Mountains* (medicine), *The Glass Castle* (dysfunctional family), *Long Way Gone* (African child soldier). Students read up to 30 pages a night.

The course also has a circulating book cart of over 100 memoirs, biographies, and non-fiction books for outside reading. The only requirement for outside books is that students must find books they want to read. Students will also write analytical papers and personal responses based on the readings. The course will include review of basic grammar to help prepare students for the New SAT and ACT tests.

Level: Standard

Grade: 12

Credit: 1

EN4430 British Literature and Beyond

The British Isles have brought forth the rich, vibrant literary tradition of writers such as Shakespeare, Jane Austen, Virginia Woolf, and Kazuo Ishiguro. Due to the reach of the British Empire, this tradition also includes writers from places all over the English-speaking world: India, Nigeria, South Africa, and the Caribbean, to name a few. This course offers an opportunity to study this great and ever-expanding literary tradition. From bawdy comic tales, to scathing critiques of gender roles and social class, British and post-colonial literature explores what it means to be human and to come up against others' expectations of us. While critical reading and writing will be the major focus, this course also lends itself well to dramatic and creative projects.

Students will read works such as: *The Canterbury Tales*, *Hamlet*, *Pride and Prejudice*, *Tess of the D'Urbervilles*, *Jane Eyre*, *The Wide Sargasso Sea*, *The Importance of Being Earnest*, *To the Lighthouse*, *The God of Small Things*, *Americanah*, *Remains of the Day*, *Disgrace*, and lyric poetry. Students read up to 40 pages per night.

Level: Honors

Grade: 12

Credit: 1

EN4500 Issues in Contemporary Literature

The twenty-first century is a wonderful and challenging place to be human, and contemporary literature is one of the best ways into the wonders, challenges, and controversies of our times: our tenuous relationship with the natural world, the complex stress of everyday racism, uncertainties around gender and sexuality, the experience and consequences of modern warfare, and the threat of terrorism. Literature gives us the unique opportunity to live another's life - a life that may be similar to or very different from our own. In this course, we will read current literature, short stories, and memoirs, paired with other sources--journalism, media, art, theory, sociology and psychology--that can help us see the literature, ourselves, and our world, in a different light. This course is designed for any student who is interested in the issues of our times and who wants to participate seriously in the work of exploring and discussing them across fiction, non-fiction, film, media, and visual art. Ultimately, Issues in Contemporary Literature is a challenging and transformative course that benefits from a wide range of student interests and perspectives.

The choice of titles depends on student interests, but may include: Adichie, *Americanah*; Eugenides, *Middlesex*; Powers, *Yellow Birds*; McCarthy, *The Road*; Hamid, *The Reluctant Fundamentalist*; Lamott, *Traveling Mercies*; Boylan, *She's Not There*, Coates, *The Beautiful Struggle*; Lee/Proulx, *Brokeback Mountain*; Morrison, *God Help the Child*; Solomon, *Far From the Tree*.

Level: Non-leveled

Grade: 12

Credit: 1

EN4530 European Literature: (NOT OFFERED 2016-17)



EN4600 Craft of Writing

This course is intended for seniors who have a serious interest in writing fiction and poetry. Students examine published authors from the perspective of a writer; in each unit, they study the craft of a master writer's work and use it as model and inspiration for their own work. Writers studied may include Ernest Hemingway, Virginia Woolf, Vladimir Nabokov, Julie Orringer, Emily Dickinson, Matthea Harvey, and many others. Students write regularly and edit carefully. Students will pay close attention to many particular elements of a writer's craft such as: detail, structure, dialogue, point of view, plot, endings, epiphanies, image, ambiguity, rhythm, rhyme, lineation, and randomness. Significant class time is devoted to reading and critiquing each other's work. Students will study an author of their choosing for their Senior Paper and will also complete a final creative project inspired by that author. The course welcomes all students who will take seriously their own writing and the writing of others. Craft of Writing classes benefit if students bring with them a wide range of interests and styles. Students must submit a writing sample to the English Department in the spring of their junior year.

Level: Non-Leveled

Grade: 12

Credit: 1

EN4700 Public Speaking

The heart of any good speech is a good story, and this course will explore a variety of ways stories can be told and ways that stories can be used to share ideas. Often in the teaching of writing we use the term "personal voice." In this class, this will be our main focus: students' personal voice. Through careful reading and frequent writing, students will study how, by learning to tell engaging and persuasive stories, they can become effective writers and speakers. We will devote time to idea-generating strategies (e.g., brainstorming, research, interviewing, and storyboarding); to organizational and expository techniques; and to methods for giving and responding to feedback. Students should expect to try out a variety of techniques and genres of storytelling, including oral storytelling, spoken word, non-fiction storytelling, podcasts, documentary storytelling, and more. No previous experience (or confidence with) public speaking necessary! We'll start at the beginning and work on building speaking confidence throughout the year. This course is designed for students who have struggled to express their thoughts in the past and also for students who may be strong writers and are in search of new ways to present their ideas. Students should expect to write one short piece each week and deliver speeches (and tell stories) in class throughout the year. Students will also complete a senior paper and a final speech, based on the reading, writing, and speaking they do over the course of the year.

Level: Non-leveled

Grade: 12

Credit: 1

EN4800 Fiction and Film

In this unleveled course, students will read and analyze written texts before viewing their film adaptations. Students will then examine and analyze each film in order to explore the technical and artistic decisions involved in the process of translating the written work into film. The course will offer a balance of reading, writing, and visual examination of film. Students will learn to write with precision and technical sophistication about both the written texts and their cinematic interpretations.

The course will expose students to various film genres, classic films and filmmakers, and film history. Students of all reading, writing, and technical abilities are encouraged to enroll. This course will include texts by some of the following authors: William Shakespeare, Jane Smiley, Joseph Conrad, Sherman Alexie, and Marjane Satrapi. Students will view films by Akira Kurosawa, Francis Ford Coppola, Spike Lee, and Alfred Hitchcock. Please note that several R-rated films are included in the curriculum. Students under 18 will need permission from a parent or guardian in September.

Level: Non-leveled

Grade: 12

Credit: 1



EN4900/CE1500 Communications for Entrepreneurs

This full-year course is designed for seniors who wish to develop their reading, writing, speaking, and presenting skills by thinking and working as entrepreneurs. Entrepreneurial abilities--which are essential to success in the 21st century--include design thinking, technical writing, public speaking, project management, marketing research, business planning, collaboration, financial analysis, and identification of sources of funding. The course will begin by immersing students in entrepreneurship by having them work on two extended projects, one involving a local non-profit organization and one involving a local small business. While working on these projects, students will learn about the thinking, writing, presenting, researching and organizing skills of an entrepreneur through direct instruction, small assignments, course reading, and work on their projects. During quarter 3, they will work on a senior project, a more self-directed project in which students will apply what they have learned in these earlier projects to a challenge that they select on their own. The course will include texts written by business, entrepreneurship, and innovation experts such as Guy Kawasaki, Malcolm Gladwell, Seth Godin, Jim Collins, Tom and David Kelley, Eric Ries, Chip and Dan Heath, Noam Wasserman, Alexander Osterwalder, Sheryl Sandberg, Dan Pink, Tina Seelig, Dan Ariely, Ayn Rand, Laura Arrillaga-Andreessen, and Donna Sturges. Course may be taken for English or CTE credit.

Level: Non-leveled

Grade: 12

Credit: 1 (English or CTE)

OPTION COURSES 9-12

ID0100 Journalism I

In this full-year interdisciplinary elective, students in grades 10 through 12 learn the essential skills of print journalism and the steps involved in creating a newspaper. Students receive instruction in reporting, interviewing, writing, editing, and layout, as well as in the history and ethics of journalism. Students enrolled in this course plan, write, and produce the school newspaper, The Sagamore. The course seeks a range of students to contribute to the newspaper in a variety of areas: reporting and writing, editing, graphic design, photography, and business. The course is taught by an English teacher.

Level: Non-leveled

Credit: 1 CTE credit

Prerequisite: Application through instructor

Grade: 10-12

ID0130 Journalism II

In this full-year interdisciplinary elective, students in grades 10-12 are trained in executive positions such as Editor-in-Chief, Business Manager, and Layout Manager. Journalism II students are responsible for running the production of the school newspaper, The Sagamore, and overseeing staff and contributing writers. Students receive advanced instruction in reporting, interviewing, writing, editing, and layout, as well as in the history and ethics of journalism. Journalism II students will help teach the basics to new reporters and will train Journalism I students to be management staff. The final class list will include returning editors and qualified applicants. The course is taught by an English teacher.

Level: Honors

Credit: 1 CTE credit

Prerequisite: Journalism I, and/or application through instructor

Grade: 10-12



ENGLISH LANGUAGE LEARNERS

Brookline High School has a large and diverse international student population. Whether immigrants or temporary residents, these students are welcome at the high school and are encouraged to participate in all school activities.

The English Language Learners (ELL) Program is designed for those students who are not yet proficient in English. The purpose of the program is to provide intensive English language instruction and an orientation to American culture and high school life. Students enrolled in the ELL program take English Language Learners (ELL) courses as well as additional courses from the general school curriculum and are expected to fulfill school requirements for graduation.

Placement into ELL classes is determined by interview and assessment. Three levels of coursework emphasize listening, speaking, reading and writing skills. A student placed in any of the levels must register for each group of full-year courses at that level. Each level of ELL course work carries World Language and English Department credits which may be applied toward graduation requirements. While enrolled in the ELL program and taking ELL courses, a student may not register for any other English Department course without departmental permission.

BEGINNING LEVEL ELL

This level of ELL is designed for students who have little or no proficiency in English. Two complementary courses provide instruction and practice in basic communication skills and literacy. Students must register for both EL1000 AND EL1100 courses in this level.

EL1000 ELL I: Grammar, Vocabulary, and Conversation Skills

Students in this course learn and practice orally basic grammatical structures and vocabulary by incorporating them into situationally appropriate language. Emphasis is on listening and speaking skills. A textbook, workbook, and supplementary materials are used for instruction and practice. (To be taken with EL1100)

Grade: 9-12

Credit: 1 World Lang.

EL1100 ELL I: Reading and Writing

This course emphasizes basic reading and writing skills through individual and group work. Students read and discuss short selections on topics of American culture, geography, and various literary works in level-appropriate English. Writing activities include guided compositions that focus on mechanics, sentence combining, and paragraph structure. Students will write their own short compositions. (To be taken with EL1000)

Grade: 9-12

Credit: 1 English

EL1200 ELL I: Introduction to U.S. History, Culture, and Civics

This course complements the work done in EL1000 and EL1100, and is designed for English language learners who have little or no command of the English language. The emphasis of the class will be on helping students develop their civic identity through familiarizing them with our national symbols, historical and current events, and structure and function of the American government. The appropriate use of information technologies and social studies software will be integral elements throughout the course. (typically taken with EL1000 and EL1100)

Grade: 9-12

Credit: 1

ELL Science: Physics, Chemistry, or Biology (Depending On The Year)

This content-based ELL class is designed for ELL I and ii students. It is taught through hands-on activities, laboratories, and inquiry. This course is designed with a strong focus on interactive lectures, note-taking, laboratory exercises, and classroom discussions with applications to everyday life experiences.

Prerequisite: by permission of the science and/or ELL coordinator(s) Grade 9-12

Credit 1: Science



INTERMEDIATE LEVEL ELL

This level of ELL is designed for students who have a basic knowledge of English. Students work on listening, reading, writing, and speaking and learn to combine these skills in communicating. There is also a strong focus on the study of American culture. Students must register for both complementary courses at this level.

EL2000 ELL II: English in Context

The emphasis of this course is on communication in reading and writing. Students read a variety of genres including fables, short stories, poems, novels, essays, and plays. Frequent writing assignments in the form of journals, compositions, and written exercises are combined with readings from a variety of sources. Oral skills are enhanced through class discussion. (To be taken with EL2100)

Prerequisite: Beginning level ELL or equivalent Grade: 9-12

Credit: 1 English

EL2100 ELL II: Communicating in English

The emphasis of this course is on oral language development. While all skills are practiced, focus is on listening and speaking. Exercises using taped materials, class discussion, lab work and class presentation provide practice. (To be taken with EL2000).

Prerequisite: Beginning level ELL or equivalent Grade: 9-12

Credit: 1 World Language

SO1400 United States History I

Ell II students enrolled in this course focus on skill development as they learn U.S. history from British colonization through the civil war. The course will emphasize note-taking, organization and study skills, along with basic skills in analysis and writing. Teachers will help students learn to develop thesis statements, assemble evidence, and write coherent essays. There will be particular emphasis on vocabulary building. In addition to the narrative history of the period, students will learn basic North American geography, the provisions of the US Constitution and the Bill of Rights, and other relevant topics and vocabulary in American history.

Required: Concurrent enrollment in ELL II Courses

Credit: 1 Social Studies

EL Science: Physics, Chemistry, or Biology (Depending on the Year)

This content-based ELL class is designed for ELL I and ii students. It is taught through hands-on activities, laboratories, and inquiry. This course is designed with a strong focus on interactive lectures, note-taking, laboratory exercises, and classroom discussions with applications to everyday life experiences.

Prerequisite: by permission of the science and/or ELL coordinator(s) Grade 9-12

Credit 1: Science

ADVANCED LEVEL ELL

This level of ELL is designed for students who have a good knowledge of English but need additional language practice before taking mainstream English department courses. Two complementary courses provide practice in all skills, but emphasize particularly reading and writing. Students must register for both courses at this level.

EL3000 ELL III: Composition

This course is designed to enhance the writing skills of advanced English language learners. Classwork and assignments include descriptive, expository, and persuasive essays, research papers, poetry, magazine articles, journal writing, and original short stories and drama. Grammar and composition exercises will support major writing assignments. The course also provides practice in listening and speaking skills. (To be taken with EL3100)

Prerequisite: Intermediate level ELL or equivalent Grade: 9-12

Credit: 1 World Language



EL3100 ELL III: Literature

This course is designed for advanced ELL students who have considerable command of English as speakers, readers, and writers. It aims to prepare them for future participation in the English Department program or freshman college courses. At home, students read nightly from the current literary work the class is studying. In class, the group discusses, works in pairs, or collaborates in small units on related assignments. Vocabulary, reading, writing, and analytical skills are emphasized. (To be taken with EL3000)

Prerequisite: Intermediate level ELL or equivalent Grade: 9-12

Credit: 1 English

SO3300 United States History II

This course is designed for advanced English Language Learners ENROLLED IN ELL III COURSES, and will provide content instruction in US history from Reconstruction through the present. Students will receive assistance in reading and writing. Class work will be devised to build skills in note-taking, organization and critical thinking. Teachers will help students learn to develop thesis statements, assemble evidence, and write logically constructed essays. The course will include practice in the vocabulary necessary to understand the concepts, basic geography, and primary source documents and other relevant topics in US history.

Required: Concurrent enrollment in ELL III COURSES

Credit: 1 Social Studies



HEALTH AND FITNESS

The Brookline High School Health and Fitness Program is designed to teach students content and skills, allowing them to be healthy and active throughout life. Students learn current health content and related personal skills, including goal setting, in order to make positive decisions around health and wellness issues, and to develop resiliency. Further learning experiences are offered in the development and function of the human body, the principles of human movement,, the application of health and fitness concepts in daily life, as well as communication, decision-making, and media literacy skills. Class work often focuses on the development of confidence in physical skills in a variety of lifetime activities. Another focal point involves group dynamics with students learning to work together in small and large group situations. Emphasis is also placed on the acceptance and appreciation of the range of individual abilities among students.

In the ninth grade, all students are required to pass one semester of Integrated Health and Fitness. This course is designed to make the health and fitness curricular connections more meaningful. This course meets four times per week for one semester. In the classroom, students are encouraged to listen to others, express their own views, and examine their health and wellness decisions. During activity days, students are exposed to a wide variety of physical activities, learning skills that will help them stay active throughout life. The 10th, 11th and 12th grade courses are designed to provide students with a selection of lifetime activities and health related opportunities on a semester basis.

After School Contract Health and Fitness is offered to sophomores, juniors and seniors who take instruction off campus in a lifetime activity that is not offered at the high school. Final grade (P or F) is contingent upon fulfillment of all contract responsibilities. Sports Team credit is offered to sophomores, juniors and seniors who choose to fulfill their requirement with a BHS interscholastic sport. One sport equals one semester of Health and Fitness. Final grade (P or F) is contingent upon completing the season in good standing. See the course descriptions for more complete details.

Brookline High School has a four year graduation requirement in Health and Fitness. Freshmen, sophomores, juniors and seniors are required to take one semester of Health and Fitness each year. It is the goal of the program that at the end of four years at Brookline High School, students will have learned the skills, knowledge, and attitudes needed to make decisions and integrate behaviors that result in a healthy and fit lifestyle.



Health and Fitness Courses

HF0900 9th Grade Integrated Health and Fitness

This required course covers important adolescent health and wellness content including substance awareness, sex education (relationships, sexuality, anatomy and physiology of the reproductive system, HIV/AIDS, STI's, and good decision-making), mental health, violence prevention, nutrition, and current health issues. The course emphasizes skill development in refusal skills, listening, assertiveness, coping, conflict resolution, media literacy, decision-making, communication, and resiliency. Instruction in the use of equipment in the fitness center (weight training and cardiovascular conditioning) is introduced along with selected lifetime activities (e.g. yoga, spinning) and adventure/challenge/problem-solving activities. Students also complete a Common Grade Level Assessment based on SPARK by Dr. John Ratey, learning about the connection between the neuroscience of cardiovascular exercise and brain performance.

Level: N Periods per week: 4 Grade: 9 (REQUIRED) Combined Credit: .5

HF1100 10th/11th/12th Grade Lifetime Activities

This course provides students with an opportunity to elect from a select group of lifetime and fitness activities. (e.g. May include personalized fitness training, spinning, tennis, badminton, adventure/rock climbing, boxing for fitness). Students will also participate in health education lessons periodically.

Level: N Periods per week: 2 Grade: 10, 11, 12 Credit: .25

HF2100 Tennis Specialization

This course is designed for those students who have an interest in acquiring or developing the fundamental skills and strategies of tennis. This course fulfills the requirement for grades 10, 11 & 12.

Level: N Periods per week: 2 Grade: 10, 11, 12 Credit: .25

HF2200 Swimming- Aqua-Aerobics/Lap Swimming

This course is designed for those students who have an interest in acquiring or developing the fundamental strokes and benefits of swimming and aqua-aerobic exercise (may include lap swimming depending on skill level). This course fulfills the requirements for grades 10, 11 & 12.

Level: N Periods per week: 2 Grade: 10, 11, 12 Credit: .25

HF2300 Weight Training and Cardiovascular Conditioning

This course is designed for students who have an interest in developing and implementing a personal fitness program. Weight training techniques and safety procedures will be taught utilizing both weight machines and free weights. Students will also receive instruction in cardiovascular fitness and the proper use of equipment and technology promoting it. Each student will develop a personal fitness profile. This course fulfills the requirements for grades 10, 11 & 12.

Level: N Periods per week: 2 Grade: 10, 11, 12 Credit: .25

HF2400 Rock Climbing/Adventure

This course is designed to give students experience with adventure programs. There will be an emphasis on developing climbing, safety and belaying skills. Knots, ropes and rappelling will be taught. Field trips to local sites such as the Boston Rock Gym or MetroRock (Fall) or Hammond Pond (Spring) are designed to help students refine, apply, and practice their skills. These trips are part of the course requirements. This course fulfills the requirements for grades 10, 11 & 12.

Level: N Periods per week: 2 Grade: 10, 11, 12 Credit: .25



HF2500 Basketball Specialization

This course is designed for those students who have an interest in acquiring a complete understanding of the game of basketball. Components of the course will include learning to referee, coach, record statistics, video, and announce/commentate as well as other facets of the game and its culture. Additionally, students will continue to develop fundamental skills and strategies, and knowledge of the rules of basketball. Upon completion of the course, students will have the knowledge to referee and coach intramural, elementary or recreational basketball games.

Level: N Periods per week: 2 Grade: 10, 11, 12 Credit: .25

HF2600 *The Revolution – Improving Brain Performance*

This course will explore the connection between exercise and the brain's performance. Research shows that even moderate cardiovascular exercise will supercharge mental circuits to beat stress, sharpen thinking, and enhance memory. The course is designed to improve the physical health, emotional health, and academic achievement of each student. It will focus on improving students' cardiovascular health while also improving students' readiness for learning and academic success. The course will emphasize participation in a variety of aerobic activities so that students workout within their target heart rate zone to maximize gains in brain functioning. Students will learn about resting and exercise heart rates and how to use heart rate monitors and interpret resulting data. They will understand how this tool can help them achieve cardiovascular fitness and its benefits. The core beliefs in this course are based on research reported in the book, SPARK, by John J. Ratey, MD as well as other current neuroscience research which reports a direct correlation between cardiovascular exercise and the brain.

Level: N Periods per week: 4 or 5 Grade: 10, 11, 12 Credit: .50

HF2800 Achieving Health through Yoga

Yoga is an ancient form of exercise that focuses on the unification of body, mind, and breath while practicing a variety of physical postures and movement sequences. Students will learn yoga poses, breathing exercises, relaxation and meditation techniques to strengthen, align, and balance the body, focus the mind, and soothe and recharge the nervous system. Discussions and reflective writing will center on our body systems, managing stress and feelings, and the impact of one's behavior choices, as well as education in health, nutrition, and life skills.

Level: N Periods per week: 2 Grade: 10, 11, 12 Credit: .25

HF2700 Introduction to Prevention and Peer Education

Students in this Peer Education course will acquire the necessary information and skills to become a Peer Leader. The goal of Peer Leadership is to promote healthy decision making among youth in Brookline and to prevent underage drinking, impaired driving, teen violence and other high-risk behaviors. Students will also expand their knowledge and appreciation of lifetime fitness activities.

This course will provide students with an increased awareness of current social issues affecting youth and an opportunity to be community activists and agents of social change. Substance abuse and violence prevention curriculum will expand and deepen students' understanding of current issues including: tobacco, alcohol and drug use; gender roles in the media; sexual harassment; sexual assault; power and abuse in relationships; violence prevention; and cultural diversity.

Students will be expected to actively engage in discussion of these issues and to engage in educational and prevention programs. Assignments will include preparation and presentation of substance abuse prevention. Techniques to be used may include educational presentations, panel discussions, arts/dramatic performances, role-play and other interactive exercises, web sites, and video presentations. Only students who are committed to the prevention of underage drinking and drug abuse and associated high risk behavior may be accepted into this course.

Students will also be expected to develop a personalized fitness plan which will include physical workouts for a minimum of 3-4 times per week. Students will maintain a fitness journal and will document all fitness activities weekly.

Prerequisite: Freshman Health Periods per week: 2 Grade: 10-11
One-semester course Credit: .25



HF2900 Net Games – Racquets and Paddles

This course is designed for students who have an interest in acquiring or developing the fundamental skills and strategies of net games, including badminton, tennis, and pickleball. Pickleball is a racquet sport that combines elements of badminton, tennis, and table tennis. Students will reflect on similarities and differences among these sports, including skills, strategies, equipment, courts, rules, and etiquette while developing skills for active participation throughout life. This course fulfills the requirement for grades 10, 11 & 12. This course must have a minimum of 15 students to be offered. Lid: 25

Level: N

Periods per week: 2

Grade: 10, 11, 12

Credit: .25

HF2000 After School Contract Health and Fitness

This contract is for sophomores, juniors and seniors who want to substitute an outside physical education instructional lifetime activity for their Health and Fitness requirement. One contract per year is allowed.

Students may sign-up using the following guidelines:

- Requests for the contract must be made to the Curriculum Coordinator of Health and Fitness prior to participation in the activity and prior to the start of the semester.
- Students in the 9th grade may not enroll in this course.
- Programs which students choose must be instructional (i.e. karate, horseback riding).
- Activity for which a contract is written is not offered at Brookline High School.
- Time spent in a contract activity must meet the minimum time requirement of 40 hours, spread evenly throughout the semester. Reports on attendance and progress must be submitted at regular intervals, culminating with a summary report and additional assignment to the Curriculum Coordinator located in Room 291 above the Schlantz gym.
- Final grade (P or F) is contingent upon fulfillment of all contract responsibilities.

Level: N

Grade: 10, 11, 12

Credit: .25



Health and Fitness/Athletics

HF (number according to sports team list below)* Sports Team

This option is for sophomores, juniors and seniors who want to substitute a BHS interscholastic sport for their Health and Fitness requirement. One sport is equal to one semester of health and fitness. One sports team per year (Gr. 10-12) is allowed for credit. If for any reason, including getting cut from the sport or injury, the student does not complete the sport, s/he must take a Health and Fitness course the following semester. Seniors who plan to use a spring sport for credit must have played that sport at the varsity level during the previous year.

Students must see their guidance counselor to add their sport to their schedule by the second week of the school year.

Level: N

Grade: 10, 11, 12

Credit: .25

*Sports Teams Course Numbers

BOYS	GIRLS	UNISEX
Fall	Fall	Fall
Cross Country HF001B	Cross Country HF001G	Cheerleading HF071U
Football HF011B	Field Hockey HF021G	
Golf HF051B	Soccer HF041G	
Soccer HF031B	Volleyball HF061G	
	Swimming HF081G	
Winter	Winter	Winter
Basketball HF092B	Basketball HF092G	Downhill Skiing HF112U
Ice Hockey HF102B	Ice Hockey HF102G	Cross Country Skiing HF122U
Winter Track HF132B	Winter Track HF132G	Wrestling HF142U
Swimming HF152B	Gymnastics HF172G	Cheerleading HF071U
		Fencing HF272U
		Squash HF282U
Spring	Spring	Spring
Crew HF182B	Crew HF182G	Sailing HF212U
Baseball HF192B	Softball HF192G	Ultimate Disc HF262U
Lacrosse HF202B	Lacrosse HF202G	
Tennis HF222B	Tennis HF222G	
Track HF232B	Track HF232G	
Rugby HF242B	Golf HF052G	
Volleyball HF062B		

Students must request credit for their sport season PRIOR to participation in the sport season.



INTERDISCIPLINARY COURSES



ID2000 EPIC for Seniors: Experiential, Project-based, Innovative Capstone

Are you ready to take charge of your learning? Are you interested in pursuing your passion, rather than following the traditional path for senior year? In this full year course, you will have the opportunity to independently pursue a topic that you are passionate about in a supported environment. Through reading and research, engagement with experts in the field, experimentation, revision and collaboration, you will develop a project of your own design and immerse yourself in the process of creation. You could choreograph a hip hop ballet, research fractals in nature, launch a business that recycles cell phones for use by developing countries, or build a kayak using traditional, environmentally friendly materials. Your topic will reflect your unique interests, quirks and passions. You will work both within the classroom and beyond it to rigorously answer questions you yourself develop, and you will present your project--in writing and in presentation form--at the end of the course.

This course will serve as an alternative to the second semester of senior English and the English Senior Paper. (This year-long class meets 4x/week (1 block) in the fall semester and 8x/week (2 blocks) in the spring semester – you drop your Senior English class in the Spring.)

