

BROOKLINE HIGH SCHOOL



26/27 COURSE CATALOG

BROOKLINE HIGH SCHOOL

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BROOKLINE HIGH SCHOOL

ANTHONY MEYER, HEAD OF SCHOOL
OFFICE OF THE HEAD OF SCHOOL

January 2026

Dear Students,

We are incredibly proud and excited to share with you the 2026-27 Brookline High School Course Catalog. Within this hefty book - and lengthy PDF - lies the keys to our learning kingdom. Teaching and learning is the most important work of Brookline High School, and our Course Catalog shares the myriad courses, programs, and learning opportunities we offer students for next school year.

As always, we encourage you to review our Graduation Requirements, which we share in detail in the next few pages. You should then read through our course offerings by department and program, making careful decisions about your academic program for the 2026-27 school year.

We suggest you make these critical decisions with the following values in mind:

- **Balance:** It is important to stretch yourself in some areas and also to be cognizant of your overall load. Make sure to include electives that meet our requirements, and, more importantly, offer you time within your schedule to explore the arts and Career and Technology Education. For many students, our elective programs are their most memorable and enriching experiences.
- **Planfulness:** Make sure you are aware of our requirements and also are looking ahead to see what colleges, universities, and other post-secondary institutions and programs require. An important example of this is Math. We require just three years of math to graduate from BHS, and yet Massachusetts state colleges and universities require four.
- **Growth over Time:** This is a core belief, often stated as “You are not done yet.” You should be working to become more independent over your tenure at Brookline High. Choose courses that are increasingly challenging and that require greater independence.
- **Research:** Make sure you review all the options available to you in each of our subject areas. The Course Catalog can be daunting given size alone. It is also neatly organized by department, grade level, and program. We have many gem-like courses, so survey the entire catalog before making decisions.

We still have another semester of learning for the 2025-26 school year, and the excitement for next school year is already building. Many thanks to our educators for their work in creating courses, crafting curricula, and delivering excellent instruction to our nearly 2200 Warriors each year.

Good luck and take care,

Anthony Meyer
Head of School

Hal Mason
Assistant Head of School

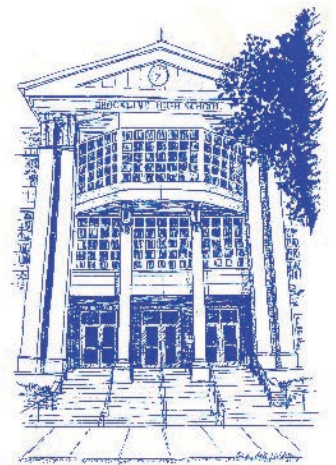


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THE CORE VALUES OF THE PUBLIC SCHOOLS OF BROOKLINE

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 (see notes 1 & 2)
World Languages: 2 credits	two years in one language (see note 2)
Mathematics: 3 credits	three years (four years required for UMASS colleges)
Science: 3 credits	three years
Social Studies: 3 credits	three years: World History I and II, U. S. History/American Studies (see note 1)
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
Wellness 1 credit	Wellness must be taken each year. All students must take one health class at some point in their HS coursework (see note 3)
Additional courses 3 credits minimum	Taken in any discipline to meet the required of 22 credits
Brookline Competency Determination (Eligibility to graduate per DESE)	Courses that qualify for C.D. are marked by this symbol: ★

- 1 These course requirements are mandated by the State and cannot be modified.
- 2 Some students will achieve some of these credits by studying English as a Second Language
- 3 Performing Arts dance classes can be used to fulfill the Wellness requirement, except in 9th grade where all students are required to take and pass WE0900



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 Head of School 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 Head of School 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 Head of School, 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.

***A student may use either Option 1B or Option 2, but not both.**

****Option 1A can be used with Option 2.**



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, 2026 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 at 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, 2026**.

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 Wellness credit? Do students need Wellness every year?

All students must have one Wellness course on their schedule every year. All Grade 9 students are required to take WE0900, Lifetime Wellness, which meets for one semester, 4 blocks per week. All students must take and pass a health class before they graduate. In Grades 10-12, wellness credit can be earned through a Wellness Class, a Dance class, or a BHS Interscholastic Sport offered through the athletics department.

Can I use a Performing Arts dance class to fulfill the Wellness requirement?

Yes, dance classes can be used to fulfill the Wellness requirement, except in 9th grade where all students are required to take and pass WE0900.

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
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	B- = 2.7
C+ = 2.3	C = 2.0	C- = 1.7
D+ = 1.3	D = 1.0	D- = 0.7
	E = 0	

I, L, 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 Head of School 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 COURSES

CAREER AND TECHNOLOGY EDUCATION

The Career and Technology Education Department offers more than 40 unique courses that allow students to explore project-based and experiential learning related to their future educational and/or employment aspirations.

Courses in Career and Technology Education provide students with hands-on learning experiences in environments that require iteration and collaboration. Some courses offer certifications and/or industry-recognized credentials upon completion of the course work and a standards-based examination. Other courses allow students to receive college credit through articulation agreements and dual-enrollment opportunities, or to receive credit for work and/or internship experience.

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.

Students with a strong interest in a particular Career and Technology Education program can opt to join one of four CTE pathways. A BHS CTE pathway is a focused, sequence of courses that provides the relevant skills required for domain-specific study at the college level or for industry-specific employment opportunities. Each pathway incorporates elements of applied and experiential learning, as well as information about relevant career paths and emerging industry trends. The CTE department collaborates with industry partners, post-secondary institutions, and workforce development boards to continuously refine and adapt our pathways to address evolving labor market information and advancements in tools and technology.

For more information about pathways review the Program of Study at this QR



I. BUSINESS, FINANCE AND INFORMATION TECHNOLOGY PATHWAY

This pathway offers four unique concentrations: Computer Science, Business, Digital Media and TV Production, and Journalism. These courses allow students to explore the evolving business world in a semester length experience or to pursue a more in-depth focus into a particular skill or content area by electing sequential courses. Whichever is the student's preference, the skills taught in these courses will provide students an experience with and exposure to the trends, technologies, skills, and information most useful in the industry today. In many of these classes, students learn embedded mathematical concepts as well as develop skills to create solutions to authentic problems. This learning is valuable for students who want to understand foundational skills before continuing their studies in a post-secondary academic setting, as well as for students who are interested in immediate career opportunities in these fields.

II. MEDICAL CAREERS/HUMAN DEVELOPMENT PATHWAY

This pathway includes two concentrations: Medical and Early Childhood Education. Both concentrations in this pathway provide students with the knowledge, skills, and experiences needed to understand and appreciate the opportunities and careers in the human services and medical fields.

III. CULINARY PATHWAY

This pathway includes two concentrations: Culinary Food Preparation and Restaurant Management. Culinary courses offer students the opportunity to explore and develop careers in the nation's largest industry. Practical experiences in the student-operated restaurant provide students with an overview of the entry-level skills required to successfully enter the restaurant industry. The Restaurant Management concentration provides students with experiences in the business and financial skills required to own, manage, or oversee operations at a restaurant. In addition to these industry-specific skills, Food Preparation courses are designed to help students develop fundamental competencies that will be useful in a home kitchen.

IV. ENGINEERING & TECHNICAL PATHWAY

This pathway includes two concentrations: Engineering Design and Integrated Construction. The Engineering Design pathway provides students with the opportunity to learn the engineering design process and apply it to authentic engineering challenges. The Integrated Construction Education concentration provides students with hands-on experiences using software and equipment related to construction trades. All courses in this pathway offer exposure to equipment and technology that provide students with life skills and career competencies.

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 management, introduction to economics, finance, strategy. Class discussions and activities will cover how to start a business, what makes one business succeed when another fails, and how to understand the core parts of any business model. Students will develop a business plan, test the viability of product ideas, consider case studies of existing business challenges, and learn to create financial statements. The course will include units covering leadership, marketing, operations, finance and the role of technology. Students will also have the opportunity to engage in entrepreneurial thinking and action to test the viability of their own business ideas.

Grade: 9-12



Credit: .5

CE1200 [The World of Money: Practical Studies in Finance and Investing](#)

This course in Finance and Investment integrates the basic principles of investing and financial literacy. 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. In addition, the curriculum will cover an introduction to the stock market, types of investments, the relationship between risk and return, diversification, and the global aspects of economic interdependence in the markets. Student learning will be applied and tested in the class's semester-long investing competition and personal finance simulation.

Grade: 9-12



Credit: .5

CE1300 *Business, Finance and Information Technology: The Practicum (not offered in 26-27)*

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.

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, review promotional strategies, and explore the influence of marketing on consumer behavior. The course will include a team-structured field experience in which students will continue to develop their understanding of presented classroom material.

Grade: 9-12



Credit: .5

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.

Grade: 9-12

Prerequisite: Permission of Instructor and Curriculum Coordinator

Credit: .5

CE4100/MA1500 Exploring Computer Science Engineering (not offered in 26-27)

The Exploring Computer Science Engineering course is a project-based course taught in a collaborative learning environment. Assignments and instruction are contextualized to be socially relevant and meaningful for diverse students. Students explore, experiment, research, problem solve, create algorithms and create projects to recommend and install hardware and software, create websites using html, css and javascript, write computer programs coding in programming languages such as scratch, app inventor, and small basic, and snap which allow students to program phones, tablets, robots, desktop and laptop computers. Topics include: Human Computer Interaction, Problem Solving, Web Design, Programming, Computing and Data Analysis, and Robotics.

Grade: 9-12

Credit: .5

CE4101/MA1501 Computer Programming: Snap!

This course explores a variety of computational thinking and programming concepts. It introduces the students to SNAP!, a block-based programming language similar to those used in computer animation. Students' experiences in this course will provide them the coding background knowledge they need to move on to pure language-based coding. This is a project-based course where students complete a comprehensive project at the end of every unit. Students spend approximately three out of every four class periods building projects and practicing the coding skills they have learned. All necessary technology will be made available to students.

Grades: 9 - 12

Credit: .5

CE4102/MA1502 Computer Programming: Python

This course explores a variety of computational thinking and programming concepts. It introduces the students to Python, a text-based programming language used in a variety of arenas including the development of apps for smart devices. This is a project-based course where students complete a comprehensive project at the end of every unit. Students spend approximately three out of every four class periods projects and practicing the coding skills they have learned. All necessary technology will be made available to students.

Prerequisites: Computer Programming: Snap!, or prior programming experience and approval from curriculum coordinator

Grades: 10 - 12

Credit: .5

CE4700 Advanced Placement Computer Science Principles

AP Computer Science Principles course is a full year, rigorous, entry-level college course that introduces high school students to the foundations of modern computing using a multidisciplinary approach for students to learn and apply underlying principles of computation in performance tasks. The course will introduce students to the creative aspects of programming using Code.org's JavaScript block-programming apps, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and impacts of computing. This course prepares students for the College Board AP Computer Science Principles examination. Students will have regular homework in this course.

Prerequisites: Computer Programming: Snap! or Python, Robotics I, or prior programming experience and approval from curriculum coordinator

Grade: 10-12

Credit: 1.0

CE4750 Advanced Placement Computer Science A: Java

AP Computer Science A is a full year, rigorous, entry level college course that introduces high school students to the foundations of modern computing through the Java object-oriented programming language. The course will introduce students to the underlying principles of computation and the creative aspects of programming including, abstractions, algorithms, objects, and data, by writing computer programs. This course prepares students for the College Board AP Computer Science A examination. Students will have regular homework in this course.

Grade: 11-12 Prerequisite: Python or AP CS Principles

Credit: 1.0



CE4760 Algorithms and Data Structures (*pending approval*)

This course explores advanced computational thinking and programming concepts for students with prior programming experience. Students will deepen their understanding of how programs store, organize, and process information by studying common algorithms and data structures. Topics include searching and sorting algorithms, algorithm efficiency, and data structures such as stacks, queues, linked lists, maps, and trees. The course is project-based, with students applying these concepts through regular coding assignments and problem-solving activities. Emphasis is placed on writing efficient, well-structured programs and analyzing different approaches to solving the same problem. Students will have regular homework in this course.

Prerequisites: AP CS Principles, AP CS A, or approval from the curriculum coordinator

Grade: 10-12

Credit: 0.5

CE4770 Systems Programming (*pending approval*)

This course explores the structure and operation of computing systems for students who are proficient programmers. Students study how software interacts with hardware by examining core system components such as memory, the CPU, and instruction execution. Topics include registers, RAM, system memory, and the fundamentals of low-level program execution. Students apply these concepts by designing and implementing a virtual computer using a high-level programming language and developing a simple instruction set to run programs on that system. The course emphasizes understanding how programs run at the system level and how design choices affect performance and reliability. Students will have regular homework in this course.

Prerequisites: AP CS A, Algorithms and Data Structures, or approval from the curriculum coordinator

Grade: 10-12

Credit: 0.5

CE4900 Web Site Design (*not offered in 26-27*)

This course offers an introduction to the exciting field of website design. By first learning HTML coding basics, students are prepared to master semantic markup (the separation of content and presentation) using HTML5 and CSS3. Students are introduced to JavaScript which enables web pages to be interactive. Students also learn principles of documentation and source control so their work can be easily maintained. This course enables students to take on business or school-related internships.

Grade: 9-12 Prerequisite: CE4700 or CE4100 or permission of Instructor and CC

Credit: .5

CE4910 Web Site Management (*not offered in 26-27*)

This course is a sequel to CE4900 Website Design. Students learn ongoing website management with an emphasis on documentation, website source control, and security. Students will continue learning about JavaScript applications. On-site business or school-related internships are encouraged.

Grade: 10-12

Prerequisite: Web Site Design

Credit: .5

CE4500 Robotics I

Robotics I is a project-based course where students develop computing and mechanical design skills and apply them to design and build robots that use sensors and actuators to perform simple tasks in response to their environment. Students also explore ethical and aesthetic questions in robotics and computing as they apply to designing, building, and deploying their robots to solve real-world problems.

Skills developed in *Robotics I* include: block- and text-based computing for embedded and robotics systems, mechanical design, goal planning & execution, sensor data acquisition & analysis, actuator control, error detection & recovery, etc. Projects in *Robotics I* include: maze solving, odometry, object identification & categorization, prosthetic & assistive technologies, wearables, kinetic sculpture & lighting, etc. Students interested in pursuing robotics throughout high school can elect *Robotics* more than once, with skills developed in one semester applied to projects in subsequent semesters.

Grade: 9-12

Credit: .5



CE4510 Robotics II

Robotics II is a project-based course where students build upon computing and mechanical design skills developed in *Robotics I* and apply them to design and build autonomous robots that use sensors and actuators to perform tasks in response to their environment.

Students also explore ethical and aesthetic questions in robotics and computing as they apply to designing, building, and deploying their robots to solve real-world problems.

In *Robotics II* students apply skills developed in previous *Robotics* semesters to projects in robotics, including autonomous driving (wayfinding, maze solving, mapping, tailing), prosthetic devices, wearables, legged robots, aerial robots, and Botball®. Students interested in the Botball autonomous robotics challenge will prepare robots for the New England regional competition in May.

Students interested in pursuing robotics throughout high school can elect *Robotics* more than once, with skills developed in one semester applied to projects in subsequent semesters.

Grade: 9-12

Prerequisite: Robotics I

Credit: .5



MEDICAL CAREERS/HUMAN DEVELOPMENT COURSES

CE5200 Early Childhood Theory and Observation (not offered in 26-27)

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.

Grade: 9-12

Credit: .5

CE5600 Early Childhood Curriculum (not offered in 26-27)

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.

Grade 9-12

Prerequisite: Early Childhood Theory & Observation

Credit: .5

CE 5700 Early Childhood Children's Literature (not offered in 26-7)

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.

Grade 9-12

Credit: .5

CE5402 Psychological Studies in Human Development (not offered in 26-27)

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.

Grade: 10-12

Credit: 1

CE5300 Human Development Careers: The Practicum (not offered in 26-27)

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.

Grade: 10-12

Credit: .5

CE5500 Medical Careers

Medical Careers immerses students in realistic, dynamic team-based problem solving simulated medical emergencies, motivating students to think critically, problem solve and work in teams to inspire a desire for further education & training in STEM & health career professions. This hands-on experience introduces students to the concepts of human anatomy and physiology and exposes students to the myriad health care careers available in our community. Students will use the BHS Medical Simulation Lab to simulate working in a medical field, and there will be multiple visits from medical professionals from the Brookline community. Students will learn to: Critically think, Problem-solve, Work in Teams, Enhance Communication skills and Improve health literacy like health care professionals in the real world.

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

Grade: 12

Credit: 1 in WL or CTE

Peer Leadership and Public Health Courses

CE5900 Peer Leadership and Public Health

How do we change people's behavior? Drawing from public health, social work, and psychology, students will learn about many of the complex social, emotional and health issues that affect today's youth and how to address them. Students in the course will learn how to design and implement new ways to help Brookline youth, focusing particularly on maintaining mental health, creating a more accepting school culture, developing healthy relationships, preventing the abuse of alcohol and other drugs, and reducing stress. Students will learn skills such as facilitating groups, using media and social media, and preparing presentations for parent groups, health classes, and public hearings. In addition, students will develop experience in public speaking and leadership, learning to be successful not only in this class but also in future endeavors.

Requirement- Open sophomores and Juniors. Full year: Z Block

Credit: 1

CE5901- Peer Leadership and Public Health II

This course is for students who have completed the first year of peer leadership and are prepared to educate the community about the current social, emotional and health issues impacting youth. Serving as positive role models promoting healthy behaviors, Peer Leaders design and conduct workshops for students in grades seven through twelve in health classes. Workshop topics include substance abuse, mental health, gender-based violence and "teens and screens". Peer Leaders are also invited to speak at parent meetings and community forums on teen stress, cyber-life, and other health related topics. Through this course students will enhance their public speaking and leadership skills and gain valuable experience to support their growth as future agents of social change.

Requirement- VP2000, or other leadership training program Full year: Z Block

Credit: 1 credit

CULINARY PATHWAY COURSES

[FP1000 Culinary Exploratory](#)

This course integrates the foundation principles of food and kitchen safety with the study of basic cooking techniques. Students will study the practical aspects of cooking in a safe and organized kitchen environment. Students will learn the appropriate use of a variety of kitchen tools and equipment, interpret recipes, read and understand nutritional content, design a menu, and practice using a variety of cooking techniques. This course will provide insight into the role of students in our school restaurant, focusing on the development of culinary skills that will be further emphasized in more advanced courses in the culinary pathway. Through hands-on culinary experiences, this course will introduce students to the foundation competencies required to successfully cook in a home or professional kitchen.



This course is a prerequisite for all other culinary courses.

Grade: 9-12

Credit: .5

[CE6100 Restaurant and Culinary Careers I](#)

Restaurant and Culinary Careers I Exploratory is an introductory course focusing on main aspects of the restaurant industry including daily operations and roles in a restaurant, commercial food preparation, professional table service, service industry standards and employment expectations. This course is recommended for the student who is interested in learning more about how a restaurant works and/or 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.



Grade: 9-12 Prerequisite: Culinary Exploratory Credit: 0.5 or 1

[CE6200 Restaurant and Culinary Careers II](#)

Restaurant and Culinary Careers II places a more involved emphasis on commercial food preparation and restaurant service. Students will explore in depth, the ins and outs of running a restaurant from all angles including kitchen, front of the house, administrative tasks, and marketing. Students work in the student-operated restaurant learning occupational and service industry standards. This course is designed for the student who enjoyed Culinary Careers I and/or a student who is considering a career in the Food Service Industry or in business management or entrepreneurship.



Grade: 9-12 Prerequisite: Restaurant and Culinary Careers I

Credit: 0.5 or 1

[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 or Management education at the post-secondary level. Students will choose a “major” or concentration of interest, which might include service, management, advanced baking, or food preparation. Emphasis will be placed on developing higher-level occupational skills, which can be directly used in industry. Students will work in the restaurant, be responsible for training students in Culinary Careers I and II, and will also spend time in the classroom learning about the industry and working with real restaurant case studies.



Grade: 10-12 Prerequisite: Culinary Exploratory, Restaurant and Culinary Careers I and II

Credit: .5 - 1.0

FP 8000 Advanced Food Preparation/Culinary Arts (not offered in 26-27)

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

Grades 11-12

Credit: .5

ENGINEERING AND TECHNICAL PATHWAY COURSES

TE4501 [Intro. To Engineering Design I](#)

The objective of this course is to introduce students to the Engineering Design Process, a method used by engineers to solve design challenges by implementing appropriate technologies. Throughout the semester, students will engage in a series of projects that will acquaint them with this method of creative problem solving that will require working individually and collaboratively in design teams to come up with solutions to design problems and fabricate prototypes. Students will be introduced to 2D and 3D CAD software used in the design process as well traditional and digital tools used in prototype making. Students will be expected to conduct themselves appropriately around these tools.

Grade: 9-11



Credit: .5

TE4502 *Intro. To Engineering Design II (not offered in 26-27)*

Intro to Engineering II is a semester long, hands-on project based course that continues building on the skills and knowledge taught in Intro. To Engineering 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.

Grade: 9-11

Prerequisite: Intro. To Engineering Design I

Credit: .5

SC5500/TE5500 **Engineering By Design**

EBD is a yearlong, project-based course that will expose students to the fundamentals of engineering design and iterative problem solving. Students will develop skills in research, ideation, modeling, project management, and collaboration. Teams of students will collaborate on design challenges. They will learn new skills & increase background knowledge in order to design, prototype, and craft an optimized solution. This course enables students to apply their creative talents as well as their prior science knowledge. Engineering By Design can be taken as part of Engineering Technology Pathway and would be a precursor to Engineering Innovation & Design. Credit can be earned from either the Career and Tech Ed Department or the Science Department.

Grade: 10-12

Periods per week: 4 Prerequisites: Intro. To Engineering Design I

Credit: 1



SC5600/TE5600 **Engineering Innovation & Design – Design : Create : Innovate**

EID will provide a student-centered, project-based curriculum that challenges students to interpret real-world engineering and design problems using the engineering design lab—a collaborative setting where students will share their various skills and areas of interest to help each other advance and refine ideas. With an aesthetic lens, students will gain a greater understanding of three-dimensional design through the use of the principles of composition and the formal elements of art. In the engineering design lab, students will create physical products using hand tools, power tools, sewing machines, a Vacuform machine, 3D Printers, a Laser Cutter, a CNC Router, etc. Their final products will integrate both functionality and aesthetics. This course will empower students by allowing them to develop skills in ideation, critique, design process, fabrication, innovation, presentation, iteration, and reflection. Students will focus on prototyping and the creation of real products (2D & 3D), moving beyond theoretical ideas. Diverse skill backgrounds complement the collaborative nature of this course. Engineering Innovation & Design can serve as the capstone course in the Engineering Technology Pathway. Credit can be earned from either the Career and Tech Ed Department or the Science Department.

