



BROOKLINE HIGH SCHOOL

ANTHONY MEYER, HEADMASTER

OFFICE OF THE HEADMASTER

Dear Class of 2022 Families,

Welcome to Brookline High School. Within the following documents, we share BHS course information, policies and the school values underneath them so that you can work with your students' eighth grade teachers to choose the right ninth grade academic courses at our school. We hope that this information, in combination with our transition events and the work done with you and your child at the K-8 schools, helps you understand how to begin navigating the large, complex, and wonderful school community that we lovingly call BHS.

For many years, BHS has fostered a culture that respects academic excellence and rigor while maintaining a sense of independence and freedom for students. We believe this balance allows, over the course of four years, for the growth and development of vibrant inquiry and deep learning. We see ninth grade serving as a transitional year on this road. We work hard to foster a sense of belonging and help establish the habits and practices foundational to growth.

Presented here is some important information to consider as we begin the transition to 9th grade, including a brief overview of what happens in 9th grade and in the following years at BHS. At the end is an FAQ on the many questions we get each year concerning levels at the high school.

In September, your child will join with Class of 2022 peers in a procession through the gateways of our BHS quadrangle welcomed by a gauntlet of faculty and staff. We thank you in advance for your trust in and commitment to the long tradition that makes this school great. We hope the young person who recesses out those same gateways in June of 2022 is the independent, vibrant adult we described above, ready then to take on future challenges well-armed with the skills, resources and friendships necessary for success.



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English

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We offer two 9th grade English courses: **Responding to Literature** and **Responding to Literature Honors**. Choosing a non-honors course in 9th grade does not preclude the student from taking an honors English course in any future year. The student's 8th grade English teacher is in the best position to gauge correct 9th grade placement.

Responding to Literature: In this rigorous course, students read short stories, novels, autobiographies, poems, and plays, and they learn the important components of each genre. Students will learn to write competently in a variety of modes: creative, analytical, personal. Classes will study 4-5 major works over the course of the year, including such works as *American Born Chinese*, *Twelfth Night*, *Black Boy*, *Lord of the Flies*, *A Raisin in the Sun*, *Malcolm X* (excerpts), *The Absolutely True Diary of a Part-time Indian*, and independent reading. This course is designed to make the reading of challenging books (subject matter, length, syntax, and vocabulary) more comfortable, and to inspire students to find pleasure in reading regularly. Students read up to 25 pages per night and write, over the course of the year, at least twelve drafted papers, organized in steps and supported in the classroom.

Responding to Literature Honors: This course covers the same content but in more depth and with the addition of some highly challenging texts. Classes will study 7 major works over the course of the year, including either *The Odyssey* or a novel by Charles Dickens (*Great Expectations* or *Tale of Two Cities*). Other course texts may include any of the texts listed above plus *To Kill a Mockingbird*, *When the Emperor was Divine*, *This Boy's Life*, and independent reading. Students who read regularly for pleasure and who are comfortable with challenging books (subject matter, length, syntax, and vocabulary) are typically well prepared for honors work. Students read up to 35 pages per night and write, over the course of the year, at least twelve drafted papers. This course moves briskly and assumes students have the skills to do most reading and writing assignments with a high level of independence.

BHS English Sequence		
<i>9th Grade</i> Responding to Literature	<i>10th Grade</i> World Literature Future World Lit Real World Lit	<i>11th Grade</i> American Literature American Studies
<i>12th Grade</i> True Life Stories Stranger in a Strange Land British Literature and Beyond Issues in Contemporary Literature True Life Stories	Craft of Writing Public Speaking Fiction and Film English for Entrepreneurs EPIC	<i>Optional Courses</i> Journalism I (CTE credit) Journalism II (CTE credit)

Math

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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. Emphasis is on building understanding of concepts through hands-on investigation, pattern-finding, and cooperative group work.

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. Students will be asked to write formal geometric proofs at times during the year.

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. Students will be asked to write formal geometric proofs throughout the year.