Level: Non-leveled Grade: 12 Credit: .5EN/1(or more) other credits depending on project chosen

ID0100 Journalism I

In this full-year interdisciplinary elective, students in grades 10 through 12 learn the essential skills of print journalism and the steps involved in creating a newspaper. Students receive instruction in reporting, interviewing, writing, editing, and layout, as well as in the history and ethics of journalism. Students enrolled in this course plan, write, and produce the school newspaper, The Sagamore. The course seeks a range of students to contribute to the newspaper in a variety of areas: reporting and writing, editing, graphic design, photography, and business. The course is taught by an English teacher.

Level: Non-leveled Credit: 1 CTE credit
Prerequisite: Application through instructor Grade: 10-12

ID0130 Journalism II

In this full-year interdisciplinary elective, students in grades 10-12 are trained in executive positions such as Editor-in-Chief, Business Manager, and Layout Manager. Journalism II students are responsible for running the production of the school newspaper, The Sagamore, and overseeing staff and contributing writers. Students receive advanced instruction in reporting, interviewing, writing, editing, and layout, as well as in the history and ethics of journalism. Journalism II students will help teach the basics to new reporters and will train Journalism I students to be management staff. The final class list will include returning editors and qualified applicants. The course is taught by an English teacher.

Level: Honors Credit: 1 CTE credit
Prerequisite: Journalism I, and/or application through instructor Grade: 10-12



MATHEMATICS

The Mathematics Department offers a variety of courses designed to accommodate individual interests and capabilities. In general there are three levels of courses: Advanced, Honors and College Prep. Both the Honors and Advanced sequence of courses culminate in either AP Calculus or AP Statistics. In addition, students have the option of taking an alternative, unleveled three-year IMP (Interactive Math Program) sequence of courses.

Students who are uncertain about the mathematics course to select should confer with their teacher or with the curriculum coordinator. Placement in a sequence does not lock a student into that sequence. With the teacher's or coordinator's recommendation, students can change sequences during the year or from year to year.

Students in every math class are expected to be well organized, to maintain a notebook, and to conscientiously complete regular homework assignments. Graphing calculators are used throughout the math curriculum; it is strongly recommended that students have their own graphing calculator to use at home and at school.

A minimum of three credits in mathematics is required for graduation.

THE COLLEGE PREP SEQUENCE

The College Prep Sequence focuses on the development of algebraic and geometric concepts in a problem solving context. It prepares students to take the MCAS, SAT I and II, and will provide the mathematical background for students to take higher level math courses in college.

MA1020 Geometry

An examination of algebraic, geometric, and numeric relationships. Topics include congruent and similar figures, coordinate geometry, transformations, linear regression, linear programming, function analysis, and informal proof. In addition, quadratic functions are introduced at the end of the year. Emphasis is on building understanding of concepts through hands-on investigation, pattern-finding, and cooperative group work.

Grade: 9

Credit: 1

MA2020 Algebra 2

This course introduces students to second year algebra concepts. Topics of study include function analysis, quadratic, exponential and polynomial functions, probability and statistics. Many of these concepts will be further explored in grade 11.

Prerequisite: Geometry

Grade: 10

Credit: 1

MA3020 Trigonometry and Analysis

This course continues the exploration of many topics introduced in Algebra 2 and then explores concepts from a typical pre-calculus curriculum. Topics of study include polynomials, functions, radical equations, , , exponential equations, logarithms and unit circle trigonometry.

Prerequisite: Algebra 2

Grade: 11

Credit: 1

MA4020 Precalculus

Successful completion of this course will prepare students to take an introductory calculus course in college. Topics include unit circle trigonometry and identities, trigonometric functions and modeling, rational functions, logarithmic and exponential functions, sequences and series, probability and limits.

Prerequisite: Algebra 2 and Trig

Grade: 11, 12

Credit: 1



The following course is designed for students who need to develop a stronger foundation in algebraic reasoning before taking Algebra 2 and/or Geometry

MA1000 Algebra 1

An examination of the fundamental concepts of algebra including: the review of operations with rational numbers, solving equations with variables on both sides, solving word problems, adding, subtracting and multiplying polynomials, and graphing linear equations. A focus on number sense will be applied to all topics. Grade: 10-12

Credit: 1

The following two courses provide a more standard level alternate pathway through the 11th and 12th grades. They take a topical, inquiry-based approach.

MA3010 Algebra Topics and Technology

The year is divided into units in which students explore function families, quadratics, linear programming, and probability.

A significant amount of time is spent in the computer lab where students use a spreadsheet program to investigate topics they are studying in class.

Prerequisite: Algebra 1 or Algebra 2

Grade: 11

Credit: 1

MA4010 College Algebra Topics

Through an analysis of functions students are prepared for the study of college algebra or pre-calculus in college. Topics include families of functions (polynomial, radical, rational, exponential, and logarithmic), curve fitting, sequences and series, probability and general problem solving.

Prerequisite: Algebra Topics and Technology or Algebra 2 Grade: 12

Credit: 1



THE HONOR SEQUENCE

THE HONOR SEQUENCE is designed for students who are capable of handling abstraction and who are willing to invest significant independent time exploring mathematical concepts in depth. The program requires sustained and focused effort, often relying on students to work individually or in groups developing and applying mathematical concepts. The honor sequence prepares students for the AB form of the Advanced Placement Calculus Exam or the AP Statistics Exam to be taken at the end of grade 12.

MA1030 Geometry Honor

An examination of algebraic, geometric, and numeric relationships. Topics include congruent and similar figures, coordinate geometry, transformations, linear regression, linear programming, and function analysis. In addition, quadratic functions are introduced at the end of the year. Students will be asked to write formal proofs throughout the year.

Grade: 9

Credit: 1

MA2030 Algebra 2 Honor

A study of advanced mathematical topics including an algebraic and graphical exploration of quadratic, exponential, polynomial and exponential functions. Additional units include function analysis, probability and statistics.

Prerequisite: Geometry Honor

Grade: 10

Credit: 1

MA3030 Precalculus Honor

A study of exponential and logarithmic functions, conic sections, trigonometry, transformations of functions, probability, statistics, the binomial theorem, sequences, series, and limits.

Prerequisite: Algebra 2 Honor

Grade: 11

Credit: 1

MA4040 AP Calculus AB

All topics in the AB Syllabus of the College Entrance Examination Board are thoroughly covered, including an extensive development of the concepts of derivatives and integrals, limits, continuity, vector functions, numerical approximations, and the Fundamental Theorem of Calculus. Students are expected to take the AP exam in the spring.

Prerequisite: Precalculus Honor or Precalculus Advanced

Grade: 12

Credit: 1



THE INTERACTIVE MATHEMATICS PROGRAM (IMP)

THE INTERACTIVE MATHEMATICS PROGRAM (IMP) is an innovative, honors level three year sequence of courses created to address the National Council of Teachers of Mathematics' standards integrating algebra, geometry, trigonometry, probability, statistics and discrete mathematics. The curriculum is organized around a central problem or theme in four- to six-week units. Motivated by this focus, students solve a variety of smaller routine and non-routine problems that develop the underlying skills and concepts needed to solve the central problem. Students work in teams as well as individually to strategize, solve problems and present ideas both in writing and orally. Graphing calculators are used regularly.

IMP provides preparation for the MCAS, SAT I and SAT II exams. Students should plan to remain in IMP through IMP4.

MA2035 IMP 2 Honor

The year is divided into four units covering topics in quadratic functions, exponential functions, logarithmic functions, matrices, multi-dimensional systems of linear equations and statistics. 10th grade students who qualify for Algebra 2 Honors or Advanced may take this course. Students recommended for Algebra 2 may take this course only if approved by 9th grade math teacher.

Prerequisite: Geometry Honors, Geometry Advanced or teacher recommendation Grade: 10 Credit: 1

MA3035 IMP 3 Honor

The year is divided into five units examining combinations and permutations, the binomial distribution and statistical reasoning, multi-variable linear programming, matrix algebra, functions and inverses, locus problems, congruence and similarity, coordinate geometry, rate of change using slope and derivative, exponential functions, logarithms, curve fitting, circular trigonometric function, and the physics of falling objects.

Prerequisite: IMP 2 Honor Grade: 11 Credit: 1

MA4035 IMP 4 Honor

The year is divided into four units. Students continue their study of circular trigonometric functions and the physics of falling objects from IMP3 and transition to an extensive study of other function families and operations on functions. The next unit presents key concepts of Calculus including instantaneous rates of change and the Fundamental Theorem of Calculus. Following this unit students will study a unit about geometric transformations and their matrix representations, three-dimensional geometry, and programming on graphing calculators. If time allows, a statistics unit focusing on the central limit theorem, data sampling, margin of error, polling and confidence intervals will be taught.

Prerequisite: IMP 3 Honor Grade: 12 Credit: 1



THE ADVANCED LEVEL MATHEMATICS SEQUENCE

THE ADVANCED LEVEL MATHEMATICS SEQUENCE is an intensive and accelerated four-year program which emphasizes the theoretical nature of mathematics and which places significant responsibility on students to pursue ideas both inside and outside the classroom. The advanced sequence prepares students for the BC form of the Advanced Placement Calculus Exam or the AP Statistics Exam to be taken at the end of grade 12.

MA1040 Geometry Advanced

An advanced study of algebraic, geometric and numeric relationships, including congruent and similar figures, coordinate geometry, transformations, linear regression, linear programming, and function analysis.. In addition, quadratic functions are introduced at the end of the year. Students will be asked to write formal proofs throughout the year.

Prerequisite: The recommendation of the eighth grade teacher. Grade: 9 Credit: 1

MA2040 Algebra 2 Advanced

A study of advanced topics from algebra including an algebraic and graphical exploration of quadratic, exponential, logarithmic, and polynomial functions as well as units in probability, statistics and trigonometry.

Prerequisite: Geometry Advanced Grade: 10 Credit: 1

MA3040 Precalculus Advanced

A study of polar and parametric equations, vectors, lines and planes, matrices, transformations, probability, mathematical induction, sequences, series and limits.

Prerequisite: Algebra 2 Advanced Grade: 11 Credit: 1

MA4041 AP Calculus BC

All topics in the BC Syllabus of the College Entrance Examination Board are thoroughly covered. These include an extensive development of the concepts of derivatives and integrals, limits, continuity, vector functions, improper integrals, convergence tests for sequences and series, and Taylor series. Students are expected to take the AP exam in the spring.

Prerequisite: Precalculus Advanced Grade: 12 Credit: 1



OTHER SENIOR OPTION COURSES

MA4120 Statistics

An introductory study of how numerical data may be analyzed as an aid in decision-making. Topics include data analysis of one and two variables, normal distribution, t-distribution, sampling methods and experimental design, and statistical inference including significance tests and confidence intervals using quantitative and categorical data. Students frequently use statistical software and a TI-83 graphing calculator in class.

This course may be taken concurrently with any calculus course.

Prerequisite: Precalculus, Precalculus Honor or IMP3 Honor. Students completing Algebra 2 and Trigonometry may enroll in the course with recommendation from teacher.

Grade: 11, 12

Credit: 1

MA4140 AP Statistics

An introductory study of how numerical data may be analyzed and used as an aid to decision-making. Topics include probability, frequency distributions (including the normal distribution), random variables, sampling techniques, experimental design, binomial experiments, linear regression, coefficient of correlation and statistical inference including significance tests and confidence intervals. Students frequently use statistical software and the TI-83 graphing calculator in class. Students are expected to take the Advanced Placement Statistics exam in the spring.

This course may be taken concurrently with any calculus course.

Prerequisite: Precalculus Honor or Precalculus Advanced

Grade: 12

Credit: 1

MA4030 Foundations in Calculus

This course will provide students with a strong, conceptual understanding of the Calculus. Students will experience an extensive development of the concepts of derivatives and integrals, limits, continuity, numerical approximations, and the Fundamental Theorem of Calculus. This course will prepare students to take an Introductory Calculus course at the college level.

Prerequisite: Precalculus or Precalculus Honor

Grade: 12

Credit: 1

MA4200 Perspectives of a Mathematical Mind



In this course, you will experience math in a way that differs from any other math course you've ever taken. Join us as we explore fractals, non-Euclidean geometries, and Game Theory. Discover how math is applied in the real world to solve problems in fields such as finance, medicine, and environmental issues. Expand your view as we search for math in art and literature. Listen to a guest speaker, embark on a field trip, discuss a current article, and design your own project. The structure will flow between class seminars, cooperative small group activities, and individual investigations. Culminate with a unique opportunity to pursue in depth a math idea that has ignited *your* interest.

This course may be taken concurrently with any precalculus, calculus or statistics course.

Prerequisite: Completed or enrolled in Pre-Calculus or completed Alg. 2 & Trig with teacher recommendation

Grade: 12

Credit: 1



PERFORMING ARTS

The Performing Arts are a profound source of joy and personal enrichment. They foster creativity, collaboration, critical thinking and problem-solving skills that are so necessary for personal, educational and professional growth. The Performing Arts Department at BHS offers courses at all levels of experience in dance, drama, and music for students to develop the mind, body and spirit. Performing Arts courses provide students with opportunities for enjoyment, entertainment and the development of skills. All Performing Arts courses are unleveled unless noted.

MUSIC

The Music Program provides courses to stimulate the student's process of learning through hands on experiences in performing, composing, arranging, and appreciating music. Our vocal and instrumental programs offer a wide array of styles from classic to contemporary. We have courses ranging from beginning to advanced levels of difficulty in choral, instrumental, and digital music. Classroom facilities include a Choral Room, Band Room, Piano Lab, Computer Music Room, Black Box Theater, White Box rehearsal space, and the Roberts/Dubbs Auditorium.

CHORAL MUSIC

PA1000 Concert Choir

Concert Choir is open to anyone with or without singing experience. Healthy singing technique as well as sight singing and aural (listening) skills are emphasized. This choir provides the opportunity for students to perform in a group of mixed voices that presents the finest examples of choral music from all periods and styles. This choir typically performs three to four evening concerts per year and at school assemblies. Performances for community organizations may also be arranged.

Grade: 9-12

Credit: 1

PA1200 Camerata Honor

Camerata is an advanced choir where students can expand their vocal music repertoire, improve their musicianship, and increase their proficiency in sight singing. Frequent performances are included in the year's schedule of events. Enrollment into the group is by audition. Auditions for Camerata are held in the spring. Students who are new to Brookline may audition in September. All Camerata students must be enrolled in either Concert Choir or A-Cappella Choir for two academic years; this requirement can be met before admittance into the Camerata or concurrently as a member of the Camerata.

Level: H

Periods per week: 2 Z-Blocks +one evening

Grade: 9-12

Prerequisite: Audition

Credit: 1

PA1500 A-Cappella Choir

A-Cappella Choir is open to anyone with or without singing experience, although an excellent sense of pitch and rhythm is highly recommended. Healthy singing technique as well as sight singing and aural (listening) skills are emphasized. Students will become familiar with the performance of contemporary a cappella (voices only) music, which is highly popular on college and university campuses. The class repertoire will include popular songs from the 20th Century to today. The A-Cappella Choir typically performs three to four evening concerts per year as well as at school assemblies. Performances for community organizations may also be arranged. The A-Cappella Choir also combines with the Concert Choir and Camerata at various times throughout the year in performances of other styles of music.

Prerequisite: One year of Concert Choir or permission of instructor

Grade: 10-12

Credit: 1

Advanced 9th grade students may audition to be in the course.



INSTRUMENTAL MUSIC

PA2000 Concert Band

Concert Band is a group of woodwind, brass and percussion players that performs classical as well as popular band literature. Members work on their performance skills as section members and as individual players. Time is also spent developing sight-reading skills. The Concert Band performs at BHS assemblies, evening concerts, statewide competitions and community events. Concert Band members also participate in exchange programs with bands from other high schools.

Periods per week: 5 Z Blocks

Grade: 9-12

Prerequisite: Previous school or private instruction on an instrument

Credit: 1

PA2201 Digital Music Production and Composition

This semester-long class is designed for any student who is interested in composition and learning to use digital audio software. By examining different styles of music the student will be able to develop a clearer understanding of the aesthetics of harmony, counterpoint, rhythm, form, and mixing. Each student will be continually composing short pieces of music using the digital audio program Logic X. Basic music knowledge is helpful but not required. One major composition will be required at the end of the semester.

Grade: 9-12

Credit: .5

PA2300 Music Collective/Jazz Band

The Music Collective/Jazz Band is a by-audition group that is one of the top ensembles at Brookline High. Students in this ensemble usually have some background and understanding of jazz playing and theory. Repertoire is chosen with an emphasis on developing improvisational techniques as well as improving ensemble collaborative arranging and performing. Members of this class perform at festivals and evening concerts, which can require extra time outside of class. The group also travels every other year during either February or April vacation. Auditions are held in March. All Jazz Band/Music Collective students are also enrolled in Concert Band.

Prerequisite: By Audition & Enrollment in Concert Band

Grade: 9-12

Credit: 1

PA2350 Jazz/Rock Ensemble

This workshop will give students the essential musical elements necessary to play jazz and rock. Significant jazz and rock compositions of the twentieth century will be analyzed, rehearsed, and performed. These skills will help the student learn how to improvise over standards that will be performed during the class. This course will be offered first semester only and is open to any instrumentalist and students must own/rent instrument.

Grade: 9-12

Credit: .5

PA2500 Orchestra

The Orchestra is made up of string instrument players (violin, viola, cello and bass). The Orchestra performs at BHS concerts, festivals, and assemblies. The Orchestra's repertoire includes music from the Baroque through contemporary, classical and romantic, as well as non-European styles including Latin American works. Members will develop their proficiency in performance skills, intonation, dynamics, rhythm, sight-reading, individual and group playing. There are frequent opportunities to feature student soloists, chamber music groups, composers and arrangers. Students who enroll in the Orchestra will have a placement audition in early September for seating.

Periods Per Week: 5 Z blocks

Grade: 9-12

Prerequisite: Previous school or private instruction on string instrument

Credit: 1



PA2700 AP Music Theory

This course is designed to give the student an understanding of music theory, sight reading, and aural (listening) skills that is equivalent to a first-year college music course. Students learn techniques for melodic, harmonic, and formal analysis, as well as basic compositional techniques. AP Music Theory is designed for students who plan to pursue music in college as well as for those who desire it for enrichment. Upon completion of this course, students are prepared to take the AP Music Theory exam offered by the College Board. The prerequisite for this course is a basic knowledge and understanding of music notation. Students who wish to learn to read music are encouraged to take Concert Choir (PA1000) or Piano Class (PA 3400) prior to taking AP Music Theory.

Level: AP

Grade: 10-12

Credit: 1

Prerequisite: A basic knowledge and understanding of music notation; Member of BHS instrumental ensemble or permission of instructor

PA2801 Drumming and World Music: Africa, Latin America and the Caribbean

Students with and without prior musical experience will learn drumming from a number of countries including Guinea, Ghana, Cuba, Puerto Rico, Brazil and beyond. Students will learn to play traditional samba drumming from Brazil, Puerto Rican Bomba, and Jamaican Reggae, as well as create original works based on these styles and more. Students with prior musical experience will have the chance to perform on their instruments, while all students will have ample opportunity to play percussion instruments. We will learn songs and discuss their significance as we interpret lyrics and their meaning. Students in this class will have the opportunity to perform at the Music Department's Spring Music Festival in May.

Grade: 9-12

Credit: .5

PA2900 Piano Class

Piano Class is an **introductory** level class for anyone with or without previous keyboard experience. This course is an introduction to playing the keyboard and learning basic musicianship skills. Ample individual instruction is provided in note reading in both bass and treble clefs, playing technique, general music and keyboard specific vocabulary, and theory. All of these areas are reinforced through a variety of musical selections from a variety of styles from Classical to contemporary.

Grade: 9-12

Credit: .5

DANCE

The dance program offers a curriculum from beginning through advanced levels. The program covers a variety of dance techniques and choreography. All students enrolled in the full year dance classes perform in the annual dance concert, *Progressions*. Students are also encouraged to participate in the student variety show, *ReVisions* in January. The classroom facilities include two dance studios. Performing Arts dance classes can be used to fulfill the Health & Fitness requirement, except in 9th grade where all students are required to take and pass HF0900.

PA3000 Beginning Dance

This full year course covers the fundamentals of a variety of dance techniques. The student will be introduced to a variety of dance styles that may include Ballet, Modern, Jazz, Tap, African and Latin. This class will also include exploration of movement through improvisation and creative movement problem solving (basic choreography). The origins and development of different dance forms will be integrated into the class work. Students in this class will perform in the spring dance concert, *Progressions*. Students may reelect this course for credit while preparing for Intermediate Dance

Grade: 9-12

Credit: 1



PA3001 Beginning Dance I-A

This is a semester-long, condensed version of the Beginning Dance class. Students in this course will focus primarily on the technique aspects of the year-long Beginning Dance class with less time to explore dance routines and choreography. See Beginning Dance Course Description.

Grade: 9-12

Credit: .5

PA3100 Intermediate Dance

This course is a continuation and refinement of the basic skills and the variety of dance styles learned in the Beginning Dance class. An emphasis on performance techniques and a further exploration of diverse dance vocabulary and performance skills will prepare the student for the spring dance concert, *Progressions*. Students may reelect this course for credit while preparing for Advanced Dance.

Prerequisite: Beginning Dance or by placement audition Grade: 9-12 Credit: 1

PA3101 Intermediate Dance I-A

This is a semester-long, condensed version of the Intermediate Dance class. Students in this course will focus primarily on the technique aspects of the year-long Intermediate Dance class with less time to explore dance routines and choreography. See Intermediate Dance Course Description.

Prerequisite: Beginning Dance or by placement audition Grade: 9-12 Credit: 1

PA3200 Advanced Modern/Jazz

This course is for the student with strong dance technique and an understanding of the diverse styles in contemporary dance. The course includes work to increase flexibility and strength while developing a broader awareness of the dynamics of movement, spatial relationship and diversity in styles of dance. Students in this class will perform in the spring dance concert, *Progressions*. Students may reelect this course for credit.

Prerequisite: Intermediate Dance or by placement audition Grade: 9-12 Credit: 1

PA3600 Choreography

Through improvisation and movement exercises, the students in this class will create movement studies that will be used to choreograph solos, small, and large group works for a variety of performance opportunities throughout the school year. This course may also be taken by dance students who are not interested in choreographing, but would like to perform more through the school year. They will work cooperatively with the student choreographers in the class helping to create new works. A variety of sources for exploring new movement possibilities will be used such as text, music, and props. Work completed in this class will be presented in Revisions, The Choreography Class Annual Show, and *Progressions*.

Prerequisite: Completion of two years of BHS Dance classes or by placement audition

Grade: 9-12

Credit: 1

PA3700 African, Latin American and Hip Hop Dance

This semester-long class is designed for students with or without prior experience that enjoy dancing and want to develop into more versatile movers. In this course, students will develop their own personal expression, musicality, and attitude through studying a variety of dance traditions, learning ensemble routines and how to improvise within these styles. Today's modern Hip Hop and Latin American dance styles grow out of a long tradition that begins in Africa and has been developed throughout the Western Hemisphere. We will begin with the energetic dance movements of West Africa, then move into traditional Latin American dances and contemporary salsa styles, and finally we will explore today's modern Hip Hop focusing on choreography and freestyle.

Elective: 9-12

Credit: .5



DRAMA

The Drama Program offers multiple levels of courses, utilizing improvisation and interpretation as principal dramatic forms for exploration and presentation. In addition, we offer courses in Stagecraft and Production. The courses are designed to give students the opportunity to study Drama in its many forms, to develop and foster an understanding in the individual's capacity for communication and expression, and to encourage a greater understanding of the nature and function of Theater. Classroom facilities include the Roberts/Dubbs Auditorium, the Black Box Theater, the White Box rehearsal room, and Scenery Workshop.

PA4000 Drama I

'Fun and games' is the basis for this course, which encourages students to reconnect with their imagination, creativity and sense of play. Student will play drama games, engage in drama related activities and explore both how to improvise as well as rehearse group scene work. Students will use those skills as a base to explore character development, storytelling and scripted scenes in a community-oriented environment.

Grades: 9-12

Credit: 1

PA4001 Drama I-A

This is a one semester accelerated and condensed Drama I course. Students will be introduced to material in Drama I, but not explore it with the same depth. See description of Drama I.

Grades: 9-12

Credit: .5

PA4100 Drama II

Keep the fun going in Drama II through a more advanced application of the drama skills learned in Drama I. In this course students will focus on the exploration of genre, pop culture, ensemble work and point of view. Students will develop their voice as they take on increased autonomy in their work, a more sophisticated perspective to the material they explore, and through taking bigger artistic risks.

Prerequisite: Drama I or Drama I-A Grade: 10-12

Credit: 1

PA4101 Drama II-A

This is a one semester accelerated Drama II course. This class will focus on the ways in which genre and pop culture shapes our understanding of communication in the theatre. Students will be introduced to material in Drama II. See description of Drama II.

Prerequisite: Drama I or Drama I-A Grade: 10-12

Credit: .5

PA4102 Drama II-B

This is a one semester accelerated Drama II course. This class will focus on ensemble work to perform a fully developed mini production. The exploration and understanding of point of view is a focal point of class work. See description of Drama II.

Prerequisite: Drama I or Drama I-A Grade: 10-12

Credit: .5

PA4300 Brookline Educational Theatre Company (BETCo)

BETCo is an advanced level drama class that serves the BHS population (and beyond) with original theatre that deals with social, political and academic issues relevant to a high school aged population. The company spends the year exploring ways to creatively express point of view, resulting in performances that are sometimes controversial and always thought-provoking, expressing a variety of viewpoints. Additional rehearsal time may be scheduled outside of the regular school day, requiring a flexible time approach from Company members.

Prerequisite: at least 3 semesters of Drama I, I-A, Drama II, II-A or II-B Grade: 11-12

Credit: 1



PA4400 Backstage: Power Tools and Special Effects

This single semester course is a study, through practical application, of the tools terminology, technology, equipment, devices, and organizational systems of the theatrical stage. In Backstage, students explore the technical aspects of the production process as creative problem solving. Through hands-on application, students work cooperatively with peers and staff to support the technical needs of the BHS Performing Arts Department.

Grade: 9-12

Credit: .5

PA4602 Needs Improvement

Needs Improvement is an advanced level drama class that serves the BHS population (and beyond) with original improvisational theatre. The troupe trains for a year, including a focus on the skills and knowledge of the two main forms of improvisational theater: short form improvisation and long form improvisation. The troupe will use humor to engage with the world around them, creating scene work inspired by current events and personalities in the news. The class will create three main-stage performances to be performed at BHS during the year.

Prerequisite: at least 3 semesters of Drama I, I-A, Drama II, II-A or II-B, and audition

Grade: 11-12

Credit: 1

PA4441 Design For The Stage - *Independent Study Only*

Design for the Stage is a more advanced application of the skills and knowledge of technical theatre, focusing more on the creative aspects of show production. This single semester course focuses on the elements of set, lighting, sound and costume design. Design for the Stage may be elected for credit either during or outside of the regular school day.