Periods per week: 6

Grade: 12

Credit: 1

Prerequisites: One of the following sequences:

Engineering By Design; Sculpture I & Sculpture II; Woodworking I & Woodworking II; Sculpture I plus two additional Visual Art courses; Drawing I plus two additional Visual Art courses; AP Physics & Sculpture I /Drawing I; AP Physics & Intro to Engineering Design I; Portfolio Reviews (students working outside of school present work and written application to instructor)

Or Three of the following individual courses: Visual Art ; AP Science; World of Money/Business; Computer Programming; Architecture; Intro. To Engineering Design



Integrated Construction Technology

TE3200 Introduction. to Technical Drawing and CAD (Computer Aided Design) (not offered in 26-27)



An introduction to both AutoCAD 2018 and Sketchup, two versatile applications used in the creation of architectural drawings and virtual models in the engineering and architectural design fields. The course will begin with an introduction to fundamental two dimensional computer aided drafting techniques and principles. Using drawing exercises, students will become familiar with the drawing and editing tools of the software. This will be followed by an overview of orthographic projection and multi-view drawing theory. Students will be introduced to architectural drafting techniques and conventional plan reading strategies as they create floor plans, elevations and sections of a building. In addition, three dimensional modeling techniques of Sketchup will be explored and students will ultimately create a virtual 3D model of the residence for their final project.

Grade: 9-12

Credit: .5

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



Students will use their student of Computer Aided Drafting to engage in an architectural design process resulting in the design of a Tiny House that will become the final project for the semester. This process will acquaint them with the concept of Sustainable Design, which stresses the responsible and efficient use of natural resources and materials. To inform their building designs, students will be expected to complete two research projects. For the first research project, students will choose between one of the following: Either an investigation into the architecture of a pre-industrial indigenous culture or some architectural structure that was inspired by something from the structure and processes of the natural world, such as insects, plants, or animals, more commonly known as **Biomimetic Architecture**. The second topic, also in the service of inspiring their design, will be a particular architect or architectural style. This research will acquaint them with the creative ways architects from around the world, in different time periods, have solved the challenges of residential design. Floor Plans, Elevations and Sections drafted in AutoCad will be developed and used to create laser cut scale models of their designs.

Grade: 10-12

Prerequisite: Technical Drawing I or junior/senior status

Credit: .5

TE1001 Creative Woodworking 1



Creative Woodworking will study the historical, traditional and contemporary examples of fine woodworking. 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.

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.

Grade: 10-12

Prerequisite: Creative Woodworking I

Credit: .5

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.

Grade 10-12

Prerequisite: Creative Woodworking I or 2

Credit: .5



TE1100 Construction: A Tour through the Trades

The course aims to equip students with the comprehensive skills and knowledge required for success in the construction industry. This hands-on course introduces students to the fundamental skills and knowledge needed to work in five essential building trades: plumbing, electrical, HVAC-R, masonry, and several carpentry trades. In this course for beginners, students will learn tool safety and technical skills and engage in activities to prepare for further training or entry-level work in the trades. Additionally, units will include health and safety practices, technical drawing interpretation, and sustainable energy solutions. Additionally, students will enhance their problem-solving, teamwork, and communication skills and explore entrepreneurship opportunities within the construction field.

This course is ideal for students interested in exploring a career in the skilled trades or gaining foundational knowledge in building and repair techniques for personal use. No prior experience is required.

Grades: 11 - 12

Prerequisite: None

Credit: .5

TE1500 Construction Engineering/MicroHouse Design and Construction (not offered in 26-27)

This full year course is an in-depth study of construction technology as well as related occupations both business and trade. Students will be introduced to the design principles and construction methods for building a portable micro house residence of approximately 250 square feet. The fall semester will focus on an introduction to Computer Aided Design that will be used to create a set of plans for the building. Both AutoCad and Sketchup software will be used to generate construction drawings and virtual models of the house. which will be fabricated on a trailer. Principles of Sustainable Design and Green Building techniques will be researched and implemented in order to achieve a structure with a minimal carbon footprint. 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 Spring semester will be devoted to the actual construction of the residence on a trailer located adjacent to the wood shop in the Unified Arts building parking lot, then marketed and sold to recover building materials cost. The course will stress the cooperation and successful work competencies and habits necessary to plan, implement and complete a job of this scope. Credits are pro-rated based upon the number of periods the student is enrolled.

Periods per week: 4-8

Grade: 11-12

Credit: 1-2



GRAPHIC ARTS/PRINTING/PUBLISHING COURSES

TE4200/ TE4201/ TE4202 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.

Grade: 9-12

Credit: .5

Corequisite: Graphic Art Printing /Publishing and/or 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.

Grade: 10-12

Prerequisite: Application through instructor

Credit: 1 CTE credit

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.

Grade: 10-12

Prerequisite: Journalism I, and/or application through instructor

Credit: 1 CTE credit

VA9101/CE9101 Foundations of Graphic Design

Graphic design is everywhere in our lives – it is in our advertisements, our magazines, the products we buy, and the packaging for those products. In Graphic Design Studio you will learn how to digitally draw, paint, and design using industry-standard programs and professional quality tools and materials.

Discover the elements and principles of design and how graphic designers use them to create visual compositions incorporating text and images to communicate a mood, message, and style. In this class, you will make work that addresses real-world assignments typical in the industry while still leaving room for self-expression and following your passions.

Grade: 9-12

Credits .5 (CTE or VA)



VA9201/CE9201 Graphic Design Intensive

Take your ideas further and wider in this second-level graphic design course. In this class, you will build upon your foundation to create communication designs for conveying complex information, illustrations, brand identity, and campaigns. Through investigations of the history of graphic design and examinations of real-world case studies, students will learn about what it is like to work in an exciting array of fields open to graphic designers. (Prerequisite: Graphic Design Studio Foundations)

Grade: 10-12 Prerequisite: Foundations of Graphic Design, Digital Design I or Digital Drawing and Painting I Credit: .5 (CTE or VA)



[VA9520/CE9520](#) [Advanced Digital Design Studio](#)

Are you thinking about a career as a designer? This class is for experienced graphic artists and animators interested in working on longer-term projects that communicate ideas and stories in visually powerful and persuasive ways. A creative community of learners will support one another through weekly discussions, presentations, and critiques. Visiting artists from the fields of graphic art and design will share their work and process. Students will create a project portfolio that showcases their skills and is a balance of client-driven assignments with longer-term passion projects. (prerequisite Graphic Design Studio Intensive and/or Animation Design Studio Intensive)



Grade: 11-12 Prerequisite: Graphic Design Studio or Animation Design Studio Intensive Credits .5

[VA9310/CE9310](#) [Digital Video Foundations](#)

Let's make some movies! In this course, you will learn basic video-making skills including how to use a video camera and audio equipment as well as explore digital editing techniques. You will use these skills to record and edit videos that explore themes from your point of view. We will analyze work by both traditional filmmakers and video artists and learn from these professionals how to tell visually powerful and persuasive stories through video and film. Students will work individually and in collaboration with the other students. Opportunities to hear and learn from professionals within the local filmmaking community, including Brookline Interactive Group, will help us how to take the skills you learn in this class forward into a career in the industry.



Grade: 9-12

Credit: .5(CTE or VA)

[VA9320/CE9320](#) [Digital Video Intensive](#)

What is the story you have to tell the world? This course builds on the skills we developed in Digital Video I as we focus on refining our technique and creating our own visual stories. Students in this class will develop story ideas, create scripts, design storyboards, select music, add special effects, cast, film, and edit their own video stories. Industry collaborators will offer a window into working within the industry and students may investigate internship opportunities with partner organizations including the Brookline Interactive Group. 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 videos. 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



Grade: 9-12

Prerequisite: Digital Video Production I

Credit: .5 (CTE or VA)

[VA 9800/CE9800](#) [Television Production Foundations](#)

Come make a TV show! This project-based course gives students real-world television production experience. Students work as a class to create both a sitcom and a news show. No previous experience is needed; you will learn how to operate cameras, how to capture and mix sound, how to edit using Premiere Pro, and how to write copy for TV. There is a strong emphasis on teamwork and professionalism. Students completing this course will be eligible to take future courses of TV Production and Digital Video.



Grade: 9-12

Credits .5 (CTE or VA)

[VA9900](#) [Television Production Intensive](#)

TV Production Intensive builds on the basic skills that we learned in TV Production 101. Working collaboratively, students will become more competent with technology as they create media productions for TV. There is a strong emphasis on teamwork, competent use of equipment, communication skills, and professionalism. In addition to projects within the classroom, students will be able to collaborate with Brookline Interactive Group for real-world experience, including opportunities to work in sportscasting and filming school events and assemblies



.Grade: 9-12

Prerequisite: Television Production

Credits .5 (CTE or VA)

VA9600/CE9600 [Advanced Media Production](#)



Are you thinking about a career in TV or video production? This class is for experienced media production artists working in both TV and Digital Video who are interested in longer-term projects that communicate ideas and stories in visually powerful and persuasive ways. Students will work on real-world client-driven projects as well as longer-term personal passion projects. A creative community of learners will support one another through weekly discussions, presentations, and critiques. Visiting artists from the fields of TV and Digital Video Production will share their work and process. Experience in this class will prepare students to pursue internships with local media production outlets.

Grade: 9-12 Prerequisite: TV Production and/or Digital Video Production Intensives. 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.

CE8100 Pre-Internship Experience

Formerly called Pre-Cooperative Work Experience. This introductory experience is for students who wish to develop job-related competencies that will prepare them for placement in an internship. . This career seminar course experience will allow students to reflect on their individual strengths and personality attributes, as well as their interest in values, and connect them to potential career paths. Students will complete a personal college and career roadmap, learn how to prepare professional documents (cover letter and resume) and develop effective interview and professional communication skills. The course experience will include industry-specific guest speakers, information interviews, job shadow opportunities, and field-trip experiences that will provide students with career awareness and exploration opportunities. Students are eligible to take the course for .5 credit for a semester-long experience or as .25 credits for guided coursework. Maximum of 2 credits can be applied as graduation credits.

Grade: 9-12 Prerequisite: Signature & Approval of the Career Counselor Credit: .25-1

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 Career Counselor, students discuss work related issues, job performance, and ongoing career 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.

Periods per week: 12 hrs/wk on the job Grade: 10-12
Prerequisite: Signature & Approval of the Career Counselor Credit: 1

CE8300 Career Education Internship Experience

The Career Education Internship Experience offers students the opportunity to earn credit for successful performance at an unpaid internship. Internships will be arranged with the support of the Career Counselor. Students in the Career Education Internship course will meet with the Career Counselor to review prior career awareness and exploration activities to identify an appropriate internship site. A formal contract will be established between student, on-site supervisor and the Career Counselor which will detail the content, process, and time frame of the internship and learning expectations and responsibilities of the student.

Periods per week: to be arranged Grade: 10-12
Prerequisite: CE8100 and Signature & Approval of the Career Counselor and CTE Coordinator Credit: .5 to 1

ENGLISH

FRESHMAN PROGRAM

Responding to Literature
Responding to Literature Honors
Humanities (earned Honors Credit Option)

SOPHOMORE PROGRAM

World Literature
World Literature:(H)
Future World Lit (earned Honors Credit Option)
Real World Lit/Real World Lit (earned Honors Credit Option)

JUNIOR PROGRAM

American Literature
American Literature (H)
American Studies English (earned Honors Credit Option)

SENIOR PROGRAM

True Life Stories
Writers of Color (H)
Stranger in a Strange Land (H)
British Literature and Beyond (H)
Asian American Literature (H)
Craft of Writing (N)
Public Speaking (N)
Fiction and Film (N)
EPIC (N)
Justice in Action (N)

OPTION COURSES, 10-12

Journalism I (CTE credit)
Journalism II (H) (CTE credit)

(N) indicates a non-leveled course

(H) indicates an honors 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 – college prep, earned honors, honors, or non-leveled-- suits their needs. Honors level courses require more reading than college prep 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 college prep level courses often break assignments down in order to give students more structure and support. 9th, 10th and 11th grade students may opt to take a course where the two levels are combined in the same classroom and/or a student can work to earn the honors credit. Senior year, the department offers several non-leveled electives that seek interested students across the academic spectrum. Students at all levels write ten drafted papers a year.

Depending on course enrollments and staffing, some courses may not be offered a given year or have a limited number of sections.

Make-up credit for English courses may be obtained by doubling courses the following year or by completing courses in summer school. Students wishing to graduate early must complete two full semesters of Senior English **before** leaving school and have the written consent of the English Department Curriculum Coordinator by September 15th of their final year. Online or correspondence course 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. Freshman English offers focused instruction in reading strategies, ample practice in writing and revising, and systematic study of grammar and vocabulary.

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. 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 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 significant amount of independent reading and culminates in major paper.

FRESHMAN PROGRAM: RESPONDING TO LITERATURE

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

Reading: All freshmen read the following core books: a Shakespeare comedy (*Twelfth Night* or *Much Ado About Nothing*), *A The Odyssey* by Homer and *Messy Roots* by Laura Gao. Beyond these core books, individual teachers select from an extensive book list. Literature study emphasizes introduction to the major literary genres (drama, novel, memoir, short story, poetry). 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. Students will also have opportunities to choose their own outside reading books.

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. 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 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 *Twelfth Night*, *Lord of the Flies*, *The Absolutely True Diary of a Part-time Indian*, *The Poet X*, and independent reading. Students will also have the opportunity to choose books from a wide diversity of texts as part of smaller book groups. 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.

Grade: 9

Credit: 1

EN1030 Responding to Literature Honors

This course covers the same content as Responding to Literature but in more depth and with the addition of *The Odyssey* (or a comparable, long, complex texts) and some highly challenging texts. Classes will study 7 major works over the course of the year, like *When the Emperor was Divine*, *In the Time of the Butterflies*, *In the House of the Spirits*, , and *The Poet X*, . 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 will also have the opportunity to choose books from a wide diversity of texts as part of smaller book groups. 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.

Grade: 9

Credit: 1

EN1100 Humanities (earned Honors Credit Option) ★

This English course will align with 9th Grade Social Studies (WHISP) to explore the themes of power, identity, and community in literature. All of our students will expand their interests by reading a wide range of literary genres (mystery, science fiction, fantasy, poetry, memoir) and writing in a wide range of literary forms. This course places a strong value on building community between students and will be centered on seminar discussions, small group projects, and the writing through a drafting and revision process that includes peer feedback. Students in this course will take trips off-campus to connect our learning to the rich arts community (theater, museums, historical sites, and author talks) of Greater Boston. This course will provide a more personalized approach to learning by offering a menu of options for unit assessments, so that students have a wide range of choice and challenge. Course texts *may* include: *The Odyssey*, *Pachinko*, *Messy Roots*, *Notes from a Young Black Chef*, *Much Ado About Nothing* and *The Poet X*, in addition to weekly independent reading based on students' interests. This course is strongly recommended for students who enjoy finding the connections between topics and courses, collaborating with peers, and thinking creatively.

Students enrolled in the course will be able to earn honors credit each quarter and by the end of the year, based on the work they complete. Students have until the end of the third quarter to work towards honors credit.

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 learn about the larger world and our own place in it? The classes encourage students to think of literature as windows and mirrors. Sophomores read the following core texts: *Macbeth* or *Othello* and *Things Fall Apart* (Achebe).

Reading Skills: Students will identify and practice approaches that experienced readers use to comprehend a difficult text. Students will focus on understanding how authors use literary elements to develop a theme; students will develop skills to move from observation to inference and analysis.

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. Students also write an argumentative-synthesis essay. In addition, students will write a personal narrative, 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. Students will consider how literary works can help answer questions of importance in their own lives, too.

Students will explore these questions while working intensively on one skill set at a time. 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).

Grade: 10

Credit: 1

EN2030 World Literature Honors ★

In this fast-moving 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. Beyond the core books of a Shakespeare tragedy and *Things Fall Apart*, students study works such as: *Genesis*, *Gilgamesh*, *Oedipus Rex* (Sophocles), *The Kite Runner* (Hosseini), *Homegoing* (Gyasi), *Joy Luck Club* (Tan), *Purple Hibiscus* (Adichie), *White Tiger* (Adiga), *Frankenstein* (Shelley), *World Writers Today*, and *Balzac and The Little Chinese Seamstress* (Sijie). Students read up to 35 pages a night and will write at least twelve papers (both personal and analytical).
Grade: 10 Credit: 1

EN2100 Future World Lit (Earned Honors Credit Option) ★

“The future is a metaphor used to explain the present.” Future World Literature is a 10th grade course that explores this concept through the lens of speculative fiction. Students will be tasked with asking themselves: “How do imagined or alternate realities help us understand our present world and situations better?” To do this, students will read from a variety of genres in the speculative space – dystopian, science fiction, magical realism, and light fantasy. They will engage in assessments that help them understand these questions better.

Sophomores who enroll in Future World Literature will read from a variety of authors, including but not limited to— Ursula K. Le Guin, George Orwell, Becky Chambers, Octavia Butler, Aldous Huxley, Nnedi Okorafor, NK Jemisin, Ken Liu, Ted Chiang, and Ray Bradbury. Students will be responsible for reading on average 25 pages a night and draft 10 writing assignments per year.

Future World Literature is offered as a **mixed level, earned honors class**. Students will select their enrollment in quarter 1 and must earn honors credit through assignments, more rigorous work, and higher class expectations throughout the year.

Grade: 10

Credit: 1

EN2200 Real World Lit (Earned Honors Credit Option) ★

How does the human spirit endure? This is an interactive course where students will discuss and write about relevant topics while reading books (including core books such as Shakespeare’s *Macbeth* or *Othello* and *Things Fall Apart*) that reflect the world and its history around us, in addition to covering more traditional 10th grade content like vocabulary and grammar. Throughout the year, the course will challenge students to improve their speaking/listening skills through a variety of discussion and presentation formats. In each of the first three quarters, students experience studying texts together as a whole class and picking out a book to read individually, composing a mix of personal and analytical synthesis papers/projects in response. In the fourth quarter, students pursue a Passion Project pertaining to our guiding question: ***How can we increase community C.A.R.E. (Compassion, Access, Revitalization, Exercise)?*** Project topics have included but are not limited to: The Benefits of Green Spaces in Brookline, Baking Substitutions as a Form of Inclusion, Using Legos to Unlock Our Child, and The Need For Time Outside.

Students enrolled in the course will be able to earn honors credit throughout, having the opportunity to earn an “H” by the end of the year, based on the work they complete.

Grade: 10

Credit: 1

JUNIOR PROGRAM – AMERICAN LITERATURE

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

Reading: All juniors read *The Great Gatsby*; *Song of Solomon* or *The Bluest Eye*; and one of the following first-person novels: *True Grit*, *Their Eyes Were Watching God*, *The Adventures of Huckleberry Finn*, *Drown*, *As I Lay Dying* or the Junior Short Story Packet. Beyond these core books, individual courses and teachers select from an extensive supplemental book list of fiction, poetry, and non-fiction, including works such as: *The Scarlet Letter*, *Ragged Dick*, *My Antonia*, *The Yellow Wallpaper*, *Being There*, *Death of a Salesman*, *A Streetcar Named Desire*, *The Underground Railroad*, *The Crucible*, *The Invisible Man*, *Fences*, *Into the Wild*, *Walden*, *The Things They Carried*, *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. **Depending on course enrollments and staffing, some courses may not be offered a given year or have a limited number of sections.**

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 those dreams have differed due to time, location, and identity. Students may compare the dreams of Willy Loman (Arthur Miller) and Troy Maxson (August Wilson). What could Jay Gatsby (Scott Fitzgerald) learn from Janie Crawford (Zora Neale Hurston)? The course also highlights American intellectual and historical eras and the people who formed them. Students read up to 25 pages per night.

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.

Grade: 11

Credit: 1

EN 3120 American Studies English (earned Honors Credit Option)

American Studies English is a clustered, interdisciplinary course that meets conjointly with American Studies History. **Students must enroll in both courses.** The Social Studies and English teachers work together to blend the curriculum and skills from both departments. The course explicitly connects U.S. history to American literature, and engages students by connecting the reading and the writing assignments to the real world. The course addresses two guiding questions: What is the story of America? How did we get here? . Students enrolled in the course will be able to earn honors credit each quarter and by the end of the year, based on the work they complete. Students have until the end of the third quarter to work towards honors credit.

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 and staffing, some courses may not be offered a given year or have a limited number of sections.**

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 significant amount of independent reading and culminates in a major essay. The Senior Paper is a Brookline High School English Department requirement.

TAKING TWO ENGLISH CLASSES: Seniors may take two English classes on a space-available basis. Juniors who want to sign up for two English courses should see their guidance counselors.

EN4030 **Stranger in a Strange Land Honors**

In this course, we'll consider the perspectives of outsiders, misfits, those who have been marginalized or excluded, and others who have become strangers to themselves. We'll ask questions about how groups and individuals are defined (and try to define themselves), including questions about race, social class, gender identity, nationality, and more. To help us answer these questions, we'll read from a wide range of genres including literary fiction, autobiography, science fiction, dystopian fiction, drama, and various forms of non-fiction and essays. During the year, students will also work on academic writing skills in preparation for college and have opportunities to read texts of their own choosing. In the past, readings have included works by Atwood, Naylor, Vuong, Ishiguro, Lahiri, Sartre, DuBois, Bechdel, Baldwin, Hamid, and Shakespeare. Students will be expected to read approximately 30 pages a night, practice close-reading and other interpretive techniques, write analytical and personal essays, give in-class presentations, share their written work with classmates, and regularly participate in class discussions.

Grade: 12

Credit: 1

EN4220 **True Life Stories**

In her graphic novel memoir, Mira Jacob writes to her son, "[I]f you grow up to be the kind of person who asks questions about who you are, why things are the way they are, and what we could do to make them better, then you still have hope for this world, and if you still have hope, my love, then so do I." True Life Stories is a class that raises questions about the experiences that shape us and drive critical decisions in our lives. What makes one person become an inspirational leader? What drives someone else to commit murder? What kind of hopes do we have for the next generation? It is a class for students interested in real places, time periods, and histories. As we read, we will discuss how writers approach the art of creative-nonfiction. The choice of titles will be based on the students' interests. Popular genres that students have chosen include graphic novels (*Good Talk* by Mira Jacob), essays (*Letter to My Nephew* by James Baldwin), true crime (*In Cold Blood* by Truman Capote), and comedy writing. Students will read 20-30 pages a night. The course has a circulating book cart of numerous memoirs, biographies, and non-fiction books for outside reading. In addition to reading, students will engage in frequent small group discussions and complete a variety of writing projects which include personal interviews, memoirs, and letters. Students will also write analytical papers and personal responses based on the readings. Grade: 12

Credit: 1

EN4330 Writers of Color Honors

In this literature focused course, students read works from the 21st century by BIPOC Writers (Black, Indigenous, and People of Color). They consider short stories, novels, plays, poems and non-fiction in the light of social, political and philosophical moments of the last 20 years. Representative authors include Mohsin Hamid (*Exit West*), Mira Jacob (*Good Talk*), Jhumpa Lahiri (*Interpreter of Maladies*), Dinaw Mengestu (*The Beautiful Things that Heaven Bears*), Claudia Rankine (*Citizen*), Jacqueline Woodson (*Another Brooklyn*).

Students are expected to read thirty-five to forty page per night, to practice close-reading and careful analysis of assigned texts, to contribute actively to class discussion and to write critical essays about outside reading as well as texts assigned to the whole class.

This course provides excellent preparation for the Advanced Placement exam in Literature.

