



## BROOKLINE HIGH SCHOOL

Office of the Headmaster  
115 Greenough Street  
Brookline, MA 02445

*Anthony Meyer*  
*Headmaster*

*617-713-5003*

*Fax 617-713-5005*

Dear Public Schools of Brookline Eighth Grade Families,

As second semester begins at Brookline High, we welcome you to our school community. Our 9th grade team of teachers, support staff, and administrators is excited about your joining the high school next year. I write to share details about plans for this transition, particularly our use of Old Lincoln School (OLS) as an extension of the BHS campus for 9th grade students.

### **Brookline High School Renovation and Expansion**

Over the last three years, the BHS team has worked hard with district and town leaders, as well as Brookline citizens, to envision and plan a substantial renovation and expansion to our high school campus. Voters overwhelmingly supported a \$205.6 million dollar construction project that begins this June. Although we are thrilled about the future Brookline High School campus, we also acknowledge that there will be change, sacrifice, and a need for collective flexibility.

The school continues to work closely with architects from William Rawn Associates, as well as builders from Skanska, in developing the complete plan and phasing for the major construction that will happen around the Brookline High School campus. Beginning this June and continuing through the summer of 2021, many things will look and operate differently around the campus. Our goal is to maintain the same high expectations for what happens within the walls of the school and in our classrooms, even if students may have to find new paths from class to class, and even though drop off and pick up will take different forms on the streets around the school. As always, we will communicate changes to both students and families. Today we launched our new [BHS Expansion Project](#) section of the high school website that includes project updates, timeline, and FAQs about the construction and 8th grade transition into 9th grade.

Through the changes we remain focused on excellent learning and teaching at Brookline High. We will be seeing you soon in several different community events over the next two months that should answer questions and concerns and help you and your student explore the opportunities and excitement that is part of the BHS experience.

### **Cohorted Travel**

To best support ninth graders for the next two years of construction, we will use a cohorted travel approach within which students will spend time at the Old Lincoln School and at 115 Greenough. The cohorted travel model aligns with our school vision of what a Brookline High School education should be as outlined in the [Education Plan](#) we wrote to begin renovation and

expansion planning. The core of BHS is the academic, cultural, and social experiences students have while on campus. Using both locations allows us to make sure 9th grade students will continue to be exposed to the depth and breadth of our academic, elective, and support programs, and that the classes of 2023 and 2024 will immediately become full members of our community.

On our Expansion Project website, we have included an [Old Lincoln School FAQ](#) to help provide you with more details about how cohorted travel will work.

### **8th to 9th Grade Transition**

We have begun the annual process of orienting and informing current eighth grade students and families about the rich educational opportunities we offer at Brookline High School.

Given that we will use Old Lincoln School (OLS) for 9th graders during the next two years of construction, we anticipate more questions than usual about the transition to ninth grade. Over the next two months, we will hold seven separate events for families. Our goal is to help you and your student learn more about the high school curriculum, 9th grade program, use of Old Lincoln School, and, more generally, how to make the most out of the BHS experience.

- **Curriculum Night -- February 11, 7:00 p.m.** For parents, guardians, and caregivers to hear from Curriculum Coordinators about our academic program for ninth graders in each subject area. The evening starts at 7:00 p.m. with a 6:00 session for parents and guardians interested in learning about Special Education programs and supports.
- **Electives Night -- February 27, 6:00 p.m.** For parents, guardians, caregivers, and students to see our incredible elective spaces and learn about the remarkable work teachers and students do in these important domains.
- **Life at Brookline High School -- March 5, 7:00 p.m.** For families to hear from current ninth graders about their experiences transitioning to and taking advantage of all that Brookline High has to offer. Parents and guardians are welcome to attend, though this event is about helping eighth grade students hear from current ninth grade Warriors.
- **Athletics at Brookline High School -- March 11, 7:00 p.m.** Athletics at BHS. For parents, guardians, and students to hear about our many interscholastic sports offerings.
- **OLS Update and Q&A with 7th and 8th Grade Families, 6:00 p.m.** - March 19 at Pierce School.
- **OLS Update and Q&A with 7th and 8th Grade Families, 6:30 p.m.** - March 20 at Coolidge Corner School .
- **OLS Update and Q&A with 7th and 8th Grade Families, 7:00 p.m.** - March 21 at Baker School