Prerequisite: Permission of the instructor

Grade: 9-12

Credit: .5



SCIENCE

The Science Department is committed to serving all Brookline High School students by presenting a well-rounded, sequential and content-rich program in a stimulating and challenging manner. Each course is designed with the purpose of having students learn more about the physical world in which they live. Each course is designed with integral Laboratory Experiences. Skills involving observation, critical thinking, effective verbal and written communication, manipulation of equipment, and applying technology are woven throughout the curricular fabric of the Science Program. The Science Department offers a wide range of courses in the basic disciplines at various levels, such as ELL Physics, ELL Chemistry, ELL Biology, Special Education offerings such as Applied Science I, II, and III, as well as all Advanced Placement Science courses. In addition to this, students may take specialized optional courses from Anatomy & Physiology to Science Seminar-Current Topics, and everything in between as seen below.

The **Physics – Chemistry – Biology – Optional Course** sequence represents the recommended order of courses. These courses build on each other in content, and they progress in the degree of abstraction. However, a different sequence may be appropriate in certain cases. All requests for exceptions to course prerequisites will be subject to approval by the Science Curriculum Coordinator.

Physics Courses

- Physics I
- Physics I H

Chemistry Courses

- Chemistry I
- Chemistry I – LBC H
- Chemistry I H

Biology Courses

- Biology I
- Biology I - BSCS Conceptual Bio
- Biology I H

Optional Courses

- Physics II H
- AP Physics – 1&2
- AP Physics - C
- Chemistry II H
- AP Chemistry
- Biology II H
- AP Biology
- AP Environmental Science
- Anatomy & Physiology
- Astronomy
- Engineering by Design H
- Body/Mind H
- Genetics
- Forensics Science
- Marine Biology
- Meteorology

Each full year course carries one credit. Although Brookline High School requires students to pass three credits in Science in order to graduate, many students take four or more Science courses. All courses include a laboratory component and meet for four periods per week, except for some optional courses that meet for more.



PHYSICS

SC1020 Physics I

This course is designed to present topics in mechanics, electricity, magnetism, waves, and optics. It will be taught using a concept-based approach while simultaneously integrating the student's mathematical background in order to develop a meaningful physics foundation. The program will be supported by an interactive laboratory environment where students will gain hands-on experience with the concepts being studied.

Level: S

Grade: 9-12

Credit: 1

SC1030 Physics I Honor

Physics I Honor has a structure and content similar to that of Physics I. However, it is a more rigorous course that goes into greater depth and requires more abstract thinking supported by mathematical problem-solving skills. It is designed for the student desiring a stronger physics background and preparing to take subsequent physics courses.

Level: H

Grade: 9-12

Credit: 1

(It is recommended that Geometry H or Geometry/Algebra II Adv. be taken concurrently)

SC4140 Advanced Placement Physics - B

AP Physics B is a course that provides a systematic introduction to the main principles of physics and emphasizes the development of problem-solving abilities. It includes a broad range of topics in both classical and modern physics, and is intended to provide a foundation for students interested in studying physics as a basis for work in the life sciences, medicine, geology, or as a component in a non-science college program with science requirements. AP Physics B prepares students for the national AP Physics B examination, covering topics in Newtonian mechanics, electricity, magnetism, thermal physics, waves, optics, and atomic and nuclear physics. Students are expected to take this AP Examination. A knowledge of algebra and trigonometry is required.

Level: AP

Periods per week: 6

Grade: 12

Prerequisites: Physics IH w/strong performance, Chemistry I, and Biology I.

Credit: 1

(*It is recommended that Honor or AP Math be taken concurrently*)

SC4141 Advanced Placement Physics - C

AP Physics C is a course that represents the first two semesters of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. The first half of the year is devoted to classical mechanics. The second half of the year primarily concentrates on classical electricity and magnetism. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. This course prepares students for the national AP Physics C examination which is administered in two parts. One part of the AP Physics C examination covers Newtonian mechanics. The other part covers electricity and magnetism. Students are expected to take both parts of this AP Examination. Separate grades are reported for the two areas.

Level: AP

Periods per week: 6

Grade: 12

Prerequisites: Physics IH w/strong performance, Chemistry I, and Biology I and

Credit: 1

Calculus AB or BC must be taken concurrently.

SC6100 ELL Physics

This content-based ELL class is designed to present topics in mechanics, electricity, magnetism, waves, and optics. It will be taught using a concept-based approach while simultaneously integrating the student's mathematical background in order to develop a meaningful physics foundation. An interactive laboratory environment will support the program where students will gain hands-on experience with the concepts being studied.

Level: N

Prerequisite: By permission of the Science and/or ELL Coordinator(s)

Grade: 9-12

Credit: 1



CHEMISTRY

SC2020 Chemistry I

Chemistry I deals with the structure of matter, its properties, and changes in its properties as a result of chemical reactions. Emphasis is placed on the physical world involving atomic theory, energy relationships, and chemical reactions. Laboratory work involves first-hand experiences in the use of chemical equipment and materials and the development of manipulative skills in order to conduct chemical investigations using observation and accumulated data to arrive at conclusions.

Level: S

Prerequisites: Physics I

Grade: 10

Credit: 1

SC2025/ SC2035 Chemistry I – LBC Honor

Chemistry I – LBC Honor is a student-centered, yearlong chemistry curriculum. This course teaches fundamental chemical concepts around themes such as alchemy, weather and toxins. Chemistry topics covered include periodicity, solutions, chemical equations, Stoichiometry, gases, bonding, states of matter and nuclear chemistry. Learning happens primarily through collaborative exploratory-activities and lab work. Students will be expected to demonstrate strong mathematical ability, self-motivation and academic independence. The curriculum is based on the “Living by Chemistry” modules developed by U. C. Berkeley and supplemented with material from the Chemistry 1 Honor curriculum.

Level: H

Prerequisites: Physics I and Algebra 1

Grade: 10

Credit: 1

(It is recommended that Intro Algebra II and Trig. or Advanced Math be taken concurrently)

SC2030 Chemistry I Honor

Chemistry I Honor is a rigorous, semi-mathematically oriented treatment of the physical world of matter, emphasizing its interactions with energy and the logical evolution of theories concerning both matter and energy. The course stresses the systematic relationship of the major topics. The laboratory work stresses observation, proper and safe techniques, logical data interpretation, and systematic acquisition of laboratory skills.

Level: H

Prerequisite: Physics I or I Honor

Grade: 10

Credit: 1

(It is recommended that Honor or Advanced Math be taken concurrently)

SC4240 Advanced Placement Chemistry

AP Chemistry is equivalent to two semesters of a college level inorganic chemistry course. This course stresses quantitative reasoning, a comprehensive laboratory program and covers the basic chemical topics leading to the AP Examination in May. Students are expected to have a strong, self-motivated approach to their studies. The workload is commensurate with college level chemistry. All students are expected to take the AP Examination.

Level: AP

Periods per week: 6

Grade: 12

Prerequisites: Physics I, Chemistry IH w/strong performance, Biology I.

Credit: 1

It is recommended that Honor or AP math be taken concurrently.

SC6200 ELL Chemistry

This content-based ELL class deals with the structure of matter, its properties, and changes in its properties as a result of chemical reactions. Emphasis is placed on the physical world involving atomic theory, energy relationships, and chemical reactions. Laboratory work involves first-hand experiences in the use of chemical equipment and materials and the development of manipulative skills in order to conduct chemical investigations using observation and accumulated data to arrive at conclusions.

Level: N

Prerequisite: By permission of the Science and/or ELL Coordinator(s)

Grade: 9-12

Credit: 1



BIOLOGY

SC3025/ SC3035 Biology I - BSCS Conceptual Biology

BSCS Conceptual Biology is a nationally recognized program developed by the Biological Sciences Curriculum Study (BSCS). It is a first year college preparatory lab course that engages students through a human perspective. This course organizes content around unifying biological principles, and is taught through hands-on activities, laboratories, and inquiry. Emphasis is on the major concepts of biology: Evolution - Homeostasis - Energy, Matter, & Organization - Continuity & Development - Ecology. Opportunities are provided for students to conduct investigations and make connections between biological concepts and their own life experiences. This course is designed with a strong focus on group work, discussion, writing, activities, and projects. During the first two weeks of class, students may elect to take this course for Honor credit with the approval of a parent/guardian, guidance counselor, and previous science teacher. All students will be held to high academic standards. Students studying at the Honor level will be expected to regularly complete additional assignments.

Level: S or H

Grade: 11

Prerequisite: Physics I and Chemistry I

Credit: 1

SC3020 Biology I

Biology I is a college preparatory course that encompasses the study of the structure of organisms and how they function. Major topics of this course include the nature of science, biochemistry, cell biology, heredity, evolution, and ecology. Body systems are integrated throughout the curriculum. The course includes a range of perspectives about our living world: it delves into both molecular biology and the interactions of organisms in their environment. This course is designed with a strong focus on interactive lectures, note-taking, laboratory exercises, and classroom discussions with applications to everyday life experiences.

Level: S

Grade: 11

Prerequisite: Physics I

Credit: 1

SC3030 Biology I Honor

Biology I Honor has a structure and content similar to that of Biology I. However, it is a more rigorous course that goes into greater depth and requires more abstract thinking. This course prepares students for further studies in Biology. Biology I Honor is recommended for students who plan to take the SAT Subject Test in Molecular Biology.

Level: H

Grade: 11

Prerequisites: Physics I and Chemistry IH or LBC Honor.

Credit: 1

SC4320/ SC4330 Anatomy and Physiology

This second year biology program is a survey course which concentrates on mammalian anatomy and physiology. All vertebrate systems are covered on both a gross anatomy level and a microscopic anatomy level. The laboratory curriculum involves histology and organ dissections along with assorted laboratory experiences in physiology. Guest lecturers from the medical field will supplement the curriculum. Honors credit is given with the completion of additional assignments.

Level: N or H

Grade: 12

Prerequisites: Physics I, Chemistry I, Biology I

Credit: 1

SC4430 Biology II Honor

This second year honor level course is designed for students who wish to continue their study of biology beyond Biology I, and on to selected topics in advanced Biology. Using a laboratory-oriented environment, the program is structured so that the student may pursue in-depth studies of several areas in biology that are currently under much investigation: animal behavior, ecology, infectious diseases and molecular genetics. Labs are designed to provide the students with a substantial amount of instruction at the beginning of the course while gradually increasing its open-ended aspect as the year progresses. By the end of the course, each student will be designing and carrying out his/her own independent experiment. Many assignments are given over a long term and will require extensive and accurate data gathering, enabling the student to write his/her experiment in the form of a scientific paper.

Level: H

Grade: 12

Prerequisites: Physics I, Chemistry I, Biology I

Credit: 1



SC4440 Advanced Placement Biology

AP Biology is equivalent to a two-semester college introductory biology course usually taken by biology majors during their first year of college. All of the major concepts of biology are covered in depth, with a significant portion of time devoted to a wide variety of laboratory exercises. It is necessary for students to have a strong first-year biology background, along with a self-motivated and rigorous approach to their studies. The workload is commensurate with college level biology. All students are expected to take the AP Examination.

Level: AP

Periods per week: 6

Grade: 12

Prerequisites: Chemistry I, Physics I, Biology IH w/strong performance.

Credit: 1

SC6300 ELL Biology

This content-based ELL class encompasses the study of the structure of organisms and how they function. This course organizes content around unifying biological principles, and is taught through hands-on activities, laboratories, and inquiry. The course includes a range of perspectives about our living world: it delves into both molecular biology and the interactions of organisms in their environment. Emphasis is on the major concepts of biology: The nature of science, biochemistry, cell biology, heredity, evolution, and ecology. Body systems are integrated throughout the curriculum. Opportunities are provided for students to conduct investigations and make connections between biological concepts and their own life experiences. This course is designed with a strong focus on interactive lectures, note-taking, laboratory exercises, and classroom discussions with applications to everyday life experiences.

Level: N

Grade: 9-12

Prerequisite: By permission of the Science and/or ELL Coordinator(s)

Credit: 1

OTHER SCIENCE OPTION CLASSES

SC5130 Body/Mind Honor

This course explores the relationship between mind and body through the findings of current scientific research and practical experience. Among the wide variety of body/mind topics are the connection between stress and disease, the relationship between the brain and behavior, Eastern Medicine, the placebo effect, and emotional intelligence. Students will practice body/mind methods including yoga, meditation, acupressure, and guided imagery. The primary course outcomes reported by students are greater confidence, a healthier life style, an open mind, a sense of community in class, increased body awareness, and the ability to use that awareness to improve physical and mental well-being.

The format for Body/Mind changes throughout the year. The first semester is like most other science courses. Classes take place primarily in a science classroom and include lectures, reading assignments, papers, quizzes and tests. The academic final takes place at midyear. A student must pass the first semester to receive credit for the course. The second semester takes place mostly in the wrestling room where the emphasis shifts to practicing body/mind methods, including several systems of meditation, movement and touch.

Level: H

Grade: 12

Prerequisite: Biology I Honor

Credit: 1

SC4540 Advanced Placement Environmental Science

AP Environmental Science is the equivalent of an introductory college course in environmental science, and is designed to prepare students for the Advanced Placement Exam. This course will provide students with scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will be able to identify and analyze both natural and human-made environmental problems. They will also be required to evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. Students taking this course are expected to take the Advanced Placement Exam.

Level: AP

Periods per week: 6

Grade: 12

Prerequisites: Physics I, Chemistry IH w/strong performance, Biology IH w/strong performance
and Senior Honors Math

Credit: 1



SC5530 Engineering By Design Honor

Engineering by Design is a year-long, project-based course that will expose students to the fundamentals of engineering, and the design and fabrication process. Projects will be interdisciplinary in nature and will draw from the fields of Biomedical, Chemical, Electrical, Civil, Environmental, Mechanical, and Materials Science Engineering. Students will develop skills in research, modeling, project management, construction, programming, testing, and marketing. Teams of students will collaborate on projects, taking their ideas from abstraction, to working prototypes, to a finished product for a specific audience. This course is designed for a broad spectrum of students who have fulfilled their science requirements and have a solid math background (i.e., algebra/trigonometry). This capstone senior level course enables students to apply their creative talents and their prior science knowledge to practical problem solving. This is the same course as TE4420, but credit is given from the Science Department.

Level: H

Periods per week: 6

Grade: 12

Prerequisites: Physics I, Chemistry I, Biology I

Credit: 1

SC5620/SC5630 Marine Biology

An introductory course on the marine environment. We will survey the fundamentals of physical and chemical oceanography before diving into the rich biological and ecological diversity of the oceans. Major topics will include plant and animal life and types of communities such as coral reefs, seamounts, and estuaries. Evaluation will be based on lab reports, quizzes and tests, individual and group projects, and participation. The course will culminate in a field trip to the New England Aquarium. Students who elect this course for honors credit will be expected to demonstrate strong academic independence through completion of extra projects.

Level: N or H

Periods per week: 4

Grade: 12

Prerequisites: Physics I, Chemistry I, Biology I

Credit: 1.0

SC5820/SC5830 Forensic Science

Forensic Science is a student-centered, semester-long course. Basic forensic analyses will be covered using case studies and labs. Topics covered include the study of fibers, DNA profiling, blood and blood spatter analysis, soil analysis, and fingerprinting. Learning happens primarily through collaborative exploratory-activities and lab work. Students who elect this course for honors credit will be expected to demonstrate strong academic independence through completion of extra projects.

Level: N or H

Grade: 12

Prerequisites: Physics I, Chemistry I, Biology I

Credit: .5

SC5920/SC5930 Genetics

Genetics is a student-centered, semester-long course. Molecular and classical genetics will be covered using lectures, activities, and labs. Topics covered include the DNA structure, Fruit fly genetics, human genetics, and genomics. Students will also learn how the definition of a gene has changed over time. Learning happens primarily through collaborative exploratory-activities and lab work. Students who elect this course for honors credit will be expected to demonstrate strong academic independence through completion of extra projects.

Level: N or H

Grade: 12

Prerequisites: Physics I, Chemistry I, Biology I

Credit: .5



SC6100/VA6100 Drawing for Understanding in Field Science

In this cross-disciplinary course, students will build scientific knowledge about their immediate environment through observational drawing and field research. Using the principles of visual design and the scientific investigation, students will communicate their scientific knowledge to others through visually powerful images and forms. From the pre-historic drawings of bison in the caves of Lascaux, France to the anatomical studies of the 14th century Flemish physician, Andreas Vesalius to the incredible journals of Leonardo Da Vinci, people have used drawing to understand the natural world and to communicate that understanding to others.

In this course we will look at the natural world – the flora, fauna, history, and systems at play in real time field experiences. Student will engage in active discovery through observational drawing as the principal technique for recording data. Direct observation and construction of knowledge lies at the heart of what both scientists and artists do. Field trips and talks by visiting artists/scientists will supplement our studies. Students will build knowledge together through observation, drawing, discovery, discussion, and design. This course may be taken for .5 credit in the Visual Arts Department.

Level: N

Grade: 9-12

Credit: .5 (SC or VA)

SOCIAL STUDIES

The Social Studies program at Brookline High School has two fundamental goals: to prepare young people to live in a democratic society and interdependent world and to enable students to define themselves on the basis of a broad knowledge and deep understanding of human history and society. The program provides all students with a common foundation of knowledge of both world history and United States history, and subsequently, with the opportunity to study areas of special interest. The curriculum teaches them to explore, analyze and seek meaning in history; to understand themselves as both the inheritors and creators of culture; and to facilitate the achievement of social science literacy and the mastery of learning and thinking skills. To accomplish these goals, the Social Studies Department has designed the following course of study. The freshman, sophomore and junior year courses are required, and the senior year is elective. Most students take Social Studies for four years.

Freshmen are required to take World History: The Pre-Modern Era on one of two levels:

World History: The Pre-Modern Era

World History: The Pre-Modern Era - Honor

Sophomores are required to study World History: The Modern Era on one of three levels:

World History: The Modern Era

World History: The Modern Era - Honor

Juniors are required to study United States History on one of three levels:

United States History

United States History - Honor

United States History - Advanced Placement

English Language Learners study United States History at the level appropriate to their ELL placement:

United States History I - English Language Learners, level II

United States History II – English Language Learners, level III

The Social Studies Department offers the following Options courses.

(See course descriptions for pre-requisites.)

Full Year

- American Government Adv. Placement
- European History Adv. Placement
- Film as History, History as Film
- Global Leadership Academy
- Legal Studies and Internship
- Psychology
- Racial Awareness Seminar
- Seminar in African-American Studies
- Social Justice Leadership Program

One Semester

- Asian-American Studies (S1)
- Philosophy (S1)
- Economics (S2)
- Gender in Society (S2)



THE FRESHMAN REQUIREMENT: WORLD HISTORY: THE PRE-MODERN ERA

The first year of a two-year course of study in world history, World History: The Pre-Modern Era explores the development of civilization and the enduring beliefs of the world's peoples. Offered for both standard and honors credit, the course will help students acquire the historical and social science literacy, writing and research skills, and essential understandings necessary for a successful high school social studies experience.

Beginning with the study of India and China, World History: The Pre-Modern Era will focus on the process of civilization building. Students will compare the roles of competing political philosophies in the creation and maintenance of a powerful empire. Traveling across the Islamic and African worlds, they will assess the importance of cultural diffusion. As they study the European Renaissance, Reformation and Enlightenment, students will examine the emergence of the individual in world history. Appraising the significance of colonialism and slavery, they will research the ways in which different cultures have impacted each other and contributed to the development of the modern world. The course will be interdisciplinary, with the social sciences, humanities, and technology integrated into the study of history. Students will be introduced to art history, and they will read portions of some of the great literary works from a variety of the world's cultures. All students will complete a research essay in order to fulfill course requirements.

SO1020 World History: The Pre-Modern Era

This course will focus on skill development as students engage the course content. Note taking, organization and other study skills will be emphasized along with an important range of thinking skills. Teachers will help students learn to develop thesis statements, assemble evidence and write logically constructed essays. While focused mainly on secondary source material, students will learn to interpret primary source historical material from a wide range of cultures.

Level: N

Grade: 9

Credit: 1

SO1030 World History: The Pre-Modern Era Honor

In this course, students will be expected to have strong study skills and the ability to engage in extensive reading. While studying the historical content, students will write analytical and comparative essays, draw social science hypotheses from archeological and historical data, and independently interpret primary documents.

Level: H

Grade: 9

Credit: 1

THE SOPHOMORE REQUIREMENT: WORLD HISTORY: THE MODERN ERA

Beginning with a review of the Enlightenment, World History: The Modern Era focuses on the world's history from the Age of the Democratic Revolutions to the post-Cold War era. Students will study the Industrial Revolution as it developed in Europe and in Japan; political and social movements of the 19th century; European and Japanese imperialism and the various forms of accommodation, assimilation and resistance created by African and Asian societies; and the world impact of World War I, World War II, the Cold War and Wars of National Liberation. Examining Asian, African, European and American cultures and histories, students will consider how they contributed to, and were impacted by, world history in the realms of ideas, art, politics and economics. All students will write a research essay in order to fulfill course requirements.

SO2020 World History: The Modern Era

In this course, students will learn the skills necessary to analyze cause and effect, compare multiple perspectives, recognize the role of human agency in history, and discern the impact that economic, social, political, religious and philosophical forces have had on modern civilization. They will learn to analyze works of art from a variety of cultures and historical periods. They will practice outlining and note-taking skills, and write short papers. Primary sources will be introduced one at a time and moderately difficult secondary sources will be required beyond the textbook.

Prerequisite: World History: The Pre-Modern Era

Level: N

Grade: 10

Credit: 1



SO2030 World History: The Modern Era Honor

In this course, students will be expected to have achieved proficiency in some of the skills necessary to analyze social, political, and historical problems. Through research and the writing of major essays, they will analyze cause and effect, compare multiple perspectives, recognize the role of human agency in history, and discern the impact that economic, social, political, religious and philosophical forces have had on modern civilization. They will learn to analyze works of art from a variety of cultures and historical periods. The course will teach a variety of advanced skills necessary to evaluate primary and secondary sources, deal with more than one primary source at a time and read many secondary sources beyond the textbook. Teachers will help students write critical and analytical essays, which require analysis on both factual and conceptual levels and a clear thesis by the student.

Prerequisite: World History: The Pre-Modern Era

Level: H

Grade: 10

Credit: 1

SOPHOMORE OPTION CLASS

SO2100 Racial Awareness Seminar

This is a yearlong, co-taught Social Studies elective course that explores the complexities of race within our national, local and high school communities. Students will meet in a seminar-style class designed to foster students' capacity to reflect on and speak effectively about their own identities and to listen carefully and thoughtfully as others reflect on and speak about theirs. The class, therefore, will require to articulate their own experiences, to learn from their classmates' experiences, and to develop a greater understanding across racial identification lines. Students will engage in experiential learning activities and group discussions and will read and view materials provided by the teachers. Each quarter, students will attend two school or community events that will enhance their racial understanding. They will also be challenged to think of ways to share their new understandings with the greater community.

The course is open to all sophomores. Students must complete an application in February of their freshmen year (available in the Social Studies office [room 393] and online) for acceptance the following year. Students will be notified by March 1 of their freshmen year. This class counts toward the graduation requirement of 22 credits, but does not fulfill either the Social Studies or BHS Elective requirement.

Level: N

Full Year

Periods per week: 2

Requirement: Application

Credit: 0.5

THE JUNIOR REQUIREMENT: UNITED STATES HISTORY

United States History surveys the development of the United States from the colonial period to the end of the Cold War era, using both a chronological and thematic approach. Beginning with a review of the colonial period and the American Revolution, students examine the creation of the Constitution, the early years of the republic, the institution of slavery and its effect on the country, the causes and effects of the Civil War and Reconstruction, the Industrial Revolution, the responses to the Industrial Revolution, civil rights, and the development of American foreign policy in the pre and post-World War II eras. By looking at United States history through a variety of lenses -- social, economic, and constitutional -- students will gain an in-depth understanding of the complex ways in which the past influences the present. In studying the aspirations of the many different individuals and peoples who have forged our nation's history, the conflicts they have encountered and the contributions they have made, students will be better prepared to play an informed and active role in a democracy.

All levels of United States History aim to prepare students for college. The skills which will be stressed include outlining, preparing written work which shows sequence and the development of independent argument, working with four or five different sources, distinguishing immediate and long-term causes, critically examining primary sources, and recognizing the broader issues involved in a case. All students will learn some of the skills of the historian and spend time in the library. Reading, writing, and discussion form the spine of the course; there are also opportunities for role playing, viewing films, taking field trips, and hearing speakers. All students will complete a research essay in order to fulfill course requirements.



SO3020 United States History

Standard level United States History students will further develop the skills necessary to analyze social, political and historical problems. They will practice outlining and note taking skills, and write short papers. Primary sources will be introduced one at a time and moderately difficult secondary sources will be required beyond the textbook. Teachers will help students write essays that require analysis on both factual and conceptual levels and a clear thesis by the student.

Level: N

Grade: 11

Credit: 1

Prerequisite: World History: The Modern Era

SO3030 United States History: Honor

Honor level United States History students will be expected to have some of the skills necessary to analyze social, political, and historical problems upon entering the course. The course will teach a variety of advanced skills necessary to evaluate primary and secondary sources, deal with more than one primary source at a time and read many secondary sources beyond the textbook. Teachers will help students write essays that require analysis on both factual and conceptual levels and a clear thesis by the student.

Prerequisite: World History: The Modern Era

Level: H

Grade: 11

Credit: 1

SO3040 United States History: Advanced Placement

United States History Advanced Placement is given at the level of a freshman college course. Students will read a college textbook and many additional primary and secondary sources. Students complete a significant paper or exam on a weekly basis. The College Entrance Examination Board specifies the syllabus for the course. Students in this course are expected to sit for the Advanced Placement Examination in May. Success in this examination usually makes possible advanced placement, college credit, or both, depending upon the policy of the college which the student attends.

Level: AP

Grade: 11

Credit: 1

Prerequisite: World History: The Pre-Modern Era and World History: The Modern Era

SO1400 United States History I: ELL II

Students enrolled in this course will focus on skill development as they learn US history from British colonization through the Civil War. The course will emphasize note-taking, organization and study skills, along with basic skills in analysis and writing. Teachers will help students learn to develop thesis statements, assemble evidence, and write coherent essays. There will be particular emphasis on vocabulary building. In addition to the narrative history of the period, students will learn basic North American geography, the provisions of the US Constitution and the Bill of Rights, and other relevant topics and vocabulary in American history.

Required: Concurrent enrollment in ELL II

Level: N

Credit: 1

SO3300 United States History II: ELL III

This course is designed for advanced English Language Learners and will provide content instruction in US history from Reconstruction through the present. Students will receive assistance in reading and writing. Class work will be devised to build skills in note-taking, organization and critical thinking. Teachers will help students learn to develop thesis statements, assemble evidence, and write logically constructed essays. The course will include practice in the vocabulary necessary to understand the concepts, basic geography, and primary source documents and other relevant topics in US history.