Grade: 12

Credit: 1

EN4430 British Literature and Beyond Honors

From bawdy comic tales, to love stories both happy and doomed, to tragic journeys into adulthood, to scathing critiques of the sexual double standard, class snobbery, and colonialism—the British and post-colonial literary traditions offer rich plots, fascinating characters, and complex themes, all exploring what it means to be human. The course provides a broad survey of the British canon. Works range through history and across continents, including medieval England (*Beowulf*), Renaissance Denmark (*Hamlet*), Regency England (*Pride and Prejudice*), and post-war England (*The Remains of the Day*). We also read "beyond" England about early modern Dublin (Dubliners), modern India (*The God of Small Things*), and the dystopian near future in North America (*The Handmaid's Tale*), to name a few. Students will read up to 40 pages per night. While critical reading and writing will be the major focus, this course also lends itself well to dramatic and creative projects. Other possible works: *The Importance of Being Earnest*, Oscar Wilde; *Pygmalion*, George Bernard Shaw, *Tess of the D'Urbervilles*, Thomas Hardy; *To the Lighthouse*, Virginia Woolf; *Jane Eyre*, Charlotte Bronte; selected lyric poems.

This course provides excellent preparation for the Advanced Placement exam in Literature.

Grade: 12

Credit: 1

EN4230 Asian American Literature Honors

This course investigates what the term Asian-American means by having students read, discuss, and grapple with the Asian American literary diaspora. Students will read from a variety of authors, including but not limited to: Jhumpa Lahiri, Amy Tan, Chang Rae Lee, Mohsin Hamid, Celeste Ng, Ocean Vuong, Julie Otsuka, Tom Lin, Sabaa Tahir and others.

Each text offers up a definition on what it means to be Asian-American and how that definition changes and reshapes itself throughout different contexts and cultures. In class, we will compare these definitions with each other in an attempt to gain a deeper understanding Asian-American culture. Students will read between 30-40 pages a night, guide discussion at multiple points throughout the course, and draft 8-12 writing assignments throughout the year.

Grade: 12

Credit: 1

EN4600 Craft of Writing

This course is designed for seniors with a serious interest in creative writing. Students examine published authors from a writer's perspective: in each unit, they study the craft of master writers, past and present, as inspiration for their own work. Genres include fiction and poetry, and may extend to playwriting, memoir, performance poetry, and essay. Writers studied may include Ernest Hemingway, Flannery O'Connor, James Baldwin, Audre Lorde, Raymond Carver, Mary Oliver, William Carlos Williams, Claudia Rankine, Sarah Kay, and many others. Students write and rewrite regularly, editing with care and paying close attention to elements of craft such as imagery, structure, dialogue, point of view, and character development. Significant class time is given to reading one another's work. When studying an author's craft, students should be prepared to read 25–30 pages per night. The course welcomes all students who will take seriously their own writing and the writing of others. Classes benefit when students bring a wide range of interests and styles.

Grade: 12

Non-Leveled

Credit: 1



EN4700 Public Speaking and Public Writing

The purpose of this course is to help students gain confidence and skills in the art and craft of speaking and writing for a public audience. We will begin the year with familiar forms of speaking to one another: introductions, anecdotes, and personal narratives. This will help students gain confidence in front of their classmates and introduce them to some of the key concepts and terms of rhetoric, such as ethos, pathos, and logos. We will devote time to idea-generating strategies (e.g., brainstorming, research, interviewing, and storyboarding); to organizational and expository techniques; to methods for giving and responding to feedback; and to a wide variety of ways to carry out revisions. As the course progresses, we'll shift to other forms of speaking. Students will work on presenting with visual aids, such as slides and video, and will learn techniques for creating in both media. They will learn about informal logic and rhetoric and study the speeches and arguments of others. And they will learn how to use data and research to support all that they are saying. 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. By focusing on crafting speeches, students will approach the challenges of argument, style, audience, tone, research, and careful analysis through a new lens. Students should expect to draft one piece of writing each week and deliver a speech in class every other week. Additionally, students will read 200-300 pages of contemporary essays and nonfiction prose per quarter that will serve as models, focus of analyses, and inspiration for our own work. 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.

Grade: 12

Non-Leveled

Credit: 1

EN4800 Fiction and Film

In this course students will learn to read films with the same depth and complexity as they have learned to read written texts by learning the art of visual storytelling. Students will learn to understand the technical and artistic decisions required to create a film, by examining the choices in design, composition, cinematography, and editing that reveal and develop narrative, characters, and themes. The course will offer a balance of reading, writing, and visual examination of film. Students will study various film genres, classic films and filmmakers, film history, and contemporary film. Students may write and produce their own screenplays. This course will include texts by modern and classic writers and screenwriters. Texts may include Annie Baker's *The Flick*, Daniel Woodrell's *Winter's Bone*, Tom Lin's *The Thousand Crimes of Ming Tsu*, Alison Bechdel's *Fun Home*, and films by Jordan Peele, Greta Gerwig, Alfred Hitchcock, Spike Lee, Debra Granik (among others). Students should expect to read 25 pages for class. Students of all reading, writing, and technical abilities are encouraged to enroll. **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.**

Grade: 12

Non-Leveled

Credit: 1

EN4950 EPIC for Seniors: Experiential, Project-based, Innovative Capstone

EPIC is a project-based English course that offers students the opportunity to explore what it means to challenge yourself in meaningful ways and gives students the tools to tell their stories through writing and multi-media presentations. In this full-year course, you will have the opportunity to pursue topics that you are passionate about in a supportive environment. Through research, engagement with experts in the field, experiential learning and deep reflection, you will learn how to develop and complete projects of your own design. You might write your own sci-fi novel, build a chess-playing robot, or create a mural in a public space. Whatever you choose to do, your projects will allow you to explore your unique interests, values, and passions. In the fall, you will have the opportunity to complete smaller independent projects and in the spring, you will spend ten weeks on a Capstone of your own design.

Grade: 12

Non-Leveled

Credit: 1



EN 4900/SO4900 Justice in Action

In this full year interdisciplinary course, students would earn 2 credits (one for English and one for Social Studies). Justice in Action is a clustered, interdisciplinary course that meets conjointly. Students must enroll in both courses. This elective focuses specifically on systems of justice and the criminal justice system. Students will learn the difference between civil and criminal law and the full criminal justice procedure including what happens post-trial and sentencing.



Students will do a deep dive into two major case studies: The case of OJ Simpson and the case of Charles Stuart, both highlighting and delving deeper into the issues in criminal procedure. At the same time, students will read books, articles, and excerpts and watch documentary films that relate to and expand upon these cases and issues. Readings include Sandel's *Justice*, Moore's *The Other Wes Moore*, Deavere Smith's *Twilight*, Toobin's *The Run of His Life*, and Gaines's *A Lesson Before Dying* as well as pieces by Malcolm Gladwell, Jane Jacobs, and Reginald Betts. Students should expect 25 pages of reading a night. In addition to written and visual texts students will learn from guest speakers discussing their particular specialties and knowledge about the criminal justice system including prosecutors, judges, and formerly incarcerated prisoners. Discussion is a major component of the course and participation and engagement will count for a large part of their English grade.

During the third quarter, students will complete 4 observation hours a week to replace three days of class. During the other class periods, students will attend Citizens Police Academy, exploring and discussing current issues in policing including de-escalation, mental health, less lethal weapons, drugs, and domestic sex trafficking. Students will complete a final presentation project in both English and Social Studies demonstrating their learning across the year in an evening presentation to peers, community members, school officials, and their collaboration partners. The course is divided into two sections and taught by an English teacher and a Social Studies teacher in separate blocks which will sometimes meet together. Social Studies students will have the option to take this course for earned Honors credit.

Grade: 12

Non-Leveled

Credit: 1

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 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.

Grade: 10- 12

Non-Leveled

Prerequisite: Application through instructor

Credit: 1

ID0130 Journalism II Honors

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 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.

Grade: 10- 12

Prerequisite: Journalism 1 and/or Application through instructor

Credit: 1

ENGLISH LANGUAGE EDUCATION

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 Education (ELE) 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 ELE program take specific courses designed for English learners as well as additional courses from the general school curriculum and are expected to fulfill school requirements for graduation.

Placement into ELE classes is determined by consultation and assessment. Three levels of coursework emphasize listening, speaking, reading and writing skills in English. ELE coursework carries either World Language or English Department credits which may be applied toward graduation requirements. While enrolled in the ELE Program and taking ELE courses, a student may not register for any other English Department course without permission from the ELE Director or a designee.

ELE – ENTERING LEVEL

This level of ELE is designed for students who have basic proficiency in English. These courses provide instruction and practice in basic communication skills and literacy.

EL1000 ELE I: Listening and Speaking

Students in this course learn basic vocabulary and grammatical structures, and incorporate them appropriately in social and academic settings. Emphasis is on listening and speaking skills. A variety of materials are used for instruction and practice.

Grades: 9-12

Credit: 1 World Language

EL1100 ELE 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 writing practice that focuses on mechanics, sentence combining, and paragraph structure

Grades: 9-12

Credit: 1 English

ELE – DEVELOPING LEVEL

This level of ELE is designed for students who have intermediate knowledge of English. Students work on listening, reading, writing, and speaking and learn to combine these skills in communicating.

EL2000 ELE II: Listening and Speaking

The emphasis of this course is on social and academic oral language development. While all skills are practiced, the focus is on listening and speaking. Authentic listening materials, class discussion, lab work, and class presentations provide practice.

Grades: 9-12

Credit: 1 World Language

EL2100 ELE II: Reading and Writing

The emphasis of this course is on communication in reading and writing. Students read a variety of genres including 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, presentations, and dramatic performances.

Grades: 9-12

Credit: 1 English



ELE – EXPANDING LEVEL

This level of ELE is designed for students who have an advanced level of English but need additional language practice before taking mainstream English department courses. These courses provide practice in all skills, but emphasize reading and writing.

EL3100 ELE III: Advanced Literature and Composition ★

This integrated course for advanced English learners provides practice in all skills, but emphasizes reading and writing skills necessary to be successful in a mainstream English classroom. At home, students read nightly from the current literary work the class is studying or their selected independent book. In class, the group discusses, works in pairs, or collaborates on related assignments. Students will become critical readers and will have substantial practice in literary analysis. Emphasis is on building mastery in analytical essay writing. Writing assignments may also include descriptive, expository, and persuasive essays, poetry, journal writing, and original short stories and drama. Students will engage in process writing that builds towards polished final drafts over the course of several revisions. Grammar and composition exercises support major writing assignments.

Grades: 9-12

Credit: 1 English

EL4100/EN4100 Transition English (Bridging to Mainstream English) ★

This is a transitional English course for students moving toward independent, near-native fluency and full participation in mainstream English coursework. Designed for learners who are bridging out of EL services, the course closely aligns with grade-level English curriculum while continuing to provide targeted linguistic and academic support. Students read and analyze longer, more complex texts across genres, including fiction, nonfiction, drama, and poetry, with an emphasis on interpreting sophisticated ideas and academic language. Regular, sustained reading and writing assignments build stamina, independence, and confidence. Writing expectations reflect those of mainstream English classes, focusing on cohesive analytical essays supported by textual evidence, as well as reflective and creative writing. Sample texts may include *Fahrenheit 451*, *Night*, *Punching the Air*, and *Enrique's Journey*. By the end of the course, students are prepared to engage fully and independently in standard English settings.

Grades: 9-12

Credit: 1 English

COMPLEMENTARY COURSES

ELE Tutorial

EL5000 (full year); EL5001 (semester one); EL5002 (semester two)

The ELE Tutorial provides 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 teacher, 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 1:1 check-ins with the Tutorial teacher and independent work where the student completes assignments using recommended study strategies. Enrollment is limited to students enrolled in ELE I and II courses. Students in ELE III may be enrolled with permission from the ELE Director or a designee.

Grades: 9-12 ELE I and II

Credit: .5 per semester Elective

SCIENCE COURSES FOR ENGLISH LEARNERS

The science course for English learners varies by year. One science course is offered each year. Please check Aspen (X2) for SY2024-2026 course offering.

SC6100 Physics for English Learners ★

This content-based class for English learners is designed to present topics in mechanics, electricity, magnetism, waves, and optics. It is 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. Enrollment is limited to students enrolled in ELE I and II courses.

Grades: 9-12 ELE I and II

Credit: 1 Science

SC6200 Chemistry for English Learners ★ *(not offered in 26-27)*

This content-based class for English learners deals with the structure of matter, its properties, and changes in its properties as a result of 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. Enrollment is limited to students enrolled in ELE I and II courses.

Grades: 9-12 ELE I and II

Credit: 1 Science

SC6300 Biology for English Learners ★ *(not offered in 26-27)*

This content-based class for English Learners 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. Enrollment is limited to students enrolled in ELE I and II courses.

Grades: 9-12 ELE I and II

Credit: 1 Science

MATHEMATICS

9th Grade PROGRAM

Geometry
Geometry Honors
Geometry Advanced

10th Grade PROGRAM

Algebra 2
Algebra 2 Honors
Algebra 2 Advanced

11th Grade PROGRAM

Trigonometry & Analysis
Precalculus Honors
Precalculus Advanced

12th Grade PROGRAM

Foundations of Calculus
Statistics (N)
Data Science and Social Justice (N)
AP Calculus AB
AP Calculus BC
AP Statistics
Perspectives of a Mathematical Mind (N)

ADDITIONAL PROGRAMS

Interactive Math Program (IMP)
Computer Programming (N)

ADDITIONAL COURSES

Algebra 1

(N) indicates a non-leveled course

The goal of the math department is that students learn effective mathematical practices as well as mathematical concepts. The Standards of Mathematical Practice (perseverance, problem solving, modeling, logical, numerical, and abstract reasoning, precision, and pattern analysis) as described in the 2017 Massachusetts State Frameworks in Mathematics are emphasized. All students must earn three credits in Mathematics in order to graduate. Because of the state requirement that students take four years of math in order to be eligible to attend a Massachusetts state school the majority of BHS students take mathematics in all four years of high school. A maximum of one credit may be earned from the computer programming courses that offer math credit.

In general there are three levels of courses: College Prep, Honors, and Advanced. The levels differ primarily in their pace, amount of scaffolding provided by the teacher, the amount of daily homework assigned, and the level of challenge of individual assessments. It is generally the case that students progressing through the Honors sequence take either AP Calculus AB or AP Statistics in their Senior year, while students going through the Advanced sequence will take AP Calculus BC or AP Statistics in their Senior year, whereas the college prep level culminates in unlevleed versions of those same courses.

Students who are uncertain about a mathematics course to select should confer with their teacher or with the curriculum coordinator. It is important to note that placement in a sequence does not lock a student into that sequence. Rather students can change levels from year to year.

The Mathematics Department is also dedicated to support our students of color. The vehicle that the department primarily uses to do so is Fostering Excellence in Mathematics (FEx) Program which provides support structures for African American and Latinx students to take high level math courses, culminating in an AP Calculus course in 12th grade. The FEx Program consists of three components: The Summer Academy, an after-school tutoring center, and the clustering of students in specific math sections.



9th GRADE PROGRAM

The 9th grade courses focus on geometric concepts and spatial awareness. As well, there is significant emphasis placed on the development of such algebra skills as graphing lines, linear and exponential functions, and solving linear and systems of linear equations. In addition, the students continue their investigation of statistical analysis that they began in middle school. Each level in the 9th grade teaches the same units that only differ in depth and complexity.

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

Grade: 9

Credit: 1

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

Grade: 9

Credit: 1

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. Students also complete a symbolic logic unit and will be asked to write formal geometric proofs throughout the year.

Grade: 9

Credit: 1

10th GRADE PROGRAM

The 10th grade program is the bedrock of the high school program. The focus of all of the courses is on the mastery of the foundational algebra skills and practices needed for the study of advanced mathematical concepts. The students continue their study of statistics as well with units on conditional probability and univariable statistics.

MA2020 Algebra 2

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

Grade: 10

Credit: 1

MA2030 Algebra 2 Honor

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

Grade: 10

Credit: 1

MA2040 Algebra 2 Advanced

A study of advanced mathematical topics including an algebraic and graphical exploration of quadratic, exponential, logarithmic, and polynomial functions as well as units in conic sections, statistics, sequences, and series.

Grade: 10

Credit: 1



11th GRADE PROGRAM

The 11th grade program completes the study of the algebraic concepts that were explored in the 10th grade program and continues with an in-depth exploration of trigonometry as well as units on probability and statistics (sampling distributions).

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 sampling distributions, polynomials, functions, radical equations, exponential equations, logarithms and unit circle trigonometry. Equal emphasis is placed on skill development, function analysis, and collaborative problem solving.

Grade: 11

Credit: 1

MA3030 Precalculus Honor

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

Grade: 11

Credit: 1

MA3040 Precalculus Advanced

An extensive study of trigonometric functions, polar and parametric equations, vectors, matrices, transformations, probability, a continuation of sequences and series with proof by induction, and limits.

Grade: 11

Credit: 1

12th GRADE PROGRAM

In 12th grade students have a variety of courses from which to choose, all of which will prepare them for advanced mathematical study at the college level.

MA4020 Foundations of Calculus

This course provides students with a strong, conceptual understanding of Calculus as well as the algebraic foundation needed to complete Calculus centered explorations and exercises. Students will experience the development of the concepts of derivatives, limits, integrals, and continuity. This course will prepare students to take an Introductory Calculus course at the college level.

Grade: 12

Credit: 1

MA4120 Statistics

A formal study of how numerical data may be analyzed as an aid in decision-making. Topics that are studied in previous years (analyzing one and two variable statistics, normal distribution) are reviewed and extended and then the course continues with units on t-distribution, experimental design, and statistical inference including significance tests and confidence intervals using quantitative and categorical data. Students frequently use statistical software in class.

This course may be taken concurrently with any calculus course.

Grade: 12

Credit: 1



MA4500 Data Science and Social Justice

The course addresses key knowledge areas in data science including data development and management, modeling and regression, probability, programming, and machine learning. In each unit of the course case studies will be explored that are related to a variety of social justice issues. In this way, students will see how data science can be used to gain a better understanding of inequities and the success of interventions employed to interrupt them. Students will develop proficiency with spreadsheets and data organization, elementary coding, and a variety of data visualization tools and styles.

This course may be taken concurrently with another course in the 11th or 12th grade program

Grade: 11 or 12

Pre-requisite: Algebra 2

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 the history of math, as well as how math is applied in the real world in fields such as finance, art, and environmental issues. Listen to a guest speaker, embark on a field trip, discuss a current article, and design your own project. Coursework requires strong collaboration and investigative skills. This course may be taken concurrently with any calculus or statistics course.

Prerequisite: Pre-Calculus Honors or Adv. or Trig. & Analysis with teacher recommendation

Grade: 12



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.

Grade: 12

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.

Grade: 12 Prerequisite: Precalculus Honor with Teacher recommendation or Precalculus Advanced

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 or 84 graphing calculator in class. Students are expected to take the Advanced Placement Statistics exam in the Spring. May be taken concurrently with Precalculus Advanced, AB Calculus, or BC Calculus.

Grade: 12

Prerequisite: Precalculus Honor or Precalculus Advanced

Credit: 1

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 prepares students for tests such as the MCAS, SAT, and ACT. 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, slope and derivative, and statistics. 10th grade students who are recommended 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.

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

MA3035 IMP 3 Honor

The year is divided into units examining locus problems, congruence and similarity, coordinate geometry, functions and inverses, polynomials, rational functions, limits, transformations, combinations and permutations, the binomial distribution, statistical reasoning, circular trigonometric functions and the physics of falling objects.

Grade: 11 Prerequisite: IMP 2 Honor Credit: 1

MA4035 IMP 4 Honor

The year is divided into four units. In the first unit, students continue their study of circular trigonometric functions and the physics of falling objects that they were introduced to in IMP3. In the next unit students will learn the key concepts of Calculus, including instantaneous rates of change and the Fundamental Theorem of Calculus. The year culminates with two statistics units focusing on the central limit theorem, data sampling, margin of error, polling and confidence intervals and the chi-squared statistic.

Grade: 12 Prerequisite: IMP 3 Honor Credit: 1

COMPUTER SCIENCE PROGRAM

The following computer science courses can be taken for either math or elective credit. A maximum of one credit from these courses may be used towards the mathematics portion of the graduation requirements.

CE4101/MA1501 Computer Programming: Snap!

This course explores a variety of computational thinking and programming concepts. It introduces the students to SNAP!, a block-based programming language. Students' experiences in this course will provide them the coding background knowledge they need to move on to pure language-based coding. Concepts taught include variables, conditionals and Booleans, loops, lists and custom blocks. The course ends with a comprehensive individualized, student driven project that unifies these coding skills. Students should be comfortable with abstract thinking and be prepared to complete labs regularly in a timely fashion. All necessary technology will be made available to students.

Grades: 9 – 12 Prerequisite: A strong foundation in Algebra. Credit: .5

CE4102/MA1502 Computer Programming: Python

The course begins with a review of concepts taught in SNAP! such as variables, loops, and conditionals before moving on to the meat of the course: data structures (lists, dictionaries), abstraction (functions, classes), and software design. Students will learn to deconstruct complex tasks into simpler stand-alone parts, write generic code to solve those tasks, and synthesize those solutions into an integrated program with rich behavior. The course is heavily lab-based: students will complete 6-unit projects, primarily in class. They will also be responsible for completing readings and pencil-and-paper homework outside of class. Although no prior knowledge of Python is required, students should be comfortable working with variables, conditionals, and loops in some language (Scratch, Snap, Javascript, Basic, etc.). This knowledge can be acquired from a previous formal course, or through self-study of online tutorials. Computers will be provided to students for in-class use.

Grades: 10 - 12 Prerequisite: CE4101/MA1501 or Permission of Math Department Coordinator Credit: .5

Additional courses

The following course is designed to provide students who are behind grade level the opportunity to acquire the mathematical skills required for more advanced mathematical study



MA1000 Algebra 1

An examination of the fundamental concepts of algebra including operating on rational and signed numbers as well as polynomials, solving multi-step linear equations and word problems, and graphing linear equations. Students will also be introduced to the following topics that will be explored in greater depth in future math courses: Exponent rules, exponential functions, and quadratic functions.

Grade: 10-12

Credit: 1



PERFORMING ARTS

Performing Arts at BHS consists of three sub departments – Drama, Dance and Music. We offer classes for students who have never before taken a drama, dance and music class, and classes for those with all levels of experience. Performing Arts classes balance a student’s school day, and develop the mind, body and spirit. Our classes bring joy and personal enrichment while fostering creativity, collaboration, critical thinking and problem-solving skills that are so necessary for personal, educational and professional growth.

Dance classes can be taken to fulfill the Health & Fitness requirement, except in 9th grade when all students are required to take WE0900. We offer semester-long and full year beginning through advanced dance classes that focus on a variety of styles and techniques, and a mixed-level African, Latin, Hip-Hop dance class. We offer many classes and the same dance class can be taken more than once.

Drama classes use theater games and scene work to focus on building stage presence and exploring creativity through voice, movement, improvisation, and basic scene work. In Drama, students strengthen their communication and self-expression skills while having lots of fun, building confidence, and developing a strong community and friendships. We offer many classes and the same drama class can be taken more than once. We also offer courses in Stagecraft and Production Design, where students dig into production elements such as set, lights, sound and costumes through hands-on work.

Music classes include multiple choruses, orchestras, Concert Band and smaller music ensembles focused on popular styles including jazz, rock, hip hop, pop and more, as well as digital music, piano, guitar, ukulele, bass & songwriting, and drumming for students with or without prior experience. We offer upper level ensembles and AP music theory for advanced musicians. We offer many classes and the same music class can be taken more than once.