### **9th Grade Student Support and Administrative Structure**

Throughout our planning, we have focused on ensuring we continue to provide a robust administrative and student support structure for 9th graders. Beginning next school year, Lisa Gilbert-Smith will serve as Dean of Students for Ninth Grade and will be located at the Old Lincoln School. Alexia Thomas and Brendan Kobus will serve as Associate Deans for Ninth Grade. They will be joined by a team of counselors and clinicians focused on ninth grade. At Brookline High School, our student support personnel work collaboratively with one another and with students, educators, and families. While we are making some shifts to adapt to the

construction project, I am certain that our monitoring and support of students will remain responsive, caring, and thoughtful.

I look forward to seeing you at our Curriculum Night on Monday February 11th. On this evening, the first of our seven transition events, we focus on learning and teaching. Curriculum Coordinators describe our ninth grade courses, articulate each department's pedagogy, and answer questions about Brookline High School offerings and opportunities.

We are so happy to welcome the Class of 2023 to Brookline High School. The next four years will be challenging and rewarding. While the shape of the campus will continue to change over this time, we will not waver in our commitment to making the Class of 2023's experience rich, and full of possibilities and wonder. We can't wait to meet you and your students in the coming months.

Sincerely,



Anthony Meyer  
Head of School



Hal Mason  
Assistant Headmaster



Lisa Gilbert-Smith  
Dean of Students

## 9<sup>th</sup> Grade English at BHS

### How to Choose Between *Responding to Literature Honors* and *Responding to Literature*

There are two curriculum choices for freshmen: **Responding H** and **Responding**.

We recognize that placement depends on many factors, including skills (reading, writing, and organization), readiness, interest, overall course load, and extra-curricular commitments. Children develop as students at very different rates, so we understand placement can be a difficult decision made at one particular moment in time. When in doubt, choose the course that is likely to build a student's confidence rather than undermine it.

Choosing a non-honors course in 9<sup>th</sup> grade English does not preclude the student from taking an honors-level course in future years. (In some ways, sophomore year is a better "on-ramp" to honors English for developing students, as we offer two mixed level courses.)

*NOTE: The student's current English teacher is in the best position to gauge correct 9<sup>th</sup> grade placement.*

In **Responding H** students will:

- tackle some complex and lengthy texts – for instance, Dickens or Homer.
- read at a brisk pace: 30-35 pages per night (teachers assume strong grade-level reading skills)
- move from concrete observations to abstract ideas and interpretation using texts from antiquity to the present.
- balance all-class texts with independent reading, sometimes juggling both at once.
- write competently -- and relatively independently – in a variety of modes: creative, analytical, personal.

In **Responding** students will:

- read challenging literature from antiquity to the present – for instance *Oedipus Rex* and *Raisin in the Sun*-- and discuss ideas.
- complete the same variety of writing assignments, although complex assignments are often broken down into steps.
- move through texts at a pace of 20-25 pages per night.
- receive more individual attention from the teacher because the classes are significantly smaller. (Responding classes are generally capped at 25, while Points of View classes are capped at 18.)
- focus on strategies for completing reading and writing assignments successfully.

Here is another way to gauge whether the honors level is appropriate:

- The student should currently demonstrate strong skills in at least two of these three areas: **reading**, writing, and abstract thinking. One of the areas of strength must be **reading**.

Please call or e-mail me if you have any questions.

Mary Burchenal  
English Department Chair  
617-713-5064  
Mary\_Burchenal@psbma.org

# BROOKLINE HIGH SCHOOL MATH DEPARTMENT



Department Coordinator: Joshua Paris: [joshua\\_paris@psbma.org](mailto:joshua_paris@psbma.org)  
617-713-5168

## I. Overview of the BHS Math Program

Program or Level	Gr. 9	Gr. 10	Gr. 11	Gr. 12
<b>College Prep</b>	Geometry	Algebra 2	Trig. & Analysis	Foundations of Calculus Statistics
<b>Honors</b>	Geometry Honors	Algebra 2 Honors	Precalculus Hon.	AP AB Calculus AP Statistics
<b>Advanced</b>	Geometry Advanced	Algebra 2 Advanced	Precalculus Adv.	AP BC Calculus AP Statistics
<b>IMP</b>		IMP2 Honors	IMP3 Honors	IMP4 Honors