As one can see, the curricula of the courses are virtually identical. The courses differ in the following ways:

- Amount and complexity of algebraic concepts: Students in Geometry Advanced are expected to be able to correctly solve complex linear equations with fractional coefficients whereas students in Geometry Honors and Geometry are not expected to have mastered this skill until 10th grade.
- Pace/Level of depth: The Geometry Advanced course moves very quickly, covering a new topic almost every class period. The Geometry Honors and Geometry classes spend more time on specific topics and in reviewing previous topics.
- Amount of direct instruction provided by the teacher: In Geometry Advanced, the teacher provides the framework for a concept and then the students work independently and collaboratively to develop a deep understanding of that concept. In Geometry Honors and Geometry the teacher provides more direct instruction.
- Amount of homework assigned: In Geometry Advanced and Geometry Honors students can expect to spend 30 to 45 minutes per night on math homework. In Geometry, the students will spend 15 to 30 minutes per night.

We recognize that students develop at very different rates. So, it is important to note is that choosing a certain level in 9th grade math does not preclude the student from taking a higher level course in future years.

We also urge students in all 3 classes to take advantage of The Math Center. The Math Center is where students can drop-in to get math help from a BHS math teacher to work on homework assignments, study for tests, get caught up when they've missed class time, and generally enhance their overall mathematical understanding. Math Center is staffed by two or three math teachers and is open every day, to all students, from 7:30 AM to 8:15 AM in the BHS Cafeteria.

BHS Math Sequence		
<i>9th Grade</i> Geometry	<i>10th Grade</i> Algebra 2 IMP2 Honors	<i>11th Grade</i> Trig. & Analysis/Precalculus IMP3 Honors
<i>12th Grade</i> Foundations of Calculus Statistics AP AB Calculus	AP Statistics AP BC Calculus IMP4 Honors	<i>Other Courses</i> Perspectives of a Mathematical Mind Algebra Topics & Technology College Algebra Topics Computer Prog: Snap! Computer Programming: Python Exploring Computer Science

Science

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The science courses offered at Brookline High School for 9th grade students are **Physics I** and **Physics I Honor**. After 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 15 optional science courses that Brookline High offers.

Physics I is a rigorous course designed as a solid foundation in introductory physics. The course fosters a keen interest in science and a desire to inquire about 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. There are frequent hands-on activities and projects, with opportunities to go in more depth with optional extensions. After building skills in *Physics I*, students may elect to enroll in an honor level chemistry course in the tenth grade, and are prepared for *AP Physics* or for a science major in college.

Physics I Honor covers the same content as *Physics I* but in greater depth and with more mathematical applications. This course emphasizes understanding the same concepts with a strong math component that uses both algebra and trigonometry to solve multi-step problems.

BHS Science Sequence		
<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>
Physics	Chemistry Chemistry LBC	Biology Biology BSCS
<u>Optional Courses</u>		
Astronomy	AP Physics – 1&2	Engineering Innovation and Design
Anatomy & Physiology	AP Physics – C	Environmental Science & Society
AP Biology	Biology 2	Forensic Science
AP Chemistry	Body/Mind	Genetics
AP Environmental Science	Engineering By Design	Marine Biology

Social Studies

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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. Beginning with the study of China and India, *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.

In **World History: The Pre-Modern Era** students will practice skills in disciplinary literacy, note taking, writing, research, presentation, and historical thinking. Students will read, audit lectures, videos, and student presentations, engage in discussion and debate, enact historical simulations, and prepare and present results of inquiry and research. Reading, writing, and research assignments will occur with more direct instruction. Primary and secondary sources will be presented at grade level. All students will complete a research essay in order to fulfill course requirements.

In **World History: The Pre-Modern Era Honor**, students will practice skills in disciplinary literacy, note taking, writing, research, presentation, and historical thinking. Students will read, audit lectures, videos, and student presentations, engage in discussion and debate, enact historical simulations, and prepare and present results of inquiry and research. Reading, writing, and research assignments will require substantial independent effort by students. Primary and secondary sources above grade level will be presented to students. All students will complete a research essay in order to fulfill course requirements.

BHS Social Studies Sequence		
<i>9th Grade</i> World History: The Pre-Modern Era	<i>10th Grade</i> World History: The Modern Era	<i>11th Grade</i> United States History American Studies AP United States History
<i>Optional Courses</i> Psychology Legal Studies and Internship Racial Awareness Seminar Seminar in African-American Studies	Social Justice Leadership AP Human Geography AP American Government Asian-American Studies	Philosophy Economics Gender in Society Global Leadership

World Language

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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.

1) Students can begin any language at BHS:

Chinese I

French I

Japanese I

Latin I

Beginning Spanish I (two teachers)

2) Students who have studied a WL through grade 8 and have decided to continue studying the same language:

Intermediate Spanish II

Intermediate Spanish II Honor

Intermediate Spanish II Advanced

French II

French II Honor

French II Advanced

Chinese II

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.