Brookline High School graduation requirements include taking three credits in the elective programs - Performing Arts, Visual Arts and Career and Technology Education. Courses can be distributed across the three departments or met through the Electives Pathways Option to study more intensively in one discipline. If a student is interested in focusing on Performing Arts to fulfill their full elective graduation requirement, they can declare an Elective Pathway Alternative in Performing Arts. This pathway allows students to fulfill their full Brookline High School elective graduation requirement through Music, Drama and/or Dance classes. Please check with your guidance counselor or Performing Arts Curriculum Coordinator for more information.

MUSIC

The music program offers multiple levels of courses that provide students with experiences in performing, composing, arranging, and appreciating music. The vocal, instrumental, and digital music programs offer a wide array of styles from classic to contemporary. Courses offered range from beginning to advanced levels of difficulty. Classroom facilities include a Choral Room, Band Room, Piano Lab, Computer Music Room, Black Box Theater, White Box rehearsal space, 22 Tappan Theater, and the Roberts/Dubbs Auditorium.

CHORAL MUSIC

PA1000 Concert Choir

Learn to sing better and become a stronger musician.

Concert Choir is open to all students, with or without prior singing experience. In this course, students learn the fundamentals of singing in a vocal ensemble, build music-reading skills, and explore a wide range of choral music from many styles and time periods. The choir typically performs three to four evening concerts each year, as well as at school assemblies.

Grade: 9-12

No prerequisite Credit:



1
Credit: 1

PA1200 Camerata Honor Choir

Camerata is an advanced choir for students selected by audition. In this ensemble, students expand their vocal repertoire, strengthen musicianship, and improve sight-singing skills. Camerata performs frequently throughout the year. Auditions are held in late February or early March. Students in Camerata must also be enrolled in either Concert Choir or A cappella Choir for two academic years. This requirement may be completed before joining Camerata or at the same time as participation in Camerata.

Grade: 9-12

Periods per week: 2 Z-Blocks +one evening

Prerequisite: Audition

Credit: 1



PA1500 A cappella Choir

A cappella Choir is open to all students, with or without prior singing experience. Students develop healthy singing technique, sight-singing and listening skills, and a growing understanding of music vocabulary and basic music theory. The ensemble focuses on contemporary a cappella (voices-only) music, with an emphasis on popular songs from the 20th century to today. A cappella Choir typically performs three to four evening concerts each year and at school assemblies. At various times during the year, A cappella Choir also performs with Concert Choir and Camerata in a range of other musical styles.

Prerequisite: No prerequisite for students in grades 10-12. Advanced incoming 9th grade students may audition to be in the course.

Credit: 1



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 and community events. Concert Band members also participate in exchange programs with bands from other high schools.

*Students who enroll Concert Band may be placed in Concert Orchestra pending schedule availability and group balance. Periods per week: This class meets Z block, some days are sectionals and some are full ensemble. Students generally attend 3 Z blocks per week.

Grade: 9-12 Prerequisite: Previous experience on a wind, brass or percussion instrument

Credit: 1



PA2201 Digital Music Production and Composition

This semester-long class is designed for any student who is interested in learning to use digital audio software to create and compose music. By examining different genres of popular music students will be able to develop a clearer understanding of the aesthetics of harmony, counterpoint, rhythm, form, and mixing. Each student will be continually creating short pieces of music using the digital audio program Logic X. Basic music knowledge is helpful but not required. *Students will create at least two major compositions by the end of the semester.*

Grade: 9-12

No prerequisite

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 February or early March. All Music Collective students are required to be in Concert Band in a limited capacity.

Grade: 9-12

Prerequisite: By Audition & Enrollment in Concert Band

Credit: 1



PA2350 Jazz, Rock, Hip Hop Ensemble

This class will provide students who play any instrument and/or singers the essential musical skills necessary to play rock, jazz, hip hop and other contemporary pop styles. Students will play as a band, rehearse, analyze and perform a variety of songs, and develop the musical vocabulary that will help them learn how to improvise over the music. Students will have the opportunity to bring in music they are interested in working on with the group. Students will play regularly as a group during the class and spend time fine tuning their skills and musical understanding. This course is open to students who play any instrument and singers.

Grade: 9-12

No Prerequisite

Credit: .5



PA2500 String Orchestra

String Orchestra is a performance-based string ensemble for violin, viola, cello and upright bass students. String students with experience in school ensembles or prior private instruction can register for this class. Advanced pianists are invited to audition to accompany the orchestra. Ensemble pianists need to be comfortable sight-reading and demonstrate a strong sense of rhythm.

Weekly Schedule: This class meets during Z block. Each student will typically attend three classes per week. Certain days are reserved for small group sectionals and others are for the full ensemble.

Grade: 9-12

Prerequisite: Previous experience on a string instrument

Credit: 1



PA2400 Concert Orchestra

Concert Orchestra is a mixed ensemble of string, woodwind, brass and percussion students. Students with experience in school ensembles or prior private instruction can register for this class. Advanced pianists are invited to audition to accompany the orchestra. Ensemble pianists need to be comfortable sight-reading and demonstrate a strong sense of rhythm.

*String and piano students may be placed in either String Orchestra or Concert Orchestra based on scheduling and the instrumental needs of the ensemble.

Grade: 9-12

Prerequisite: Previous experience on a string, woodwind, brass or percussion instrument

Credit: 1



Students in PA2500 String Orchestra and PA 2400 Concert Orchestra perform throughout the school year in concerts, festivals and school assemblies. String and Concert Orchestra students study a wide range of repertoire spanning Baroque, Classical, Romantic, Contemporary and non-European traditions. Student musicians develop their individual proficiency, musical literacy and ensemble skills through the rehearsal and performance process. There are performing opportunities for student soloists, chamber music groups, composers and arrangers. Community and belonging are emphasized within all orchestras at BHS. Students in String and Concert Orchestra will play an audition for seating placement in early September. A limited number of advanced pianists are invited to audition for Concert Orchestra, String Orchestra and Advanced Chamber Orchestra. Piano students may be asked to double on percussion instruments.

[PA2600 Advanced Chamber Orchestra](#)



Advanced Chamber Orchestra (ACO) is an auditioned, upper-level ensemble of experienced string, woodwind, brass and percussion students from BHS Orchestra and BHS Concert Band. Students in ACO explore challenging symphonic and choral repertoire spanning Baroque, Classical, Romantic, Contemporary and non-European traditions. ACO students cultivate musicality, individual responsibility and peer leadership within this ensemble. Current 8th through 11th grade students can audition for orchestra placement in mid-March.

Grade: 9-12

Credit: 1

Prerequisite: Audition. Students in ACO also participate in String Orchestra, Concert Orchestra or Concert Band in a limited capacity.

[PA2700 AP Music Theory](#)



This course is equivalent to one or two semesters of an introductory college-level music theory class. It covers fundamental music theory, basic compositional techniques, and musicianship skills such as sight-singing and listening. Students learn to recognize, understand, and describe the elements of tonal music as they are heard and as they appear in written scores. AP Music Theory is designed both for students seeking musical enrichment and for those planning to study music in college. By the end of the course, students are prepared to take the AP Music Theory exam administered by the College Board. A basic understanding of music notation is required. Students who need to develop music-reading skills are encouraged to take Concert Choir (PA1000) or Piano Class (PA3400) before enrolling in AP Music Theory.

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

Grade: 10-12

Credit: 1

[PA2801 Drumming and World Music: Africa, Latin America and the Caribbean](#)



Do you love to drum or have you ever wanted to? Students with or without prior musical experience will learn to play hand drums and other percussion instruments and traditional styles from parts of Africa, the Caribbean, Latin America and the United States. Students who already play an instrument will also have the opportunity to learn to play these styles on their instrument, and all will learn traditional samba drumming from Brazil, bomba from Puerto Rico, rumba from Cuba and more, as well as create original works based on these styles. We will learn songs and discuss their cultural, traditional and historical significance.

Grade: 9-12

No prerequisite

Credit: .5

[PA2900 Piano Class](#)



Piano Class is an **introductory**, semester-long course designed for students with little or no previous keyboard experience. Students develop basic piano-playing skills and overall musicianship through individual instruction. Topics include keyboard playing technique, reading music in both treble and bass clefs, playing chords, and harmonizing melodies from lead sheets. The course also introduces music vocabulary, notation, and basic music theory concepts. Repertoire is drawn from a wide range of styles, from classical to contemporary. By the end of the course, students gain the skills needed to play the piano with confidence.

Grade: 9-12

No prerequisite

Credit: .5

PA2901 Piano Class II

Piano Class II is a semester-long course designed for students who have completed Piano Class I or who have prior keyboard experience. Students in this course will continue to develop their piano-playing ability and overall musicianship through individualized instruction. Topics include refining keyboard technique, musical literacy, performing advanced rhythms, playing chords, and harmonizing melodies from lead sheets. The course will expand each student's understanding of music vocabulary, notation, and music theory concepts. The repertoire is drawn from a wide range of styles, including classical and contemporary music, and students will have the opportunity to choose their own repertoire as the class progresses. Piano II culminates in an in-class performance for the group.



Grade: 9-12

Piano Class 1 or previous piano playing experience

Credit: .5

PA2950 Guitar, Ukulele and Bass through Songs and Songwriting, Level One

This introductory course provides students with the opportunity to learn the fundamentals of guitar, ukulele, or bass through the study and performance of selected repertoire. Open to students with little or no prior experience, the course emphasizes foundational skills including proper technique, basic chords, simple melodies and bass lines, and introductory music reading. Students will learn to read chord charts, standard notation, and tablature, and will explore essential techniques such as basic strumming patterns, fingerstyle playing, and simple chord voicings. Opportunities to study music of personal interest are incorporated into the curriculum. Instruments will be provided for students who require them.



Grade: 9-12

No prerequisite

Credit: .5

PA2955 Guitar, Ukulele and Bass through Songs and Songwriting, Level Two

This intermediate course is designed for students with prior experience on guitar, ukulele, or bass who are prepared to build upon foundational skills. Students are expected to have an understanding of basic chords, simple melodies, and/or bass lines, as well as familiarity with chord charts or notation. Instruction focuses on expanding technical proficiency, musical literacy, and stylistic understanding through more challenging repertoire. Students will further develop techniques such as advanced strumming and fingerstyle patterns, expanded chord voicings, and ensemble performance skills. Instruments will be provided for students who require them.



Grade: 9-12

Prerequisite: prior experience on guitar, ukulele or bass

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 WE0900.

[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

No prerequisite

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 technical aspects of the year-long Beginning Dance class while being introduced to fundamental dance principles, combinations, and choreography. The pace of this class is determined by the individuals in the class. See Beginning Dance Course Description and link/QR code for more details.

Grade: 9-12

No prerequisite

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. This class focuses on learning choreography, developing a sense of artistry, while emphasizing performance techniques and a further exploration of diverse dance vocabulary to prepare students for the spring dance concert, *Progressions*. Students may reelect this course for credit while preparing for Advanced Dance.



Grade: 9-12

Prerequisite: Beginning Dance or by placement audition

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 while quickly exploring fundamental dance principles, combinations, and choreography. The pace of this class is determined by the individuals in the class. See Intermediate Dance Course Description and link/QR code for more details.

Grade: 9-12

Prerequisite: Beginning Dance or by placement audition

Credit: 1

[PA3200 Advanced Modern/Jazz Dance](#)

This course is for the students with strong dance technique and an understanding of the diverse styles in contemporary, modern and jazz dance. The course includes work to increase flexibility and strength while developing a broader awareness of the dynamics of movement, spatial relationships, and diversity in styles of dance. This class focuses on choreography and developing an artistic voice while having students be part of the creative and choreographic process as pieces are created. Students in this class will perform in the spring dance concert, *Progressions*. Students may reelect this course for credit.



Grade: 9-12

Prerequisite: Intermediate Dance or by placement audition

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.



Grades: 9-12

No prerequisite

Credit: .5

DRAMA and THEATER TECH

More than just a break in the day, classes in the drama program offer opportunities to build community in fun and engaging ways. Multiple levels of courses are offered, allowing students to try something new out, follow a passion, and everything in between. In addition, we offer courses in Stagecraft and Production Design. The classes open the door to the many extra-curricular productions offered at BHS as well.

[PA4000 Drama I](#)

Get out of your seat and on your feet! Literally, 'fun and games' are the basis of this course, which encourages students to reconnect with their imagination, creativity and sense of play. Students will participate in drama games and explore both how to improvise as well as rehearse group scene work. That work will provide the base to explore character development and storytelling. As *every* student's voice will be heard and valued in class, a close community will be formed leading to lasting friendships.

Grades: 9-12

No prerequisite. Open to all.



Credit: 1

[PA4001 Drama I-A](#)

Can't fit a whole year of Drama I into your schedule? Students will be introduced to Drama games and activities in Drama I, but not explore it with the same depth. See description of Drama I and link/QR code for more details.

Grades: 9-12

No prerequisite. Open to all.

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 point of view, monologues, improvisation, identity, directing, script work, etc. 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.

Grade: 9-12

Prerequisite: Drama I, Drama I-A, or Placement Audition



Credit: 1

[PA4101 Drama II-A](#)

This is a one semester accelerated Drama II course. See description of Drama II and link/QR code for more details.

Grade: 9-12

Prerequisite: Drama I, Drama I-A, or Placement Audition

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 class 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 main-stage performances to be performed at BHS during the year.

Grade: 10-12

Prerequisite: at least 3 semesters of Drama or Placement Audition



Credit: 1

[PA4300 Theater for Social Change](#)

Along with Needs *Improvement*, this is the last hurrah of the Drama party! Theater for Social Change is an advanced level drama class that serves the BHS population (and beyond) with student developed work that expresses a variety of points of view about social, political and academic issues relevant to our community. The company spends the year exploring ways to creatively express point of view, resulting in performances that are sometimes controversial and always thought-provoking. Additional rehearsal time may be scheduled outside of the regular school day, requiring a flexible time approach from Company members.

Grade: 10-12

Prerequisite: at least 3 semesters of Drama or Placement Audition



Credit: 1

PA4400 Backstage: Power Tools and Special Effects

Want to get your hands dirty... with sawdust, that is? If you have ever wanted to:

- rip cut on a table saw
- understand the difference between a drill and an impact driver
- fill a giant room with sound at 100 decibels
- paint (very large things) with paint... or paint an entire space... with light
- spray your friends with stage blood
- do unusual things with dry ice



...then it's likely you'll enjoy Backstage: Power Tools and Special Effects. You'll build skills in a multitude of areas (e.g., set, scenic painting, lighting, sound, special FX, etc.) through collaborative, in-class projects. You'll also learn on the job as your class does whatever it takes to support the (sometimes bizarre) technical needs of BHS Performing Arts productions. This class can be taken as a stand-alone elective, or you can double your fun in performance production by taking PA4441: Design for The Stage.

Grade: 9-12

No Prerequisite. Open to all.

Credit: .5

PA4441 Design for The Stage

Want to keep your hands clean... or, at least, free of splinters? In this course, you will learn how to design for the theatre — how to make the audio/visual elements of a play (set; costumes, hair, and makeup; lighting; sound; props; and special effects) speak to an audience just as loudly as the actors. If you have ever wanted to:

- use computer aided drafting to build an imaginary world
- generate characters with costume renderings and makeup face charts
- create textures like brick, marble and wood through the magic of scenic painting
- experiment with Foley artistry to devise and record sound effects
- manipulate the audience's emotions by changing the color and intensity of stage lighting



...then it's likely you'll enjoy Design for the Stage. You'll exercise and hone your 2D and 3D skills through collaborative, in-class projects. You'll also learn on the job by addressing the (sometimes bizarre) design requirements for BHS Performing Arts productions. This class can be taken as a stand-alone elective, or you can double your fun in performance production by taking PA4400: Backstage: Power Tools and Special Effects.

Grade: 9-12

No Prerequisite. Open to all.

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 Physics, Chemistry and Biology for English Learners, 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 Marine Biology, 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 for transfer students. 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 H

Biology Courses

Biology I
Investigative Biology I H
Biology I H

Optional Courses

Anatomy & Physiology (Honors optional)
Astronomy (Honors optional)
Astrophysics Honor
AP Biology
AP Chemistry
AP Environmental Science
AP Physics
Biomedical Science Honor
Climate Science and Social Change
Neuroimmunology Honor
Engineering By Design
Engineering Innovation & Design
Forensic Science (Honors optional)
Marine Science (Honors optional)

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.



SC1020 Physics I ★

Physics I is a robust course designed ground students in introductory physics. The course fosters a keen interest in science and a desire to inquire about real-world applications of physics. Topics include energy, 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. After building skills in *Physics I*, students may elect to enroll in an honor level chemistry course in the tenth grade.

Grade: 9-12

Credit: 1



SC1030 Physics I Honor ★

Physics I Honor covers the same content and concepts as *Physics I* but in greater depth and with more algebraic-based mathematical applications including solving multi-step problems. Students in Physics I Honor should have a strong interest in science, be able to learn independently, work well in groups, and have strong self-advocacy skills.

Grade: 9-12

Credit: 1

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



SC4140 Advanced Placement Physics

AP Physics combines the former *AP Physics C* and *AP Physics 1&2* courses. It is a course that provides a systematic introduction to the main principles of physics and emphasizes the development of problem-solving abilities. This course also includes a broad range of topics and is also 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.

The first semester is devoted to classical mechanics, which is typical of a first-semester college course that serves as the foundation in physics for students majoring in the physical sciences or engineering. The second semester focuses on fluid dynamics, electricity, magnetism, thermodynamics, waves, sound, optics, and atomic and nuclear physics.

This course prepares students for the national AP Physics C: Mechanics or the AP Physics 1 examination. Students can choose with consultation with their teacher. However, students will be encouraged to take the AP Physics C: Mechanics exam because the calculus required is attainable for all students. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. The necessary calculus is now taught as part of the course, and calculus is no longer a prerequisite. A knowledge of algebra and trigonometry taught in senior level BHS math courses is required.

Students are also prepared for the AP Physics 2 examination, which includes topics on fluid mechanics, thermodynamics, electricity, magnetism, waves, sound, optics, and modern physics. All students will take the AP Physics 2 exam, which is more applicable material for students interested in pursuing any STEM field.

In order to prepare students who elect to take the AP Physics C: Electricity & Magnetism exam, this course will supplement their work with additional extensions to electricity and magnetism content of the course. All students will have the opportunity to use the AP Classroom videos and questions as well as classroom materials provided by our teachers that were used in previous years. Help sessions will be offered during the second semester for students who elect to self-study for this exam. Students are expected to take a combination of these AP Examinations. Separate grades are reported for each exam.

Grade: 12

Periods: 1.5

Credit: 1

Prerequisites: Physics 1, Chemistry 1, Biology 1, and strong performance in Honors or Advanced Math. *(It is recommended that Honor or Advanced Calculus be taken concurrently)*

SC6100 Physics for English Learners ★

This content-based ELL class is designed to present topics in energy, vibrations/waves, heat, electricity/magnetism, and mechanics. 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.

Grade: 9-12

Enrollment is limited to students enrolled in ELE I and II courses.

Credit: 1

CHEMISTRY

SC2020 Chemistry I ★

Chemistry I is a first year chemistry course focusing on 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. Chemistry I is a conceptual approach to chemistry, incorporating modeling and inquiry activities, laboratory exercises and more scaffolded support to students. Grade: 10 Prerequisites: Physics I

Credit: 1

SC2030 Chemistry I Honor ★

Chemistry I Honor is a fast-paced, rigorous introductory course that stresses mathematical problem solving, abstract and critical thinking, conceptual understanding and synthesis of multiple topics as we learn about matter, its interactions, and energy changes throughout. Major topics include: properties and change, periodic trends, bonding, quantitative relationships, chemical reactions, gases and solutions. Each unit builds on the topics that came before. Laboratory work accompanies and enhances classroom learning. Students who are looking for a challenge, work well with others, and have a strong math background should select this course.

Grade: 10

Prerequisite: Physics I or I Honor

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.

Grade: 12

Periods: 1.5

Credit: 1

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

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

SC6200 Chemistry for English Learners ★

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.

Grade: 9-12

Enrollment is limited to students enrolled in ELE I and II courses.

Credit: 1

BIOLOGY

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.

Grade: 11

Prerequisite: Physics I

Credit: 1



SC3030 Biology I Honor ★

Biology I Honor is a comprehensive Introductory Biology course based around lecture and discussion of a wide-range of content; beginning with Biochemistry, cells, DNA function, reproduction, genetics, ending with evolution with body systems and ecology and climate change embedded throughout the year. While this course has a structure and content similar to that of Biology I, it is a significantly more rigorous course that goes into greater depth, incorporates lengthy writing assignments, operates at an accelerated pace, and requires abstract, higher-order thinking skills. This course prepares students for further studies in Biology. This challenging course effectively prepares students for advanced studies in Biology, such as AP Biology.

Grade: 11

Prerequisites: Physics I and Chemistry IH.

Credit: 1

SC3035 Investigative Biology I Honor ★

Investigative Biology honors or non-honors option (formerly known as BSCS Conceptual Biology which is a nationally recognized program developed by the Biological Sciences Curriculum Study) is a first year college preparatory lab course that engages students through collaborative learning and is taught through hands-on activities, lab activities, discussion, projects and inquiry. Students learn primarily through their small group work, while lecture-discussion and readings supplement their learning. This course organizes content around major biological concepts: Evolution, Ecology, Biochemistry, Cells, DNA Action, Reproduction, and Genetics.

Grade: 11

Prerequisite: Physics I and Chemistry I

Credit: 1

SC4320/ SC4330 Anatomy and Physiology / Anatomy and Physiology Honor

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

Grade: 12

Prerequisites: Physics I, Chemistry I, Biology I

Credit: 1

SC4430 Biomedical Science Honor

Biomedical Science is a second year honor level biology course that is designed for students interested in medicine and health. Students who enjoyed learning the molecular biology underlying nutrition, cells, gene expression, and cell reproduction in Biology 1, will apply their knowledge toward exploring topics such as infectious disease, immunology, molecular genetics, biotechnology, neurobiology, and cancer. The course will be taught through a combination of lecture/ discussion and collaborative activities and labs.

Grade: 12 Prerequisites: Physics I, Chemistry I, Biology I with strong performance, Biology I H

Credit: 1

SC4440 Advanced Placement Biology

AP Biology is equivalent to a two-semester college introductory biology course. This fast-paced, survey-oriented course incorporates a range of topics including evolution, biochemistry, and genetics. While some topics (e.g. photosynthesis) represent a continuation of first-year Biology areas of study, other topics (e.g. cellular signaling, neuron structure and function, and biostatistics) are new. Content is delivered through text reading, lecture and discussion, and group work involving labs and activities. Successful AP Biology students have a strong and fluent first-year biology background, a love of the subject, an ability to work both independently and collaboratively, and a self-motivated and rigorous approach to their studies. All students are expected to take the AP exam in May.

Grade: 12

Periods: 1.5

Credit: 1

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

SC6300 Biology for English Learners (not offered in 26-27)

This content-based ELL class organizes content around unifying biological principles and is taught through hands-on activities, laboratories, and inquiry. Emphasis is on the major concepts of biology through a human lens: the nature of science, biochemistry, cell and organismal biology, reproduction and heredity, evolution, and 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 vocabulary building, interactive lectures, guided note-taking, laboratory exercises, and classroom discussions with applications to everyday life experiences.

Grade: 9-12

Enrollment is limited to students enrolled in ELE I and II courses.