Other Senior Options: Perspectives of a Mathematical Mind, Algebra Topics & Technology, College Algebra Topics

## II. Resources:

### A. The Math Center

- The math center is a place where students can drop-in to get math help from a BHS math teacher.
- There are 5 math teachers that staff the math center.
- It is open every day from 7:25 AM to 8:15 AM.
- Students from all levels attend the math centers.
- Students come to work on homework assignments, study for tests, get caught up when they've missed class time and generally enhance their overall mathematical understanding.
- The atmosphere in the math centers is very relaxed. Students feel comfortable asking for help.
- Groups of students from the same class come to the math centers to work on their assignments together.

### B. The AALSP Calculus Project

The African American and Latino Scholars Calculus Project is a program whose goal is to provide a support structure for African American and Latino students to be successful in honors and advanced level math courses. Student in The Calculus Project:

- Attend enrichment and challenging courses in the summer taught by highly qualified teachers
- Become members of a cohort in order to provide support to each other. These students are grouped in the same math sections
- Gain access to free tutoring after school
- Are taught that success in mathematics stems from hard work and not on innate ability
- Complete their high school math careers by taking an AP Calculus course in grade 12

## III. Course Request Suggestions

To begin their math experience at BHS 9<sup>th</sup> grade students will take one of three courses: **Geometry Advanced (MA1040)**, **Geometry Honors (MA1030)**, or **Geometry (MA1020)**. The best advice I could offer would be to follow the advice of their 8<sup>th</sup> grade math teacher and counselor. They know your student's learning style very well, are familiar with the high school math program and can thus match your child with a math course in which they could successfully access the curriculum.

The curricula of the three courses are the same. However, they differ in a variety of ways:

- Pace
- Amount of formal geometric proof
- Amount of algebra
- Level of depth



# Brookline High School

Science Department  
 115 Greenough Street  
 Brookline, MA 02445  
 (617) 713-5365

Dear Guardians and Parents of 8<sup>th</sup> Graders,

The science courses offered at Brookline High School for 9th grade students are *Physics I* and *Physics I Honor*. After successfully completing one of these courses, students can then take Chemistry followed by Biology. Following the completion of these three core subjects, students can choose from the 16 optional science courses that Brookline High offers.

***Physics I*** is a rigorous course designed for students who want a solid foundation in introductory physics. The course is designed for students with a keen interest in science who are very self-motivated, often find themselves asking “why,” and enjoy discussing real-world applications of physics. Topics include vibrations/waves, heat, electricity/magnetism, and mechanics. In addition to learning physics content, there is an emphasis on mastering the scientific skills that will provide a strong foundation for science courses in future grades. Frequent hands-on activities and projects allow students to reinforce and apply what they have learned. Students who complete the required work on a topic will have opportunities to go in more depth with optional extensions. *Physics I* is best suited for students enrolled in *Geometry* or *Geometry Honor*. After successfully building skills in *Physics I*, students may elect to enroll in an honor level chemistry course in the tenth grade. Students who have been successful in *Physics I* are well prepared to take *AP Physics* in their senior year, and may become science majors in college.

***Physics I Honor*** covers the same content as *Physics I* but in greater depth and with more mathematical applications. Students in this course should be comfortable grappling with rigorous concepts independently, and should be excited to work through problems for which they don’t immediately see the solution. This course emphasizes understanding concepts, and there is a strong math component that uses both algebra and trigonometry to solve multi-step problems. *Physics I Honor* is best suited for students in *Geometry Advanced* and those in *Geometry Honor* with a strong interest in science.