Guidelines for Choice of Language

	Japanese	Chinese	Spanish	French	Latin
A successful learner has or should be developing...	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.
Challenges	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.
Writing Skills	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.
Reading Skills	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
Listening Skills	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.
Speaking Skills	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.
Assessments	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 (speaking, listening, reading, writing) are assessed in situations that reflect "real life."	4 skills (speaking, listening, reading, writing) are assessed in situations that reflect "real life."	Reading comprehension, vocabulary and grammatical relations are assessed in situations that reflect "real Roman life"..

Career and Technical Education

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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.

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.

BHS Career and Technical Education courses open to 9th graders

CE1100 Intro. to Business Mgt.	FP1000 Intro Food Prep/Culin. Arts	TE1001 Creative Woodworking 1
CE1200 World of Money		TE1002 Creative Woodworking 2
CE1400 Psych. of Marketing	FP2000 Cooking of Italy & China	TE1003 Furniture Design & Construct.
CE4100 Expl. Comp.Sci. Eng.	FP3000 American Regional Cuis.	TE3200 Intro. to Tech. Draw I/CAD
CE4200 Comp.Prog.Visual Basic	FP4000 Foods of Provincial France	TE4200 Graphic Arts/Copy Center
CE4900 Web Site Design	FP5000 International Baking	TE4501 Engineering Future I
CE5200 Early Child Theory/ Observ.	FP7000 Vegetarian Cuisine	TE4502 Engineering Future II
CE5600 Early Child Curriculum		TE1001 Creative Woodworking 1
CE5700 Early Child Children's Lit.		TE1002 Creative Woodworking 2
CE6100 Rest.& Cul.Careers Exp.		TE1003 Furniture Design & Construct.
CE9100 School Store		TE3200 Intro. to Tech. Draw I/CAD
		TE4200 Graphic Arts/Copy Center
		TE4501 Engineering Future I

Health and Fitness

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Health and Fitness is a required course in grades 9-12. In the ninth grade, all students are required to pass one semester of Lifetime Wellness (formerly Integrated Health & Fitness). This course is designed to showcase the correlation between health education and physical fitness. This course meets four times per week for one semester; two days in the classroom and two days in the gymnasium, fitness center, or spin room. Students in grades 10th, 11th, and 12th are required to pass one semester of fitness each year. The courses meet two days per week and are designed to provide students with a selection of lifetime activities and health related opportunities.

BHS Health and Fitness

Course for 9th grade

Lifetime Wellness

Course options for 10th, 11th, and 12th grades

Advanced Wellness (11th – 12th grades only)

Beginning and Intermediate Swimming

Lifetime Activities

Net Games

Rock Climbing / Adventure Activities

Strength Training and Conditioning

Tennis Specialization

Yoga

Performing Arts

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K-12 Performing Arts Coordinator

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Performing Arts at Brookline High School offers students 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 our classes, we teach skills that help students develop artistically and that carry over to other school subjects and areas of life, such as creative and critical thinking, working in ensemble with others, analysis, reflection and more. 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. For a more comprehensive list of BHS Performing Arts classes with descriptions, please refer to the Performing Arts section of the BHS Course Catalog.

BHS Performing Arts courses open to 9th graders		
Dance	Drama	Music
<i>Open to all</i>		
Beginning Dance (full year)	Drama I (full year)	Jazz/Rock Ensemble
Beginning Dance 1-A (half year)	Drama I-A (half year)	Digital Music Production and Composition
African, Latin American and Hip Hop Dance	The Theatre of Hip-Hop	Drumming and World Music
	Backstage: Powertools and Special Effects	Piano (for students with little or no prior piano experience)
		Concert Choir
		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)
<i>By audition</i>		
Intermediate Dance		Music Collective/Jazz Band
Advanced Dance		A Cappella Choir
Choreography		Camerata Honor (chorus)
		Advanced Chamber Orchestra (By audition for all woodwind, brass, percussion, violin, viola, cello and bass students)

Visual Arts

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As eighth graders enter the high school, the visual arts classes change substantially.

- The classes 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, sharing a philosophy the developmental understanding of artistic practice and the habits of mind necessary for creativity.
- Our level I classes (foundational work) are designed to meet the needs of the experienced artists and the novices and prepare every student for success at BHS. 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.
- What is new in the high school level is the time, more time thinking/designing, experimenting/exploring and refining/reflecting.