Credit: 1



OTHER SCIENCE OPTION CLASSES

SC5020/ SC5030 Astronomy / Astronomy Honor

Astronomy is a full year laboratory science course that examines the natural events that occur in the Universe, Galaxies, and the Solar System. Constellations, the history and future of space flight and exploration, and recent discoveries will be studied. The course will review pertinent science topics from prior science courses, and serve as a capstone for Physics, Chemistry, and even some Biology. Honors credit is given with the completion of additional assignments.

Grade: 12

Prerequisites: Physics I, Chemistry I, Biology I

Credit: 1

SC5130 Neuroimmunology 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 Neuroimmunology 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 Neuroimmunology 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.

Grade: 12

Prerequisites: Physics I, Chemistry I, Biology I H

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. Students should have strong math, writing, and analytical skills.

Grade: 12

Periods: 1.5

Credit: 1

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

SC4570/SO4570 Climate Science and Social Change

This course will cover the science of climate change, the ongoing and expected future impacts of climate change on ecosystems and human societies, and strategies for mitigating and adapting to climate change. This course will interweave science, environmental policy and activism, and environmental justice. Throughout the year students will work both independently and collaboratively to conduct and present research, design and execute peer-education projects, and learn about community and political activism. Assessments may include but are not limited to presentations, posters or similar displays, reflective essays, and quizzes. The overarching goals of this course are to cultivate science and information literacy, to develop a sustainability mindset, and to develop skills for public advocacy and activism.

Grade: 12

Prerequisites: Physics I, Chemistry I, Biology I

Credit: 1 (SC or SO)



SC5500/TE5500 Engineering By Design

EBD is a yearlong, project-based course that will expose students to the fundamentals of engineering design and iterative problem solving. Students will develop skills in research, ideation, modeling, project management, and collaboration. Teams of students will collaborate on design challenges. They will learn new skills & increase background knowledge in order to design, prototype, and craft an optimized solution. This course enables students to apply their creative talents as well as their prior science knowledge. Engineering By Design can be taken a stand-alone course, or as part of Engineering Design Pathway after Intro to Engineering Design and as the precursor to Engineering Innovation & Design. Credit can be earned from either the Career and Tech Ed Department or the Science Department.

Grade: 10-12

Prerequisites: Physics I Credit: 1



SC5600/TE5600 Engineering Innovation & Design Honors – *Design : Create : Innovate*

EID will provide a student-centered, project-based curriculum that challenges students to interpret real-world engineering and design problems using the engineering design lab—a collaborative setting where students will share their various skills and angles of interest to help each other advance and refine ideas. With an aesthetic lens, students will gain a greater understanding of three-dimensional design through the use of the principles of composition and the formal elements of art. In the engineering design lab, students will create physical products using hand tools, power tools, a sewing machine, a Vacuform machine, 3D Printers, a Laser Cutter, a CNC Router, etc. Their final products will integrate both functionality and aesthetics. This course will empower students by allowing them to develop skills in ideation, critique, design process, fabrication, innovation, presentation, iteration, and reflection. Students will focus on prototyping and the creation of real products (2D & 3D), moving beyond theoretical ideas. Diverse skill backgrounds complement the collaborative nature of this course. Engineering Innovation & Design can be taken as a stand-alone course, or can serve as the capstone course in the Engineering Design Pathway. Credit can be earned from either the Career and Tech Ed Department or the Science Department.

Grade: 12

Periods: 1.5

Credit: 1

Prerequisites: One of the following sequences: Engineering By Design; Sculpture I & Sculpture II; Woodworking I & Woodworking II; Sculpture I plus two additional Visual Art courses; Drawing I plus two additional Visual Art courses; AP Physics & Sculpture I /Drawing I; AP Physics & Intro to Engineering Design; Portfolio Reviews (students working outside of school present work and written application to instructor)

Or Three of the following individual courses: Visual Art; AP Science; World of Money/Business; Computer Programming; Architecture; Intro to Engineering Design



SC5620/SC5630 Marine Science / Marine Science Honor

An introductory course to the marine environment that incorporates strands of earth science, chemistry and biology. The first half of the course will survey the fundamentals of physical and chemical oceanography and climate science before diving into the rich evolutionary diversity and ecology of marine organisms in the second half. Class time will center on labs, including dissections, case studies, article analyses, group projects, and tests. Students will also have the chance to incorporate creativity, close observation of living organisms and developing biological drawing skills into their learning. The course will culminate in a field trip to the New England Aquarium. Students who elect to take this course for honors credit will be expected to demonstrate their strong academic skills through the independent completion of supplementary projects and article analysis assignments.

Grade: 12

Prerequisites: Physics I, Chemistry I, Biology I

Credit: 1

SC5820/SC5830 Forensic Science / Forensic Science Honor

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 hair and fibers, death and decomposition, DNA profiling, blood and blood spatter analysis, toxicology, 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.

Grade: 12

Prerequisites: Physics I, Chemistry I, Biology I

Credit: .5

SC5930 Astrophysics Honors

Astrophysics is a semester-long, project-based elective science course that uncovers astrophysics' role in solving the mysteries of the universe. Students explore the uses of the electromagnetic spectrum, methods of observing, dark matter, galaxy formation, black holes, cosmology, stellar nuclear physics, relativity and fundamental particles. Students work collaboratively, build telescopes and spectrometers, engage in modern problems based on the laws of astrophysics as well as do research based on their own inquiries and contribute to citizen science projects of real-world benefit.

Grades: 10-12

Prerequisite: Physics I

Credit: 1



VA6100/SC6100 Drawing for Understanding in Field Science

Direct observation and construction of knowledge lies at the heart of what both scientists and artists do. In this cross-disciplinary foundational 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. 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 for elective credit in the Science Department SC6100
Grade: 9-12



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 optional. Most students take Social Studies for four years.

Freshmen are required to take World History I: Identity, Status, and Power

Sophomores continue the study of World History in World History II: The Modern Era or in Global Studies:

World History II: The Modern Era
World History II: The Modern Era – Honor
Global Studies or Global Studies Honor

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

United States History or American Studies
United States History – Honor or American Studies - Honor
United States History - Advanced Placement

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

United States History I - English Learners, levels I and II
United States History II – English Learners, level III

The Social Studies Department offers the following Optional courses.

(See course descriptions for pre-requisites.)

Full Year

- Justice in Action
- Psychology
- AP/Honors African-American Studies
- Social Justice Leadership Program
- AP Human Geography
- AP American Government

One Semester

- Economics (S1/S2)
- Philosophy Honor (S1)
- Contemporary United States History (S1/S2)



THE FRESHMAN REQUIREMENT: WORLD HISTORY I: IDENTITY, STATUS, AND POWER

SO1000: World History I: Identity, Status, and Power

The goal of this course is for all 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 rank people? Who has power and why? How does wealth get produced and distributed? Through inquiry projects focused on these questions about personal identity, social rank, political power, and the meaning and distribution of wealth, students will learn and practice 21st-Century skills in collaboration, communication, and creativity. Through systematic comparisons between pre-modern 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 unlevleled.

Grade: 9

Credit: 1

THE SOPHOMORE REQUIREMENT: WORLD HISTORY II: THE MODERN ERA

Beginning with a review of the Enlightenment, World History II: 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 practice the skills necessary to understand and communicate historical narratives, interpret and compare documents and ideas, 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. Students will read scaffolded primary and secondary sources in addition to a grade-level reference materials. All students will write a research essay in order to fulfill course requirements.

Grade: 10

Prerequisite: WHISP

Credit: 1

SO2030 World History: The Modern Era Honor

In this course, students will practice the skills necessary to understand and communicate historical narratives, interpret and compare documents and ideas, 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. Students will read scholarly sources and use them to answer research questions. All students will write a research essay in order to fulfill course requirements.

Grade: 10

Prerequisite: WHISP

Credit: 1

SO2100/2120/2130 Global Studies

This multilevel 10th grade course is a thematic alternative to the traditional Modern World History offerings in the Social Studies Department. The course focuses on broad challenges we face in the contemporary world and our students' personal connections to them. We will investigate the history of these challenges and how others before and around us have reacted to and tried to confront them. Potential topics include global inequality, civil war and revolution, the globalization of cultures, and climate change and environmental sustainability. Students should expect frequent simulations, discussions, and opportunities for collaborative learning. All students will write a research essay in order to fulfill course requirements.

Students will choose their level designation at the end of the first quarter. Assignments will vary in number and difficulty by level.

Grade: 10

Prerequisite: WHISP

Credit: 1



THE JUNIOR REQUIREMENT: UNITED STATES HISTORY or AMERICAN STUDIES 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.

American Studies History is a clustered, interdisciplinary course that meets conjointly with American Studies English. Students must enroll in both courses. The Social Studies and English teachers work together to blend the curriculum and skills from both departments. The course explicitly connects U.S. history to American literature, and engages students by connecting the reading and the writing assignments to the real world. The course addresses two guiding questions: What is the story of America? and How did we get here? American Studies will offer both College Prep/Standard seats and Honors seats, as the course benefits from the perspectives of a wide range of students. Depending on enrolled level, assignments will vary in difficulty.

All levels of both United States History and American Studies 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 ★

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.

Grade: 11

Prerequisite: World History: The Modern Era

Credit: 1

SO3030 United States History: Honor ★

United States History: Honor 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.

Grade: 11

Prerequisite: World History: The Modern Era

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.

Grade: 11 Prerequisite: World History: The Pre-Modern Era and World History: The Modern Era

Credit: 1

SO 3120 American Studies History ★

Students in American Studies History will read and interpret a variety of texts and resources that help us understand the broader stories of the United States. These resources will include literature, nonfiction, primary and secondary historical texts, music, art, film, geography, maps, infographics, current news sources, and personal experiences. In the final quarter students will write an American Studies research paper that focuses on a theme of their own choosing and develops their own narrative of that theme using a variety of texts across time periods.

Grade: 11

Prerequisite: World History: The Modern Era

Credit: 1

SO 3130 American Studies History: Honor ★

Students in American Studies History: Honor will read and interpret a variety of texts and resources that help us understand the broader stories of the United States. These resources will include literature, nonfiction, primary and secondary historical texts, music, art, film, geography, maps, infographics, current news sources, and personal experiences. Students enrolled for honor credit will be expected to read critical commentaries and write analytical essays with relative independence each quarter. All students will write an American Studies research paper that focuses on a theme of their own choosing and develops their own narrative of that theme using a variety of texts across time periods.

Grade: 11

Prerequisite: World History: The Modern Era

Credit: 1

SO1300 Introduction to U.S. History, Culture, and Civics

This course complements the work done in EL1000 and EL1100, and is designed for English learners who have basic proficiency in English. 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. Students enrolled in this course will also focus on skill development as they learn U.S. history from British colonization through the Civil War. The appropriate use of information technologies will be an integral element throughout the course. Enrollment is limited to students enrolled in ELE I courses.

Grade: 9-12

Credit: 1 Social Studies

SO1400 United States History Part I for English Learners ★

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 write a paragraph using historical evidence to support all claims, demonstrate fluency in understanding historical vocabulary, and demonstrate fluency in reading leveled texts. In addition to the narrative history of the period, students will learn basic North American geography, the provisions of the U.S. Constitution and the Bill of Rights, and other relevant topics and vocabulary in American history. Enrollment is limited to students enrolled in ELE I and II courses.

Grade: 9-12 ELE III

Credit: 1 Social Studies

SO1500 United States History Part II for English Learners ★

This course is designed for advanced English 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. Enrollment is limited to students enrolled in the ELE III course. Students at other ELE levels may be enrolled with permission from the International Student Advisor.

Grade: 9-12 ELE III

Credit: 1 Social Studies

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

SO5520 Contemporary U.S. History/SO5530 Contemporary U.S History Honors ★

Contemporary American History: 1980–Present is a mixed-level (Honors or Standard credit), one-semester elective that delves into the dynamic history of the United States from the late 20th century to the present. As the only history-specific offering for seniors at the high school, this course provides a unique opportunity to engage deeply with recent historical developments. Students will explore the political, social, economic, cultural, and foreign policy changes that have shaped contemporary America. By examining key events, movements, and figures, students will gain critical insights into the challenges and opportunities faced by the nation during this transformative period. Through analysis, discussion, and research, students will deepen their understanding of the country's recent history, uncovering the roots of many issues and trends that influence the world today. This course will equip students to make meaningful connections between the past and present, preparing them to be informed, thoughtful, and engaged members of a rapidly changing society.

Grade: 11, 12

Prerequisite: Junior or Senior standing

Credit: .5

SO5030 Philosophy Honor

This fall-semester 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.

Grade: 11, 12

Prerequisite: Junior or Senior standing

Credit: .5

SO5420/ SO5430 Economics/ Economics Honor

This fall-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.

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 spring-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.

Grade: 11, 12

Prerequisite: Junior or Senior standing

Credit: .5

FULL YEAR COURSES

SO4240 AP African-American Studies/SO4230 African-American Studies Honor

African American Studies is an immersive, interdisciplinary course that challenges students to engage directly with historical evidence and scholarly perspectives, drawing from a variety of disciplines. Moving far beyond basic history, the course explores the vibrant diversity of African American experiences, from the powerful legacy of early African kingdoms to modern movements shaping our world today. Through the study of literature, music, and visual arts, students encounter new viewpoints that deepen their understanding of the African American experience, offering insights that help them navigate the complex cultural threads of their own identities and the country they live in.

The curriculum is built on four units of study including: the Origins of the African Diaspora, Enslavement and Resistance, the Practice of Freedom, and the bold Movements and Debates of the 20th and 21st centuries. Throughout the year, students are empowered to follow their own intellectual curiosity through a signature research project, diving deep into a specialized topic of their choice. For those choosing to take this course for AP credit, they will be prepared to take the AP Exam in May. Students successfully completing this exam may gain advanced placement and/or college credit depending on the policy of the college in which the student is admitted.

Grade: 12

Prerequisite: United States History

Credit: 1

SO4040 AP American Government and Politics

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.

Grade: 12

Prerequisite: United States History

EN 4900/SO4900 Justice in Action (previously Legal Studies)

In this full year interdisciplinary course, students would earn 2 credits (one for English and one for Social Studies). Justice in Action is a clustered, interdisciplinary course that meets conjointly. **Students must enroll in both courses.** This elective focuses specifically on the criminal justice system and would replace the current Legal Studies course. Students will learn the difference between civil and criminal law and the full criminal justice procedure including what happens post trial and sentencing. Students will do a deep dive into two major case studies: The case of OJ Simpson and the case of Charles Stuart, both highlighting and delving deeper into the issues in criminal procedure. At the same time, students will read books and watch films closely related to these same issues. During the third quarter, students will complete 4 observation hours a week to replace three days of class. During the other class periods, we will move our Citizens Police Academy to “in school hours” using the time to discuss current issues in policing including de escalation, mental health, less lethal weapons, drugs, and domestic sex trafficking. Students will complete a final project in both English and Social Studies using the knowledge to create a major mock trial packet and a screenplay or final paper. The course is divided into two sections and taught by an English teacher and a Social Studies teacher in separate blocks which will sometimes meet together.



Grade: 12

Non-Levelled

Credit: 1

SO4420/SO4430 Psychology/ 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.

Grade: 12

Prerequisite: United States History

Credit: 1

SO 5040 AP Human Geography

Advanced Placement Human Geography provides students with the opportunity to earn college credit while still in high school. The intellectual goal of the course is to develop critical thinking skills through the application and analysis of the fundamental concepts of geography. Students will learn and test theories about human interaction with the natural environment. They will discern and explain patterns in economic, political, social, and cultural life and their relationship to geography. The course explores issues in population growth and policy, the political organization of territories and regions, agricultural and industrial development, and urbanization and migration.

Grade: 12

Prerequisite: US History

Credit: 1

SC4570/SO4570 Climate Science and Social Change

This course will cover the science of climate change, the ongoing and expected future impacts of climate change on ecosystems and human societies, and strategies for mitigating and adapting to climate change. This course will interweave science, environmental policy and activism, and environmental justice. Throughout the year students will work both independently and collaboratively to conduct and present research, design and execute peer-education projects, and learn about community and political activism. Assessments may include but are not limited to presentations, posters or similar displays, reflective essays, and quizzes. The overarching goals of this course are to cultivate science and information literacy, to develop a sustainability mindset, and to develop skills for public advocacy and activism.



Grade: 12

Pre-/Concurrent requisites: Physics, Chemistry, Biology

Credit: 1.0 SC or SO

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 twice per week to grapple with and discuss social justice issues, work as interns at a local social justice organization for at least 11 weeks, participate in trainings, 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, study courageous change-makers, learn tools for effective change-making, develop leadership skills, examine systems of power, and design local actions. Students also travel to a prison and take a neighborhood tour to learn about housing disparities and gentrification. Throughout the year, students begin to identify the issue(s) they are passionate about: racial wealth gap, inequitable housing policies, healthcare disparities, water rights, gay/lesbian/transgender rights, incarceration, food justice, genocide, climate, etc. Students begin the year by defining social justice and developing a social justice consciousness. During the second and third quarters, students examine the intersection of class and race as it applies to the racial wealth gap, housing disparities, education disparities, healthcare, and incarceration. The fourth quarter emphasizes learning how to make change in the world and evaluates social change movements. In addition to internships, 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.

Grade 11-12

Requirement: Application

Periods per week: 2

Credit: 1

SPECIAL EDUCATION

The Special Education Department at Brookline High School provides explicit specially designed instruction to students on IEPs. We provide a wide range of high quality programs and services that meet the unique needs of individual students with disabilities. Our department is directed and run by a multidisciplinary team of professionals that collaborate to provide specialized and individualized programming. Unless otherwise noted, all courses are unlevleed. Enrollment in Special Education courses are determined through the IEP TEAM process. Courses may be repeated and/or further modified to meet the individual learning, credit, or IEP service needs of student as necessary. Courses, services and programs are continually being reviewed and refined based on current and emerging students' needs.

ACADEMIC SUPPORT

TU2009 Learning Center

This course is designed to provide students with explicit instruction in order to access curriculum, improve academic functioning, and assist the student in developing self-advocacy skills. The acquisition of strategies to develop independent executive functioning skills for academic improvement across curriculum areas is a major focus. A central focus of the Learning Center is to help students become independent learners. IEP goals and objectives are incorporated into the course content and the delivery of services in each learning center.

Credits: 1

TU2010 Learning Center (See description for course TU2009)

Credits: .5-1

TU2011 Learning Center (See description for course TU2009)

Credits: .5-1

TU2012 Learning Center (See description for course TU2009)

Credits: .5-1

TU2309 Language and Academic Home Base (LAHB) Learning Center

Language Academic Home Base (LAHB) offers an intensive, multi-sensory, language-based academic program for students with language-based learning disabilities. Students in LAHB require specialized instruction in reading and writing, along with close case management to facilitate student progress. LAHB provides students with access to the general curriculum with individualized instruction and support in reading and writing. The LAHB learning center provides explicit instruction in executive functioning, study strategies, and meta-cognitive strategies for academic improvement in order to support students with self-advocacy skills and become independent learners.

Credits:1

TU2310 Learning Academic Home Base (LAHB) Learning Center (See course TU2309)

Credits: .5-1

TU2311 Learning Academic Home Base (LAHB) Learning Center (See course TU2309)

Credits: .5-1

TU2312 Learning Academic Home Base (LAHB) Learning Center (See course TU2309)

Credits: .5-1



TU2209 Homebase Learning Center

Homebase Learning Center serves students who require social/emotional support throughout the day in order to navigate academic, social and emotional challenges. Homebase provides a continuum of supports to students who may require instruction in social communication, social pragmatics, executive functioning, self-regulation, coping skills, navigating the social world, and managing the multiple academic and personal demands high school students face. This class provides a supportive learning community with close case management to facilitate student progress and support students' transition from 8th to 9th grade. For times when students' social/emotional needs impact their ability to attend and participate in regularly scheduled classes, this learning center is available throughout the day as a home base for students. Students meet with the Homebase clinician for scheduled weekly meetings, as well throughout the day on an as-needed basis.

Credits: 1

TU2200 Supported Learning Center (SLC)

The Supported Learning Center (SLC) serves students who require social/emotional support throughout the day in order to navigate academic, social and emotional challenges. SLC provides a continuum of supports to students who may require instruction in skills related to self-advocacy, emotional regulation, distress tolerance, executive functioning and interpersonal effectiveness. This class provides a supportive learning community with close case management to facilitate student progress and support students' transition from high school to post-secondary life. The SLC serves students who require an instructional home-base learning center for students who are experiencing social-emotional challenges that are interfering with their educational progress. Students in SLC receive comprehensive case coordination between school staff, outside clinicians, and caregivers. Students meet with the SLC clinician for scheduled weekly meetings, as well throughout the day on an as-needed basis. In addition to attending their regularly scheduled SLC blocks, SLC students may access the SLC on an as needed basis for times when students' social/emotional needs impact their ability to attend and participate in regularly scheduled classes.

Credits: .5-1

TU3000 Pathways Learning Center

Pathways Learning Center serves students with needs in social-communication, executive functioning, self-regulation, academics, and transition support. Students are provided with support around issues that interfere with their learning, relationships, and progress toward their individual goals. The Pathways learning center provides a continuum of explicit instruction in academic strategies, executive functioning skills, social communication, and coping skills in order to support students with self-advocacy and progress towards becoming independent learners. In addition to regularly scheduled class times, students are provided with a home base that they may use on an as needed basis when they are having difficulty navigating social and academic demands during the school day.

Credits: 1

TU4000 Reaching for Independence through Structured Education (RISE Community) Learning Center

Students in the RISE Community program participate in a learning center designed to provide students with instruction in the following skills: study, social, organizational, executive functioning, computer, life, and self-advocacy skills. RISE learning center provides students with the opportunity to preview and review class content, break down long term assignments and work on class projects with support from the RISE Community teacher and RISE Community program paraprofessionals.

Credits: 1

TU4002 Reaching for Independence through Structured Education (RISE Community): Functional Academic Skills

This course utilizes instruction that results in students' acquisition of reading, writing, math and adaptive skills that supports their independence and success in daily activities. By blending traditional academic work with real life tasks, students will make connections to their community and the world around them.

Credits: 1



TU4009 Reaching for Independence through Structured Education (RISE Community): Life Skills

This course is designed to teach life skills, social communication and increase independence. A variety of topics including (but not limited to) safety in the home and community, personal care, activities of daily living, organizing leisure skills, accessing community and transportation. During this class, pre-vocational skills are introduced and practiced. These skills include following directions and demonstrating skills to increase independence in completing tasks.

Credits: 1

CORE ACADEMIC CLASSES

EN1050 English I ★

This full year course for ninth graders integrates reading, writing and oral communication skill development through the study of literature. Instruction is both individualized and highly structured to facilitate the 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 read and respond to short stories, novels, essays and poetry. This course is designed to support students in building skills that help them prepare to take and meet high school Competency Determination requirements.

Credit: 1

EN1060 Language and Academic Home Base (LAHB) English I ★

This full year course for ninth graders integrates reading, writing and oral communication skill development through the study of literature. Instruction is both individualized and highly structured for those students with language-based learning disabilities to facilitate the 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 read and respond to short stories, novels, and poetry, and craft their own written work, both analytical and creative.

Credit: 1

EN2050 English II ★

This full year course for sophomores integrates development of reading comprehension and essay writing skills through the study of literature. Instruction is both individualized and highly structured to facilitate the development of reading comprehension, vocabulary, and writing skills. Students use organizers as a means of understanding concepts and organizing their own ideas. Students will read and respond to short stories, novels, essays and poetry. This course is designed to support students in building skills that help them prepare to take and meet high school Competency Determination requirements. .