Sincerely,

Ed Wisner

Curriculum Coordinator for Science 9-12

*Ed\_Wisner@PSBMA.org*

<b><i>BHS Science Course List and Sequence</i></b>		
<b><i>9<sup>th</sup> Grade</i></b>	<b><i>10<sup>th</sup> Grade</i></b>	<b><i>11<sup>th</sup> Grade</i></b>
Physics 1 Physics 1 Honor	Chemistry 1 Chemistry 1 LBC Honor Chemistry 1 Honor	Biology 1 Biology 1 BSCS (Standard or Honor) Biology 1 Honor
<b><i>Optional Courses</i></b>		
Astronomy (S/H) Anatomy & Physiology (S/H) AP Biology AP Chemistry AP Environmental Science	AP Physics – 1&2 AP Physics – C Biology 2 Honor Body/Mind Honor Engineering By Design	Engineering Innovation and Design Environmental Science and Society (S/H) Forensic Science (S/H) Genetics (S/H) Marine Biology (S/H)

**BROOKLINE HIGH SCHOOL**  
**Social Studies Department**  
**Gary Shiffman, Curriculum Coordinator**

**World History I: Identity, Status, and Power**

**Course Description:**

The goal of this course is for all of our students to understand themselves and their place in the world in historical and comparative perspective. Through historical case studies, students will learn how premodern and early modern societies answered these fundamental questions: Who are we, and who am I? How do societies establish the bonds of community? Who has power and why? How does wealth get produced and distributed? Through inquiry projects focused on these questions, students will learn and practice 21st-Century skills in collaboration, communication, and creativity. Through systematic comparisons between premodern and modern responses to our course questions, students will learn to answer those questions for themselves, and therefore conceive their own identities in comparative and historical perspective. This course is unlevleed.

**Learning Objectives:**

By the completion of this course, a successful student will be able to:

1. Describe a range of responses to enduring questions about politics, economics, and society
2. Explain commonalities and differences among premodern societies
3. Explain commonalities and differences between premodern and modern societies
4. Write proficient historical narratives
5. Defend claims in response to course questions with evidence and reasoning
6. Demonstrate independence in reading and interpreting grade-level nonfiction narrative
7. Demonstrate proficiency in collaboration and problem solving
8. Find and evaluate sources for research, including books, articles, and websites

**Learning Experiences:**

In this course, every student will:

1. Read primary sources from a variety of historical places and periods
2. Read reference and secondary sources on historical topics
3. Write and revise essays and reflections on course questions
4. Engage in collaborative inquiry projects
5. Present ideas to a variety of audiences
6. Write an independent research essay
7. Reflect systematically on their identity in historical context
8. Reflect systematically on their identity as a student

**Course Outline:**

**Unit One: Power**

*Essential Questions:*

Who has power?

How do leaders justify their power?

*Case Studies*

Song Dynasty in China

Feudalism in Japan

**Unit Two: Status**

*Essential Questions:*

What is the “glue” that holds people together?

How do societies create community?

*Case Studies:*

The Development of Hinduism

The Development of Islam

**Unit Three: Wealth**

*Essential Questions:*

How do civilizations get rich?

What does it mean to be wealthy?

*Case Studies:*

The Kingdoms of Mali and Songhai

European Conquest and the Columbian Exchange

**Unit Four: Identity**

*Essential Questions:*

What is the role of the individual in society?

What does it mean to challenge authority?

*Case Studies:*

The Protestant Reformation

The European Enlightenment

**BHS World Language Placement for Grade 9)**  
**Agnes\_Alberola@psbma.org**  
**617-713-5094**

All students need at least two years of WL (in the same language) to graduate from BHS.  
Most colleges want to see a progression of at least three years of a WL.  
The vast majority of our students take four years of WL.  
Don't wait until Sophomore year to begin.

**1) Students can begin any language at BHS:**

WL0100 Chinese I  
WL1100 French I  
WL5100 Japanese I  
WL3100 Latin I  
WL4101 Beginning Spanish I (two teachers and smaller class size)

**2) Students who have studied a WL in grade 8 can continue studying the same language:**

Please use the recommendation indicated by the grade 8 WL teacher. Changes made in September may not be possible due to classes being full or schedule conflicts.  
For Spanish, the most typical recommendations are:  
WL4220 Intermediate Spanish II  
WL4230 Intermediate Spanish II Honor  
WL4240 Intermediate Spanish II Advanced (used to be named AP)

For French, the most typical recommendations are:

WL1220 French II  
WL1230 French II Honor  
WL1240 French II Advanced (used to be called AP)

For Chinese, the most typical recommendations are:

WL0200 Chinese II  
WL0230 Chinese II Honor

**3) Heritage speakers or native speakers of languages offered at BHS can sometimes study that language at BHS.** They need to contact Agnès Albérola to decide if we offer the right course for them and which level would be best.