The visual arts classes build craftsmanship in creating art through a studio practice that :

- Cultivates imagination and curiosity
- Asks questions and do research to develop design thinking
- Connects learning to other ideas, experiences, and subjects
- Thinks flexibly and brainstorms multiple solutions
- Finds focus, commits to learning, and creates work
- Experiments, improvises, and embraces the unknown
- Thinks critically, makes edits, refines, and develops craft
- Critiques, reflects, shares learning, and finds the next challenge

Given a once a week experience in the elementary schools this work may feel new and different. More sophisticated tools and materials are introduced in familiar classes such as drawing and painting, some new media such as metals and photography and the media arts are readily available with ample equipment.

Planning visual arts classes at BHS:

Be Curious

Try something that sounds interesting. You don't need to know how now, you will learn how in the class!

BHS Visual Arts courses open to 9th graders			
VA8301	3D Animation	VA 9800/CE9800	Television Production 101
VA8101	Animation I	VA6001	Metals Foundations
VA0101	Art Studio	VA2001	Painting Foundations
VA5001	Ceramics Foundations	VA7001	Photography Foundations
VA 9400	Comic Books 101	VA4001	Printmaking Foundations
VA9101/CE9101	Digital Design Studio I	VA3001	Working in 3D: Sculptural Objects
VA9310/CE9310	Digital Video Production I	SC6100/VA6100	Drawing for Understanding in Field Science
VA1001	Drawing Foundations		
VA9600/CE9600	Documentary Filmmaking		

FAQ on Levels

What are the main differences between the different levels in classes at the high school?

The main structural difference between levels is class size. In 9th grade standard classes the size is typically 18 students. In honors classes we expect to see approximately 25 student (with advanced courses in Math and World Language having up to 28 students). This reflects the developmental differences in the amount of independence your child is ready for in a given year recognizing that students mature at different rates.

While we work on content literacy skills at every grade and level, in honors classes, we assume that students can do their work more independently with a fair degree of comprehension and accuracy. We assume that students in honors classes have facility in applying concepts to cases, in generalizing from specifics, and in moving beyond the concrete. Teachers in standard classes will spend more time on skill development, with more class time devoted to reading, computation, practice, and writing. Teachers in standard courses strive to make challenging work more comfortable, and inspire students to find pleasure in learning. In these smaller classes teachers will spend lots of time monitoring the progress of individual students. In the larger honors (and advanced) classes, teachers assume that students have the literacy, conceptual, and organizational skills to work much more independently, and with less direct supervision of progress. This difference is substantial, and for some kids, it makes all the difference. That said, keep in mind what's common: the curriculum, the textbook, and the faculty.

Why does the high school run classes at different levels?

The goal of level placement is to get the academic challenge in the sweet spot. There's nothing more demoralizing for a young person than to sit in a room watching other kids discuss something they don't understand. Second to this is the agony of sitting in a room while kids learn painstakingly how to master something you already know how to do. We level so that kids can get the challenge where they need it – so that they can be stimulated and provoked and can experience success after a reasonable amount of effective effort.

Who should make the decision on the proper level for my child?

Your child's current subject class teacher is the expert on his or her progress and current abilities in the subject. The district gives you the authority to override their judgment, but that's not a decision to make lightly. We ask you to talk with your current guidance counselor or with the BHS curriculum coordinator should you be considering making that decision.

I am not sure whether to select a given course at 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.

Is it advisable to attempt to push and take honors courses when the teacher has not recommended honors?

Students, parents, and guidance counselor should jointly be involved in such decisions. We find the recommendations made by teachers – eighth grade teachers – 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. Such decisions must be made **by April 3, 2018.**

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 courses taught at different levels.

It is better to get an A in a lower level course or a B in higher level course?

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 a schedule are balance and appropriate level of challenge. We want students to feel successful while working to their full potential.

Should my child take all courses at the same level or at a mix of levels?

There is of course is no single answer to this question. It is the question that grade 8 teams spend many hours considering for each student. Our long experience at the high school says the eighth grade subject class teachers working with the eighth-grade teams generally make excellent decisions as they look both at the student as an individual in a subject and that the larger picture of the overall course load for a student.

Is it true that you cannot move up to honors level classes in later years?

This is decidedly not the case. For many students ninth grade is the opportunity to get comfortable with the academic and social world of high school, which unlocks the skills and tools needed for more academic challenge in the upperclass years.