Credit: 1

EN2060 Language and Academic Home Base (LAHB) English II ★

This full year course for sophomores integrates development of reading comprehension and essay writing skills through the study of literature. Instruction is both individualized and highly structured for those students with language-based learning disabilities to facilitate the 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 read and respond to short stories, novels, essays and poetry.

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. Instruction is both individualized and highly structured to facilitate the development of reading comprehension, vocabulary, and writing skills. Students use organizers as a means of understanding concepts and organizing their own ideas. Students will read and respond to 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.

Credit: 1

EN4050 English IV

This full year course focuses on increasing students' abilities to understand and analyze texts for a variety of causes. Students will be able to analyze themes across genres and present information verbally and in writing. Through classroom discussions, group and individual assignments this course is designed to prepare students to transition to adulthood via college and/or career pathways planning. In addition this course supports students in continuing to remediate areas of need in order to prepare for post-secondary life.

Credit: 1

MA1050 Geometry I ★

This math course is designed primarily for freshman that require a systematic approach to math instruction where the pace, volume and/or complexity of instruction is intentionally adjusted to address the individual learning needs of students. 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 taught in class and also rely on cooperative educational principles. This course is designed to support students in building skills that help them prepare to take and meet high school Competency Determination requirements. .

Credit: 1

MA2050, MA3050, MA4050: Integrated Math I, II, & III ★

These sequential Math courses examine algebraic, geometric, numeric relationships, and financial literacy. Emphasis is on building understanding of Concepts through hands-on investigation, pattern finding and group work. The course covers essential skills and concepts from traditional Algebra 1 and 2 courses. There is a concentration on building an understanding of mathematical concepts, applying previously learned strategies to solve problems, increasing comprehension of mathematical texts, and connecting mathematical concepts to real life scenarios. Building on students' individual performance in previous math classes, topics may include basic algebra, graphing techniques, quadratic equations, exponential functions and equations.

Credit: 1

SC1050 Applied Science I ★

This course will provide an integrated approach to studying physics and 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 physics and 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. This course is designed to support students in building skills that help them prepare to take and meet high school Competency Determination requirements.

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. This course is designed to support students in building skills that help them prepare to take and meet high school Competency Determination requirements. .

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 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. This course is designed to support students in building skills that help them prepare to take and meet high school Competency Determination requirements.

Credit: 1

SO1050 World History I: Identity, Status and Power

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 rank people? Who has power and why? How does wealth get produced and distributed? Through inquiry projects focused on these questions about personal identity, social rank, political power, and the meaning and distribution of wealth, students will learn and practice 21st-Century skills in collaboration, communication, and creativity. This course supports students in acquiring historical and social science literacy, writing skills, and essential understandings necessary for a successful high school social studies experience.

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.

Credit: 1

SO3050 United States History ★

This course is designed to survey 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.

Credit: 1

CONNECTIONS PROGRAM

THE CONNECTIONS Program is an education program that offers appropriate and relevant instruction for students with complex learning profiles who are on track to meet local and state graduation requirements within an inclusive high school setting. The Connections Program is designed to increase students' selfconfidence; independence; as well as academic, social and functional skills so that student's progress to a less restrictive environment.

CE2451, CE2452, CE2453 Transition Connections I, II & III

These courses are designed to provide students with explicit instruction in order to build and strengthen skills to improve academic functioning. Through small group instruction, students will learn and practice skills related to executive functioning, self-advocacy, transition, social pragmatics and social emotional regulation. Lessons are designed and implemented by the Connections' Special Education Teacher, School Counselor, Speech & Language Pathologist and/or Transition Specialist.

EN1051, EN1052, EN1053 Connections English Language Arts I, II & III ★

These English Language Arts courses integrate reading, writing and oral communication skill development through the study of literature. Instruction is both individualized and highly structured for students to facilitate the development of reading comprehension, vocabulary and writing skills. Students will read and respond to short stories, novels and poetry and craft their own written work.

MA1051, MA1052, MA1053 Algebra & Geometry Concepts I, II & III ★

These sequential Math courses examine algebraic, geometric and numeric relationships. Emphasis is on building understanding of Concepts through hands-on investigation, pattern finding and group work. There is a concentration on building an understanding of mathematical concepts, applying previously learned strategies to solve problems and increasing comprehension of mathematical texts. Building on students' individual performance in previous math classes, topics may include basic algebra, graphing techniques, quadratic equations, exponential functions and equations.

SC1051 Conceptual Physics 1 ★

This course is designed to examine the laws and principles of physics. This class meets within a science lab format and investigates and explores topics related to physics. Throughout the year, students will conduct a variety of experiments and will explore a variety of methods to report lab results. Topics covered include mechanics, electricity, magnetism and wave phenomenon.

SC1052, SC1053 Applied Science II & III ★

These courses are an integrated approach to studying life science and biology. Through practical applications along with experiments, students will study the structure and function of organisms, cell structures, heredity, classification and evolution. Body systems are integrated throughout the curriculum. Through interactive lectures and lessons along with laboratory investigations, students will study both molecular biology and the interactions of organisms and their environment.

TRANSITION

CE8801 Gateway I - Career and Postsecondary Readiness

This semester course is designed to explore foundational work readiness and increase students' prevocational, vocational, and college awareness skills. This course will also focus on building students' social-emotional learning, time-management, initiation, perspective taking, collaboration, interpersonal communication skills and work/college presentation. Students may begin internships and jobs within Brookline High School to learn a variety of skills for their career development. Students may be expected to write reflections in journals, develop a skills inventory and work portfolio, along with building college application skills. Students will have an opportunity to job shadow, explore community colleges, technical training programs, or other post-graduation job training opportunities. Seminars provide an opportunity to practice interview skills, and develop a resume and cover letter for jobs/college they are interested in pursuing and have the opportunity to interact with guest speakers from a variety of careers and colleges. Trained job coaches may supervise students in all work placements. These steps to college and career readiness will be differentiated to meet individual student needs.

Periods per week: Per IEP

Credit: .25 per Period

CE8802 Gateway II - Experiential Learning

This course is designed for students who would like to build additional independent adult skills through community-based internships or dual enrollment at a local community college. Students will work with BHS Transition staff to identify a pathway of interest and build the skills necessary to independently pursue these pathways. During internships, a job coach can be available to provide direct feedback on students' individual skills and support students' reflecting on their progress towards their individual college and career goals. Seminar curriculum is aligned with community internships that are linked to competencies of the common core standards. The staff reviews strengths, progress, social/emotional learning and areas for improvement with each student. Students are expected to maintain a log of self-evaluations completed at the end of each internship/job shift. Some of our job placements have included: Boston University dining services, the Co-op Barnes & Noble bookstore, BU Fitness Recreational facilities, the BU School of Education Recycling Program, and the Institute of Contemporary Art. While this course is intended to build on the Employment Seminar I curriculum, this course can be individualized based on student needs.

Periods per week: Per IEP

Credit: .25 per Period

CE2411 Transitions I

This semester course is designed to support students in preparing for future career and college pathways. Through a variety of activities and interest assessment students will clarify their vision for the future, identify individual goals, assess their own strengths and needs and develop self-determination skills. Students will have an opportunity to develop and expand independent adult living skills including personal health and wellness, social-emotional coping skills, community access and safety, household management, leisure, time management, functional academics and decision making. Additional goals will focus on self-awareness and self-exploration (value systems, choice making/self-determination skills). Through hands on practice, incidental learning, community engagement and seminar group work, students will acquire and practice these skills. These steps to independent adult living will be differentiated to meet individual student needs.

Periods per week: Per IEP

Credit: .25 per Period

CE2412 Transitions II

This semester course is designed to support students with advanced functional life skills and independent adult living skills. Lessons and activities include time management, functional academics, consumer responsibility, personal finance, obtaining a Mass ID and/or bank card, independent travel, and accessing community resources will be explored during this course. Students will continue to develop self-advocacy skills, personal health and wellness, and social-emotional skills. Through this course students will have increased opportunities in the community to practice these skills and make connections. Students will explore post-secondary resources including post-secondary education options. Learning will be linked to competencies from the common core standards. While this course is intended to build on Connections: Transition I curriculum, this course can be individualized based on student needs.

Periods per week: Per IEP

Credit: .25 per Period



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.

Credit: .25



ExCEL PROGRAM

The **ExCEL Program** is an on-campus, therapeutic special education program 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, isometris, 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. There is a concentration on building an understanding of mathematical concepts, applying previously learned strategies to solve problems, and increasing comprehension of mathematical texts.

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.

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. This course provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of personal, further learning and community settings. This subject provides the opportunity for students to prepare for post-school career and college pathways.

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. This course provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of personal, further learning and community settings. This subject provides the opportunity for students to prepare for post-school career and college pathways.

Credit: 1

World History: The Pre-Modern Era**SO2500 World History I: The Pre-Modern Era**

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. 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.

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.

Credit: 1

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.

Credit: 1

SO2700 United States History I 

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. 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.

Credit: 1

SO2800 United States History II ★

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. 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.

Credit: 1

ExCEL Science

SC2250 Applied Science I ★

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.

Credit: 1

SC1550 Applied Science II ★

This life science course is designed to be 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.

Credit: 1

SC2550 Applied Science III ★

This course is a continuation of introduction to biology started in Biology 1. Topics are covered again in greater depth, and they include 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.

Credit: 1

SC2280 Current Topics in Science

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.

Credit: 1

ENG2100 Excel Freshman English ★

This full year course for freshmen integrates reading, writing, and oral communication skill development through 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 read and analyze 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 instruction prepares students to independently produce strong paragraphs with varied sentence types. Throughout the year, students will read literature across genres and make connections by taking part in guided reading, discussions, debates, writing, and projects.

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 support a well-developed thesis statement. Throughout the year, students will explore literature across cultures and make connections by taking part in guided reading, discussions, debates, writing, and projects.

Credit: 1

ENG2210 Excel Junior English

This full year course for juniors integrates the 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, 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 support a well-developed thesis statement and incorporate evidence from the text effectively. Students successfully complete a Junior Paper with ongoing structured support. Throughout the year, students will read literature and make connections by taking part in guided reading, discussions, debates, writing, and projects.

Credit: 1

ENG2300 Excel Senior English

This full year course for seniors teaches writing in response to literature. This course provides an exploration of themes across a variety of literature and time periods. Students will read 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 well-developed thesis while incorporating evidence from the text effectively. Students successfully complete a Senior Paper with ongoing structured support. Throughout the year, students will read literature from various time periods and make connections by taking part in guided reading, discussions, debates, writing, and projects.

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, transition skills, community building, and school preparedness.

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.

Credit .5

VA86EX Exploring Film

This half-year course explores 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, and analyzing film techniques, style, and effects. Students will demonstrate an understanding of content through participation in discussions, as well as reflective writing.

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 observe, 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.

Credits .5

SC5501 Engineering The Future I

Engineering the Future I is a semester long, hands-on, project based course 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.

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. personalized fitness training, tennis, badminton, ultimate Frisbee, boxing for fitness). Students will also participate in health education lessons. This class is co-taught.

Credits: .5

ExCEL Study Skills

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 receiving support from a dual certified special education teacher and a content area teacher. Students will prioritize their work based on their individualized goals and objectives related to academic behavior, executive functioning, and school preparedness.

Credits: 1.0



WINTHROP HOUSE

Winthrop House, a public therapeutic day school, provides unique learning opportunities in an emotionally and physically safe and supportive therapeutic environment. Students learn in small classes that provide opportunities for individualized support and challenge while having access to therapeutic support. The following courses are offered within the Winthrop House setting and determined through the IEP team process. These courses may be taken more than once as needed.

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, coordinate transformations, and informal proof. Emphasis is on building understanding of concepts through hands-on investigation, pattern-finding, and cooperative group work. Credit: 1

MA5200 Algebra 2

This course introduces students to second year algebra concepts. Topics of study include quadratic equations, function operations and analysis, polynomial functions, an introduction to probability concepts and univariable statistics. Time permitting, the course includes the study of exponential functions and equations. Many of these concepts will be further explored in grade 11. Credit: 1

MA5600 Intermediate Math

An extension of Algebra 2 for students who need additional time to master skills. Building on students' individual performances in previous math classes, we will revisit and reinforce, as needed, topics covered such as: 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. Credit: 1

MA5300 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 sampling distributions, polynomials, functions, radical equations, exponential equations, logarithms and unit circle trigonometry. Equal emphasis is placed on skill development, function analysis, and collaborative problem solving. Credit: 1

MA5400 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. Credit: 1

SOCIAL STUDIES @ Winthrop House

SO6100 World History: Identity, Status, and Power

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 rank people? Who has power and why? How does wealth get produced and distributed? Through inquiry projects focused on these questions about personal identity, social rank, political power, and the meaning and distribution of wealth, 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. Credit: 1



SO6200 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. Students will read scaffolded primary and secondary sources in addition to a grade-level textbook. All students will write a research essay in order to fulfill course requirements

Credit: 1

SO6300 United States History

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.

Credit: 1

SO6600 Contemporary History

This course is designed to take an in-depth look at the events of the 21st 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.

Credit: .5

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? Students will read and discuss passages from a variety of philosophers such as, Plato, Descartes, Kant, and Sartre who attempt to answer these questions. 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.

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, energy, electricity, magnetism, and wave phenomenon.

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, body systems, and ecology. Body systems are integrated throughout the curriculum. The course begins at the molecular level and culminates with the application to everyday life experiences through interactive lectures, laboratory exercises, and class discussions.

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.

Credit: 1

SC7400 Current Topics in Science

This full year course is seminar based, fostering 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 scientific topics to their lives and their community.

Credit: 1



ENGLISH @ Winthrop House

EN8100 Responding to Literature

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. Students move 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. Credit: 1

EN8200 World Literature

Students study key works of literature from various world cultures, and focus 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 learn about the larger world and our own place in it? The classes encourage students to think of literature as windows and mirrors. Students will write well-developed analytical essays with thesis statements, topic sentences, and unified paragraphs with specific (often textual) evidence to prove logical arguments. Credit: 1

EN8300 American Literature

Students study American literature in historical and cultural context, identifying recurrent themes. 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." Students will investigate and enhance vocabulary, writing styles, and grammar techniques. Composition work concentrates on writing strong essays that support a well-developed thesis statement and incorporate evidence from the text effectively. Students successfully complete a Junior Paper with ongoing structured support. Throughout the year, students will read literature and make connections by taking part in guided reading, discussions, debates, writing, and projects. 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 completion of an experiential project based independent capstone. Credit: 1

EN8600 Independent English

This contract-based, independent study 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 the student's level of proficiency, the student and teacher review an appropriate course plan, 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 their progress. 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.

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.

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 graduation requirement. Required course for one semester each school year. Credit: .25

THERAPEUTIC/GUIDANCE COMPONENT @ Winthrop House

TU9000 Tutorial

This class provides academic monitoring and assistance daily 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 academic potential. Credit: .25 per semester

TU0310 9th grade Advisory TU0320 10th grade Advisory

TU0330 11th grade Advisory TU0340 12th grade Advisory

Seminar Courses involve students in four different sessions: (1) weekly groups run by clinical personnel, (2) a weekly community meeting which promotes group interactions and fosters communication skills, (3) 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. Credit: 1.0

TU0400 Learning Center

This course is designed to allow students to develop their academic strategies with the support of Winthrop House Staff. Depending on the needs of individual students, staff will review strategies including organizational and study skills, preparing for assessments, and time management.

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 class on the BHS main campus. 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.

Credit: .25- 1 + contact with mentor

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. 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. This is a one-semester course which may be taken more than once.

Credit: .25

ELECTIVES: in Career and Tech Ed/Community Service

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.

Credit: .25

CE4100 Work Study

This program is designed to help students benefit from work experience. Students receive credit for working at least 10 hours per week. Requirements include periodic conferences with the Work Study Coordinator and regular evaluations by the work site supervisor.

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.

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 taken more than once. Course offered based on student enrollment.

Credit: .5

VA9200 Mixed Media

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.

Credit: .25



VISUAL ARTS

In Brookline we believe that the visual arts provide a unique and necessary understanding of culture; develop creativity and problem-solving skills; provide tools for verbal and nonverbal communication of ideas; and develop the capacity in students to make wise and informed choices about our aesthetic and material culture. We further believe that the making of art is of benefit to all students and that all students have within them the capacity to think and work creatively.

The visual arts program supports students in becoming confident, capable, lifelong learners and makers. In well-equipped and purpose-designed studios we ground our teaching in extensive, first-hand knowledge and experience of materials, processes, and ongoing artistic practice. We believe in challenging students to develop curiosity, flexible thinking, and their unique artistic voice and we support that developing confidence by teaching students the material fluency, design thinking, and technical skills required to create their work.

Every student is encouraged to enroll in several visual arts courses during their time at Brookline High School. We offer a wide range of courses along three different pathways: [2D Studio Art](#), [3D Studio Art](#), and [Digital Design and Media Production](#). Foundation-level courses are open to all students in grades 9-12 and no prior experience is required for enrollment. For students interested in deepening their learning in any of these areas we also offer Intensive, Advanced, and AP-level visual arts experiences. Learning pathways for the visual arts are detailed below. Students may take a variety of coursework to build a broad foundation experience or follow along a single pathway towards mastery in that area. AP Art and Design is open to seniors with advanced level experience working in any of the three pathways except for Media Production. Students submitting to the College Board's AP Art and Design portfolio exam may receive college credit for the work done in this class.

GRADUATION REQUIREMENTS Graduation from Brookline High School requires three credits within the electives programs (Career and Technology Education, Performing Arts, and Visual Arts). Credits can be distributed across the three departments or met through the Electives Pathways Alternative option with courses taken all in one elective area. The Electives Pathways Alternative also allows for some credits in other subject areas to be redirected towards your elective pathway – contact your guidance counselor for more information.

Visual Arts Pathways

	2D Studio Art Pathways			
Foundations (no prerequisite)	Drawing Foundations VA1001	Painting Foundations VA2001	Drawing for Understanding in Field Science VA6100/SC6100	Art Studio: Mixed Media VA0101
Intensive	Drawing and Painting Intensive VA/1201/VA2101			
Advanced	Advanced Portfolio Preparation VA9300			
AP	AP Art and Design: 2D Design or Drawing VA9000			

	3D Studio Art Pathways			
Foundations (no prerequisite)	Ceramics Foundations VA5001	Metalsmithing Foundations VA6001	Wearable Art and Apparel Design VA3101	Artist's Books & Visual Journals VA0150
Intensive	Ceramics Intensive: Wheel-Throwing VA5101	Ceramics Intensive: Sculpture VA3001	Metalsmithing Intensive VA61/01	Intro to Engineering TE4501-02 Engineering by Design SC5500/TE5500
Advanced	Ceramics Advanced VA5200	Engineering Innovation & Design - Design: Create: Innovate SC5600/TE5600		
AP	AP Art and Design: 3D Design VA9000			

	Design, Photography, and Media Pathways					
	Photography Pathway		Digital Design Pathway		Media Production Pathway	
Foundations (no prerequisite)	Digital Photography VA7001	Darkroom Photography VA9700	Graphic Design VA9101 CE9101	Animation Design VA8101	Digital Video VA9310 CE9310	TV Production VA9800 CE9800
Intensive	Photography Intensive VA7101		Graphic Design Studio VA9201 CE9201	Animation Design Studio VA8201	Digital Video Intensive VA9320 CE9320	TV Production Intensive VA9900 CE9900
Advanced	Advanced Photography VA7300 Advanced Portfolio Preparation VA9300		Advanced Digital Design Studio VA9520/CE95 Advanced Portfolio Preparation VA9300		Advanced Media Production VA9600/CE9600	
AP	AP Art and Design: 2D Design VA9000					

2D STUDIO ART PATHWAYS

[VA1001 Drawing Foundations](#)

Make your mark on the world in a drawing class! Drawing is foundational to study in the visual arts, it's a way of communicating ideas that moves beyond language and is accessible to everyone. In this class, we will work with a wide range of drawing materials and techniques to develop our observational, illustrative, abstract, and imaginative drawing skills. Students will be introduced to a diverse range of contemporary artists and consider the vital role that art and artists play in our society to create, challenge, and change communities and culture. No prior drawing experience required.

Grade: 9-12



Credit: .5

[VA1201 Drawing Intensive](#)

Building on Drawing Foundations, students will continue to further the skills acquired in Drawing Foundations to express their ideas, interests, and experiences. Students will tackle various visual subjects as they work representationally and non-objectively. Assignments will challenge students to demonstrate their burgeoning drawing skills, attention to composition, modeling form to create three-dimensionality, and the ability to create a convincing sense of perspective. Students will work to convey ideas about the subjects beyond mere appearance to develop a unique artistic signature. Full engagement in group critiques, self-reflection, and a willingness to experiment and embrace new ways of working are paramount to success in the class.

Grade: 9-12 Prerequisite: Drawing Foundations or Drawing for Understanding in Field Science.



Credits .5

[VA2001 Painting: Foundations](#)

Color, brushstroke, and composition are all visual tools that can profoundly impact the artist's communication of their vision. Students in the painting course will exercise their ability to make choices and think creatively about how they can express their ideas visually through the design and execution of the work. Painting students will work and develop skills in various media, including tempera, watercolor, oil, and acrylic paints. Students in this class explore representational and non-objective ways of working to express their vision and analyze artwork and art movements that relate to each assignment. Exploration and experimentation with materials, group critiques, self-reflection, an exhibition of work, and a willingness to try new ways of working are all part of the course expectations.

Grade: 9-12



Credits .5

[VA2101 Painting Intensive](#)

Building on their Painting Foundations experience, students will continue to further their skills to express their ideas, interests, and experiences. Students will tackle various visual subjects as they work representationally and non-objectively. Assignments will challenge students to demonstrate burgeoning painting skills, attention to composition, modeling form with color to create three-dimensionality, the competent use of painting tools, and developing a convincing sense of perspective. Students will work to convey ideas about the subjects beyond mere appearance to develop a unique artistic signature. Full engagement in group critiques, self-reflection, and a willingness to experiment and embrace new ways of working is paramount to success in the class.

Grade: 9-12

Prerequisite: Painting Foundations



Credits .5

[VA6100/SC6100 Drawing for Understanding in Field Science](#)

Direct observation and construction of knowledge lies at the heart of what both scientists and artists do. In this cross-disciplinary foundational 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 scientific investigation, students communicate their scientific knowledge to others through visually powerful images. 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 credits in the Visual Arts Dept. or in the Science Dept.

Grade: 9-12



Credit: .5 (VA or SC)

[VA0101 Art Studio/Mixed Media](#)

Not sure which art class to choose? Curious about exploring different materials and ideas? Art Studio is the perfect place to start. In this course, students experiment with a variety of artmaking techniques, including two-dimensional processes like painting, drawing, and printmaking as well as three-dimensional methods for building with wire, cardboard, plaster, felt, and/or found materials. Projects are inspired by contemporary artists from around the world and from diverse backgrounds, giving students a broad view of how art connects to culture, identity, and personal experience. Each assignment focuses on building skills and techniques while encouraging creativity, experimentation, and the development of a personal artistic voice. By the end of the course, students will have a better understanding of how they like to work as artists, helping them confidently choose future Visual Arts classes. If you're open-minded, curious, and ready to try new things, Art Studio is for you.