Required: Concurrent enrollment in ELL III

Level: N

Credit: 1



SENIOR OPTION CLASSES

Senior Option courses in Social Studies are designed to achieve three goals: to introduce students to academic disciplines in the social sciences and humanities; to cultivate the habits of mind appropriate to newly enfranchised citizens in a democratic society; and to offer students the opportunity to study topics they find personally engaging. We offer both full year and semester options at a variety of levels of academic difficulty. Some courses offer opportunities for community internships and independent research.

SEMESTER COURSES

SO5030 Philosophy Honor

This course is designed to make you think. Students confront their assumptions about morality, fairness, responsibility, and even the mind itself. In particular, students encounter the thrilling promise of the European Enlightenment, the stark challenges posed by 20th-century Existentialists, the intellectual foundations of modern capitalism, the philosophical ramifications of the explosion in what we know about the brain, and the intriguing possibilities for happiness offered by The Buddha 2500 years ago. Students will learn to read difficult documents carefully and to craft complex arguments. Some highlights include the works of Kant, Mill, Nietzsche, Sartre, Friedman, Singer, Gilbert and Batchelor.

Level: H

Grade: 11, 12

Prerequisite: Junior or Senior Standing

Credit: .5

SO5720 Seminar in Asian-American Studies

SO5730 Seminar in Asian-American Studies Honor

In this fall-semester class, students will examine the historical, social and political factors that have influenced the lives of Asian Americans from 1850 to the present. Two key questions frame the course: "Who is Asian American?" and "What does it mean to be Asian American?" The course addresses these questions in four sections; the first is a historical analysis of the early immigration period (1850-1924), which looks at reasons for immigration, living and working conditions in America, and negative sentiment towards Asian immigrants. The second unit examines the World War II years and the impact of internment on Japanese Americans as well as other Asian American groups. The third unit covers the post-1965 immigration period, including the refugee migration from Southeast Asia (focusing on Cambodians and the Hmong from Laos). The last unit focuses on contemporary topics of the model minority myth, racial identity, race relations, Anti-Asian violence, gender stereotypes, Asian Americans in the media, LGBTQ identity, Asian Americans in politics, bi-racial Asian Americans, college admissions and affirmative action, and the Tiger Mom controversy. By using a variety of written and media sources, students will attempt to draw meaningful conclusions about the experiences and contributions of Asian Americans in United States history.

Level: N or H

Grade: 11, 12

Prerequisite: Junior or Senior Standing

Credit: .5

SO5420 Economics SO5430 Economics Honor

This spring-semester course is an introduction to "economic literacy." What is the "economic problem?" What are land, labor, capital and entrepreneurship? How do supply and demand interact? How does the GNP, inflation, recession, and "money supply" impact our daily existence? The course examines various economic systems of the past and the contemporary world. In addition, the students study several economic theories, analyze the "mixed economics" of Europe and Asia and confront the economic dilemmas of international development.

This course is offered at an "N" level, but students may elect to take it for Honors credit, which requires the completion of a significant number of additional assignments. After the first four weeks of class, students may not switch to a different level.

Level: N or H

Grade: 11, 12

Prerequisite: Junior or Senior Standing

Credit: .5



SO5600 Gender in Society

This spring-semester class will examine the sense that society makes out of sex and sexuality. Contemporary perspectives will be placed in historical context. The course will analyze the various influences of biology and culture on social practice. We will examine scientific texts, popular media, policy debates, and advertising. More than a discussion of these issues, the class will also examine the language used and the manner of its use in the discourse.

Level: N

Grade: 11, 12

Prerequisite: Junior or Senior standing

Credit: .5

FULL YEAR COURSES

SO4220 Senior Seminar in African-American Studies

SO4230 Senior Seminar in African-American Studies Honor

Students will learn about African-Americans by examining their history, literature, arts and culture. After examining African geography, history, politics and culture, students will learn the historical narrative of African-Americans in United States through novels, essays, biographies, speeches and plays. The course aims to help students identify with African Americans throughout the generations of American History, such as the Colonial Era, the American Revolution, Slavery, the Civil War, Reconstruction, and the struggle for Civil Rights. Students will experience African-Americans not as separate from but as an inclusive part of American thought, actions and events. In addition, the course will draw upon Pan-African connections in art, drama and music to understand the many cultures resulting from the African Diaspora. Course work will conclude with a major research and/or community service project. This course is offered for both "N" level and Honors credit, which requires completion of a significant number of additional assignments. After the first four weeks of class, students may not change to a different level.

Level: N or H

Grade: 12

Prerequisite: United States History

Credit: 1

SO4040 American Government and Politics: Advanced Placement

This course engages students in an in-depth study of political science and prepares them to take the American Government and Politics Advanced Placement Exam. Students study the various institutions, groups, beliefs, and ideas that make up the American political tradition. These include the organizations, powers and policy-making process of the Congress, the President and the executive bureaucracy, and the role of the Supreme Court. Constitutional history, the political values and behaviors of Americans, formal and informal institutions of government, and the development and defense of civil rights and liberties are also addressed. Students are expected to take the Advanced Placement American Government Examination in May. Students successfully completing this examination may gain advanced placement and/or college credit depending on the policy of the college to which the student is admitted.

Level: AP

Grade: 12

Prerequisite: United States History

Credit: 1

SO4140 European History: Advanced Placement

This course is a survey of European History, 1450 to the present. It follows a syllabus approved by the College Board for Advanced Placement courses. Students are expected to take the Advanced Placement European History Examination in May. Students successfully completing this examination may gain advanced placement and/or college credit depending on the policy of the college to which the student is admitted.

Level: AP

Grade: 12

Prerequisite: United States History

Credit: 1



SO4320 Legal Studies and Internship SO4330 Legal Studies and Internship Honor

Students will examine various aspects of the American legal system, including civics, civil rights, Constitutional law, law enforcement, criminal justice, public policy, civil dispute resolution, and contracts. The seminar will emphasize practical aspects of legal topics to provide students with perspectives on real world issues they are likely to encounter later in life. Guest speakers will include professionals from the court system, private law practices, and law enforcement agencies. Students will be required to present papers based on independent research, and they will participate in a variety of field trips and a culminating internship.

This course is offered for both "N" level and Honors credit, which requires completion of a significant number of additional assignments. After the first four weeks of class, students may not change to a different level.

Level: N

Prerequisite: United States History

Grade: 12

Credit: 1

SO4420 Psychology SO4430 Psychology Honor

This full-year course in psychology introduces students to the systematic and scientific study of the human mind. Some of the questions the course addresses are: How do humans and animals learn? What contributions to nature and nurture each make to human development, personality, emotion, and cognition? How do people develop across the life cycle? How do their behaviors, thoughts, and emotions change over time? Do women and men think and feel differently? Why do people get depressed, obsessed, or suffer delusions? What kind of treatments are available to help these individuals? Why do individuals act differently in some groups than in other? And differently still when alone?

This course is offered for both "N" level and Honors credit, which requires completion of a significant number of additional assignments. After the first four weeks of class, students may not change to a different level.

Level: N or H

Prerequisite: United States History

Grade: 12

Credit: 1

SO4500 The Brookline High School Program in Social Justice Leadership



The BHS Program in Social Justice Leadership is a year-long experience to train students to become social justice activists. Students meet in small seminar groups one time per week and grapple with social justice issues, work as interns at a local social justice organization for 2-3 months, participate in day long trainings each quarter and host speakers on a number of social justice topics. The program is for students who are passionate about making a difference in the world and are excited to connect with the world beyond BHS.

During the year, students read stories about social justice activists worldwide (including one book each semester), watch film about courageous change-makers, listen to speakers and participate in full-day trainings on racism, activism, and leadership. Students also travel to a prison and take an environmental tour of a low-income neighborhood.

Students begin the year by defining social justice and exploring their own identity: race, class, gender, and what it means to be a social justice advocate. During second quarter, students begin to identify the issue(s) they are passionate about, such as inequality, health, water rights, gay/lesbian/transgender rights, incarceration, access to food and water, or genocide. The third quarter emphasizes learning how to make change in the world and evaluates social change movements. Students end the year crafting their own personal social just mission statement. Throughout, opportunities to join student-led social justice groups (i.e. Literacy Partnership, community garden project) are provided.

The program is open to all juniors and seniors who have at least one afternoon available either in the fall, winter or spring to attend an internship at a Boston-area social justice organization. Students must complete an application in the Spring (available in the social studies office, room 393) for acceptance the following year. Students will earn a Certification in Social Justice for their successful completion of the program.

Level: N

Full Year

Periods per week: 2

Requirement: Application

Credit: .1





SO4600 Global Leadership

This course prepares students to become leaders in an increasingly interconnected and interdependent world. Students will meet four times a week to: 1) Analyze the traits necessary to be a global leader, 2) study the challenges of globalization and the world economy, 3) design a plan to address a specific health threat in low income countries 4) examine the challenges of healthcare systems overall, and 5) undertake various global diplomatic role plays. The course will include an emphasis on projects, skill building, and teamwork. It will also include several guest speakers on topics throughout the year, as well as two field trips to the Global Economic Summit in Foxboro and the United Nations in New York City.

Level: N

Full Year

Periods Per Week: 4

Requirement: Application

Credit: 1

SO4800/VA4800 Film as History/History as Film (Pending funding)

How are historians and filmmakers engaged in the same process? In this Social Studies/Visual Arts collaborative course, students will explore how history is documented in written form and one of the most powerful ways in which it is created and disseminated - documentary film. Students will engage in developing critical thinking skills as collaborative learners from multiple disciplines, perspectives and understandings. Through the lens of presenting historical information in film, the students will address issues of academic research, writing, media literacy, and perspective using the essential questions that guide this course. Decision-making and ethics will be a central theme of the intersection of the written and filmed presentation of historical events.

Level: N

Prerequisite: None

Grade: 12

Credits: 1 (Visual Art or Social Studies)



SPECIAL EDUCATION

The Special Education Department at Brookline High School strives to provide a free and appropriate public education in the least restrictive environment for all students with disabilities. We provide a wide range of high quality programs and services that meet the unique needs of individual students. Our department is directed and run by a special education team whose collaborative process involves clear communication regarding programs, services and processes between educators, parents and students. Unless otherwise noted, all courses are unleveled.

ACADEMIC SUPPORT

TU2009 Learning Center

This course is designed to support the student in making effective progress in regular education (improve academic functioning), and to assist the student in developing self-advocacy skills. The acquisition of strategies for academic improvement across curriculum areas is also a major focus. A major goal of Learning Center is to help students become independent learners. (Students may be scheduled for less than 4 periods with credit pro-rated accordingly.)

Periods per week: 2-4 Grade: 9 Credit: .5-1

TU2010 Learning Center (See description for course number TU2009)

Periods per week: 2-4 Grade: 10 Credit: .5-1

TU2011 Learning Center (See description for course number TU2009)

Periods per week: 2-4 Grade: 11 Credit: .5-1

TU2012 Learning Center (See description for course number TU2009)

Periods per week: 2-4 Grade: 12 Credit: .5-1

TU2309 Learning Academic Home Base (LAHB) Learning Center

Language Academic Home Base (LAHB) offers a home base and intensive multi-sensory language-based academic support for students enrolled in LAHB supported content classes who require specialized instruction and methodologies and intensive coordination of services. LAHB supports offer students access to the general education curriculum with additional intensive interventions in reading and writing. LAHB students exhibit language-based challenges with average to above average cognitive abilities; those who are self-motivated and independent benefit most from this model. Students also access this specialized LAHB Learning Center.

Level: N Periods per week: 2-4 Grade: 9 Credits: 1

TU2310 Learning Academic Home Base (LAHB) Learning Center

(See description for course number TU2309)

Level: N Periods per week: 2-4 Grade: 10 Credit: 1

TU2311 Learning Academic Home Base (LAHB) Learning Center

(See description for course number TU2309)

Level: N Periods per week: 2-4 Grade: 11 Credit: 1

TU2312 Learning Academic Home Base (LAHB) Learning Center

(See description for course number TU2309)

Level: N Periods per week: 2-4 Grade: 12 Credit: 1



TU2200 Supported Learning Center

Supported Learning Center serves students who need regular monitoring and support due to primary social/emotional needs. This class provides a supportive learning community with close case management to facilitate student progress. Students will receive instruction and assistance necessary to successfully manage academic, social and emotional demands. (Students may be scheduled for less than 4 periods with credit pro-rated accordingly.)

Periods per week: 2-4

Grade: 9-12

Credits: .5-1

TU3000 Pathways Study Skills and Tutorial

Study Skills and Tutorial address the fundamental skills that students need to complete coursework and assignments as independently as possible. Additionally, students are provided with support around issues that interfere with their learning, relationships and progress toward their individual goals. Students are provided the opportunity to review assignments, receive additional help with difficult concepts presented in their classes and/or work on assignments with individualized tutoring support. In addition to regularly scheduled class times, students are provided with a safe space that they may use when they are having difficulty functioning within the larger high school community. In addition, students may access the study skills/tutorial on as needed basis for additional support and guidance.

Grade: 9-12

Credit: 1

TU4000 RISE Tutorial

All students in the RISE program participate in a RISE tutorial. During RISE tutorial, students work on developing and expanding study skills, organizational skills, and self-advocacy skills. RISE tutorial provides students with the opportunity to complete homework assignments; preview and review class content and work on class projects with support from the RISE teacher and RISE program paraprofessionals.

Grade: 9-12

Credits: 1

TU4001 Community Based Program Tutorial

All students in the Community Based Program participate in Community Based Tutorial. This course is meant to provide students with support in areas of their education that may require it. Students work on organizational skills, social skills, time management skills, computer skills, functional life skills, etc. Tutorial is a time when students can work on make-up work, missing work and are able to start on homework. Each time the class meets, individual student needs are assessed and the appropriate support is given to help meet those needs.

Grade: 9-12

Credits: 1

CORE ACADEMIC CLASSES

EN1050 English I

This full year course for ninth graders integrates reading, writing and oral communication skill development with the study of literature. A scaffolding approach is utilized throughout the curriculum to build understanding and foster independence. Instruction is both individualized and highly structured to facilitate development of reading comprehension; vocabulary; and writing skills. Students learn to use organizers as a means of understanding concepts and organizing their own ideas. Students will explore short stories, novels, essays and poetry, which may include: *The Outsiders*, *Tunes for Bears to Dance To*; *Warriors Don't Cry*; *The Odyssey*; and *The Contender*. Writing skills development works toward independent writing of strong paragraphs with varied sentence types.

Grade: 9

Credit: 1

EN1060 Language Academic Home Base (LAHB) English I

(See description for course number EN1050.) This course provides additional language-based support for students through the LAHB model.

Level: N

Grade: 9

Credit: 1



EN2050 English II

This full year course for sophomores integrates development of reading comprehension and essay writing skills with the study of literature. A scaffolding approach is utilized throughout the curriculum to foster understanding and independence. Instruction is both individualized and highly structured to facilitate development of reading comprehension; vocabulary; and writing skills. Students use organizers as a means of understanding concepts and organizing their own ideas. Students will examine short stories, novels, essays and poetry, which may include: *A Raisin in the Sun*, *The Things they Carried*; *All Souls*; and *Othello*. Composition work concentrates on writing strong 5-paragraph essays that state and support a thesis. The EN2060 course provides additional language-based support for students whose IEPs recommend language support.

Grade: 10

Credit: 1

EN2060 Language Academic Home Base (LAHB) English II

(See description for course number EN2050.) This course provides additional language-based support for students through the LAHB model.

Level: N

Grade: 10

Credit: 1

EN3050 English III

This full year course for juniors integrates development of reading comprehension and essay writing skills with the study of literature. A scaffolding approach is utilized throughout the curriculum to foster understanding and independence. Instruction is both individualized and highly structured to facilitate development of reading comprehension; vocabulary; and writing skills. Students use organizers as a means of understanding concepts and organizing their own ideas. Students will examine short stories, novels, essays and poetry, which may include: *The Red Badge of Courage*, *The Curious Incident of the Dog in the Nighttime*; and *The Glass Castle*. Students will read independently as well. Composition work concentrates on writing strong essays that state and support a thesis and utilize evidence from the text effectively.

Grade: 11

Credit: 1

EN4050 Senior English

This full year course for seniors teaches writing in response to literature. A scaffolding approach is utilized throughout the curriculum to foster understanding and independence. Instruction is both individualized and highly structured to facilitate development of the ability to examine and write about themes in individual pieces of literature and across genres. Students develop independence in using and generating organizers to organize their own ideas. Students study literature as a class and independently, clarifying their thinking through discussion and writing about various aspects of the literature. Students successfully complete Senior Paper with ongoing structured support.

Grade: 12

Credit: 1

EN 1070, 2070, 3070, 4070 English I, II, III, and IV

Students in English will be exposed to a variety of classic and modern literature and various genres/ writing styles. The class will focus on understanding the practical and most essential elements of reading comprehension and composition, while also focusing on each student's individual reading and language arts IEP objectives. Students will read fiction and non-fiction novels, poetry, short stories, plays, etc. at their individual reading level. Utilizing current and appropriate technology, students will focus on improving their everyday writing skills and on making text to self, text to world and text-to-text connections. Students will maintain binder of their homework, classwork and writing samples that will serve as a portfolio of their work for the school year.

Grade: 9-12

Credit: 1

MA1050 Geometry I

This math course is designed primarily for freshman that require small group instruction. The course covers geometry and geometric concepts with a review of basic algebra. Quarterly hands on projects are required. These projects incorporate the math concepts discussed in class and also rely on cooperative educational principles in order to bring about completion.

Grade: 9

Credit: 1



MA2050 Algebra I/Geometry

This math course is designed primarily for sophomores and juniors who require small group instruction. The course covers a combination of algebra review and a continuing exploration of geometry and geometric concepts that relate to real world experience. One project per semester is required. These projects incorporate the math concepts discussed in class and also rely on cooperative educational principles in order to bring about completion.

Grade: 10

Credit: 1

MA3050 Essential Math for Life I

This full year math course is designed primarily for juniors who require small group instruction. This non-MCAS prep-class focuses on the use of money in everyday life. Course topics are integrated with the long-term transitional goals of students: earning potential, budgeting, investments, percentages, food and nutrition, housing costs, and a review of foundational essential math skills.

Grade: 11

Credit: 1

MA4050 Essential Math for Life II

This full year math course is designed primarily for seniors who require small group instruction. This non-MCAS prep-class focuses on the use of money in everyday living. Course topics are integrated with the long-term transitional goals of students: earnings, budgeting, investments, percentages, banking, major purchases, and nutrition, housing, and a review of foundational essential math skills.

Grade: 12

Credit: 1

MA1070, 2070, 3070, 4070 Math I, II, III and IV

This course is meant to provide students with functional Math skills as they relate to everyday life situations. Individual Math needs are met through small group lessons, working with partners and independent work. Students are also provided with 1:1 teaching where needed. Topics covered include computation skills, word problems, money, time, time management, measurement, and budgeting. The desired outcome is to maximize the student's independence and participation in all aspects of life.

Grade: 9-12

Credit: 1

SC1050 Applied Science I

This course will provide an integrated approach to studying physics and chemistry. It will consist of a hands-on and content-rich program designed to provide students with a meaningful learning experience based on the practical applications of introductory physics and chemistry. This course will meet a total of 4 blocks per week. These blocks will meet within the science lab block format, as well as in a specialized instructional format to pre-teach, reinforce and support the written expectations of the course.

Grade: 9-12

Credit: 1

SC2050 Applied Science II

This course will provide an integrated approach to studying biology. It will consist of a hands-on and content-rich program designed to provide students with a meaningful learning experience based on the practical applications of introductory biology. This course will meet a total of 4 blocks per week. These blocks will meet within the science lab block format, as well as in a specialized instructional format to pre-teach, reinforce and support the written expectations of the course.

Grade: 9-12

Credit: 1

SC3050 Applied Science III

This course will be a continuation of Applied Science II. It will provide an integrated approach to studying biology to support a competency determination with additional opportunities to meet the MCAS competency in Biology. This course will meet a total of 4 blocks per week. These blocks will meet within the science double-lab block format, as well as in a tutorial format to pre-teach, reinforce and support the written expectations of the course.

Grade: 9-12

Credit: 1



SC1070, 2070, 3070, 4070 Science I, II, III and IV

This course is meant to provide students with practical Science skills as they relate to everyday life situations. Individual Science needs are met through small group lessons, working with partners and independent work. Students are also provided with 1:1 teaching when appropriate. The following is a list of topics that could be covered in Functional Science: Weather, Plants, Animals, Heredity/Character traits, The Human Body, Healthy Lifestyles, and Food and Nutrition

Grade: 9-12

Credit: 1

SO1050 World History I

This course explores the development of civilization and the enduring beliefs of the world's people. This course will help students to acquire the historical and social science literacy, writing skills, and essential understandings necessary for a successful high school social studies experience.

Grade: 9

Credit: 1

SO2050 World History II

Students studying World History: The Modern Era will be expected to have some of the skills necessary to analyze social, political and historical problems upon entering the course. Through research and the writing of major essays, students will analyze the cause and effect, compare multiple perspectives, recognize the role of human agency in history, and discern the impact that economic, social, political, religious, and philosophical forces have had on modern civilization. The course will teach a variety of advanced skills necessary to evaluate primary and secondary sources, deal with more than one primary source at a time and read many secondary sources beyond the textbook. Teachers will help students write critical and analytical essays, which require a clear thesis by the student analysis on both factual and conceptual levels.

Grade: 10

Credit: 1

SO3050 United States History

This course is designed to survey the major topics in American History. Students are introduced to vocabulary, major figures, and the issues and conflicts that shaped this country's historical development, both socially and politically

Grade: 11

Credit: 1

SO1070, 2070, 3070, 4070 Social Studies I, II, III and IV

The Social Studies class will focus on teaching key Social Studies topics broken down and individualized to each student's level. This class connects to the Social Studies curriculum frameworks by addressing the life skills that relate to each of the important topics within the high school curriculum at a significantly modified level. Overarching topics to be covered include: Geography, Culture and Identities, Citizenship, and Economics. Throughout this class students will maintain a binder of their work and may take trips into the community to generalize skills. Overall, students will develop an understanding of how to access and play an active role in his or her community. Grade: 9-12

Credit: 1

TRANSITION

CE8801 Employment Support I

This course is designed to provide students with prevocational and vocational skills training. Students begin small internships and jobs within Brookline High School to learn a variety of skills for their career development. Students are given the opportunity to develop their interests and learn the skills required through a variety of job placements. Students are expected to write reflections in journals and develop a skills inventory and work portfolio. Seminars provide an opportunity to practice interview skills, and develop a resume and cover letter for jobs, which they are interested. Students prepare to apply and interview for jobs within their community. Trained job coaches supervise students in all work placements

Periods per week: Per IEP

Grade: PG

Credit: 1



CE8802- Employment Support II

This course is designed for students who would like to get vocational experience at an internship, job, or volunteer position. Students fill out applications providing their resume and work portfolio and/or cover letter. They are given the opportunity to interview and are provided a job position in the Brookline community and supported by a BHS job coach. Our primary placement is through our Brookline High School and Boston University Collaborative Internship Program in which students volunteer in the dining services, the Co-op Barnes & Noble bookstore, Fitness Recreational facilities and the School of Education Recycling Program. Other job placements include, but are not limited to: Walgreens, First Parish Church, Institute of Contemporary Art, Brookline Interactive Group (B.I.G formerly BATV) and Brookline Recreation LEADs program internships at the Brookline pool, after school programs and Soule day care center. Students are expected to maintain a log of self-evaluations completed at the end of each internship/job shift. The staff reviews strengths, progress and areas for improvement with each student.

Periods per week: Per IEP

Grade: PG

Credit: 1

CE8900 Job Skills

This course is designed to enable students to develop skills needed to obtain and maintain employment. Students will learn tools of the job search (i.e. resume writing and networking), the interviewing process, and strategies for keeping a job. Students are encouraged to share work experiences and learn from others.

Periods per week: Per IEP

Grade: 9-PG

Credit: 1

CE2411 - Transition I

Students begin to explore their work interests and develop their pre-vocational skills. Students work in the high school in a variety of jobs within Brookline High School. Students also have the opportunity to job shadow, take part in informational interviews, and listen to monthly guest speakers from a variety of careers and backgrounds. Students learn life skills and apply real world math and money skills. Students have the opportunity to learn and obtain a Mass ID and/or The Ride access card. Exploring extracurricular leisure activities, personal interests and maintaining a healthy lifestyle are addressed in class. Information regarding the transition and adult services process is also discussed with family.

Periods per week: Per IEP

Grade: PG

Credit: 1

CE2412 - Transition II

The Transition course is designed to help students begin planning for their post secondary life and develop a comprehensive Transition plan. Seminars include career interest assessments and career exploration. Students are provided an opportunity to job shadow, take part in informational interviews and the program invites guest speakers once a month from a variety of careers. Personal management seminars include banking and money skills, as well as obtaining a Mass ID and/or bank card etc. Students explore extracurricular leisure activities and learn about maintaining a healthy lifestyle. Students participate in health and nutrition seminars, plan a meal, shop for food and independently prepare a group lunch once a week. Students have access to our fitness center, spin room and the new Brookline Teen Center facilities. Students explore college and post-secondary education and vocational school possibilities. Additionally, students are provided an opportunity to participate in dual enrollment at local community colleges and take college courses with staff support. Exploration of adult services and referrals for case management is also provided.

Periods per week: Per IEP

Grade: PG

Credit: 1



ADAPTED PHYSICAL EDUCATION

HF7001 Adapted Physical Education

Alternative and/or supplemental physical education offering for opportunities to develop gross motor and skills necessary for life long physical activity.

Periods per week: 3

Grade: 9-PG

Credit: .25

HF8702 Adapted Physical Education

(See description for course number 7001)

Periods per week: 3

Grade: 9-PG

Credit: .25

READING

SERExx Reading Service

This service, delivered by a certified Reading Specialist, provides individual and small group interventions for students with diagnosed reading disabilities. Students receive instruction and guided practice in research-based strategies for improving their comprehension, fluency, and decoding skills, as well as instruction in word analysis strategies to expand vocabulary knowledge. The number of meetings depends on the student's Individualized Education Plan. Also offered through this service is the LAHB Reading class for students with language-based learning disabilities who require multi-sensory language teaching in order to advance their reading. Prior to determining/providing services, a reading assessment is completed. The SERELB4x Reading Service provides direct reading instruction for students whose IEPs recommend direct reading instruction.

Periods per week: Per IEP

Grade: 9-12

Credit: 1

SPEECH AND LANGUAGE

CO8000, 8002, 8003 Speech and Language

Individual, small group and classroom intervention for students with diagnosed language, communication and neurological speech disorders. This service provided by a certified Speech and Language Pathologist offers teaching of language skills and compensatory strategies for oral and written communication and specific speech disorders. Also included is consultation with general education and special education teachers and coordination with the learning centers, and tutorials. Number of meetings depends on the student's Individual Educational Plan. Speech and Language Pathologists participate in activities such as classroom observations and collaborative teaching, teacher consults and reviewing student work. Prior to determining/providing services, a speech and language assessment is completed.