**4) Students who want to take two WL:**

In very rare instances, students might be able to take two languages at BHS, provided that no additional section need to be funded to accommodate these additional students, and provided that the two language classes fit in the students' schedule without prejudice to the inclusion of required courses such as 3 years of elective courses over their four years of high school. Make sure to let your Elementary school guidance counselor know which language is the first choice. In case of conflicts, priority will go to students' first choice.

1/14/2013	Japanese	Chinese	Spanish	French	Latin
<b>A successful learner has or should be developing...</b>	Good fine motor skills for writing characters, strong reading skills, visual learning skill, enjoy learning unique culture. Loves learning Japanese pop culture and history.	Good fine motor skills for writing characters, strong reading skills, visual learning skills	Strong verbal skills, good listening comprehension, and understanding of grammar	Strong verbal skills, good listening comprehension, an understanding of grammar	Good reading comprehension skills (analysis of grammatical relationships and context.) Enjoyment of learning new words.
<b>Challenges</b>	From the start: Recognition, memorization, and writing of characters are crucial.	Memorization and writing of characters are crucial.	Responding to speaking prompts in Spanish and getting used to a grammar that is different from English (verb tenses, etc.)	Responding to speaking prompts in French, getting used to a grammar that is different from English, and to a pronunciation that does not correspond to the spelling	Extracting meaning from a language w/ grammar different from English: endings of words change according to grammatical function.
<b>Writing Skills</b>	Very important: memorization and production of characters starting the first month. Grammar rules are relatively simple compared to romance languages.	Very important: memorization and production of characters starting the first month. Visual clues are provided in early stages.	Attention to a different spelling and grammar is needed	Attention to a different spelling and grammar is needed	Writing assignments are usually translations based on material covered in class. A few original compositions.
<b>Reading Skills</b>	Recognition of characters starting first month.	Recognition of characters starting first month.	Relatively easy thanks to words similar to English and similar word order.	Relatively easy thanks to words similar to English and similar word order.	Students use grammar (cases) and context to understand reading. Students learn many English SAT-words based on Latin roots. Relatively easy: 60-80% of English words come from Latin
<b>Listening Skills</b>	Many cognates and words that are similar to English. Own alphabet for foreign words.	No words similar to English (cognates) to help guess the meaning.	Heavily emphasized, most of the instruction and activities are in Spanish. Many words similar to English.	Heavily emphasized, most of the instruction and activities are in French. Many words similar to English.	Hearing and reading Latin read aloud supports learning. Most directions are given in English. Many English cognates introduced.
<b>Speaking Skills</b>	Most Japanese sounds are also found in English and pronunciation is very simple for English speakers. No tones used to differentiate between words..	Most Chinese sounds are also found in English. Tones (voice going up/down) can change the meaning of a word. Students will use pinyin (English letters) to pronounce Chinese words.	Heavily emphasized, a willingness to talk is an asset. Spanish is generally easy to pronounce for English speakers.	Heavily emphasized, a willingness to talk is an asset. French has sounds that are not used in English, so the pronunciation presents a challenge.	Learning to read Latin aloud is easy because it is phonetic, and close to English pronunciation. Students learn some phrases and ask/answer simple questions in Latin.
<b>Assessments</b>	Initial emphasis on reading and writing but quickly emphasis on speaking and listening builds. Using Japanese in authentic situations is critical.	Reading characters; at first writing in pinyin, but later writing in characters; speaking; listening	4 skills are assessed in situations that reflect "real life."	4 skills are assessed in situations that reflect "real life."	Reading comprehension, vocabulary and grammatical relations are assessed in situations that reflect "real Roman life" ..

**SPEAKING:****Standard:**

- Prompting or cues give me the confidence to speak.
- With time and repetition I can use new information.
- I can speak in the target language if I am given a script.
- My pronunciation needs correction to be understandable.
- I hesitate a lot when I speak and need to be given extra time to finish my sentences.