Grade: 9-12

No Prerequisite Required

Credit: .5



[VA9300 Advanced 2D Portfolio Preparation](#)

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 to build breadth in their portfolios. Students focus on developing sophisticated visual solutions to design problems and conceptual challenges. 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. Students will develop a portfolio suitable for college and scholarship applications and serve as the foundation for an AP level portfolio for students who continue their artistic studies by enrolling in AP Art and Design in their senior year.

Grade 11-12

Prerequisite: Intensive level work in any 2D area

Credits: 1.0



[VA9000 AP Art and Design: Drawing/2D Design/3D Design](#)

AP Art and Design is a college-level class open to seniors who have completed advanced work in a visual arts pathway. In accordance with the College Board's AP Art and Design exam requirements, students will create a portfolio of work dedicated to exploring an individually developed inquiry in one of the three areas: Drawing, 2D Design, Photography, or 3D Design. Using strong previously developed skills, intuition, imagination, and refined critical thinking skills, students will engage in this inquiry-based learning environment with robust artistic practice, experimentation, and revision at the forefront of their work. The AP student will be able to work independently to devise challenges and solve visual problems that further explore and express their Inquiry Statement. Expectations for the course include developing an artistic vision, maintaining high personal work expectations, meeting deadlines, preparing work for public viewing, weekly journal work, group critique, and formal artistic statements. Students should prepare to spend at least three hours weekly outside of class time on their artwork. Students are strongly encouraged to review the AP site for further course information or schedule an appointment with the instructor.

Grade: 12

Credit: 1



3D STUDIO ARTS PATHWAYS

[VA5001 Ceramics: Foundations](#)

Ceramics students learn the basic principles of using clay as a medium to create both functional and sculptural objects. Students explore techniques for creating pinch pots, coil pots, slab building, and wheel throwing. With careful observation of the way clay reacts to gravity, air, water, and touch, students gain the necessary understanding of structural integrity unique to this material. The class is taught with an emphasis on developing craftsmanship and creativity through keen observation of the processes, thoughtful practice of new skills and techniques, and the development of individual ideas. 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.

No Prerequisite

Credits: .5



[VA5101 Ceramics Intensive: Wheel Throwing](#)

Building on their knowledge of clay and glaze developed in Ceramics Foundations, students learn to use the potter's wheel as a tool to investigate both form and function. This course provides in-depth instruction on basic wheel-throwing skills and techniques. Throughout the semester, we will learn what constitutes good form, quality craftsmanship, and vessel specific utility. As we progress through the semester students will begin to challenge the creative and expressive potentials of wheel thrown vessels as they explore their individual creative voices. Group discussions, critiques, sketching, and gathering references are a requirement for the course and help to develop communication skills for analysis and critical thought.

This course has a lab fee of forty dollars. Financial assistance is available.

Grade: 9-12.

Prerequisite: Ceramics Foundations

Credits: .5



[VA3001 Ceramics Intensive: Sculpture](#)

Building on their knowledge of clay and glaze developed in Ceramics Foundations, students will complete a series of projects that focus on the figure, mixed media, and installation. Throughout the semester, we will explore the expressive qualities of clay, challenge ourselves to increase scale, investigate the potential of multiples, and experiment with non-traditional surface treatments. Projects will challenge students to develop their ideas by exploring concepts such as identity, form, space, or narrative. Group discussions, critiques, sketching, and gathering references are a requirement for the course and help to develop communication skills for analysis and critical thought.

This course has a lab fee of forty dollars. Financial assistance is available.

Grade: 9-12.

Prerequisite: Ceramics Foundations.

Credits: .5



[VA5200 Ceramics Advanced](#)

The world of ceramics is filled with infinite possibilities that span design, utility, and fine arts. This class pushes students to figure out where they want to focus their investigations, while developing a clear and concise concept that drives their creative decisions. Students will construct their ideas while demonstrating experimentation, risk taking, and creative explorations of the material. Throughout the semester, we will produce a personal and sophisticated body of work that is technically proficient, exhibits critical thinking, articulation, and commitment. Sketching, research, collecting source material in both historical and contemporary contexts, exhibiting your work, documenting your process, and final pieces are requirements for the course. Critiques and group discussions are also required and help to develop communication skills for analysis and critical thought. This class has a lab fee of forty dollars. Financial assistance is available.

Grades 10-12

Prerequisite: Ceramics Intensive : Sculpture and Wheel Throwing

Credits:.5 or 1.0



[VA6001 Metals: Foundations](#)

Are you a student who looks at crafted objects and wonders, how did they do that? Or, a student interested in jewelry: earrings, rings, and pendants? Imagine creating three-dimensional metal objects from a sheet of metal much like a sheet of paper. In Metals Foundations, you will learn to saw, file, bend, shape, and solder metals (that's where the fire comes in!) to create small metal sculptures and metal jewelry. You will use your observation skills, follow your intuition, tap into your imagination, and view outside sources to design and create such objects. Students who take this class often express amazement about what they eventually create. Students must commit to regular class attendance to understand and follow all safety protocols. No weapons of any kind may be made in this class.

Grade: 9-12

Credits .5



[VA6101 Metals Intensive](#)

Metals Intensive students build on the skills acquired in Metals Foundations as they engage in the age-old dilemma of manipulating, and shaping metal and related material. Using observational skills, imagination and intuition, students will design and execute small sculptural objects not limited to jewelry. The assignments require students to create work that demonstrates increased independence, a deeper understanding of the material, stronger manipulative skills, and the ability to skillfully combine processes. This course has a forty-dollar lab fee. Financial assistance is available.

Grade: 9-12

Prerequisite: Metals Foundations

Credits .5



[VA3101 Wearable Art and Apparel Design](#)

This course offers an exciting exploration into the world of apparel design and wearable art, encouraging creativity and self-expression through garment and sculpture construction. Students will learn the fundamental principles of constructing wearables, from conceptualization and illustration to execution. Utilizing traditional fiber techniques such as machine and hand sewing, weaving, beading, and textile design, students will create work that directly interacts with the human figure. Students will also gain an understanding of both historical and contemporary views of fashion and material culture, including the history of fiber arts from the earliest woven work through the advent of fast fashion and its social, economic, and ecological impacts.

Grade: 9-12

No Prerequisite

Credits .5



[VA0150 Artist's Books and Visual Journals](#)

Artist's books are handmade, thematic, interactive, and self-contained - they allow artists to tell stories, with and without text, that explore their personal interests and experiences. In this class, we will be learning a variety of techniques for creating artist's books and using them to reflect on and express how we experience our inner and outer worlds. We will be making our own visual journals and we will use those journals throughout the course to practice, experiment, collect ideas, and reflect as we grow into the artists we want to be.

Grades: 9-12

.5 Credit



[VA9300 Advanced 2D Portfolio Preparation](#)

Advanced drawing, painting, photography, and digital design students will develop their ability to respond to conceptual challenges while continuing to further and refine technical skills in their preferred media. Students will access and use Design Thinking Domains to guide them in independently generating ideas and developing visual solutions to assigned artistic challenges. Students will use their observations, intuition, imagination, and critical thinking skills to create a body of work that is conceptually strong, personally meaningful, and skillfully created. The successful completion of the course will allow students to develop a portfolio suitable for college and scholarship applications. The course will also serve as a strong foundation for students seeking to continue their artistic studies by enrolling in AP Art and Design in their senior year.

Grade 11-12

Prerequisite: Intensive level work in any of the 2D areas

Credits: 1.0



[VA9000 AP Art and Design: Drawing/2D Design/3D Design](#)

AP Art and Design is a college-level class open to seniors who have completed advanced work in a visual arts pathway. In accordance with the College Board's AP Art and Design exam requirements, students will create a portfolio of work dedicated to exploring an individually developed inquiry in one of the three areas: Drawing, 2D Design, Photography, or 3D Design. Using strong previously developed skills, intuition, imagination, and refined critical thinking skills, students will engage in this inquiry-based learning environment with robust artistic practice, experimentation, and revision at the forefront of their work. The AP student will be able to work independently to devise challenges and solve visual problems that further explore and express their Inquiry Statement. Expectations for the course include developing an artistic vision, maintaining high personal work expectations, meeting deadlines, preparing work for public viewing, weekly journal work, group critique, and formal artistic statements. Students should prepare to spend at least three hours weekly outside of class time on their artwork. Students are strongly encouraged to review the AP site for further course information or schedule an appointment with the instructor.

Grade: 12

Credit: 1

Prerequisite Courses: Advanced Portfolio Preparation (VA9300) or **advanced work** in 3D Design, Photography, or Digital Design Pathways.



DIGITAL MEDIA ARTS PATHWAYS

[VA7001 Digital Photography Foundations](#)

How do pictures tell stories? What skills are needed to start making pictures instead of just taking them? In this course, students will explore the narrative and artistic possibilities of digital photography. Projects will investigate still life, portraiture, landscape, capturing action, and digital manipulation. Each assignment helps students build skills with camera techniques, composition, and visual storytelling. After each photoshoot, students will use Adobe Lightroom and Photoshop to enhance and transform their images into unique works of art. Cameras are available for loan as required. This course has a lab fee of forty-five dollars. Financial assistance is available



Grade: 9-12

No Prerequisite

Credits .5

[VA9700 Darkroom Photography Foundations](#)

How were photographs created before digital cameras? How does the alchemy of chemistry, light, and the click of the shutter combine to capture images on film? Through hands-on experiences, students will delve into the enchanting process of creating photographs without the digital screen and discover the satisfaction of producing tangible, one-of-a-kind prints while honing their artistic vision. Students will learn the fundamentals of photography, including film camera operations, exposure, composition, and lighting. In addition, students will experiment with alternative cameras and printing processes such as pinhole and cyanotype. Class time will be spent working in the darkroom, shooting pictures, watching demonstrations, and participating in critiques. Cameras are available for loan as required. This course has a lab fee of forty-five dollars. Financial assistance is available



Grade: 10-12

Credits .5

[VA7210 Photography Intensive](#)

Photography Intensive will refine the skills introduced in level one photography classes and deepen their understanding of both digital and darkroom techniques. Projects allow students to develop numerous bodies of work, exploring concepts including lighting, composition, alternative processes, and reusing/remaking existing imagery. Students will create complex images as they engage in artistic thinking, problem-solving, and the exploration of visual ideas. Students will investigate the field of contemporary photography to understand the work and perspective of a diverse range of professional photographers. Students will actively participate in exhibitions and group critiques to support and learn from one another through generous attention, insightful feedback, and respect for the work and process of artistic development. Cameras are available for loan as necessary. This course has a lab fee of forty-five dollars. Financial assistance is available



Grade: 9-12

Prerequisite: Darkroom Photography and/or Digital Photography

Credit: .5

[VA7300 Photography Advanced](#)

Advanced Photography 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 critique, class discussions, and exhibit work regularly. Cameras are available for loan if necessary. This class has a lab fee of forty-five dollars. Financial assistance is available.



Grades:10-12

Prerequisite: Photography Foundations and Photography Intensive

Credit .5

[VA9300 Advanced 2D Portfolio Preparation](#)

Advanced drawing, painting, photography, and digital design students will develop their ability to respond to conceptual challenges while continuing to further and refine technical skills in their preferred media. Students will access and use Design Thinking Domains to guide them in independently generating ideas and developing visual solutions to assigned artistic challenges. Students will use their observations, intuition, imagination, and critical thinking skills to create a body of work that is conceptually strong, personally meaningful, and skillfully created. The successful completion of the course will allow students to develop a portfolio suitable for college and scholarship applications. The course will also serve as a strong foundation for students seeking to continue their artistic studies by enrolling in AP Art and Design in their senior year.

Grade 11-12

Prerequisite: Intensive level work in any of the 2D areas

Credits: 1.0



[VA9000 AP Art and Design: Drawing/2D Design/3D Design](#)

AP Art and Design is a college-level class open to seniors who have completed advanced work in a visual arts pathway. In accordance with the College Board's AP Art and Design exam requirements, students will create a portfolio of work dedicated to exploring an individually developed inquiry in one of the three areas: Drawing, 2D Design, Photography, or 3D Design. Using strong previously developed skills, intuition, imagination, and refined critical thinking skills, students will engage in this inquiry-based learning environment with robust artistic practice, experimentation, and revision at the forefront of their work. The AP student will be able to work independently to devise challenges and solve visual problems that further explore and express their Inquiry Statement. Expectations for the course include developing an artistic vision, maintaining high personal work expectations, meeting deadlines, preparing work for public viewing, weekly journal work, group critique, and formal artistic statements. Students should prepare to spend at least three hours weekly outside of class time on their artwork. Students are strongly encouraged to review the AP site for further course information or schedule an appointment with the instructor.

Grade: 12

Credit: 1

Prerequisite Courses: Advanced Portfolio Preparation or **advanced work** in 3D Design, Photography, or Digital Design Pathways.



[VA9101/CE9101 Foundations of Graphic Design](#)

Graphic design is everywhere in our lives - it's in our advertisements, our magazines, the products we buy, and the packaging for those products. In Graphic Design Studio you will learn how to digitally draw, paint, and design using industry-standard programs and professional quality tools and materials. Discover the elements and principles of design and how graphic designers use them to create visual compositions incorporating text and images to communicate a mood, message, and style. In this class, you will make work that addresses real-world assignments typical in the industry while still leaving room for self-expression and following your passions.

Grade: 9-12

Credit: .5



[VA9201/CE9201 Graphic Design Intensive](#)

Take your ideas further and wider in this second-level graphic design course. In this class, you will build upon your foundation to create communication designs for conveying complex information, illustrations, brand identity, and campaigns. Through investigations of the history of graphic design and examinations of real-world case studies, students will learn about what it is like to work in an exciting array of fields open to graphic designers.

Grade: 10-12 Prerequisite: Foundations of Graphic Design, Digital Design I or Digital Drawing I Credits .5 (VA or CTE)



[VA8101 Foundations of Animation](#)

Animation is a spellbinding way to tell stories - absolutely anything can happen! Using industry-standard programs and tools, students will create single-panel comics, sequential narratives, and animations. Students will develop their stories from character design to storyboarding, through background, and point of view. The class will culminate with a longer animation or multi-page comic to tell a fuller story about who they are and what kind of stories interest them.

Grade: 9-12

Credit: .5



[VA8201 Animation Intensive](#)

Do you have a story that you would like to see come to life? In this next-level class, students will build upon their established foundation of skills to tell the stories they want to tell. Investigations into the history of animation and screenings of innovative animation clips will help students see their work as a part of a continuum of visual storytellers who instruct, amuse, and connect people through animation. In this stimulating environment, students will develop the best version of their concepts with active participation in screenings, discussions, and critiques.

Grade: 9-12 Prerequisite: Foundations of Animation, Animation I, Comics 101, or 3D Animation) Credits .5



[VA9520/CE9520 Advanced Digital Design Studio](#)

Are you thinking about a career as a designer? This class is for experienced graphic artists and animators interested in working on longer-term projects that communicate ideas and stories in visually powerful and persuasive ways. A creative community of learners will support one another through weekly discussions, presentations, and critiques. Visiting artists from the fields of graphic art and design will share their work and process. Students will create a project portfolio that showcases their skills and is a balance of client-driven assignments with longer-term passion projects.

Grade: 11-12 Prerequisite: Graphic Design Intensive or Animation Intensive

Credits .5



[VA9300 Advanced 2D Portfolio Preparation](#)

Advanced drawing, painting, photography, and digital design students will develop their ability to respond to conceptual challenges while continuing to further and refine technical skills in their preferred media. Students will access and use Design Thinking Domains to guide them in independently generating ideas and developing visual solutions to assigned artistic challenges. Students will use their observations, intuition, imagination, and critical thinking skills to create a body of work that is conceptually strong, personally meaningful, and skillfully created. The successful completion of the course will allow students to develop a portfolio suitable for college and scholarship applications. The course will also serve as a strong foundation for students seeking to continue their artistic studies by enrolling in AP Art and Design in their senior year.

Grade 11-12 (Prerequisite: Intensive level work in any of the following 2D areas: drawing, painting, printmaking, photography, and graphic design)

Credits: 1.0



[VA9000 AP Art and Design: Drawing/2D Design/3D Design](#)

AP Art and Design is a college-level class open to seniors who have completed advanced work in a visual arts pathway. In accordance with the College Board's AP Art and Design exam requirements, students will create a portfolio of work dedicated to exploring an individually developed inquiry in one of the three areas: Drawing, 2D Design, Photography, or 3D Design. Using strong previously developed skills, intuition, imagination, and refined critical thinking skills, students will engage in this inquiry-based learning environment with robust artistic practice, experimentation, and revision at the forefront of their work. The AP student will be able to work independently to devise challenges and solve visual problems that further explore and express their Inquiry Statement. Expectations for the course include developing an artistic vision, maintaining high personal work expectations, meeting deadlines, preparing work for public viewing, weekly journal work, group critique, and formal artistic statements. Students should prepare to spend at least three hours weekly outside of class time on their artwork. Students are strongly encouraged to review the AP site for further course information or schedule an appointment with the instructor.

Grade: 12

Credit: 1

Prerequisite Courses: Advanced Portfolio Preparation or advanced work in 3D Design, Photography, or Graphic Design Pathways



[VA9310/CE9310](#) **Digital Video Foundations**

Let's make some movies! In this course, you will learn basic video-making skills, including how to use a video camera and audio equipment, as well as explore digital editing techniques using the Adobe Creative Suite. You will use these skills to record and edit videos that explore themes from your point of view. We will analyze work by both traditional filmmakers and video artists and learn from these professionals how to tell visually powerful and persuasive stories through video. Students will work individually and in collaboration with other students. Opportunities to hear and learn from professionals within the local filmmaking community, including Brookline Interactive Group, will help us to take the skills you learn in this class forward into a career in the industry.



Grade: 9-12

No Prerequisite

Credit: .5 (VA or CTE)

[VA9320/CE9320](#) **Digital Video Intensive**

This course builds on the skills students developed in Digital Video Foundations with a focus on bringing together all the elements of filmmaking to emphasize our creative voice. Students in this class will develop story ideas, create scripts, design storyboards, select music, add special effects, cast, film, and edit their own videos. Professional collaborators will offer a window into working within the industry, and students may investigate internship opportunities with partner organizations, including the Brookline Interactive Group. 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. Students will explore mise-en-scene and conduct an in-depth analysis of a production topic. The semester culminates with students writing, filming, and editing their own short film.



Grade: 9-12

Prerequisite: Digital Video Foundations

Credits .5 (VA or CTE)

[VA 9800/CE9800](#) **Television Production Foundations**

Come make a TV show! This project-based course gives students real-world television production experience. Students work as a class to create both an episode of an established serial anthology and a live-to-tape news show. No previous experience is needed; you will learn how to operate cameras, how to capture and mix sound, how to edit using Premiere Pro, and how to write copy for TV. There is a strong emphasis on teamwork and professionalism. All projects air on local cable access. Students completing this course will be eligible to take future courses in TV Production and Digital Video.



Grade: 9-12

No Prerequisite

Credit: .5 (VA or CTE)

[VA9900](#) **Television Production Intensive**

TV Production Intensive builds on the basic skills that we learned in TV Production Foundations. Working collaboratively, students will become more competent with technology as they create media productions for TV. There is a strong emphasis on teamwork, competent use of equipment, communication skills, and professionalism. At the Intensive level, students take on a leadership role in the production crew. All projects air on local cable access.



Grade: 9-12

Prerequisite: Television Production 101/Foundations

Credits .5 (VA or CTE)

[VA9600/CE9600](#) **Advanced Media Production**

Are you thinking about a career in TV or video production? This class is for experienced media production artists working in both TV and Digital Video who are interested in longer-term projects that communicate ideas and stories in visually powerful and persuasive ways. Students will work on real-world client-driven projects as well as longer-term personal passion projects. A creative community of learners will support one another through weekly discussions, presentations, and critiques. Visiting artists from the fields of TV and Digital Video Production will share their work and process. Experience in this class will prepare students to pursue internships with local media production outlets.



Grade: 11-12

Prerequisite: TV Production Intensive and Digital Video Intensive

Credit: .5 (VA or CTE)

WELLNESS EDUCATION

The Brookline High School Wellness Education Program is designed to provide students with the knowledge and skills necessary to develop behaviors and attitudes to be healthy and physically active for a lifetime. The Wellness Education Program establishes a learning environment where students feel safe, supported, valued, empowered, and appreciated. The program also affords students opportunities to recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

In the 9th grade, all students are required to pass one semester of Lifetime Wellness. This course is designed to showcase the correlation between health education and physical education. This course meets four times per week for one semester; two days in the classroom and two days for physical activity outside, in the gyms, the yoga studio and the fitness center.

In the classroom, using a skills-based approach, health education utilizes accurate, current, and creative lessons to facilitate student learning and skill development. On activity days, students are exposed to a wide variety of inclusive, active, challenging, and enjoyable physical activities.

Courses in 10th, 11th, and 12th grades are designed to provide students with a selection of personal fitness and lifetime activities on a semester basis. The integrated wellness approach supports student engagement. The process involves teacher guidance, student interaction and engagement, assessment, and opportunities to practice and participate.

Students in grades 10th, 11th and 12th may choose to earn their Wellness Education credit with a BHS interscholastic sport. One sport equals one semester of Wellness Education credit. Final grade (P or F) is contingent upon completing the entire season. If a student does not complete the season for any reason, they must make up the credit. Please see the course descriptions for more complete details and requirements, including making sure the course is in your schedule before the season begins and what to do if you do not complete the season. Club and intramural sports do not qualify for credit.

BHS Performing Arts Department dance classes may be used to fulfill the annual wellness credit requirement for grades 10th, 11th and 12th.

Brookline High School has a four-year graduation requirement in Wellness Education. Students must earn wellness credit every year.

*All students must meet the health education requirement for graduation. This requirement can be met through the 0900 Lifetime Wellness course, the Advanced Wellness course, and/or the Integrated Wellness Course. Transfer students who did not complete a health education at their prior school must meet this requirement.

WE0900 Lifetime Wellness

This course is required for all 9th-grade students and students who join BHS after grade 9 as part of their graduation requirements.

Lifetime Wellness incorporates skills-based health education and physical fitness concepts and practices.

Skills-based health education provides students with content knowledge and continuous opportunities to practice skills, aligned with the National Standards for Health Education (i.e., health promotion and disease prevention, analyzing influences on health behaviors, accessing valid information, products and services, decision-making, goal setting, communication, advocacy for personal, family, and community health), to enhance health and avoid or reduce risk behaviors. Students will gain content health knowledge related to: CPR/AED training, mental health literacy, comprehensive human sexuality education, and substance use awareness.

Instruction in the safe and effective use of equipment in the fitness center (e.g., strength training, cardiovascular conditioning) is introduced along with various lifetime activities (e.g., yoga, net games) and adventure, challenge/problem-solving activities.

Grade: 9 (REQUIRED)***

Periods per week: 4

Credit: .5

***Students who do not complete this course in 9th grade will need to meet their health education requirement before graduation.

WE1200 Advanced Wellness

Advanced Wellness examines and integrates mental, emotional, sexual, physical, and social health topics. The course is designed to provide advanced health knowledge, skills, and resources for students in grades 10, 11, and 12. The goal of the course is to empower students to make informed decisions regarding their health and well-being while in high school and beyond. Course delivery involves classroom instruction, active learning and engagement, project-based learning, and collaboration with school and community resource experts. The course incorporates fitness units (e.g., yoga, personal fitness, and other lifetime activities/pursuits) based on students' interests and requests.