Periods Per Week: As needed

Grade: 9-PG

Prerequisite: Per IEP Credit: .25

CO8100 Social Language

Social language groups offer structured teaching and experiential opportunities in social thinking and communication. Groups are led by a speech-language pathologist in a small group format. The main goal of the group is to improve the social understanding, communication and social reasoning skills of individuals by using discrete skill building activities. Groups are designed based on the needs of individuals and can be geared towards basic or high-level skill building.

Periods per week: Per IEP

Grade: 9-PG

Credit: .25



ExCEL PROGRAM

The ExCEL Program is an on-campus, therapeutic special education placement that supports students' academic and social emotional needs through small class sizes, a low student to teacher ratio, and a supportive environment that promotes relationship building and self-advocacy skills.

ExCEL Math

MA2800 Math 1

In a small group setting, this course examines algebraic, geometric, and numeric relationships, including functions, proof, congruence, isometries, similarity, probability, coordinate geometry, linear programming, and quadratics. Emphasis is on building understanding of concepts through hands-on investigation, pattern-finding, and cooperative group work. We will concentrate on building an understanding of mathematical concepts, applying previously learned strategies to solve problems, and increasing comprehension of mathematical texts.

Grade 9

Credit: 1

MA2810 Math 2

In a small group setting, this course provides an introduction to Algebra 2. Topics will include probability and statistics, algebraic expressions, writing equations to solve word problems, inequalities, absolute value, linear equations, systems of equations, polynomials, radicals, and quadratics. This course will continue to build upon strategies from the previous year in understanding mathematical concepts and improving comprehension of mathematical texts.

Grade 10

Credit: 1

MA2900 Math 3

This course continues the previous year's introduction to Algebra 2 topics. In a small group setting, students will study polynomials, functions, irrational numbers, quadratic equations, exponential equations, and logarithms. Students will be expected to improve their ability to appropriately and strategically utilize previously learned skills to solve new problems and will construct viable arguments as to why they chose to solve a problem in a certain way.

Grade 11

Credit: 1

MA2910 Math 4

Through an analysis of functions and coordinate geometry students are prepared for the study of college algebra. In a small group setting, students will study topics which include families of functions (polynomial, radical, rational, exponential, and logarithmic), curve fitting, sequences and series, and probability. In addition, students will use logic and reasoning to make meaning of graphs and data as well as recall previously learned knowledge in order to strategize and then solve a variety of word problems.

Grade 12

Credit: 1



World History: The Pre-Modern Era

The first year of a two-year course of study in world history, World History: The Pre-Modern Era explores the development of civilization and the enduring beliefs of the world's peoples. The course will help students acquire the historical and social science literacy, writing and research skills, and essential understandings necessary for a successful high school social studies experience. Beginning with the study of India and China, World History: The Pre-Modern Era will focus on the process of civilization building. Students will compare the roles of competing political philosophies in the creation and maintenance of a powerful empire. Traveling across the Islamic and African worlds, they will assess the importance of cultural diffusion. As they study the European Renaissance, Reformation and Enlightenment, students will examine the emergence of the individual in world history. Appraising the significance of colonialism and slavery, they will research the ways in which different cultures have impacted each other and contributed to the development of the modern world. The course will be interdisciplinary, with the social sciences, humanities, and technology integrated into the study of history. Students will be introduced to art history, and they will read portions of some of the great literary works from a variety of the world's cultures. All students will complete a research project in order to fulfill course requirements.

SO2500 World History I: The Pre-Modern Era

Within a small classroom setting, this course will focus on skill development as students engage the course content. Note taking, organization and other study skills will be emphasized along with an important range of thinking skills. Teachers will help students learn to develop thesis statements, assemble evidence, and write coherent paragraphs. While focused mainly on secondary source material, students will be exposed to strategies to interpret and analyze different types of sources, including primary sources from many different cultures.

Grade 9

Credit: 1

World History II: The Modern Era

Beginning with a review of the Enlightenment, World History: The Modern Era focuses on the world's history from the Age of the Democratic Revolutions to the post-Cold War era. Students will study the Industrial Revolution as it developed in Europe and in Japan; political and social movements of the 19th century; European and Japanese imperialism and the various forms of accommodation, assimilation and resistance created by African and Asian societies; and the world impact of World War I, World War II, the Cold War and Wars of National Liberation. Examining Asian, African, European and American cultures and histories, students will consider how they contributed to, and were impacted by, world history in the realms of ideas, art, politics, and economics. All students will write a research essay in order to fulfill course requirements.

SO2600 World History: The Modern Era

Within a small classroom setting, students will learn the skills necessary to analyze cause and effect, compare multiple perspectives, recognize the role of human agency in history, and discern the impact that economic, social, political, religious and philosophical forces have had on modern civilization. Additional reading strategies will be introduced to work with primary sources and secondary sources beyond the textbook. Teachers will help students learn to develop thesis statements, assemble evidence, and write coherent essays.

Grade 10

Credit: 1



United States History

United States History surveys the development of the United States from the colonial period to the end of the Cold War era, using both a chronological and thematic approach. This course is broken down between two courses, US History I and US History II. US History I, begins with a review of the colonial period and the American Revolution, students examine the creation of the Constitution, the early years of the republic, the institution of slavery and its effect on the country, and the causes and effects of the Civil War. US History II will review the Civil War and then study Reconstruction, the Industrial Revolution, the responses to the Industrial Revolution, civil rights, and the development of American foreign policy in the pre and post-World War II eras. By looking at United States history through a variety of lenses -- social, economic, and constitutional -- students will gain an in-depth understanding of the complex ways in which the past influences the present. In studying the aspirations of the many different individuals and peoples who have forged our nation's history, the conflicts they have encountered and the contributions they have made, students will be better prepared to play an informed and active role in a democracy.

The skills which will be stressed include outlining, preparing written work which shows sequence and the development of independent argument, working with three or four different sources, distinguishing immediate and long-term causes, critically examining primary sources, and recognizing the broader issues involved in a case. All students will learn some of the skills of the historian and spend time in the library.

Reading, writing, and discussion form the spine of the course; there are also opportunities for role playing, viewing films, taking field trips, and hearing speakers. Students will also engage in conversations about current events that are occurring around the United States or impact the United States and its citizens. All students will complete a research essay in order to fulfill course requirements.

SO2700 United States History I

Within a small classroom setting, United States History I students will further develop the skills necessary to analyze social, political and historical problems. They will practice outlining and note taking skills, and write short papers. Additional reading strategies will be reviewed to analyze primary and secondary sources beyond the textbook. Teachers will help students write essays that require a clear thesis and analysis on both factual and conceptual levels.

Grade 10-11

Credit: 1

SO2800 United States History II

Within a small classroom setting, United States History II students will build upon and be provided additional opportunities to further develop the skills used in US History I. There will be a particular emphasis on current events. Students are guided to develop decision-making skills and informed opinions about the world around them.

Grade 11-12

Credit: 1

ExCEL Science

SC2250 Physics

This course is designed to present an examination of the laws and principles of physics, including topics in mechanics, electricity, magnetism, and wave phenomenon. This course is offered based on student enrollment.

Grade 9

Credit: 1

SC1050 Applied Science 1 – Life Science

An examination of the principle concepts associated with living organisms.

a. Life science is the study of the structure of organisms and how they function. It includes cell biology, biochemistry, heredity, classification and evolution, along with the interaction between these organisms and their environment. Laboratory activities are an integral part of the curriculum. This course also focuses on building functional science skills. Reading, language, math, self-advocacy, organizational, behavioral and social objectives written into the IEP are integrated into the curriculum. Students will gain a familiarity with science, make connections amongst all aspects of learning, and develop the skills they can use within their current and future environments.

Grade: 9-12

Credit: 1



SC2050 Applied Science 2 – Biology

An examination of the principle concepts associated with living organisms.

This course is a continuation of introduction to biology started in Applied Science 1

a. Life science is the study of the structure of organisms and how they function. It includes cell biology, biochemistry, heredity, classification and evolution, along with the interaction between these organisms and their environment. Laboratory activities are an integral part of the curriculum. This course also focuses on building functional science skills. Reading, language, math, self-advocacy, organizational, behavioral and social objectives written into the IEP are integrated into the curriculum. Students will gain a familiarity with science, make connections amongst all aspects of learning, and develop the skills they can use within their current and future environments.

b.

Grade: 9-12

Credit: 1

SC2280-01 Applied Science 3 – Current Topics in Science

a. This full year course explores and investigates current topics and developments in science. Students will research and conduct experiments related to a variety of topics through the year. Topics of study may include environmental science, climate change, planetary science, health related topics among other things. Students will create presentations, write articles, and participate in discussions related to new scientific information and observations.

Grade: 9-12

Credit: 1

ExCEL English

ENG2100 Excel Freshman English

This full year course for freshmen integrates reading, writing, and oral communication skill development with the study of literature. This course is meant to provide an overview of literature from an analytical angle, making connections to historical context and perspectives. Students will explore excellent literature across the major forms and genres: short stories, novels, poetry, drama, and literary nonfiction. Students will also explore various genres of writing. Each unit will focus on a genre and the related elements of that specific genre. Students will investigate and enhance vocabulary, writing styles, and grammar techniques. Writing skills development works toward independent writing of strong paragraphs with varied sentence types. Throughout the year, students will explore literature across genres and make connections by taking part in guided reading, discussions, debates, writing, and projects.

Grade: 9

Credit: 1

ENG2200 Excel Sophomore English

This full year course for sophomores integrates development of reading comprehension and essay writing skills with the study of literature. This course is meant to provide an understanding of literature from around the world. Each section will allow for a close study of the literary work, as well as consideration of the historical and cultural contexts. Students will come to grasp the relationships between concerns of various peoples and cultures, as well as make connections to our society. Students will investigate and enhance vocabulary, writing styles, and grammar techniques. Composition work concentrates on writing strong analytical essays that state and support a thesis. Throughout the year, students will explore literature across cultures and make connections by taking part in guided reading, discussions, debates, writing, and projects.

Grade: 10

Credit: 1



ENG2210 Excel Junior English

This full year course for juniors integrates development of reading comprehension and essay writing skills with the study of literature. This course is meant to provide an understanding of American literature throughout history. Students will explore a variety of nonfiction and fiction literature, having the opportunity to analyze the relationship between texts and themes. Each section will allow for a close study of the literary work and its themes, as well as consideration of the historical and cultural contexts. Students will investigate and enhance vocabulary, writing styles, and grammar techniques. Composition work concentrates on writing strong essays that state and support a thesis and utilize evidence from the text effectively. Students successfully complete a Junior Paper with ongoing structured support. Throughout the year, students will explore literature and make connections by taking part in guided reading, discussions, debates, writing, and projects.

Grade: 11

Credit: 1

ENG2300 Excel Senior English

This full year course for seniors teaches writing in response to literature. This course is meant to provide an exploration of themes across a variety of literature and time periods. Students will explore a variety of literature from various genres, cultures, and time periods, having the opportunity to see how historical and cultural contexts influence theme. Students will identify the relationship of themes across various texts, as well as make connections between various people and cultures. Students will investigate and enhance vocabulary, writing styles, and grammar techniques. Composition work concentrates on writing strong essays that state and support a thesis and utilize evidence from the text effectively. Students successfully complete a Senior Paper with ongoing structured support. Throughout the year, students will explore literature from various time periods and make connections by taking part in guided reading, discussions, debates, writing, and projects.

Grade: 12

Credit: 1

ExCEL Advisory

AD2010 Advisory

Advisory class will cover a wide range of topics in both small group and larger group settings with multiple teachers. Topics will include but are not limited to: academic behavior, world events, community service projects, transitions skills, community building, and school preparedness.

Grade: 9-12

Credit: 1.0

ExCEL Electives

SC2292 Course: Science Seminar

Using basic scientific principles of discovery and experimentation, students will develop an appreciation for the fundamental fields of science and technology through an exploration of current events and everyday life experience. An interdisciplinary approach integrating the fields of physics, chemistry, biology and engineering will be employed to discuss one seminar topic. Examples include global health and nutrition, artificial intelligence and communication, sustainable environment and policymaking.

Grade: 9-12

Credit .5

VA86EX Exploring Film

This half-year course is meant to explore the wide range of films over a variety of genres and time periods. Students will investigate films in the areas of social commentary, character and plot development, themes, and purpose. Students will also examine films in the areas of cinematography, looking at film techniques, style, and effects. Students will demonstrate an understanding of content through participation in discussions, as well as reflective writing.

Grades: 9-12

Credits: .5



VA0103 Explorations in Art Studio

Students explore and experience 2D and 3D mediums, transforming and combining materials and processes into images and forms that resonate with the viewer. Art Studio increases craftsmanship, self-expression, and confidence in decision-making. Students use observational skills, listen to their intuition, imagine, and view outside sources to develop thoughtfully conceived and executed artwork. Art studio is ideal for students wanting a broad foundation for future art courses. Brainstorming, execution, competence with tools, critiques, self-reflections, and inventiveness are emphasized.

Grade: 9-12

Credits .5

SC5501 Engineering The Future I

Engineering the Future I is a semester long, hands-on project based courses that will introduce students to the skills and knowledge necessary to understand what engineering is and what engineers do. Projects are divided up into individual tasks and will include those that require group planning, research, design, prototype building, testing, evaluation and redesign. Students who take this course at BHS will be exposed to the engineering design process and begin to explore opportunities and careers in various fields of engineering.

Level: N

Grade: 9-11

Credit: .5

ExCEL Health and Fitness

HF2610 Health and Fitness

This course provides students with an opportunity to elect from a select group of lifetime and fitness activities. (e.g. may include personalized fitness training, tennis, badminton, ultimate Frisbee, boxing for fitness). Students will also participate in health education lessons. This class is co-taught.

Grades: 9-12

Credits: .5

ExCEL Study Skills

TU2220 Tutorial

In a small group setting, students will have an opportunity to review classwork, complete their homework, and study for tests/quizzes while getting support from dual certified special education and content area teachers. Students will prioritize their work based on their individual strength and will use this time in class to focus on their areas of greater need and their IEP goals related to academic behavior, executive functioning, and school preparedness.

Grades: 9-12

Credits: .5

TU2222 Learning Center

In a small group setting, students will have an opportunity to review classwork, complete their homework, and study for tests/quizzes while getting support from dual certified special education and content area teachers. Students will prioritize their work based on their individual strength and will use this time in class to focus on their areas of greater need and their IEP goals related to academic behavior, executive functioning, and school preparedness.

Grades: 9-12

Credits: 1.0



WINTHROP HOUSE

Winthrop House, an off-site component of Brookline High School, provides a therapeutic special education placement for students whose social and/or emotional issues have hindered success in a traditional setting.

MATH @ Winthrop House

MA5100 Geometry

An introductory examination/review of geometric relationships, including parallel lines, congruent and similar figures, trigonometry of right triangles, circles, area and volume, coordinate geometry, and coordinate transformations. There are also units on probability and statistics.

Level: N

Credit: 1

MA5200 Math 2

An introduction to second-year algebra as well as a continuation of a topical approach to probability and discrete math. We will briefly review basic algebra, revisit graphing techniques and coordinate geometry, and develop understanding of linear equations and inequalities, systems of linear equations and inequalities, polynomials, quadratic equations, and fundamental notions of parabolas.

Level: N

Credit: 1

MA5600 Intermediate Math

An extension of Math 2 for students who need additional time to master skills. Building on students' individual performances in Math 2, we will revisit and reinforce, as needed, topics covered in the Math 2 curriculum: review of basic algebra, graphing techniques and coordinate geometry, linear equations, systems of linear equations and inequalities, matrices and determinants, quadratic equations, parabolas, and fundamental notions of functions and exponents. This course is offered based on student enrollment.

Level: N

Credit: 1

MA5300 Math 3

A further study of algebra and functions and their properties. The fundamental notion of functions, inverse functions, powers, roots, radicals, and exponential, logarithmic, polynomial, and rational functions are examined. Additional units cover matrices, quadratic relations, and a study of trigonometry.

Level: N

Prerequisite: Math 2 (Intermediate Math)

Credit: 1

MA5400-01 Statistics

An introductory study of how numerical data may be analyzed as an aid in decision-making. Topics include data presentation and analysis of one and two variables, normal distribution, t-distribution, sampling methods and experimental design, linear regression, coefficient of correlation and statistical inference including significance tests and confidence intervals. Students frequently use a TI-83 in class.

Level: N

Grade: 11,12

Credit: 1

SOCIAL STUDIES @ Winthrop House

SO6100 World History: The Pre-Modern Era

Students studying World History will learn the skills necessary to analyze cause and effect, to compare multiple perspectives, to recognize the role of human agency in history, and to discern the impact that economic, social, political, religious and philosophical forces have had on civilization. They will learn to analyze works of art and literature from a variety of cultures and historical periods. The Pre-Modern Era focuses on the world's history from the Early Chinese period through 1500 C.E. This course is offered based on student enrollment.

Level: N

Credit: 1



SO6200 World History: The Modern Era

Students studying World History will learn the skills necessary to analyze cause and effect, to compare multiple perspectives, to recognize the role of human agency in history, and to discern the impact that economic, social, political, religious and philosophical forces have had on civilization. They will learn to analyze works of art and literature from a variety of cultures and historical periods. The Modern Era focuses on the world's history from the time of the Columbian exchange through the Twentieth Century. This course is offered based on student enrollment.

Level: N

Credit: 1

SO6300 United States History

This course is designed to survey the major topics of American History. Students are introduced to vocabulary, major figures, and the issues and conflicts that shaped this country's historical development both socially and politically. Additionally, U. S. geography and current events are stressed as they relate to the historical perspective. Students are helped to develop decision making skills and problem solving techniques on an individual and cooperative basis. This course is offered based on student enrollment.

Level: N

Credit: 1

SO6600 Contemporary History

This course is designed to take an in depth look at the events of the 20th century in American history. Students are introduced to vocabulary, major figures, and the issues and conflicts that shaped this country's historical development both socially and politically. They will be encouraged to form opinions and express them in both class discussions and in written work. This course is offered based on student enrollment.

Level: N

Credit: 1

SO6800 Philosophy: The Meaning Of Life

This fall-semester course explores some of the big questions in life: What is happiness? Is it possible to be happy? Does life have a purpose? What does it mean to live well? What if there are no reasonable or definite answers to these questions? We will read and discuss attempts to grapple with these questions from a variety of philosophers including Plato, Descartes, Kant and Sartre. In addition to considering what others have said, students will be encouraged to formulate their own answers, and to examine how their background, family, and community have shaped their perspectives. The format of the course is discussion-based, and it is open to all seniors.

Level: N Grade: 11, 12

Prerequisite: Junior or Senior standing

Credit: .5

SCIENCE @ Winthrop House

SC7100 Physics

This course is designed to present an examination of the laws and principles of physics, including topics in mechanics, electricity, magnetism, and wave phenomenon. This course is offered based on student enrollment.

Level: N

Credit: 1

SC7200 Biology

This course encompasses the study of the structure of organisms and how they function. Major topics include the nature of science, biochemistry, heredity, evolution, and ecology. Body systems are integrated throughout the curriculum. The course begins at the molecular level and culminates with the focus on interactive lectures, laboratory exercise, and class discussion and applications to everyday life experiences. This course is offered based on student enrollment.

Level: N

Credit: 1



SC7300 Chemistry

Chemistry deals with the structure of matter, its properties, and changes in properties as a result of chemical reactions. Emphasis is placed on the physical world involving atomic theory, energy relationships, and chemical reactions. Laboratories are exploration based, using everyday materials. Written laboratory reports are a significant part of course requirements. This course is offered based on student enrollment.

Level: N

Credit: 1

SC7400 Environmental Science :

This full year course is seminar based that foster scientific literacy, critical analysis of current issues, responsible local and global citizenship. The course provides a way in which students can become aware of the interaction of people and their environment. The curriculum focuses on concepts that are real-life issues. It provides awareness and understanding of practical everyday problems that affect their lives. It also relates important environmental issues to their lives and their community.

Level: N Grade: 11, 12 Prerequisite: Junior or Senior Standing

Credit: 1

ENGLISH @ Winthrop House

EN8100 English Workshop

Freshman course. Students explore connections between the literature they read and their own life experiences. Writing instruction focuses on the summary, the narrative and the personal essay. This course is offered based on student enrollment.

Level: N

Credit: 1

EN8200 World Literature

Sophomore course. Students study key works of literature from various world cultures, ancient to modern, using a humanities approach. Writing instruction focuses on the précis, the summary, the essay, and the 2 to 3 page paper. This course is offered based on student enrollment.

Level: N

Credit: 1

EN8300 American Literature

Junior course. Students study American literature in historical and cultural context, identifying recurrent themes. Writing instruction focuses on the précis, the summary, the essay, and the 4-5 page paper. This course is offered based on student enrollment.

Level: N

Credit: 1

EN8400 Literature Of The Modern Era - A

Mixed grade level course. Selected literature reflects the multiculturalism of our modern era: the poetry, short stories, novels, and drama of world authors. Reading selections differ from those in Literature of the Modern Era - B. Essays and short papers are required. This course is offered based on student enrollment.

Level: N

Credit: 1

EN8800 Literature Of The Modern Era - B

Mixed grade level course. Selected literature reflects the multiculturalism of our modern era: the poetry, short stories, novels, and drama of world authors. Reading selections differ from those in Literature of the Modern Era-A. Essays and short papers are required. This course is offered based on student enrollment.

Level: N

Credit: 1

EN8500 Senior English

Grade 12 only. A survey course focusing on close reading in multiple genres, review of skills necessary for post-secondary success, and the writing of the senior paper.

Level: N

Credit: 1



EN8600 Independent English

This contract-based, independent tutorial allows a student to earn English credit when scheduling or other circumstances prevent enrollment in a regularly scheduled English class. After an initial evaluation to determine his or her level of proficiency, the student and teacher review an appropriate menu, then create an individualized work schedule and list of required products. The student completes work independently, meeting weekly with the teacher to receive instruction, review work completed, and discuss his or her progress.

Level: N

Periods per week: 1 + independent work time

Credit: .25- 1

WORLD LANGUAGES @ Winthrop House

WL4400 Beginning Spanish 1

{See WORLD LANGUAGE section of BHS Course Catalog for course description]

This course is offered based on student enrollment.

Level: N

Credit: 1

WL4500 Beginning Spanish 2

{See WORLD LANGUAGE section of BHS Course Catalog for course description]

This course is offered based on student enrollment.

Level: N

Credit: 1

HEALTH and FITNESS @ Winthrop House

HF1100 Small Group Physical Education

This course is designed to match instruction to the skills and interests of the students. Students develop skills for lifetime activity including social, cognitive and physical skills, while meeting the category D graduation requirement. Required course for one semester each school year.

Level: N

Periods per week: 2

Credit: .25

THERAPEUTIC/GUIDANCE COMPONENT @ Winthrop House

TU9000 Tutorial

This class provides academic monitoring and assistance five times per week in a supportive learning environment with a low student/teacher ratio. With their Tutorial teacher, students identify specific focus areas for improving academic performance and develop strategies and ideas to maximize their intellectual potential.

Class time per week: 120 min

Credit: .25 per semester

TU0320 Sophomore Seminar TU0330 Junior Seminar TU0340 Senior Seminar

Seminar Courses involve students in four different sessions: (1) a weekly group run by clinical personnel, (2) a weekly community meeting which promotes group interactions and fosters communication skills, (3) a weekly meeting with staff mentors and (4) a weekly transition workshop. Transition workshops help students learn to negotiate the social, emotional, and academic transitions inherent in adolescence, cope with the individual challenges which brought them to Winthrop House, and develop plans for life beyond high school.

Full year course.

Level: N

Credit: 1.0



TU0400 Study Skills

This course is designed to allow students to complete homework assignments with the support of Winthrop House Staff. Depending on the needs of individual students, staff will review strategies for academic improvement including organizational and study skills.

Level: N

Periods per week: 1-4

Credit: .25 - 1

OPTIONS in Core Academic Areas @ Winthrop House

TU0430 Independent Study

The independent study option allows a student to earn academic credit when scheduling or other circumstances prevent enrollment in a Winthrop House or main campus class. Only students who have consistently demonstrated the ability to work independently will be approved for this option. Independent Study may take the form of a tutorial monitored by a Winthrop House staff member, or may involve study at an outside source within the community: for example, a class at a post-secondary school, college, or university, or a course run by a community agency or adult education program. Once the student has been approved for Independent Study, a Winthrop House mentor is assigned and a contract is prepared, clearly specifying requirements for earning credit and any outside documentation needed.

Level: N

Periods per week: independent work

Credit: .25- 1 + contact with mentor

SO6400 Psychology

An introduction to Psychology. Topics covered include: developmental stages of the life cycle, functions of the mind, learning, memory, language, learning disorders, theories of human behavior, psychological disorders, stress and health, and an overview of the major schools of therapy. In addition to a brief introduction to these topics, subjects of particular interest to the class will be covered in greater depth. A one semester course which may be taken more than once.

Level: N

Periods per week: 2

Credit: .25

SO6500 World and Society

This course is designed to give students an exposure to the issues and events taking place in the world today. Students will explore contemporary issues from a historical perspective using background material, research, and current periodicals. After exploration of the topic, students will engage in class discussions to present their points of view. A one semester course, which may be taken more than once.

Level: N

Periods per week: 2

Credit: .25

SC7500 Animal Behavior

This course explores the way in which animals respond to changes in their environment and how they interact within and between populations. Topics to be covered are learning, communication, paternal behavior, finding a mate, defense against predation, and aggressions.

Level: N

Periods per week: 2

Credit: .25

EN8700 Creative Writing

This course encourages students to experiment with various forms of creative writing as each discovers his or her individual voice and develops a personal writing style. Students enrolled in this course during second semester serve as associate editors of *Dreamless Haven*, the Winthrop House literary journal. A one semester course which may be taken more than once.

Level: N

Periods per week: 2

Credit: .25

ELECTIVES: in Career and Tech Ed/Community Service



CE5500 Computer

In this course, which emphasizes visual thinking and learning, students will work toward proficiency in use of the computer for word processing, drawing, painting, database, and spreadsheet. Individualized, one semester course. May be taken more than once. Course offered based on student enrollment.

Level: N

Periods per week: 2

Credit: .25

CE4301-1 Introduction to Computer Science

This is a self-paced course in which students will learn the basics of JavaScript, and learn the foundations of computer science and basic programming first through Karel the Dog and then through formalized study of structures, graphics, and game creation in the JavaScript language to build their own game. Students with any programming background are welcome, and structure and support will be given at all levels.

Level: N

Periods per week: 2

Credit: .25

CE9300 Day Care

This program is designed for students who are interested in working with infants, toddlers or preschool aged children in the Brookline Staff Child Care Center for at least two class periods per week. Students arrange weekly contact with a designated WH staff member in support of their experience, as well as periodic meetings with day care staff. This course is offered based on student enrollment.

Level: N

Periods per week: 2-8

Credit: .25- 2

CE4100 Work Study

This program is designed to help students benefit from work experience. Students receive credit for working at least 12 hours per week. Requirements include periodic conferences with the Work Study Coordinator and regular evaluations by the work site supervisor.