**Honor:**

- I take risks frequently when I speak, and only need prompting or cues on occasion.
- I try to incorporate new information and words when I speak.
- I speak in the target language most of the time without reminders.
- My pronunciation is mostly understandable.
- I may hesitate occasionally when I speak.

**Advanced:**

- I am a consistent risk taker when I speak.
- I consistently incorporate new information successfully when I speak.
- I can maintain my conversation in the target language all of the time in a natural, fluent manner.
- My pronunciation sounds natural and is easily understandable.

**LISTENING:****Standard:**

- I like when the teacher speaks slowly with frequent repetition.
- I can understand listening passages with lots of repetition and pauses.
- I often wish that the teacher would speak more in English.

**Honor:**

- I can generally understand when the teacher speaks with some repetition.
- I am very comfortable with the teacher speaking only in the target language.

**Advanced:**

- I can usually understand when the teacher speaks the first time around.
- I feel confident in what is being said to me in the target language, even if I do not understand every word.

**WRITING:****Standard:**

- I like my writing assignments broken down into smaller steps.
- I need a lot of practice to be accurate in writing.
- I use basic vocabulary and I repeat many words in my writing assignments.
- I need a model of what is expected in order to write correctly.

**Honor:**

- I take some risks when I write in order to express complicated ideas.
- I try to incorporate new information, vocabulary and verb tenses when I write.
- I use some variety in my vocabulary and sentence structure when I write.
- I thoroughly complete my written assignments.
- I generally make few mistakes in writing.

**Advanced:**

- I am a consistent risk taker when I write.
- I incorporate new information, vocabulary and verb tenses successfully when I write.
- I use a variety of sentence structure easily when I write.
- I tend to extend my written assignments without being asked to do so.
- I am highly accurate in my writing.

**READING:****Standard:**

- I find that I need individual help when reading in the target language.
- I prefer to ask the teacher for help with words I cannot understand in the reading.
- I like to be given extra time when reading.

**Honor:**

- I can usually understand what I read, but sometimes I may need help.
- I usually look up words I do not understand by myself.

**Advanced:**

- I like to figure out a passage from the context of the reading by myself and I usually understand what I am reading.
- If I do not understand a word, I know how to find its meaning using a variety of outside resources.

**CLASS PARTICIPATION:**

**Standard:**

- I wait for the teacher to call on me in class.
- I need help to use the target language when working in groups or pairs.

**Honor:**

- I often share what I know in class using the target language.
- I stay mostly in the target language when working in groups or pairs.

**Advanced:**

- I am eager to share answers or comment in the target language.
- I always stay on task in the target language when working in groups or pairs.

**QUALITY OF HOMEWORK:**

**Standard:**

- I need very clear directions and modeling to do my homework.
- I sometimes need the teacher's help to complete assignments.

**Honor:**

- I usually complete my homework assignments thoroughly and on time.

**Advanced:**

- I consistently complete my homework thoroughly, carefully, and on time.
- I independently review my homework and other materials.

**STUDY STRATEGIES:**

**Standard:**

- I benefit greatly from one-on-one help and advice when studying.

**Honor:**

- I know some strategies to be successful on assignments, and only rarely require individual help.

**Advanced:**

- I know a variety of study strategies to be successful on assignments.

**REFLECTION:**

- Student reflection: Comment on which level you feel you should be in and why.

# Visual Arts Department

## The Most Important Characteristic of an Art Student: **Be Curious.**

The visual arts classes at BHS meet four times a week in dedicated studios that provide a significantly different experience than elementary school. The Visual Arts program is vertically aligned K-12, with a shared teaching and learning expectations for students, the development of a genuine understanding and practice of an artistic practice and the habits of mind necessary for creativity.

Freshmen begin with our level I classes (foundational work) that are designed to meet the needs of the novices and those with some practice in the visual arts. Teachers provide instruction on the techniques necessary to allow all students the opportunity to create their very best work, to advance their understanding and skill in the creative process.