Level: N

Hours per week: 12 hours.

Credit: .25-1

CE4200 Community Service

This option, designed to offer students opportunities to be of service to the local community, may be offered as service sites become available. Once the student has been approved for Community Service, a Winthrop House mentor is assigned and a contract is prepared, clearly specifying requirements for earning credit and any outside documentation needed.

Level: N

Hours per week: varies as per contract

Credit: .25-1

ELECTIVES in Visual Arts @ Winthrop House

VA9100 Film Study

This class will study the elements that make up films. Students will view films, discuss and critique films, and write reviews. A one semester course which may be elected more than once. Course offered based on student enrollment.

Level: N

Credit: .5

VA9200 Art

This course exposes students to techniques in a variety of fine arts areas: painting, drawing, collage, interior decoration, and crafts. A one semester course which may be elected more than once. Course offered based on student enrollment.

Level: N

Periods per week: 2

Credit: .25



VISUAL ARTS

“Creativity is intelligence having fun.” Albert Einstein

Visual arts students practice creativity every day. Students of every experience levels are welcomed and encouraged to develop an intrinsic connection with design thinking challenges. Teachers provide instruction on the techniques necessary to allow all students the opportunity to create their very best work. Through the creative thinking and design process, visual arts students develop personal voice, persistence, problem solving, an appreciation of different points of view, the ability to collaborate, effective communication skills, and the craftsmanship to create increasingly sophisticated works of art.

In Visual Arts Classes, students:

- Cultivate imagination and curiosity
- Ask questions and do research to develop design thinking
- Connect learning to other ideas, experiences, and subjects
- Think flexibly and brainstorm multiple solutions
- Find focus, commit to learning, and create work
- Experiment, improvise, and embrace the unknown
- Think critically, make edits, refine, and develop craft
- Critique, reflect, share learning, and find the next challenge

Every student is encouraged to enroll in several courses during their high school program to discover their ability to design and communicate visually. Students interested in having a varied experience in the visual arts are advised to take multiple Level I (foundational work) courses to investigate the wide variety of studio courses we offer at BHS. Students, who have found an area of interest, are encouraged to deepen their understanding and build their experience in one or more of the many Level 2 classes (continuing work) offered. Students who are interested in building a portfolio as part of their college applications will want to enroll in Level 3 (advanced classes). In senior year, advanced students, with significant work over time in any media may wish to enroll in AP Studio Art as the capstone to their visual arts experience. The AP Studio Art exam is a portfolio exam that includes Drawing (drawing/painting, printmaking), 2D Design (photography, computer arts, comics, design, drawing, painting, printmaking, collage) and 3D Design (ceramics, sculpture, metals, wearable art) options. The portfolio exams are evaluated by The College Board and may result in college credit for the work completed during this class.

In order to accommodate a greater number of visual arts courses within the schedule, students may choose an Elective Pathway Alternative. This pathway allows students to re-direct some graduation credit requirements distributed in other areas towards work in the visual arts. See below.

GRADUATION REQUIREMENTS

Graduation from Brookline High School requires three credits within the electives programs, Career and Technology Education, Performing Arts, and Visual Arts. Courses can be distributed across the three departments or met through the Electives Pathways Option to study more intensively in one discipline.



LEVEL ONE COURSES (foundational work)

VA8301 3D Animation

Students work with 3D software to create animations, short 3D films, from original characters and storylines that are developed into detailed, multi-level worlds. Students give life to characters and sketches created from observation, memory and imagination. Students develop individual ideas and then through in-process group critiques and viewings give and receive peer feedback on a viewer's experience and understanding of the artist's intentions. Students examine real world examples of 3D animation, both historical animations and the current trends in the industry.

Grade: 9-12

Credits .5

VA8101 Animation I

Animation students, beginning with storyboards, ideas, original sketches, and frame development, become competent with the computer tools used to communicate their stories in a 3D animation. Students create detailed, multi-level stories, exploring the wide-ranging possibilities of the software that create interesting, entertaining and well-crafted animations. Students bring life to the two-dimensional sketches created during brainstorming. Students share work with peers to experience the responses of an audience of peers.

Grade: 9-12

Credits .5

VA0101 Art Studio

Art studio is ideal for students wanting to work with multiple materials. Art Studio students create both 2D and 3D pieces developing personal voice through the choices made during the creative process. Art studio is an exploratory class for the student developing preferences of media for expressing ideas. Creative and flexible thinking is encouraged, as the students increase craftsmanship with mixed media. Students use imagination, hone observation skills, listen to their intuition, give and receive peer feedback to develop thoughtfully designed and executed artwork

Grade: 9-12

Credits .5

VA5001 Ceramics I

Ceramics I students learn the basic principles of using clay as a medium to create both functional and sculptural objects. Students explore the basic techniques, creating pinch pots, coil based pots, slab building and wheel throwing. With careful observation of the way clay reacts to gravity, heat, air, water, and touch, students gain the necessary understandings of structural integrity unique to this material. The clay class is taught with an emphasis on developing strong craftsmanship through keen observation of the processes, the development of individual ideas, and creativity. Written self-reflections and active participation in group reflection and critique are required components of this course. This course has a lab fee of forty dollars. Financial assistance is available.

Grade: 9-12

Credits .5

VA 9400 Comic Books 101

Comic Books 101 is a level one drawing class. The production of comic books is a wonderful, unique form of storytelling that combines multiple framed words and pictures. Subject matter can be serious, humorous, autobiographical, or completely fantastic. Students explore the stages of comic book production using both traditional and computer assisted methods. Initially, students work with ink, paper, and transition to digital forms of comic book production. Work includes hand drawn thumbnails, model sheets, dummy pages, and analysis of the fundamental elements of sequential art. Students invent original characters and scripts that have personal relevance and engage in critiques and discussions to discover optimum visual solutions

Grade: 9-12

Credits .5



VA9101/CE9101 Digital Design Studio I

Digital Design I class is a level one drawing class that uses computer programs to render the work. Students create original compositions from memory, observation and imagination, using the tools of the computer programs to convey a message, evoke a feeling, persuade, or ask the viewer to look beyond what is visible. Students integrate text and imagery creating book illustrations, company logos, advertising campaigns, visual illusions, and typographic imagery. Adobe Illustrator and Photoshop, are the primary programs. As digital design work leads to real work jobs, the students are additionally challenged to be original, inventive, while meeting the constraints of client oriented work, elevating the challenges to the real world expectations for designers/illustrators.

Grade: 9-12

Credits .5

VA9310/CE9310 Digital Video Production I

Students explore the tools and programs available to create videos start to finish, with careful attention to the communication of original ideas and intentions, and well as the response of viewers. From scriptwriting, storyboarding, basic film techniques, to presentations, critiquing, post-production editing and refining of the stories, students use this art form to communicate understandings, technical skills and personal voice. Students critique and analyze of historical and contemporary examples of film and television, including commercials and their own original videos. Student generated productions are viewed and critiqued by a group of peers to reflect on the response of an audience

Grade: 9-12

Credit: .5 (VA or CTE)

VA1001 Drawing I

Students develop drawing skills by practicing how to “see” training the eye, brain, and hand to work in concert. Students use keen observation to create forms or objects on a surface by means of lines. Students also work from memory and imagination, as they experience a variety of methods for creating strong compositions. Students make use of any number of drawing instruments including graphite pencils, pen and ink, inked brushes, color pencils, crayons, charcoals, chalk, pastels, markers that illustrate objects, space and portraiture. Students with limited experience will develop confidence in their abilities and students with broader experience expand their skills through continued practice

Grade: 9-12

Credits .5

VA9600/CE9600 Documentary Filmmaking

Students create personal stories on film, studying first, different types of documentary techniques, subgenres of documentary, and practicing the formal elements of documentary filmmaking. Teamwork, competent use of equipment, research methods, good communication skills, and professionalism are emphasized. Students research and discover meaningful topics for films, create proposals and treatments, find a unique voice, and assemble a film that keeps its viewers engaged. Utilizing the tools available to the filmmaker such as sound, image, special effects and pacing, students create an entertaining film while generating an awareness of world issues for the student and the viewer

Grade: 9-12

Credit: .5 (VA or CTE)

VA6001 Metals I

Students develop competency working with metal as a material to express individual ideas through cutting, bending, joining, and piercing metals. 3D design challenges for creating sculptural objects and jewelry are coupled with group and individual demonstrations to introduce the safe and appropriate use of the metal studio, tools and material. Students use observation skills, follow their intuition, tap into their imagination, and view outside sources to develop thoughtfully designed metal sculptures including jewelry. Creating well-crafted work that reflects an understanding of and respect for the creative process, mirrors the artists' intentions, and resonates with the viewer are paramount objectives of this course. This course has a lab fee of forty dollars. Financial assistance is available.

Grade: 9-12

Credits .5



VA2001 Painting I

Color has a deep and personal impact for the artist and the viewer. Painting I students develop skill in utilizing a variety of wet media including tempera, watercolor, ink, gouache, acrylic paints, and water-soluble oil paint. Students in this class explore representational, abstract, and nonobjective ways of working to express ideas. Exploration and experimentation with materials, journal/sketchbook work, group critiques, written self-reflection and exhibition of work are emphasized

Grade: 9-12

Credits .5

VA7001 Photography I

Photography I students experience the full range of possibilities, the black and white process in the dark room and the computer generated prints created in Photoshop. The course emphasizes composition, design, point of view, and student voice in the photography. Students are challenged to consider all the elements of the frame; to include only what is necessary to turn a snapshot into a photograph. In the Black and White Lab, students develop film and use darkroom techniques to create the photographs. Students print images in the traditional manner to gain a greater understanding of “painting with light”. In the Digital Lab, students switch to digital cameras and experience how technology has transformed this art form. Cameras are available for loan if necessary. This course has a lab fee of fifty dollars. Financial assistance is available

Grade: 9-12

Credits .5

VA4001 Printmaking I

Exploration, experimentation and intuition are essential components to this printmaking class. Students engage in a variety of printmaking processes: linoleum, dry point, collagraphs, and stencils to create multiple prints. These prints are just the beginning, as they then become the basis for further exploration through a variety of media. Cut them, fold them, layer them, trade them, paint on them, draw on them, build with them...the possibilities are endless. Students are encouraged to embrace the camaraderie that takes place in the visual arts classrooms to expand their ability to give and receive peer feedback, develop their critical thinking skills and comfortably participate in critiques.

Grade: 9-12

Credits .5

VA3001 Working in 3D: Sculptural Objects

Students construct 3D objects using many materials such as paper, cardboard, plaster, wire, and wax while practicing both additive and subtractive methods. The emphasis is on developing craftsmanship through keen observation of the process, the development of individual ideas, and innovation. Students develop personal voice through the exploration of conceptual development, attention to principles of composition, and a historical understanding of three-dimensional art. Written self-reflections and active participation in group reflection and critique are required components of this course. This class has a lab fee of twenty dollars. Financial assistance is available.

Grade: 9-12

Credits .5

VA 9800/CE9800 Television Production 101

Television Production students experience real world live television production engaging in the full range of operations needed to create programs for viewing. Students create media productions for television working collaboratively and learning the fundamental techniques of operating state - of - the art media production equipment. Emphasis is on teamwork, competent use of equipment, good communication skills, and professionalism. Students completing this course will be eligible to take future courses of Television Production, and Digital Video.

Grade: 9-12

Credit: .5 (VA or CTE)

LEVEL TWO COURSES (Continuing work)

VA8201 Animation II

Students continue to create art in motion in short animated films. Students use the knowledge of programs gained in Animation I to develop several short animations, each designed on a particular challenge for animators. Students highlight their personal voice and styles as they create more sophisticated works. Students continue to develop competent use of software, strong compositions, original characters and story ideas. Assignments include the opportunity to continue work created in Animation I, experimentation of new ideas, inventiveness and reflection.

Prerequisite: Animation I

Grade: 9-12

Credits .5



VA5101 Ceramics II

Using the knowledge of clay and glaze developed in Ceramics I, students continue to create functional and sculptural objects, improving upon construction techniques, conceptual development, and artistic autonomy through practice. Class assignments develop further understanding of proportion, gesture, formal elements, principles of composition, and observation. Through these challenges, students explore their individual creative voice using clay and engage in a critical analysis of their work. This course has a lab fee of forty dollars. Financial assistance is available.

Prerequisite: Ceramics I

Grade: 9-12

Credits .5

VA1201 Drawing II

Building on experiences in Drawing 1, students continue to develop the skills for expressing their ideas, interests, and experience visually through practice. Assignments challenge students to demonstrate strong composition, modeling of forms, linear perspective and working with the figure. Drawings convey ideas about the subjects beyond mere appearance, and develop a unique artistic signature. Journal work, group critics, self-reflections, exhibition of work and competent use of tools are emphasized

Prerequisite: Drawing I

Grade: 9-12

Credits .5

VA9201/CE9201 Digital Design Studio II

Building on Digital Design I skills, students create original compositions that convey a message, evoke a feeling, or ask the viewer to look beyond what is visible. The art works demonstrate competence and understanding of the dual purposes of the graphic artist, personal expression and client satisfaction. Assignments resulting in bold, eye-catching illustrations, collages, advertisements, visual illusions, and typographic imagery, mirror the real world expectations for designers/illustrators. Competent use of software, originality, inventiveness, risk taking and reflection are emphasized.

Prerequisite: Digital Design Studio I

Grade: 10-12

Credits .5 (VA or CTE)

VA7210 Digital Photography II

Students, having developed basic skills in Photo I, continue to explore the possibilities of manipulating photographs with computer software. In the Photo labs, students create complex images; engage in artistic thinking, problem solving, and exploring ideas. Students judge work critically and realistically, reflecting on individual growth as a photographer. Assignments are based on particular concepts or themes such as Portraits, Family, Landscape, Architecture, Documentary Film, Still Life and Sports. Group critiques, self-reflection and exhibitions are avenues for feedback to the photographers. Cameras are available for loan if necessary. This course has a lab fee of fifty dollars. Financial assistance is available

Prerequisite: Photography I

Grade: 9-12

Credit: .5

VA9320/CE9320 Digital Video Production II

Students continue to investigate the techniques, story ideas, creating scripts, scenes, music, filming, and editing digital videos introduced in DV I. Students create individual and group productions that demonstrate advancing proficiency in creating compelling video. Students conduct in-depth analyses of selected directors and their films. Class participation in brainstorming, group projects, critiques, and final viewing of the videos is used to provide feedback to the videographers

Prerequisite: Digital Video Production I

Grade: 9-12

Credits .5 (VA or CTE)

VA6101 Metals II

In Metals II, students build on the skills acquired in Metals I, engaging in the age-old dilemma of manipulating and shaping metal and related materials. Using observation skills, listening to and relying on their intuition, students tap their imagination and viewed outside sources to develop thoughtfully designed small metal sculptures and jewelry. Assignments allow the students to create strong work that demonstrates genuine understanding of the materials, strong manipulative skills, and more challenging combinations of processes. This course has a forty-dollar lab fee. Financial assistance is available.

Prerequisite: Metals I

Grade: 9-12

Credits .5



VA2101 Painting II

Building on their studies in Painting I, students explore more complex ways of engaging with materials and the making of visual work. Students tackle a variety of subjects as they work representationally and abstractly to express ideas and engage in critical analysis of works of art. The use of grounds and glazes as well as alla prima, plein aire, and underpainting methods will be explored. Journal work and written self-reflection are required components of this course. All students will participate in group critiques and have opportunity to exhibit their work in both the UAB and The Art Space gallery

Prerequisite: Painting I

Grade: 9-12

Credits .5

VA7101 Photography II Black and White

Photography students refine the skills introduced in Photography I. Students work in the darkroom with their own negatives and the enlargers to investigate options for using negatives to reinvent the images. Challenges are designed to engage in artistic thinking, problem solving, and exploring ideas. Students judge work critically and realistically, through peer critiques and reflection. Students will develop numerous bodies of work, exploring particular concepts and themes within photographic genres such as Portraits, Family, Landscape, Architecture, Documentary Film, Still Life and Sports. Cameras are available for loan if necessary. This course has a lab fee of fifty dollars. Financial assistance is available

Prerequisite: Photography I

Grade: 10-12

Credits .5

VA4201 Printmaking II

The exploration and experimentation introduced in printmaking I continues. Students are now familiar with a variety of printmaking processes: linoleum, dry point, collagraphs, and stencils and are able to create multiple prints. The experiences in printmaking I serve as the jumping off point for further exploration through a variety of media. The possibilities are endless. Group participation in brainstorming and critique support personal work that demonstrates genuine understanding of the printmaking techniques, focused attention, persistent work habits, individual expression, and self-reflective learning.

Prerequisite: Printmaking I

Grade: 10-12

Credits .5

VA3101 Working in 3D: Sculptural Objects

Students continue to construct 3D objects that are increasingly more complex based on the experiences and learning in the level one class. The emphasis is continuous development of craftsmanship, evidence of personal voice and a solid command of the materials. Students are encouraged to explore blending materials, follow ideas and test the possibilities of creating 3D forms. Written self-reflections and active participation in group reflection and critique are required components of this course. This class has a lab fee of twenty dollars. Financial assistance is available.

Prerequisite: Working in 3D: Sculptural Objects I

Grade: 10-12

Credits .5

VA9900 Television Production 102

Television Production 102 continue to create live television productions engaging in the full range of operations needed to create programs for viewing. As students become more competent with the workings of a television programming that is live, they examine "classic productions" to further understand "best Practices". Students create media productions for television working collaboratively and learning the fundamental techniques of operating state-of-the-art media production equipment. Emphasis is on teamwork, competent use of equipment, good communication skills, and professionalism.

Prerequisite: Television Production 101

Grade: 9-12

Credits .5 (VA or CTE)



LEVEL THREE COURSES (advanced work)

VA9300 Advanced Drawing and Painting

Advanced Drawing and Painting students engage in focused investigations of personal ideas and questions. Students are challenged to be skillful, intuitive, imaginative, and critical thinkers as they create bodies of work for breadth in their portfolios. Students focus on developing sophisticated visual solutions to traditional design problems. Students consider the qualities inherent in compelling visual expressions, to create sophisticated abstract and representational compositions. Students investigate how artists generate ideas and determine the appropriate approach to solving challenges. Through brainstorming exercises, each student artist makes critical choices regarding subject, media, style, and execution. Students develop a portfolio suitable for college and scholarship applications and serves as the foundation for an AP level portfolio for students that continue their artistic studies and undertake the AP Studio Art Exam.

Prerequisite: level one of drawing and/or painting, level one and two of either drawing or painting or department approved equivalent

Grade: 11-12

Credit: 1

VA9000 AP Studio Art: Drawing, 2D, 3D

AP Portfolio students engage in create a series of pieces that explore a theme, emerging from personal inquiries that challenges students to be skillful, intuitive, imaginative, and critical thinkers. They create a strong portfolio of work for submission to the College Board for the AP Studio Art Exam. The AP artist needs to be able to work independently, to step up and create personal challenges that answer their curiosity, to be a problem solver, and to seek critique for reflection. Students need to develop a theme or concept of personal interest, devising challenges and posing visual problems to be explored creating a body of work with depth and breadth. Emphasis is on developing artistic vision, maintaining high personal expectations, meeting deadlines, and preparing work for public viewing. Weekly journal work, written self-reflection, group critique, and formal artistic statements are required components of this course. All AP students prepare a slide portfolio of work that meets the expectations for the College Board's AP Studio Art Portfolio Exam in one of the three portfolio areas: Drawing, 2D Design or 3D Design.

Level: AP

Grade: 11-12

Credit: 1

Prerequisite: Advanced Drawing and Painting or three years of work within Ceramics, Sculpture, Jewelry/Metals, Photography, or Graphic Design.

VA5200 Ceramics III

Students in Ceramics III build upon their knowledge and practice of working with clay, developed in Ceramics I and II. Students build a personalized body of work utilizing a variety of resources and techniques including observation, imagination, formal elements, and principles of composition. Each student makes critical choices regarding subject matter, intention, and execution. Students are expected to produce a sophisticated body of work that exhibits clarity, focus, and commitment. Students will work in a mixed level grouping and engage in critiques, class discussions and exhibit work regularly. This class has a lab fee of forty dollars. Financial assistance is available.

Prerequisite: Ceramic I, II

Grade: 10-12

Credits: .5

VA7300 Photography III

Photography III students focus on creating sophisticated, compelling images that illustrate their growing command of the tools and materials available to the photographer. Students work utilizing a variety of resources and techniques including observation, imagination, formal elements, and principles of composition. Each student makes critical choices regarding subject matter, intention, and execution. Students construct strong portfolios of images that include landscapes, portraiture, documentary and invented images. Students may work in a mixed level grouping and engage in critiques, class discussions and exhibit work regularly. Cameras are available for loan if necessary. This class has a lab fee of fifty dollars. Financial assistance is available.

Prerequisite: Photography I, II

Grade: 10-12

Credit .5



VA5300 Ceramics IV

Ceramics IV students continue their practice with clay and glaze to create functional and sculptural objects. Students in Ceramics IV create a personal body of work that reflects their individual creative mindset and goals. Emphasis is placed on developing artistic vision, maintaining high personal expectations, and preparing work for public viewing. Students will work in a mixed level grouping and engage in critiques, class discussions and exhibit work regularly. This class has a lab fee of forty dollars. Financial assistance is available.

Prerequisite: Ceramic I, II, III

Grades 10-12

Credits: .5

VA9600 Independent Study

Independent study requires a contract with the appropriate visual arts teacher. Students present a written proposal for their independent inquiry, check in times that will result in body of work and a written self reflection/artists statement prepared for exhibition. Credit determined by length of contract.

Prerequisite: Previous Visual Arts Course work, the permission of the instructor and curriculum coordinator.

Elective: 10-12

Credit: .5 or 1



SC6100/VA6100 Drawing for Understanding in Field Science

In this cross-disciplinary level one drawing class, students build and demonstrate scientific knowledge about the natural world through observational drawing and field research. Blending the principles of visual design and the scientific investigation, students communicate their scientific knowledge to others through visually powerful images. Direct observation and construction of knowledge lies at the heart of what both scientists and artists do. Field trips and talks by visiting artists/scientists will supplement our studies. Students will build knowledge together through observation, drawing, discovery, discussion, and design.

This course may be taken for .5 credit in the Visual Arts Department or the Science Department

Grade: 9-12

Credit: .5 (SC or VA)

SO4800/VA4800 Film as History/History as Film (Pending funding)

How are historians and filmmakers engaged in the same process? In this Social Studies/Visual Arts collaborative course, students will explore how history is documented in written form and one of the most powerful ways in which it is created and disseminated - documentary film. Students will engage in developing critical thinking skills as collaborative learners from multiple disciplines, perspectives and understandings. Through the lens of presenting historical information in film, the students will address issues of academic research, writing, media literacy, and perspective using the essential questions that guide this course. Decision-making and ethics will be a central theme of the intersection of the written and filmed presentation of historical events.

Level: N

Grade: 12

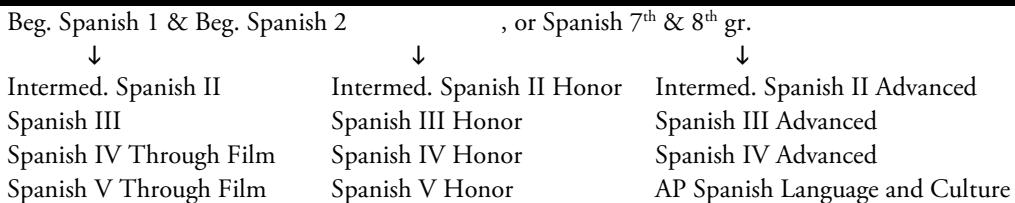
Prerequisite: None

Credits: 1 (Visual Art or Social Studies)



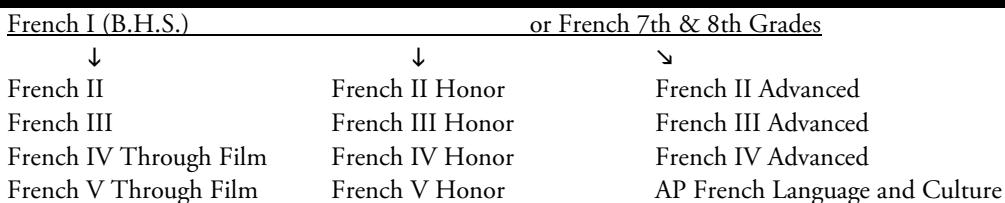
WORLD LANGUAGE

FLOW CHART: SPANISH



Additional Option: Medical Interpretation for Spanish Heritage Speakers, or students post AP Spanish.

FLOW CHART: FRENCH



Program Overview:

Brookline High School offers world language courses in Chinese, French, Japanese, Latin, and Spanish. All students studying a modern world language are grouped in a way that develops as fully as possible their communicative competency and familiarizes them with other cultures. The digital language laboratory helps students acquire greater proficiency in listening and speaking. Language lab work is considered a requirement in most of the courses.

At each level, the content of the modern language course is matched to the ability of the student to understand the spoken language, to speak it, to read a text or study a literary work, and to write the language with reasonable accuracy. All courses meet four periods a week with homework and laboratory work. Regular class attendance and participation are essential.

Our programs are designed to accommodate both those who had prior study and those who begin their study at the High School. Students with prior study are placed in classes which continue the development of their level of proficiency. They may study the language through Japanese 4 and French 5, Mandarin 6, Latin 5 and Spanish 5 (if enrollment warrants). To graduate from BHS students need at least 2 years of study in a world language. Many colleges require completion of 3 years of WL prior to admission.

Advanced Placement:

Students in AP courses are expected to take the College Board AP examination. Out of a possible score of 5, a score of 4 on the examination assures freshman college credit or advanced standing at many colleges that participate in the AP program. Any student can take the College Board AP examination.

Medical Interpretation:

Medical Interpretation in Spanish (and Portuguese if enrollment warrants) can be taken for World Language or CTE credit. See further information below.



CHINESE

WL0100 Chinese I (Mandarin)

MANDARIN I: An introductory course centering on the sound system and the practical use of the language. The reading and writing of Chinese characters are introduced. Chinese culture is presented through language experiences as well as interactive and hands-on activities. Topics include Chinese history, religion, holidays, calligraphy, painting, music, acupuncture, martial arts, and crafts.

Level: N Grade: 9-12 Credit: 1

WL0200 Chinese II (Mandarin)

MANDARIN II: Reinforces and expands on the program developed in the first year of language learning. Character writing and accuracy in pronunciation are emphasized in this course.

MANDARIN II will be taught jointly with Mandarin II honor if enrollment is insufficient to justify separate classes.

WL0230 Chinese II (Mandarin) Honor

MANDARIN II Honor: Reinforces and expands on the program developed in the first year of language learning. Character writing and accuracy in pronunciation are emphasized in this course. This course is designed to accommodate those students who have begun their study of Chinese in the elementary schools (grades 7 and 8) and/or who have strong skills after one year of study.

MANDARIN II Honor will be taught jointly with Mandarin II if enrollment is insufficient to justify separate classes.

WL0300 Chinese III (Mandarin)

MANDARIN III: Continues to improve the students' proficiency in all aspects of language acquisition. Chinese idioms and classic poems are also introduced through interactive activities.

MANDARIN III will be taught jointly with Mandarin III honor if enrollment is insufficient to justify separate classes.

WL0330 Chinese III (Mandarin) Honor

MANDARIN III Honor: Continues to reinforce and expand on communication skills in the first two years of language and to improve the students' proficiency in all aspects of language acquisition. Students are involved in a limited number of realistic situations where they engage in conversation, provide and obtain information, express opinions as well as interpret written and spoken language. Students work on developing language learning strategies. Common everyday situations in China highlight the discussion about Chinese culture. Chinese idioms and classic poems are also introduced through interactive activities. This course will move at a faster pace, cover additional curriculum and have higher expectations for independent student learning than Mandarin III.

MANDARIN III Honor will be taught jointly with Mandarin III if enrollment is insufficient to justify separate classes.

WL0400 Chinese IV (Mandarin)

MANDARIN IV: Continues to improve the students' proficiency in all aspects of language acquisition with particular emphasis on reading and writing. The students are encouraged to engage in conversations and interviews with native speakers and to increase their written accuracy. In addition, students will continue their study of Chinese poetry and classics.

MANDARIN IV will be taught jointly with Mandarin IV honor if enrollment is insufficient to justify separate classes.

Level: N Grade: 11-12
Prerequisite: Chinese III or equivalent, recommendation of teacher only Credit: 1



WL0430 Chinese IV (Mandarin) Honor

MANDARIN IV Honor: Continues to improve the students' proficiency in all aspects of language acquisition with particular emphasis on reading and writing. The students are encouraged to engage in conversations and interviews with native speakers and to increase their written accuracy. In addition, students will continue their study of Chinese poetry and classics.

This course will move at a faster pace, cover additional curriculum and have higher expectations for independent student learning than Mandarin IV.

MANDARIN IV Honor will be taught jointly with Mandarin IV if enrollment is insufficient to justify separate classes.

Level: H

Grade: 11-12

Prerequisite: Chinese III or equivalent, recommendation of teacher only

Credit: 1

WL0500 Chinese V (Mandarin)

MANDARIN V: Continues to improve the students' proficiency in all aspects of language acquisition with particular emphasis on reading of characters and writing pinyin. The course assists the student in becoming more aware of linguistic and cultural similarities and differences found in the Chinese world and the United States. Students will continue their study of Chinese poetry and classics.

MANDARIN V will be taught jointly with Mandarin V honor if enrollment is insufficient to justify separate classes.

Level: N

Grade: 11-12

Prerequisite: Chinese IV or equivalent, recommendation of teacher only

Credit: 1

WL0530 Chinese V (Mandarin) Honor

MANDARIN VH: Continues to improve the students' proficiency in all aspects of language acquisition with particular emphasis on reading and writing of characters. The course assists the student in becoming more aware of linguistic and cultural similarities and differences found in the Chinese world and the United States. Students will continue their study of Chinese poetry and classics. This course will move at a faster pace, cover additional curriculum and have higher expectations for independent student learning than Mandarin V.

MANDARIN VH will be taught jointly with Mandarin V if enrollment is insufficient to justify separate classes.

Level: H

Grade: 11-12

Prerequisite: Chinese IV H or equivalent, recommendation of teacher only

Credit: 1

WL0540 AP Chinese Language And Culture (Mandarin)

MANDARIN VAP: In addition to the Mandarin V Honor curriculum, students will prepare for the AP examination. They are expected to take the College Board Advanced Placement Examination in Chinese Language and Culture, which may qualify them for advanced placement, college credit, or both, depending on the policy of the college to which the student is admitted.

Mandarin 5, 5H, and 5AP will be taught jointly if enrollment is insufficient to justify separate classes.

Level: AP

Grade: 11-12

Prerequisite: Chinese IV H, or equivalent if teacher recommendation.

Credit: 1

WL0640 Chinese 6 Advanced (Mandarin)

Chinese 6 is an advanced Chinese course devoted primarily to the exploration of social, economic, and cultural topics related to China. After taking this course, students can expect to better communicate about recent changes in today's Chinese society. Students will research these topics using primary sources: newspaper articles, TV broadcasts, podcasts, and films. The main purposes of this course are to enlarge students' vocabulary, to improve students' reading speed and comprehension, to increase students' conversation skills through class presentation and class discussion, and to enhance students' writing ability through daily journal entries, weekly composition assignments, and a research project.

Level: Advanced

Periods per week: 4/first semester

Grade: 11-12

Prerequisite: Chinese 5 or AP, or equivalent if teacher recommendation

Credit: .50



FRENCH

WL1100 French I

The primary goal is to get students speaking and understanding French. The course focuses on the practical use of language, and activities are presented in meaningful, realistic contexts. Students are also introduced to the people and cultures of the French speaking world.

Level: N

Grade: 9-12

Credit: 1

WL1220 French II

Reinforces and expands on the program developed in the first year of language learning. Students engage in conversation and understand and interpret written and spoken language on a variety of topics. The study of the French culture and that of the Francophone world are integrated into the curriculum. A variety of materials such as short reading selections, transparencies, slides, films, videos, computer and CD-Rom programs supplement the text.

Level: N

Grade: 9-12

Prerequisite: French 7/8th Grade or French I HS

Credit: 1

WL1230 French II Honor

Further develops the communicative competencies of the students. Classroom activities are based on realistic situations so that students develop their level of proficiency as well as accuracy. The study of the French culture and that of the Francophone world are integrated into the curriculum. A variety of materials such as short reading selections, transparencies, slides, films, videos, computer and CD-Rom programs supplement the text.

Level: H

Grade: 9-12

Prerequisite: French 7/8th Grade or French I HS

Credit: 1

WL1240 French II Advanced

Classroom activities are based on realistic situations so that students develop their level of proficiency as well as accuracy. The study of the French and the Francophone world cultures is integrated into the curriculum, with frequent use of video and audio news broadcasts. A variety of materials such as transparencies, slides, films, videos, computer and CD-Rom programs supplement the text. This course moves at a faster pace than French 2H, and expects a higher level of independent learning and accuracy from the student.

Level: Advanced

Grade: 9-12

Prerequisite: French 7/8th Grade or French I HS

Credit: 1

WL1320 French III

Continues to reinforce and expand on communication skills learned from the first two years of language learning. Various media and activities are used to work toward the goal of communicative competency. Students are involved in a limited number of realistic situations where they engage in conversation, provide and obtain information, express opinions as well as interpret written and spoken language. Students work on developing language learning strategies. Common everyday situations in France highlight the discussion about French culture.

Level: N

Grade: 10-12

Prerequisite: French II

Credit: 1

WL1330 French III Honor

Learning to communicate in French is the major focus of the program and lessons stress the functional use of the language. Proficiency and issues of accuracy are assessed. The course continues listening comprehension and intensive speaking practice both in the classroom and in the language laboratory through the use of varied media. Students are expected to respond spontaneously to a wide range of conversational situations as well as to summarize and answer questions based on intermediate level readings. They are also required to write a number of personal and topical essays. Diverse aspects of French culture are discussed in connection with the selected readings.

Level: H

Grade: 10-12

Prerequisite: French II Honor

Credit: 1



WL1340 French III Advanced

Emphasizes communicative competency; therefore, the students are expected to seize all opportunities in and out of the classroom to practice the language (including language lab work). The students should be devoted to improving skills to a considerable level of fluency. They should also demonstrate curiosity for the cultures represented in the French speaking world. At this level, students expand their prior knowledge of French through literature, composition, and extensive work developing their fluency. This course moves at a faster pace than French III Honor, and expects a higher level of independent learning and accuracy from the student.

Level: Advanced

Grade: 10-12

Prerequisite: French II Advanced

Credit: 1

WL1420 French IV Through Film WL1520 French V Through Film (Taught Jointly)

FRENCH IV/V Through Film (YEAR I): Continues to emphasize and expand the communicative functions developed in the previous years and uses classic and modern French cinema as a vehicle for discussion and composition. The course assists the student in becoming more aware of linguistic and cultural similarities and differences found in the Francophone world and the United States. This course groups students who have completed either 3 or 4 years of the program. The curriculum is alternated so that the student continuing from the junior year to the senior year does not have a repeat of the same materials. YEAR II - The curriculum continues to be based on a variety of authentic videos. The course is designed to acquaint students with the language and culture in a more relevant and realistic format. The videos are used to illustrate the social, intellectual, and historical influence of the Francophone world upon the global society. Communicative skills are reinforced and increased.

Level: N

Grade: 11-12

Prerequisite: For WL1420: French III; For WL1520: French IV Through Film

Credit: 1

WL1430 French IV Honor

FRENCH IV HONOR: Stresses the continued development of the student's ability to communicate in French on an intermediate level of proficiency. Students will be provided with varied opportunities to practice and improve their communicative competency. Fluency as well as accuracy is assessed. French poetry, short stories, plays or novels are studied at considerable length, with emphasis on the discussion of themes as they relate to the student's personal experience.

Level: H

Grade: 11-12

Prerequisite: French III Honor

Credit: 1

WL1440 French IV Advanced

Students are expected to comprehend, speak, read and write French with a considerable degree of fluency and accuracy. Various genres of literature are studied. Themes are discussed and students are expected to use French as a tool for thinking and learning. An advanced level of communication is reinforced. This course moves at a faster pace than French IV Honor, and expects a higher level of independent learning and accuracy from the student.

Level: Advanced

Grade: 11

Prerequisite: French III Advanced

Credit: 1

WL1520 French V Through Film

(Taught jointly with Fr. IV Through Film; please see the description for Fr. IV/V Through Film

Level: N

Grade: 12

Prerequisite: French IV/Through Film

Credit: 1

WL1530 French V Honor Language and Culture

Designed for students who wish to pursue a comprehensive program which emphasizes using the language as a tool for reading, discussing, and thinking critically about a variety of cultural topics and literary works. Students are expected to write persuasive essays, respond to email inquiries, engage orally in everyday life conversations, and make formal oral presentations where they compare francophone culture and their own. French V Honor will be taught jointly with AP French if enrollment is insufficient to justify separate classes.

Level: H

Grade: 12

Prerequisite: French IV Honor

Credit: 1



WL1540 AP French Language and Culture

Designed for students who wish to pursue a comprehensive program which emphasizes using the language as a tool for reading, discussing, and thinking critically about a variety of cultural topics and literary works. Students are expected to write persuasive essays, respond to email inquiries, engage orally in everyday life conversations, and make formal oral presentations where they compare francophone culture and their own. This course expects a higher level of independent learning, depth of analysis, and accuracy from the student than French V Honor. Students are expected to take the College Board Advanced Placement Examination which may qualify them for advanced placement, college credit, or both, depending upon the policy of the college to which the student is admitted.

Level: AP

Prerequisite: French IV Advanced

Grade: 12

Credit: 1

JAPANESE

WL5100 Japanese I

This is an introductory course which focuses on the practical use of the language, and activities are presented in meaningful, realistic contexts. The reading and writing of Japanese characters (kanji) and syllabary (hiragana and katakana/romaji) are introduced. Japanese culture is presented through language experiences as well as interactive and hands-on activities. Japanese history, art, theater, music, religion, traditions, holidays, and festivals are discussed. Japan's role in the global market economy is introduced.

Level: N

Grade: 9-12

Credit: 1

WL5200 Japanese II WL5230 Japanese II Honor

Further develops the communicative competencies of the students. Classroom activities are based on real life situations so that students develop their level of proficiency as well as accuracy. The study of the Japanese culture is integrated in the curriculum. A variety of materials such as transparencies, slides, films, videos, and computer programs supplement the text.

The honor class reinforces and expands character writing. This course moves at a faster pace than Japanese II, and expects a higher level of independent learning and accuracy from the student.

Japanese II will be taught jointly with Japanese II Honor if enrollment is insufficient to justify separate classes.

Level: N or H

Grade: 10-12

Prerequisite: Japanese I and teacher recommendation for Honor.

Credit: 1

WL 5300 Japanese III

WL 5330 Japanese III Honor

Continues intensive reading and writing through the use of varied media. Learning to communicate in Japanese is the major focus, and lessons stress the functional use of the language in both informal and formal situations. Proficiency and issues of accuracy are assessed. Students are expected to respond spontaneously to a wide range of conversational situations as well as to summarize and answer questions based on a variety of readings. They are also required to read and write about 300 kanji characters in Japanese III and write personal and topical short essays. Diverse aspects of culture throughout Japan are discussed in connection with the selected lessons and readings.

The honor class focuses on reading and writing over 400 kanji characters. This course moves at a faster pace than Japanese III, and expects a higher level of independent learning and accuracy from the student.

Japanese III and Japanese III Honor will be taught jointly if enrollment is insufficient to justify separate classes.

Level: N or H

Grade: 11-12

Prerequisite: Japanese II Honor or teacher recommendation.

Credit: 1

WL5400 Japanese IV

Continues listening comprehension and intensive speaking practice both in the classroom and in the language laboratory through the use of available resources. Learning to communicate in Japanese is the major focus, and lessons stress the authentic use of the language. Proficiency and issues of accuracy are assessed. Students are expected to respond spontaneously to a wide range of conversational situations as well as to summarize and answer questions based on intermediate level readings. They will also be required to write a number of personal and topical essays, using intermediate level kanji. Diverse aspects of culture in Japan are discussed in connection with the curriculum.

Level: N

Grade: 11-12

Prerequisite: Japanese III, recommendation of teacher only.

Credit: 1



WL5430 Japanese IV Honor

This course moves at a faster pace than Japanese 4, and expects a higher level of independent learning and accuracy from the student. Students will be expected not only to identify about 500 kanji words but also to be able to produce at least 300 in a written form.

Japanese 4, 4H, and AP Japanese Language and Culture courses will be taught jointly if enrollment is insufficient to justify separate classes.

Level: H

Grade: 11-12

Prerequisite: Japanese III Honor, or equivalent if teacher recommendation.

Credit: 1

WL5440 AP Japanese Language and Culture

In addition to the Japanese IV Honor curriculum, students will prepare for the AP examination. They are expected to take the College Board Advanced Placement Examination in Japanese Language and Culture, which may qualify them for advanced placement, college credit, or both, depending on the policy of the college to which the student is admitted.

Japanese 4, 4H, and AP Japanese Language and Culture courses will be taught jointly if enrollment is insufficient to justify separate classes.

Level: AP

Grade: 11-12

Prerequisite: Japanese III Honor, or equivalent if teacher recommendation.

Credit: 1

LATIN

WL3100 Latin I

An introductory course without level designation centering on the Latin language and its connections to English and the Romance languages. Students learn to understand written and spoken Latin on a variety of topics, with emphasis on the lost city of Pompeii. A major focus is reading authentic materials in Latin, including simple narratives, inscriptions, mottoes, and adapted stories of ancient Roman life and mythology. The origin of words is an integral part of the course. Various aspects of Roman culture are studied - gladiators, Roman houses, family life, the city of Pompeii, the eruption of Vesuvius, the Roman after life, holidays, dinner parties, and the geography of Italy and the Mediterranean World.

Level: N

Grade: 9-12

Credit: 1

WL3220 Latin II WL3230 Latin II Honor

In Latin II, students continue to study the fundamentals of the Latin language, and also greatly enhance their ability to use and read the language by adding to their vocabulary and learning more advanced grammar concepts. Specific areas of grammar study include additional verb tenses, various pronouns, participles, and uses of the subjunctive mood. To encounter, practice, and review all of this material, we read engaging stories following the adventures of a traveler as he wanders the multicultural Roman Empire after the destruction of Pompeii. A major focus is reading authentic materials in Latin. Students continue to encounter new aspects of Roman culture, focusing on exploring the difference in Roman life in various parts of the Empire – Britain, Egypt, and Italy. Specific topics include medicine, religion, travel, and the army. Finally, students explore Greek and Roman mythology, delving into the world of gods, goddesses, and fantastic stories.

Latin II and IIH are taught jointly if enrollment is insufficient to justify separate classes.

Level: N and H

Grade: 10-12

Prerequisite: Latin I

Credit: 1



WL3320 Latin III WL3330 Latin III Honor

Latin III provides students with knowledge of the most advanced grammatical structures of the Latin language, including the last few verb tenses, additional uses of the subjunctive mood, participles, tenses of the infinitive, gerunds and gerundives, and indirect statement. Students read engaging stories following the adventures of a traveler thrust into a world of political intrigue. A major focus is reading authentic materials in Latin. Students also investigate additional customs of Roman life, such as government, politics, law, marriage, and more on entertainment, slavery, and religion. Finally, students learn about the three periods of Roman history – the monarchy, the Republic, and the empire – by examining and working with authentic ancient Roman texts and coins.

Latin III and IIIH are taught jointly if enrollment is insufficient to justify separate classes.

Level: N or H

Grade: 11-12

Prerequisite: Latin II for III, or II H for III H

Credit: 1

WL3420 Latin IV WL3430 Latin IV Honor

LATIN IV & IV HONOR: In addition to the above, these courses focus on increasing proficiency and accuracy. Students read longer passages in authentic texts and read for information in the language. Student discussions focus on understanding the Romans through their written messages transmitted through time, and then on an increasing ability to articulate oneself and to understand others in a wide range of situations.

Level: N or H

Grade: 11-12

Prerequisite: Latin III for IV, and III H for IV H

Credit: 1

WL3520 Latin V WL3530 Latin V Honor

LATIN V & V Honor: Offered only on those occasions when a student enters BHS with the equivalent of Latin I from prior study at another school. Students of Latin 5 and 5H read a number of authentic texts by various authors. Emphasis is placed on using the language as a tool for expressing ideas, interpreting literary genres and themes, and thinking more critically. Students have an opportunity to increase both their level of proficiency and accuracy.

Higher level classes are taught jointly if enrollment is insufficient to justify separate classes.

Level: N or H

Grade: 12

Prerequisite: Latin IV for V, and IVH for VH

Credit: 1

WL3540 AP Latin

Advanced Placement Latin students read select passages of Vergil's *Aeneid* and Caesar's *De Bello Gallico*, following the AP syllabus. They also read selections from other authors in authentic texts to prepare for the sight reading section of the AP Vergil exam. Emphasis is placed on using the language as a tool for expressing ideas; interpreting literary genres, themes, and historical settings, and thinking more critically. Students have an opportunity to increase both their level of proficiency and accuracy in Latin and to learn more about the English language from comparisons with linguistic features of Latin. This level is taught at an accelerated pace and expects a high level of commitment and achievement from students. Students are also expected to take the College Board Advanced Placement Examination in Latin. Scores of 3, 4, or 5 on the AP examination may qualify them for advanced placement, college credit, or both, depending upon the policy of the college to which the student is admitted.

It may also be combined with other higher-level Latin courses based on enrollment.

Periods per week: 4

Credit: 1

Prerequisite: Latin 3H/4H or the permission of the instructor or curriculum coordinator



SPANISH

WL4101 Beginning 1

Emphasizes communication- the ability to speak about oneself and request information from others. The course focuses on the practical use of Spanish, and activities presented in meaningful and realistic contexts. The student is introduced to the cultures and geography of Spanish-speaking countries.

Level: N

Grade: 9-12

Prerequisite: None (students with no prior knowledge of a second language).

Credit: 1

WL4102 Beginning Spanish 2

Expands on the ability to speak about oneself and goes beyond the self. The course focuses on the practical use of Spanish, and activities presented in meaningful and realistic contexts. The student is introduced to the cultures and geography of Spanish-speaking countries.

Level: N

Grade: 9-12

Prerequisite: Beginning Spanish 1, grade 7 Spanish, or staff/coordinator recommendation

Credit: 1

WL4220 Intermediate Spanish II

Reviews the communicative competencies of Beginning Spanish 1 and 2 while also presenting new items. Reinforces and expands communicative skills. Listening skills and basic speaking ability are further developed while the student's vocabulary is expanded, and accuracy is increased. Some short reading selections with emphasis on culture are included.

Level: N

Grade: 9-12

Prerequisite: grade 7/8 Spanish, Beg. Spanish 2 Credit: 1

WL4230 Intermediate Spanish II Honor

Briefly reviews the communicative competencies of Beginning Spanish 1 and 2 while also presenting new items. Emphasis is on the process of communication. Culture and some history are integrated into the curriculum. Short reading assignments are introduced to increase the students' vocabulary, use grammar in meaningful contexts, and improve their reading comprehension. Spanish II Honor primarily focuses on the acquisition of new communicative skills while reinforcing fluency and accuracy. Students develop their ability to elaborate, explain, and sustain conversations.

Level: H

Grade: 9-12

Prerequisite: Spanish 7/8th Grade, Beg. Spanish 2 Credit: 1

WL4240 Intermediate Spanish II Advanced

Expands and deepens the development of the communicative competencies. Spanish II Advanced is entirely conducted in Spanish to increase the students' level of proficiency and fluency. Culture and some history emphasizing the perspectives and practices of the Hispanic world are integrated into the curriculum. Reading and discussion of authentic materials, as well as short stories and poetry, require students to use Spanish as a tool for thinking and learning. This course moves at a faster pace than Spanish II Honor, and expects a higher level of independent learning and accuracy from the student.

Level: Advanced

Grade: 9-12

Prerequisite: Spanish 7/8th Grade, Beg. Spanish 2 Credit: 1

WL4320 Spanish III

Reviews the communicative competencies practiced in Spanish II. Increases oral and written proficiency in realistic situations, where students will be expected to engage in conversation, provide and obtain information, express opinions, as well as understand and interpret written and spoken language. Examines the perspectives, products and practices of the Hispanic culture. Works on developing language learning strategies.

Level: N

Grade: 10-12

Prerequisite: Intermediate Spanish II

Credit: 1



WL4330 Spanish III Honor

Continues listening comprehension and intensive speaking practice both in the classroom and in the language laboratory through the use of varied media. Learning to communicate in Spanish is the major focus, and lessons stress the functional use of the language. Students are expected to respond spontaneously to a wide range of conversational situations as well as to summarize and answer questions based on intermediate level reading. They are also required to write a number of personal and topical essays. Diverse aspects of culture throughout the Spanish speaking world are discussed in connection with the selected readings.

Level: H

Grade: 10-12

Prerequisite: Intermediate Spanish II Honor

Credit: 1

WL4340 Spanish III Advanced

Presupposes the student's ability to communicate in Spanish with some degree of proficiency. Works of literature are introduced as a point of departure for discussions and written assignments. Communication in Spanish is stressed at all times and the students are expected to use the language as a tool for thinking and learning. This course moves at a faster pace than Spanish III Honor, and expects a high level of independent learning and accuracy from the student.

Level: Advanced

Grade: 10-12

Prerequisite: Intermediate Spanish II Advanced

Credit: 1

WL4420 Spanish IV Through Film

WL4520 Spanish V Through Film (Taught Jointly)

SPANISH IV/V Through Film. The course also assists the student in becoming more aware of linguistic and cultural similarities and differences found in the Hispanic world. Based on a number of documentaries and feature films, the curriculum is developed to acquaint students with the language and culture in a more relevant and realistic format. The curriculum is alternated so that the student continuing from the junior year to the senior year does not have a repeat of the same materials. YEAR II - A video program is used to illustrate the social, intellectual, and historical influence of the Hispanic world upon the global society. Communicative skills are reinforced and increased.

Level: N

Grade: 11-12

Credit: 1

Prerequisite: for WL4420: Spanish III for WL4520: Spanish IV Through Film

WL4430 Spanish IV Honor

SPANISH IV HONOR: Stresses the continued development of the student's ability to communicate in Spanish at an intermediate level of proficiency. Fluency as well as accuracy are assessed. Poetry, short stories and journalistic pieces are read and discussed, with emphasis on themes as they relate to the student's personal experience. In order that students develop knowledge and appreciation of the diverse cultures of the Spanish speaking world, they are presented with a variety of readings and media materials.

Level: H

Grade: 11-12

Prerequisite: Spanish III Honor

Credit: 1

WL4440 Spanish IV Advanced

Works on increasing proficiency, fluency, and accuracy. Students interpret literature and develop their understanding of other authentic materials such as television programs and periodicals. Emphasis is placed on expanding the students' communicative competency and communication in Spanish is expected at all times. The course builds the students' skills so that they can express themselves appropriately on a variety of topics, and can understand others in a growing range of situations. This course moves at a faster pace than Spanish IV H, and expects a higher level of independent learning and accuracy from the student.

Level: Advanced

Grade: 11-12

Prerequisite: Spanish III Advanced

Credit: 1

WL4520 Spanish V Through Film

(Taught jointly with Spanish IV Through Film ;please see the description for Sp. IV/V- Through Film)

Level: N

Grade: 12

Prerequisite: Spanish IV Through Film

Credit: 1



WL4530 Spanish V Honor

SPANISH V HONOR: Emphasizes using the language as a tool for expressing ideas, interpreting literary genres and themes, and thinking more critically. A number of media sources (documentaries; audio CDs; DVDs; TV news programs; full length films) offer the students the opportunity to increase both their level of proficiency and accuracy.

Level: H

Prerequisite: Spanish IV H

Grade: 12

Credit: 1

WL4540 AP Spanish Language and Culture

Designed for students who wish to pursue a comprehensive program which emphasizes using the language as a tool for reading, discussing, and thinking critically about a variety of literary and journalistic works. Students are expected to write their reactions to literature as well as their own original poems and stories. Oral presentations dealing with a number of socio-cultural topics are an integral part of the course. This course moves at a faster pace than Spanish V Honor, and expects a high level of independent learning and accuracy from the student. Students are expected to take the College Board Advanced Placement Examination in Language which may qualify them for advanced placement, college credit, or both, depending upon the policy of the college to which the student is admitted.

Level: AP

Prerequisite: Spanish IV Advanced

Grade: 12

Credit: 1

WL4630 Course: Medical Interpretation and Translation Spanish

WL6630 Course: Medical Interpretation and Translation Portuguese



The primary goal of the year-long course entitled Medical Interpretation and Translation (MIT) Program is to qualify students as interpreters within the healthcare field. This course is designed for students with advanced to superior proficiency in both English and another language. (The first languages to be introduced to the program will be Spanish, and possibly Portuguese depending on enrollment. In future years we are considering adding other languages that have a high representation at the high school such as Haitian Creole.) The curriculum and instructional strategies will be adapted from materials designed by Cross Cultural Communications, a nationally recognized organization dedicated to training interpreters. Students will develop an understanding of the role of the interpreter as a language bridge between patient and provider. They will become aware of the cultural, linguistic and personal aspects of accurate interpretation. Units of study include the terminology of body systems and illnesses, ethics, local and national laws governing interpreting practice, the culture of medicine, the ethnic cultures of the populations being served, and the culture of being a professional interpreter. These topics will be studied through readings, DVDs, class discussions and simulated interpreting practice. This program includes listening comprehension and intensive speaking practice in the classroom and in the language laboratory through the use of varied media. Students are expected to respond spontaneously to a wide range of conversational situations. When available the culminating project will be an internship or a shadowing experience in a local hospital. A student can present this certificate to potential employers as documentation of their experience.