### These charts will help when choosing a visual arts elective.

*Think about these questions before choosing your classes.*

***Are you passionate about making Art, and already known that you want to study art forever?***

**Be sure to get as much drawing as you can-the number one thing art schools look for on applications and in portfolios**

***What materials do you like to work with when creating art?***

**Certain classes have very specific materials listed in the catalog.**

***Do you like to try new things?***  
**Take a course that you have never experienced.**

<b>Drawing</b>	<b>Drawing I</b> <b>Drawing for Understanding in Field Science</b> <b>Comic Books</b> <b>Animation</b> <b>Digital Design</b>
<b>Painting</b>	Painting Printmaking Art studio
<b>New tools</b>	Working in 3D: Sculptural Objects Ceramics Metals Photography
<b>Mixed media</b>	Art studio Printmaking Working in 3D: Sculptural Objects Metals
<b>Computer Generated</b>	Animation Comic books Digital design studio Photography Digital Video Documentary Film
<b>Broadcasting Commercial</b>	TV production Digital Video Documentary Film

All 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.

BROOKLINE HIGH SCHOOL  
115 Greenough Street  
Brookline, MA 02445  
617-713-5000



## Brookline High Performing Arts

February 2019

Dear Families of Rising 9<sup>th</sup> Graders,

The Performing Arts Department at Brookline High School offers students many opportunities to develop their artistic technique and creative expression through a rich array of courses in music, drama and dance. We have classes for students with all levels of experience, as well as for those who have never before taken a performing arts course. Our music program at Brookline High expands on our elementary program, and the introduction of drama and dance gives students the chance to branch out in the world of performing arts. In addition to exposing our students to the intrinsic value of the arts, our Performing Arts program supports students' ability to express themselves in a variety of modes as individuals and in collaboration with others, to better understand themselves and one another, to work together with others, and to develop the self-esteem, self-discipline, cooperation and self-motivation necessary for success in life. In our classes, we teach skills in our different disciplines that both help students develop artistically and that carry over to other school subjects and areas of life, such as creative and critical thinking, collaboration, analysis, reflection and more. The Performing Arts Department at Brookline High offers students many opportunities to develop their artistic technique and creative expression.

All students are required to take three elective credits (three full years) in order to graduate from Brookline High, including classes in the Performing Arts. We encourage students to continue in areas they are already passionate about as well as try something they have never done and discover a new passion.

While some of our courses have prerequisites, many are open to all. Here below you will find a list of classes open to all students, as well as classes rising 9th graders can audition into. For our audition-in classes, all auditions will happen in late February or early March and you can find more information at [www.brooklinefopa.org](http://www.brooklinefopa.org).

For a more comprehensive list of BHS Performing Arts classes with descriptions, please refer to the Performing Arts section of the BHS Course Catalog.

Please contact me if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kenny Kozol'.

Kenny Kozol  
K-12 Performing Arts Coordinator  
kenny\_kozol@psbma.org  
617-713-5228

**Dance Classes:**

Beginning Dance (full year)	Open to all students
Beginning Dance 1-A (half year)	Open to all students
African, Latin American and Hip Hop Dance	Open to all students
Intermediate Dance, Advanced Dance, Choreography	By audition - see <a href="http://www.brooklinefopa.org">www.brooklinefopa.org</a>

**Drama Classes:**

Drama I (full year)	Open to all students
Drama I-A (half year)	Open to all students
Drama II (full year)	By audition - see <a href="http://www.brooklinefopa.org">www.brooklinefopa.org</a>
The Theatre of Hip-Hop	Open to all students
Backstage: Powertools and Special Effects (stage design and creation, lighting and effects)	Open to all students

**Music Classes:**

Jazz/Rock Ensemble	Open to all students
Digital Music Production and Composition	Open to all students
Drumming and World Music: Africa, Latin America and the Caribbean	Open to all students
Piano Class	Open to all students – for students with little or no prior piano experience
Concert Choir	Open to all students
A Cappella Choir	By audition - see <a href="http://www.brooklinefopa.org">www.brooklinefopa.org</a>
Camerata Honor (chorus)	By audition - see <a href="http://www.brooklinefopa.org">www.brooklinefopa.org</a>
Concert Band	Open to all woodwind, brass and percussion students with previous school or private instruction on instrument
Orchestra	Open to all violin, viola, cello and bass students with previous school or private instruction
Advanced Chamber Orchestra	By audition for all woodwind, brass, percussion, violin, viola, cello and bass students - see <a href="http://www.brooklinefopa.org">www.brooklinefopa.org</a>