Level: H

Credit: 1 in WL or CTE

Prerequisite: typically seniors (17 years of age at time of Sem2 internship preferred), teacher recommendation based on language proficiency



ACE (ALTERNATIVE CHOICES IN EDUCATION)

What is ACE?

ACE is an innovative, *competency-based program* at Brookline High School for up to 48 students, entering grades 10-12, who feel they will find more intellectual satisfaction and be more academically successful in a non-traditional setting. ACE provides a rigorous college-preparation pathway in which students are placed in multi-age classes based on their skill levels and can go at their own pace and graduate when they complete their content and skill competencies. Because the students are in small classes, they benefit from personalized instruction and a tight-knit community of staff and students. Students in ACE are expected to frequently reflect on their personal growth in developing habits of success and actively engage in the ACE community through their participation in their advisory and in community building activities.

How does ACE work?

ACE students take all of their core academic subjects including English, Math, History and Science in the program while still taking their electives, world language, and health and fitness classes in mainstream. In their ACE classes, students get the chance to experience engaging, experiential learning that takes thematic topics and explores them in great depth – often culminating in performance-based assessments.

In addition to the classroom curriculum, ACE students participate in community building trips and community service projects which allow students to build a supportive, trusting environment. ACE also works closely with families to be an active partner in their child's success. Parents or guardians are expected to come in three times a year to participate in a student-run exhibition on their child's academic progress.

Acceptance into the program follows an admissions process that includes the student, their family, guidance counselor and the ACE Coordinator. Prospective students must first meet with the ACE Guidance Counselor to learn about the program and then schedule a time to sit in on classes to see if it is a good fit. They must also write a short essay to describe why they think the program is the right match for them. Finally, they must schedule an intake interview with their family and the ACE Coordinator. ACE currently accepts students twice a year (for school year opening in Sept. and mid-November).

What is Competency-Based Education in ACE?

The primary and the crucial difference between a competency-based system of teaching and assessment and a traditional model, is that students begin a learning pathway based on assessed skill level in each content area, and not on arbitrary placement in grades (based on age). Each content area (i.e. English, History, Math, and Science) is divided into 6 week courses. After being assessed for their knowledge in each content area, students are placed into two courses at a time that put them at their "learning edge" i.e. challenging, but not overwhelming. Students progress from course to course in each content area, based on their ability to demonstrate mastery in each area, independently and multiple times. Once they meet the assigned benchmarks in each course, they become "competent", and move on to the next course. If they finish a trimester without demonstrating competency in an area, they do not fail. Instead, they repeat that course when it is offered next.

Traditional Model	Competency-Based Model
Students are assigned to a grade (9,10,11, 12) based on their age.	Students are placed in courses based on their demonstrated skill not grade level.
Courses last for 6 months to a year.	Courses are 6 weeks long.
Students are assigned a grade rating (A, B, C, D, F) based on cumulative averages.	No one fails. Progression from course to course is based on demonstration of competence.



Other Unique Features of ACE:

Habits of Success: Students are taught and held accountable for tracking their growth in 7 key Habits of Success which include: *Goal Setting, Self-regulation, Collaboration, Self-awareness and Reflection, Perseverance, Curiosity, and Community Mindedness*. These are key skills that schools often assume students will learn on their own. In ACE, we feel they are essential for students to learn while they are in high school to be better prepared for college or other post-graduate plans. They are also critical skills for functioning well in our 21st Century work world.

Advisory: Students are split into small, multi-age advisories which meet twice a week. Advisory is a time for students to have one-on-one academic progress check-ins with their “advisors” (one of the four content teachers), do team-building activities with their peers, and have a “home-base” to talk through any issues of interest and concern from school or in their community.

Post-Graduate Planning: All ACE students take a series of Post-Graduate Planning Classes which meet twice a week and help guide students through all aspects of the college/career exploration process from learning how to: embark on an interest exploration inventory that can lead to job shadows and internships, to writing resumes and applying for jobs, to learning how to find the best match for colleges and/or careers, to getting strategic help in filling out college applications.

Student Leadership and Community Building: Student voice is integral to how ACE runs. Students have an opportunity to serve on a student leadership team who facilitates regular community meetings. These meetings are a chance for celebrations/awards ceremonies to hosting outside performers to engaging in discussions on topics of interest. The program also involves students in the planning and carrying out of fun, team-building field trips.



ACE COURSE OFFERINGS

English:

Humanities Seminar
Genre Reading
Novel Concepts
Creative Writing
Informational Writing
Conflict and Characterization
Thematic Literary Analysis
Literary Criticism
College Prep
Comparative Writing
Capstone

Science:

Biology 1 (Cell Biology)
Ecology 1 (Ecosystems)
Biology 2 (Body Systems)
Genetics
Chemistry 1 (Elements and Compounds)
Ecology 2 (Population Dynamics)
Classification (Evolution and Taxonomy)
Chemistry 2 (Chemical Reactions)
Environmental Science (Nutrient Cycles)
Advanced Lab in Forensics
Advanced Lab in Food Science

Math:

Intro. to Statistics Seminar (Data Analysis)
Algebra I (Measurement and Linear Systems)
Intro. to Algebra 2 (Functions)
Algebra 2A (Modeling Quadratics)
Algebra 2B (Modeling Exponentials)
Algebra 2C (Solving Quadratics and Exponentials)
Pre-Calculus I (Polynomial Functions)
Pre-Calculus II (Trigonometric Functions)
Pre-Calculus III and Statistics (Sequences and Regressions)

History:

European Imperialism
Foundations of US/World Government
US/World Civil Conflicts
US/World Civil Rights Movements
US/Global Economic Intervention
US/Global Economic Development
Globalization and Terrorism
Intervention in Domestic and Foreign Conflict
Capstone

Post Graduate Planning:

Post Graduate Planning I
Post Graduate Planning 2
Post Graduate Planning 3



SCHOOL WITHIN A SCHOOL

School Within A School is located on the fourth floor of Brookline High School. It has been an alternative, democratic community since 1969 and includes approximately 125 sophomores, juniors, and seniors. Goals for students include taking as much responsibility for their education as possible, sharing decision making in running SWS, and contributing to the building of a community. SWS provides students with opportunities to participate actively in their own education and to develop meaningful relationships with teachers based on mutual respect.

The SWS Town Meeting, the community governmental body, includes all students and the eight SWS staff, each having one vote. SWS Town Meeting meets weekly during F-2 and attendance is mandatory. Town Meeting has dealt with a variety of issues including: admission to SWS, a method for dealing with absences, staffing decisions, grading procedures, social issues, and more. The agenda for Town Meeting is decided by an Agenda Committee made up of a staff member and five students who take turns chairing the meeting. A number of committees carry out decisions made by Town Meeting and plan activities throughout the year.

SWS is distinguished from the main school by its smaller size, democratic structure, emphasis on the relationship between teachers and students, and its course offerings. Usually students take half their course load in SWS and half in the main school. Each semester, students must take an SWS English course, another SWS course, and SWS Town Meeting, unless they receive a waiver from the SWS Coordinator. SWS classes are demanding in course content, and in the level of participation and independent work required. Some SWS courses may be taken for standard or honor credit, while the English courses are all taken for honor credit. These English courses are mixed grade levels and draw students from a wide range of ability levels. Students are expected to work collaboratively to help each other achieve their best.

The staff for SWS consists of eight people: a social studies teacher, a coordinator/counselor, a secretary, a chemistry teacher, a biology teacher, and three English teachers, one of whom is also a special education teacher.

Entrance to SWS is open to students in grades 10-12 and must have parent, counselor, and Dean endorsement. Usually more people want to join SWS than can be accommodated. During second semester of the year preceding the time an interested student wishes to join, the student signs up to visit SWS classes and Town Meeting and talks with current SWS staff and students, in order to determine if SWS is the right place for him or her. Admission to SWS is based on a lottery, the criteria of which are developed by the SWS Town Meeting. SWS has an affirmative action policy to ensure representation of ethnic, racial, and socio-economic groups align with the mainstream.

SWS policies and practices change according to the decisions of SWS Town Meeting. Please check with the SWS Coordinator in Room 400 to be sure that the information in this catalog is still correct.

SWS COURSES

It is important that the courses offered in SWS meet the needs of the students in SWS. Each fall, many new students enter SWS to replace those who have graduated. There is no way to anticipate who those students are or what their needs might be. Therefore, it is possible that some new courses not listed here will be created or that listed courses will not be offered.

Any non-SWS student who wants to enroll in an SWS course must receive permission from the teacher and coordinator. Such classes are open on a space available basis and students on the SWS waiting list have priority. SWS English classes are open to SWS students only.



SWS ENGLISH

SWS selects its English classes for each year during the spring before the classes are taught, after all students have been admitted. Students help decide on the courses at a special curriculum meeting. The courses described below are a sample of past and current courses, not necessarily the actual courses for next year. The courses are listed every year in the BHS master schedule.

SW1100 Creative Writing Honor

This course requires a serious commitment to writing, drafting, and improving based on feedback. We will focus on writing short stories in the first quarter while we develop our skills in creating authentic characters, using dialogue, describing setting, and using conflict as a narrative tool.

During the second semester we will focus on various forms of poetry: Slam/spoken word, free verse, haiku, villanelle, and sonnet. As a final project students are asked to significantly revise a piece from the course and make it public either by performing it publicly, sending it out for publication, creating your own literary zine, comic book, or any other ideas students may have.

Level: H Grade: 10-12 Credit: .5

SW1000 Contemporary Literature Honor

This course will focus on exploring the tools we use to construct identity. Possible authors are: Morrison, Gardner, Deveare-Smith, Burgess, Lahiri. We will write expository and creative responses to this literature and write one long piece of creative non-fiction detailing our own identity formation.

Level: H Grade: 10-12 Credit: .5

SW1302 Creative Non-Fiction Writing Honor

“It came into him (the writer) life, it went out from him truth.” In this course, we will explore various techniques for creating nonfiction works that are vivid, memorable, and persuasive. We will study published essays, poems and arguments as models and inspiration for our own work. We will keep free writing journals and experiment with different genres of nonfiction writing-memoir, character portrait, editorial, satire/social commentary. We will study how to convey what is extraordinary about the ordinary, the common, or the minute aspects of our lives. We might interview people about their job and follow them at work. The class will be run like a workshop; people will share their work and give advice to others.

Level: H Grade: 10-12 Credit: .5

SW1400 Identity, Race and Literature Honor

When did you first become conscious of race? Where were you? In school? In your home? In your neighborhood? Not in your neighborhood? How did you talk to your family about it? To your friends? To people of a different race? For most of us, conversations about race are hard. In this class, we will create a climate and a culture where we can talk honestly and fearlessly about race so that we learn what we think and how others think and why. We will read memoirs, novels and analytical works and study videos as we stretch to understand the way race allows, encourages, restricts and enhances our identity. We will write frequently about our experiences and about those different from us. Works might include *Caucasia*, “*Why are all the Black kids sitting together in the cafeteria?*” Videos might include “*True Colors*” and “*Skin Deep*.¹”

Level: H Grade: 10-12 Credit: .5

SW1500 Individuals and Institutions Honor

What does it mean to be an individual? How do individuals cope with oppressive institutions? What kind of institutions liberate individuals? These are some of the questions we will pursue in writing about personal experiences and reading such books as *One Day in the Life of Ivan Denisovitch*, *Summerhill*, and *The Women of Brewster Place*. We will take field trips and write from observation.

Level: H Grade: 10-12 Credit: .5



SW3200 Short Story Honor

When Ernest Hemmingway was challenged to write a complete short story in a mere six words, he wrote: For sale: baby shoes, never worn. Ever since, writers have been interested in how small a window one needs to offer a tragic, meaningful or complete glimpse into the lives of characters. In this class, we will use short, short stories (often under 750 words) to study the choices that authors make when crafting stories. We will examine the many sides of narrative, characters, structure and language and use the integrated approach of close analysis, creative emulations, and thoughtful discussion to study the craft of writing.

Sample Texts: Flash Fiction, Flash Fiction Forward, In Short, and a range of contemporary short stories.

Level: H

Grade: 10-12

Credit: .5

SW1900 Dark Literature Honor

In this course we will be looking at what scares us. We will examine specifically the darker side of psychology, varying definitions of evil, and the human fascination with the macabre. Literature would include: *Frankenstein*, *Dracula*, *The Stranger*, *Othello*, *Interview with a Vampire*, and Poe short stories. Movies would include an Alfred Hitchcock film, excerpts from "Buffy the Vampire Slayer", and "The Shining".

Level: H

Grade: 10-12

Credit: .5

SW1202 Literature of War Honor

In this course we try to answer the following questions: What is war? What experience have you or someone in your family had with war? What do you believe about a "just war"? What constitutes a "just" war? What rules are applicable to living in a war? What rules are applicable to fighting a war? How conscious are you of the war in Iraq? Has it made an impact on how you think about the world? Is it close to you, real to you, something you think about every day? Often? Never? How might fighting in a war change how you think about yourself, the world? What kind of language do we use to talk about war? What happens to the self in war? Literature will include: *The Time of the Hero*, *All Quiet on the Western Front*, *Slaughter House 5*, *The Things They Carried*, *The Long Way Home*, and *Lone Survivor*.

Level: H

Grade: 10-12

Credit: .5

SW1002 Feminism in Literature Honor

In this course we will explore gender theory, feminist criticism, and works by women who laid the groundwork for feminism or who consider themselves to be feminists. We will look at how female sex turns into social gender and the factors that have historically constrained or allowed women to have more agency. By reading theory, fairy tales, mythology, fiction, and non-fiction, we will examine the implicit messages they transmit about a woman's conduct, role, or future. We will also look at how women's writing has shaped other women's writing. For example, what was it like for Emily Dickinson to read Jane Eyre? By reading from works by Betty Friedan, Gayle Rubin, Judith Butler, Judith Halberstam, Angela Davis, Carol Gilligan, and Virginia Woolf's *A Room of One's Own*, in addition to *The Handmaid's Tale* and *Jane Eyre*, the objective is to gain an understanding of Feminism, Feminist Critical Theory, and key Feminist Texts while working on critical reading and writing skills.

Level: H

Grade: 10-12

Credit: .5

SW2400 Literature of Love Honor

Love, in all its wonder and complication, has inspired artists from ancient times to the present. But how has this art inspired our cultural and individual thinking about love? In this course, we will explore the changing trends in relationship behavior from Plato's Greece to the British medieval court to Austen's sitting rooms and finally to our txt and Facebook modern age. This course is designed to get you thinking about how our modern conceptions of love have been shaped, while it exposes you to a wide range of styles in literature. Literature includes: *Love in the Time of Cholera*, *Much Ado About Nothing*, *Pride and Prejudice*, *Bullfinch's Mythology*, and critical analysis of several fairy tales. The class will also explore love poetry by: Eliot, Shakespeare, Marlowe, Petrarch, Spenser, Sidney, Donne, Wyatt, The Brownings, Rosetti, Moore, Wordsworth, Longfellow, Dickinson, Sexton, Rich, Teasdale, and Kumin.

Level: H

Grade: 10-12

Credit: .5



SWS Science

SC2100 SWS Chemistry I Honor

SWS Chemistry deals with the structure of matter, its properties, and changes in properties as a result of chemical reactions. Emphasis is placed on the physical world involving atomic theory, energy relationships, and chemical reactions. Laboratory work involves first-hand experiences in the use of chemical equipment and materials in the development of manipulative skills in order to conduct chemical investigations using observation and accumulative data to arrive at conclusions. Laboratory work with written reports is a significant part of this course. Students enrolled in the SWS program are given priority in scheduling for this course. Other students will be scheduled for this course if there is room available.

Level: H

Grade: 10

Prerequisites: Physics I and Intro to Algebra II. Credit: 1

(It is recommended that Algebra II or Pre-Calculus Honor be taken concurrently)

SC3031 SWS Biology I Honor

SWS Biology I Honor has a structure and content similar to that of Biology I. However, it is a more rigorous course that goes into greater depth and requires more abstract thinking. This course prepares students for further studies in Biology. Biology I Honor is recommended for students who plan to take the SAT Subject Test in Molecular Biology.

Level: H

Grade: 10-11

Prerequisites: Physics I and Chemistry IH or LBC Honor (may be taken concurrently)

Credit: 1

SC3026/SC3036 SWS Biology I - BSCS Conceptual Biology

BSCS Conceptual Biology is a nationally recognized program developed by the Biological Sciences Curriculum Study (BSCS). It is a first year college preparatory lab course that engages students through a human perspective. This course organizes content around unifying biological principles, and is taught through hands-on activities, laboratories, and inquiry. Emphasis is on the major concepts of biology: Evolution - Homeostasis - Energy, Matter, & Organization - Continuity & Development - Ecology. Opportunities are provided for students to conduct investigations and make connections between biological concepts and their own life experiences. This course is designed with a strong focus on group work, discussion, writing, activities, and projects. During the first two weeks of class, students may elect to take this course for Honor credit with the approval of a parent/guardian, guidance counselor, and previous science teacher. All students will be held to high academic standards. Students studying at the Honor level will be expected to regularly complete additional assignments.

Level: S or H

Grade: 11

Prerequisite: Physics I and Chemistry I

Credit: 1

SWS SOCIAL STUDIES

SWS Social Studies students are encouraged to discuss and decide upon class policies as well as curricular offerings. Students who enter SWS Social Studies should bring ideas about how they think classes should be organized and what topics should be examined. They should also be committed to democratic classroom structures and to an appraisal of alternate interpretations and visions of history.

In all classes students are expected to sustain discussions and to learn from each other and not just from the teacher. Discussions focus on historical and philosophical issues and often tend to be open-ended and abstract. The social studies program of SWS includes courses in World History, U. S. History, Philosophy, Contemporary US History and an Education Seminar. Ideally an SWS student should take at least one year of SWS social studies.

SW4020 World History: The Modern Era (1500 to The Present)

This course is a continuation of World History: the Pre-modern Era, which most students have taken in the ninth grade. The SWS course is similar in scope and sequence to the tenth grade course offered in the main school. There will be an emphasis on classroom discussion, sharing of work, reading primary sources, and viewing the art of the cultures we will be studying.

Level: N

Grade: 10

Credit: 1



SW4030 World History H: The Modern Era (1500 to The Present)

See description of course SW4020. This course meets in conjunction with the non-leveled course (SW4020). Honor students may be expected to read and discuss more difficult material, write more essays and complete more research papers.

Level: H

Grade: 10

Credit: 1

SW4120 SWS U. S. History

This survey course of United States history is designed to give students a broad understanding of the past of our nation and an exposure to differing viewpoints of historical interpretation. Howard Zinn's *A People's History of the United States* is used in conjunction with a "traditional" textbook. The organization of the course is chronological. The first term covers topics up to the Civil War. The second term deals with the modern world, particularly industrialization.

Level: N

Prerequisite: Sophomore Social Studies course

Grade: 11

Credit: 1

SW4130 SWS U. S. History Honor

See description for SW4120. Depending on student needs and enrollment, U. S. History Honor may meet in conjunction with the non-leveled section. Honor students may be expected to read and discuss more difficult material, write more essays, and complete more research papers. History achievement test preparation is available to students who desire it.

Level: H

Prerequisite: Sophomore Social Studies

Grade: 11

Credit: 1

SW4231 Philosophy: Honor

This course investigates the thought of major philosophers and their relevance to our daily lives. Some of the issues treated include: what is human nature? What are the needs of individuals and society? How do social theories both reflect and shape culture and history. We examine these questions in the writings of Plato, Machiavelli, Rousseau, Marx, Freud, and the existentialists.

Level: H

Grade: 12

Credit: .5

SW4322 Contemporary U. S. History H

This course examines the period from World War II to the present. Through discussions, simulations, speakers, films, videos, and reading and writing experiences, students study the social transformations and critical events of the last five decades: The Cold War, the Arms Race, McCarthyism, JFK, the Civil Rights Movement, the Women's Rights Movement, Vietnam Era, Mass Culture and Counterculture, Watergate, Multinational Corporations, 3rd World Development, the conservative counter-revolution and the U. S. role in the world today.

Level: H

Grade: 11-12

Credit: .5

SW4332 Contemporary U. S. History Honor

See description for SW4322. This course meets in conjunction with the non-leveled course. See course SW4130 for description of honors level expectations.

Level: H

Grade: 11-12

Credit: .5

SW4401/SW4402 SWS Topics in Social Studies

Through this course, an individual or a small group of students will work with a teacher in areas of special interest.

Level: N/H

Periods per week: (Hours and times to be arranged)

Grade: 11-12 Credit: TBD



SW4232 Contemporary World Events H

This course cannot really be defined today! It would be entirely dependent on the current events happening across the world. The content of the course would focus on the big events in the news and the causes of those events. In addition to class discussions, debates and analysis of current events, students would choose a particular topic of interest somewhere in the world to study in-depth as an on-going, independent project for the class.

Level: H

Grade: 12

Credit: .5

SW4321 Senior Capstone in Social Studies H

Students will choose any topic of interest within the social sciences to research, explore and create a culminating project to exemplify their learning. Students may also opt to substitute the project with a longer paper to fulfill their Senior Paper requirement.

Level: H

Grade: 12

Credit: .5

SW4331 SWS Education Seminar H

First quarter we will explore large issues in American education, a complex, evolving and dynamic subject. What makes a good teacher? What defines a good school? The first quarter will focus on fundamentals of education, exploring public schools funding, inequality between schools, standards and assessments and other issues. We will read historical materials.

Second quarter we will write a paper that identifies and supports what students believe to be the purpose of education. The remainder of the quarter will be spent on two research projects and a model school project. Students will research something of interest to them within

Brookline High School and then observe another school in order to compare and contrast. Finally, students will construct a model school based on their own purpose of education and what they believe to be important.

Level: H

Grade: 12

Credit: .5

OTHER COURSES

SW5001/SW5002 SWS Enrichment

This course gives students the opportunity to receive credit for individual projects or seminars in a chosen area. The area of work must be approved by the teacher in charge of enrichment. Seminars may be taught by students as well as by teachers, parents, or members of the community. Most events for enrichment credit occur after school hours. Some examples of past seminars are: Music Making, Fuller Feeling, China Studies, Yoga, and Meditation. Enrichment may be counted for Time and Learning hours.

Level: N/H

Periods per week: (Hours and times to be arranged)

Grade: 11-12 Credit: TBD

SW6000 SWS Town Meeting and Committees

At the heart of SWS is the **Town Meeting** which is a governing body. Students and staff meet together each F2 block to discuss mutual concerns and make policy decisions about the education and administration of SWS. Each F4 or T-block, some SWS students and staff meet in committees for a variety of purposes. **These two meetings are required for all SWS students and staff.** A pass or fail is recorded on report cards for Town Meeting attendance.

Level: N

Periods per week: 2

All students and staff

Credit: N



AFRICAN-AMERICAN & LATINO SCHOLARS PROGRAM

TU1209 African-American & Latino Scholars Program Seminar Grade 9

TU1210 African-American & Latino Scholars Program Seminar Grade 10

TU1211 African-American & Latino Scholars Program Seminar Grade 11

TU1212 African-American & Latino Scholars Program Seminar Grade 12



The AALSP Seminars are designed to help Scholars reach the three central objectives of the program: higher student grade point averages, increased pupil enrollment in honors/Advanced Placement classes, and acceptance into the National Honors Society. To this end, the AALSP Coordinator teaches these courses collaboratively with a BHS math and English teacher. Class time is divided between previewing and reviewing material covered in the pupils' core academic classes and helping students develop identities as scholars. As students progress through the grade level seminars, the focus of the classes shift more toward helping them as they prepare for standardized testing and the college application and selection process.

Level: N

Grade: 9-12

Prerequisite: Admission into the African-American & Latino Scholars Program

Credit: .5 per semester

COMMUNITY SERVICE

IS8201 Community Service

The Community Service Program instills in our students awareness, understanding, and appreciation of the community, the value of citizenship, and the responsibility of each citizen to help others for the benefit of the community. The program makes opportunities available for service learning both inside and outside the high school. Volunteer experiences within the school community may include being a peer buddy or job coach to a special needs student, tutoring a fellow student one or two hours a week, providing secretarial support, recycling, serving as a peer educator, or tutoring and mentoring an elementary school youngster. Volunteer experiences outside the school community include working as an aide in an extended day program, library, animal shelter, hospital, nursing home, museum, food pantry or shelter, shopping for the elderly, or similar program. Service experiences outside of the school must retain a connection to the larger Brookline-area community. Programs are individually arranged and should be approved by the coordinator ahead of time in order to gain credit. No more than 50 hours of credit will be awarded without the prior approval of the coordinator. Hours of service must be verified by a supervisor in the school or agency and all hours worked must be logged. An approved volunteer program carries from one quarter credit for 50 hours up to one full credit for 200 hours served in one year. Credits are recorded, along with a P (Pass), on the student's transcript. Students can receive up to one credit of Community Service each year on their transcript. However, only one credit will count toward the graduation requirement of three credits from three of the following program areas: Career and Technology Education, Community Service, Performing Arts, and Visual Arts.

Level: N

Credit: Varies

METCO

TU1100 METCO Academic Center

The METCO Academic Center is designed to engage and hone students' academic skills in order to help them excel and reach their academic goals. This course offers a range of academic and social supports to enhance the academic growth and development of students. The student to teacher ratio is 7:1 with a focus of fostering relationships with teachers and establishing a clear understanding of their own educational goals and priorities. Further this class is designed to help students become highly motivated and independent learners. In order to fully benefit, students must demonstrate a commitment to their academic and social development.

Credit: .5 credit per semester



SUBSTANCE ABUSE/VIOLENCE PREVENTION

VP2000 Peer Leadership and Public Health

Drawing from the fields of public health, social work, and psychology, this course explores many of the social, emotional and health issues that impact today's youth, with a focus on mental health, dating relationships, and substance abuse (alcohol and other drugs). Students in the course will design and implement creative strategies to affect positive change in the lives of Brookline youth. Students will learn group facilitation skills and gain experience in public speaking through presentations to student and parent groups and at public hearings. This course covers the mechanisms of town government, enabling students to learn how to impact positive social change through the passage of new laws and ordinances. Peer Leaders are also a vital component of presentations for health classes and assemblies, reaching students in grades 7-12.

Pre-requisite: Students must be recommended to the Peer Leadership program by their health teacher or guidance counselor and serve as a role model for healthy decision making in school and in the community.

Full year: Z Block

Credit: 1 credit

Limit: 25 students

BHS TUTORIAL

TU100X Freshman Tutorial



the brookline high school 21st century fund

TU200X Upper Class Tutorial 10- 12

With a twelve to two student/teacher ratio, Brookline High School Tutorial is a one-credit class providing content area support and academic monitoring within a supportive learning community. Tutorial goals are reviewing course content for increased comprehension and strengthening underdeveloped study skills. In collaboration with their Tutorial teachers, students identify specific focus areas for improving academic achievement such as test preparation, reading comprehension, composition development, and organization skills. Class time is divided between individual consultation with a Tutorial teacher and independent practice where the student implements recommended prescriptive strategies.

Level: N

Period per week: 4

Grade: 9-12

Pre-requisite: Recommendation from Dean's Team

Credit: 1