Grade: 10, 11, 12

Periods per week: 4

Credit: .5

WE1000 Integrated Wellness

This course will meet two days a week and incorporate skills-based health education practice and physical education activities with a focus on discussing the issues relevant to the LGBTQIA+ community. Through an inclusive lens, and specific to the needs of the LGBTQIA+ community, students will engage in pragmatic skills-based health education. This curriculum will align with the National Standards for Health Education to enhance health and reduce risk behaviors. Students will learn how to analyze influences on health behaviors and access valid and reliable information, products, and services. Through skills such as decision-making, communication, advocacy, and goal-setting, students will apply current content knowledge that affirms their identity and leads to lifelong positive wellness outcomes. The integrated approach will provide opportunities for students to engage in fitness and physical education that supports their overall wellness.



Grade: 10, 11, 12

Periods per week: 2

Credit: .25

WE2200 Beginning and Intermediate Swimming

This course is designed for students with an interest in learning to swim. Students in this class will learn to be comfortable in the water and develop new strokes. The course is also designed for students who know how to swim and want to become stronger swimmers. Students progress through the major strokes of freestyle, breaststroke, backstroke, Elementary backstroke, and deep water swimming. Lessons are based on the American Red Cross learn to swim progressions. No Prior experience is necessary. Every effort is made to schedule this class at the end of the day to allow for changings.

Grade: 10, 11, 12

Periods per week: 2

Credit: .25

WE2250 Advanced Swimming and Lifeguard Training

This course is divided into two focus areas: advanced swimming and lifeguard training certification. For students interested in advanced swimming, the course will focus on a personalized swimming fitness program designed to improve swimming technique and endurance. For students interested in the lifeguard training certification, the course, guided by the American Red Cross, will provide the knowledge and skills of water safety and how to quickly and effectively respond to water emergencies to prevent or reduce drowning and injuries. Interested students may complete a licensing program to become certified. *There is a small licensing fee associated with this and financial aid available.

There is a pre-swim test that happens at the beginning of the semester to ensure students looking to become certified are strong enough swimmers to complete the required rescues.

Grade: 10, 11, 12 Prerequisite: Yes Periods Per Week: 2 Credit: .25

WE1100 Lifetime Activities

This course provides students with opportunities to participate in a variety of lifetime-fitness activities. (e.g., personalized fitness training, spinning, pickleball, tennis, badminton, yoga, adventure/rock climbing).

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

WE2100 Tennis

This course is designed for students who have an interest in developing the fundamental knowledge, skills, strategies, and etiquette of tennis for active participation throughout life. Students will work on different types of strokes, learn the rules, and how to keep score in tennis.

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

WE2300 Strength Training and Cardiovascular Conditioning

This course is designed for students who have an interest in developing and implementing a personal fitness program. Proper, safe, and effective strength training techniques will be taught utilizing weight machines, free weights, and fitness equipment. Students will also receive instruction in cardiovascular fitness. Each student will develop a personal fitness profile.

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

WE2400 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 may be made to local sites and are designed to help students refine, apply, and practice their skills.

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

WE2600 *The Revolution* – Improving Brain Performance

This course will explore the connection between exercise and brain performance. Research shows that moderate cardiovascular exercise will enhance the mental capacity to manage stress, sharpen thinking, and improve memory. The course is designed to focus on the physical health, emotional health, and academic achievement of each student. The course will emphasize participation in a variety of aerobic and strength activities (e.g., spin, running, ultimate games), challenging students to workout within their target heart rate zone to maximize gains in brain functioning. Students will learn about resting heart rate, exercise/target heart rates, heart rate monitors, and interpreting and analyzing heart rate data. The students will understand the connection of fitness to improved mental performance. 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 exercise and the brain.

Grade: 10, 11, 12 Periods per week: 5 Credit: .5

***This course usually occurs during the Z-block timeframe (7:30a.m.-8:15a.m.)**

WE2800 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 mindfulness 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 body systems, managing stress and feelings, and the impact of one's behavioral choices, as well as education in health, nutrition, and life skills.

Grade: 10, 11, 12

Periods per week: 2

Credit: .25

WE2900 Net Games – Racquets and Paddles

This course is designed for students who have an interest in developing the fundamental knowledge, skills, and strategies of net games (i.e., badminton, tennis, pickleball). 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.

Grade: 10, 11, 12

Periods per week: 2

Credit: .25

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

This option is for students in 10th, 11th, and 12th grades who want to substitute a BHS interscholastic sport for their Wellness Education requirement. One sport is equal to one semester of Wellness Education. One sports team per year (Grades 10-12) is allowed for credit. Club and intramural sports are not eligible.

A student must request credit for their sport season PRIOR to participation in the sport season. If for any reason the student does not complete the sport (i.e. the student is cut from the team or experiences a season-ending injury) the student must communicate with the school counselor immediately to schedule a Wellness Education course for 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.

Grade: 10, 11, 12

Credit: .25

Sports Teams Course Numbers

BOYS		GIRLS		UNISEX	
Fall		Fall		Fall	
Cross Country	WE701B	Cross Country	WE701G	Cheerleading	WE771U
Football	WE711B	Field Hockey	WE721G	Unified Basketball	WE791U
Golf	WE751B	Soccer	WE741G	Unified Track	WE792U
Soccer	WE731B	Volleyball	WE761G	Unified Bocce	WE793U
		Swimming	WE781G		
Winter		Winter		Winter	
Basketball	WE892B	Basketball	WE892G	Downhill Skiing	WE812U
Ice Hockey	WE802B	Ice Hockey	WE802G	Cross Country Skiing	WE822U
Winter Track	WE832B	Winter Track	WE832G	Wrestling	WE842U
Swimming	WE852B	Gymnastics	WE872G	Cheerleading	WE871U
				Fencing	WE872U
				Squash	WE882U
Spring		Spring		Spring	
Crew	WE982B	Crew	WE982G	Sailing	WE912U
Baseball	WE992B	Softball	WE992G	Ultimate Disc	WE962U
Lacrosse	WE902B	Lacrosse	WE902G		
Tennis	WE922B	Tennis	WE922G		
Track	WE932B	Track	WE932G		
Rugby	WE942B	Golf	WE952G		
Volleyball	WE962B				

Students must request credit for their sport season PRIOR to participation in the sport season. **If a student is cut from the team or experiences a season ending injury, the student must communicate with the school counselor immediately to schedule a Wellness Education course for the following semester.**



WORLD LANGUAGE

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 language lab helps students acquire greater proficiency in listening and speaking for our students studying Chinese, French, Japanese, and Spanish.

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 interpret a literary work, and to write the language with in ways that are comprehensible. All courses meet four periods a week with homework and occasional language lab work.

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 or outside experience are placed in classes which continue the development of their level of proficiency. They may study the language through Japanese and Latin 4, French and Spanish 5, and Chinese 6 (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 World Language prior to admission and most students study a World Language for 4 years.

Proficiency Levels:

In the description of our courses, we use terms such as Novice (Low, Mid, High), Intermediate (Low, Mid, High), and Advanced (Low, Mid, High) to describe the proficiency levels that students can be expected to reach by the end of courses. These terms come from ACTFL guidelines. ACTFL stands for American Council on the Teaching of Foreign Languages. Please keep in mind that learning languages is not strictly linear. As students are asked to communicate with greater complexity, they need to juggle and get comfortable with an increasingly larger number of structures (such as various time frames and more complex sentence constructions) as well as remember a wider vocabulary range on a greater number of cultural topics. Therefore, we emphasize the active use of language for a real-world communicative purpose in class, with a focus on interpretation, interpersonal communication, and presentational skills.

To understand how language learners set goals and chart their progress towards their proficiency, see [here](#). Below are links that will describe in great details what students might be expected to be able to do at various proficiency levels.

[ACTFL Novice Can-do statements](#)

[ACTFL Intermediate Can-do statements](#)

[ACTFL Advanced Can-do statements](#)

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 or 5 on the examination may give first year students college credit or advanced standing at many colleges that participate in the AP program. Any student can take the College Board AP examination without taking the AP course.

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

By the end of the year, students are expected to reach a proficiency level of [Novice Mid.](#) In this interactive introductory course, students won't just learn a language—they'll experience it. While building a strong foundation in the sound system and character writing, students engage in hands-on projects, collaborative group work, and creative storytelling to bring their communication skills to life. Beyond the classroom walls, students celebrate Chinese culture through authentic food, traditional holiday festivals, movies, and songs. By the end of the year, students will learn the sound system and the practical use of the language, equipped with the practical skills and cultural curiosity to navigate real-world interactions.

Grade: 9-12

Credit: 1

WL0200 Chinese II

WL0230 Chinese II Honor

By the end of the year, students in Chinese 2 are expected to reach a proficiency level of [Novice High](#). By the end of the year, students in Chinese 2 Honor are expected to reach a proficiency level of [Novice High / Intermediate Low](#). In this interactive course, students move beyond the basics to share their own stories and explore their place in the global community, such as discussing hobbies and the weather to planning travel adventures and celebrating traditional holidays. Students also dive into the art of Chinese dining, practicing authentic restaurant conversations and cultural etiquette. *Chinese II will be taught jointly with Chinese II Honor if enrollment is insufficient to justify separate classes.*

Grade: 9-12

Prerequisite: Chinese I or equivalent, such as Grades 6-8 Chinese

Credit: 1

WL0300 Chinese III

By the end of the year, students are expected to reach a proficiency level of [Novice High / Intermediate Low](#). This course continues to improve the students' proficiency in all aspects of language acquisition. Chinese idioms and classic poems are also introduced through interactive activities.

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

Grade: 10-12

Prerequisite: Chinese II or equivalent

Credit: 1

WL0330 Chinese III Honor

By the end of the year, students are expected to reach a proficiency level of [Intermediate Low](#). This course 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 number of realistic situations where they are engaged in conversation, provide and obtain information, express opinions, and interpret written and spoken language. Students work on developing language learning strategies. Chinese idioms and classic poems are also introduced through lectures, research, and projects. *This course will be taught jointly with Chinese III. The same curriculum will be taught but assessments and assignments will be varied.*

Grade: 10-12

Prerequisite: Chinese II honor or equivalent, recommendation of teacher only

Credit: 1

WL0400 Chinese IV and WL0430 Chinese IV Honor

By the end of the Chinese IV, students are expected to reach a proficiency level of [Intermediate Low](#).

By the end of Chinese IV Honor, students are expected to reach a proficiency level of [Intermediate Mid](#).

In this course, students advance their proficiency by exploring the fascinating intersection of tradition and modernity. From the principles of Feng Shui and traditional architecture to the fast-paced world of modern online shopping trends, geography, and regional cuisines, students bring these topics to life through vibrant storytelling and creative hands-on projects. Students will use authentic language skills to examine real-world issues and cultural shifts. While both sections share an engaging curriculum, Honors students will require a higher degree of independent exploration.

Grade: 11-12 Prerequisite for Chinese IV: Chinese III or equivalent; Chinese IV Honor: Chinese III Honor or equivalent

Credit: 1



WL0500 Chinese V

By the end of the year, students are expected to reach a proficiency level of [Intermediate Low/Mid](#). This course continues to improve the students' proficiency in all aspects of language acquisition with particular emphasis on reading and listening to authentic materials. Students will continue their study of Chinese idioms and other classics. The class will be taught jointly with 5 Honor and AP level. Assessments will vary. The course will move at a faster pace and a high level of independence is required of all students.

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

WL0530 Chinese V Honor

By the end of the year, students are expected to reach a proficiency level of [Intermediate Mid](#). This course continues to improve the students' proficiency in all aspects of language acquisition with particular emphasis on reading and listening to authentic materials. Students will continue their study of Chinese idioms and other classics. The class will be taught jointly with 5, 5H and AP level. Assessments will vary. The course will move at a faster pace and a high level of independence is required of all students.

Grade: 11-12 Prerequisite: Chinese IV H or equivalent, recommendation of teacher only Credit: 1

WL0540 AP Chinese Language and Culture

By the end of the year, students are expected to reach a proficiency level of [Intermediate High](#). In addition to the Chinese 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.

Chinese 5, 5H, and AP will be taught jointly if enrollment is insufficient to justify separate classes. The course will move at a faster pace and a high level of independence is required of all students.

Grade: 11-12 Prerequisite: Chinese IV H, or equivalent if teacher recommendation. Credit: 1

WL0640 Chinese 6 Advanced

By the end of the year, students are expected to reach a proficiency level [Advanced Low](#). 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 purpose of this course is to further students' understanding of China in the 21st century through primary sources.

Grade: 11-12 Prerequisite: Chinese 5 or AP, or equivalent if teacher recommendation Credit: 1

FRENCH

FLOW CHART: FRENCH

Please note that students may move pathways in consultation with their WL teacher, a placement test, and/or upon completion of the recommended bridge level material.

French I (BHS)		or French 7th & 8th Grades	
↓		↓	↘
French II		French II Honor	French II Advanced
French III		French III Honor	French III Advanced
French IV Through Film		French IV Honor	French IV Advanced
French V Through Film		French V Honor	AP French Language and Culture

WL1100 French I

By the end of the year, students are expected to reach a proficiency level of [Novice High](#). 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.

Grade: 9-12

Credit: 1

WL1220 French II

By the end of the year, students are expected to reach a proficiency level of [Novice High / Intermediate Low](#). This course reinforces and expands upon 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 French culture and that of the Francophone world are integrated into the curriculum. A variety of materials such as short reading selections, listening samples, films, video clips, and internet research supplement grammar and vocabulary content.

Grade: 9-12

Prerequisite: French 7/8th Grade or French I

Credit: 1

WL1230 French II Honor

By the end of the year, students are expected to reach a proficiency level of [Intermediate Low/Mid](#). This course 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 French culture and that of the Francophone world are integrated into the curriculum. A variety of materials such as reading selections, listening samples, films, video clips, and internet research supplement grammar and vocabulary content. In this course, students and teachers use French for nearly all communication. French 2 Honor moves at a faster pace than French 2, and expects a higher level of independent learning and accuracy on the student's part.

Grade: 9-12

Prerequisite: French 7/8th Grade or French I

Credit: 1

WL1240 French II Advanced

By the end of the year, students are expected to reach a proficiency level of [Intermediate Mid/High](#). A wide variety of classroom activities conducted entirely in French provides opportunities for students to develop both their French proficiency and accuracy. Students greatly expand their knowledge of grammar / verb tenses and vocabulary, using each in real-world situations and conversations. The study of the French and Francophone world cultures is integrated into the curriculum. A variety of internet-based and teacher-created materials are used, along with fiction / non-fiction readings and films. This course moves at a faster pace than French 2H, and expects a higher level of independent learning and accuracy on the student's part.

Grade: 9-12

Prerequisite: French 7/8th Grade or French I

Credit: 1



WL1320 French III

By the end of the year, students are expected to reach a proficiency level of [Intermediate Low](#). This course 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 proficiency. Students are involved in 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.

Grade: 10-12

Prerequisite: French II

Credit: 1

WL1330 French III Honor

By the end of the year, students are expected to reach a proficiency level of [Intermediate Mid](#). Learning to communicate in French is the major focus of this course. 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. Students greatly expand their ability to communicate, focusing on real-world situations and conversations. 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.

Grade: 10-12

Prerequisite: French II Honor

Credit: 1

WL1340 French III Advanced

By the end of the year, students are expected to reach a proficiency level of [Intermediate High](#). This course emphasizes communicative proficiency; therefore, the students are expected to seize all opportunities in and out of the classroom to practice the language. 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.

Grade: 10-12

Prerequisite: French II Advanced

Credit: 1

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

By the end of French IV Film, students are expected to reach a proficiency level of [Intermediate Low/Mid](#).

This course continues to emphasize and expand the communicative functions developed in the previous years and uses classic and modern cinema from several French-speaking countries 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. The course is designed to acquaint students with the language and culture in a more relevant and realistic format. The films are used to illustrate the social, intellectual, and historical influence of the Francophone world upon the global society. Communicative skills are reinforced and increased.

(YEAR II): The curriculum continues to be based on a variety of authentic films. 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.

Grade: 11-12 Prerequisite: For WL1420: French III; For WL1520: French IV Through Film

Credit: 1

WL1430 French IV Honor

By the end of the year, students are expected to reach a proficiency level of [Intermediate Mid/High](#). This course stresses the continued development of the student's ability to communicate with increased proficiency, confidence, and accuracy in both speaking and writing. Students are provided with a wide variety of opportunities to practice and improve their communicative proficiency as well as their reading and listening skills through the study of literature, current events, and cultural and historical topics (some examples: global agents of change, Medieval France, Impressionism, The Little Prince). Students are encouraged and expected to participate actively in a variety of ways such as making personal connections, summarizing, asking questions, or stating opinions.

Grade: 11-12

Prerequisite: French III Honor

Credit: 1



WL1440 French IV Advanced

By the end of the year, students are expected to reach a proficiency level of [Intermediate High/ Advanced Low](#). Students are expected to comprehend, speak, read and write French with a considerable degree of fluency and accuracy. Various genres of literature are studied. Cultural topics are discussed, and students are expected to use French in all interactions. This course moves at a faster pace than French IV Honor, and expects a higher level of independent learning and accuracy from the student.

Grade: 11

Prerequisite: French III Advanced

Credit: 1

WL1520 French V Through Film

By the end of French V Film, students are expected to reach a proficiency level of [Intermediate Mid](#).

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

Grade: 12

Prerequisite: French IV/Through Film

Credit: 1

WL1530 French V Honor Language and Culture

By the end of the year, students are expected to reach a proficiency level of [Intermediate High](#). This course is 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.*

Grade: 12

Prerequisite: French IV Honor

Credit: 1

WL1540 AP French Language and Culture

By the end of the year, students are expected to reach a proficiency level of [Advanced Low/Mid](#). This course is 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.

Grade: 12

Prerequisite: French IV Advanced

Credit: 1



JAPANESE

WL5100 Japanese I

By the end of the year, students are expected to reach a proficiency level of [Novice Mid](#). This is an introductory course which focuses on the practical use of the language, and activities are presented in meaningful, realistic contexts. Students communicate orally and build vocabulary with regular practice in pairs and as a large group. 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, food, art, music, religion, traditions, holidays, and festivals are discussed.

Grade: 9-12

Credit: 1

WL5200 Japanese II WL5230 Japanese II Honor

By the end of Japanese II, students are expected to reach a proficiency level of [Novice High](#).

By the end of Japanese II Honor, students are expected to reach a proficiency level of [Intermediate Low](#).

These courses further develop 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, films, and internet-based research 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.

Grade: 10-12 Prerequisite: Japanese I and teacher recommendation for Honor.

Credit: 1

WL 5300 Japanese III WL 5330 Japanese III Honor

By the end of Japanese III, students are expected to reach a proficiency level of [Novice High/ Intermediate Low](#).

By the end of Japanese III Honor, students are expected to reach a proficiency level of [Intermediate Low/ Intermediate Mid](#)

These classes continue 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 over 220 kanji characters and to 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 the recognition and use of 150 new kanji characters. This course moves at a faster pace than Japanese III, and expects a higher level of independent learning, language production and accuracy from the student.

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

Grade: 11-12 Prerequisite: Japanese II Honor or teacher recommendation.

Credit: 1

WL5400 Japanese IV

By the end of Japanese IV, students are expected to reach a proficiency level of [Intermediate Low](#).

Continues intensive reading and writing through the use of varied media. Students are expected to communicate mostly in Japanese in classroom. 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 a variety of authentic materials. They are also required to read additional 110 kanji characters and to write personal and topical essays. Diverse aspects of culture in Japan are discussed in connection with the curriculum. *Japanese 4, 4H, and AP Japanese Language and Culture courses will be taught jointly if enrollment is insufficient to justify separate classes.*

Grade: 11-12 Prerequisite: Japanese III, recommendation of teacher only.

Credit: 1



WL5430 Japanese IV Honor

By the end of Japanese IV Honor, students are expected to reach a proficiency level of [Intermediate Mid](#). 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.*

Grade: 11-12 Prerequisite: Japanese III Honor, or equivalent teacher recommendation.

Credit: 1

WL5440 AP Japanese Language and Culture

By the end of AP Japanese, students are expected to reach a proficiency level of [Intermediate Mid](#).

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. Students will be expected to identify and write additional over 100 kanji for AP Exam. *Japanese 4, 4H, and AP Japanese Language and Culture courses will be taught jointly if enrollment is insufficient to justify separate classes.*

Grade: 11-12 Prerequisite: Japanese III Honor, or equivalent 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. Various aspects of Roman culture are studied - gladiators, Roman houses, family life, chariot racing, the Roman afterlife, holidays, dinner parties, and the geography of Italy and the Mediterranean World.

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 Romans in different areas of the multicultural Roman Empire: Pompeii, Britain, North Africa, Greece and Ephesus. 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. Specific topics include medicine, religion, travel, politics the education. Finally, students explore Greek and Roman mythology, delving into the world of gods, goddesses, and fantastic stories. *Latin II and III are taught jointly if enrollment is insufficient to justify separate classes.*

Grade: 10-12

Prerequisite: Latin I or equivalent teacher recommendation.

Credit: 1

WL3320 Latin III WL3330 Latin III Honor

In Latin III, students will synthesize their understanding of Latin vocabulary and grammar to read, comprehend, and translate a wide variety of modified and authentic Latin texts. Following the *Suburani* textbook, students will read a large collection of authentic Latin texts to explore and analyze a selection of the following themes: Love, Nature, Appearance, Migration, Customs, Greed, City, and Empire. Students will read works by a wide breadth of Roman authors as an introduction to a broad range of styles, themes, and historical time periods. Simultaneously, students will expand their Latin vocabulary and grammatical understanding while thinking critically about Latin texts and Roman history. Throughout the year, students will develop and practice reading strategies (i.e. using context clues, making predictions, making connections, etc.) as well as text interpretation and analysis skills that they can apply in Latin class and beyond. *Latin III and IIIH are taught jointly if enrollment is insufficient to justify separate classes.*

Grade: 11-12

Prerequisite: Latin II for III, or II H for III H or equivalent teacher recommendation.

Credit: 1

WL3420 Latin IV WL3430 Latin IV Honor

LATIN IV & IV Honor: Students of Latin 4 and 4H read select passages of Pliny's *Epistulae* (letters), Vergil's *Aeneid*, and other readings similar to the AP syllabus. Students read these texts with support and at a pace adjusted to fit the needs of all learners. 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. *Latin 4 and 4H may be taught jointly with AP Latin if enrollment is insufficient to justify separate classes.*

Grade: 11-12 Prerequisite: Latin III for IV/IIIH for IV Honor Credit: 1



WL3440 AP Latin

Advanced Placement Latin students will read select passages of Pliny's *Epistulae* (letters) and Vergil's *Aeneid*, following the AP syllabus. While reading Pliny's *Epistulae* students will practice reading prose and learn about history from Pliny's first-hand account of the eruption of Mount Vesuvius in 79 A.D. Students will then read portions of Vergil's epic poem, the *Aeneid*, which chronicles Aeneas' journey to found the land that would one day become Rome. Finally, students will read authentic texts by other Roman authors both to expand their understanding of Latin literature and Roman history and to prepare for the sight-reading section of the AP exam. This course emphasizes using Latin as a tool for expressing ideas, interpreting literary genres, themes, and historical settings, and thinking 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 have the opportunity to take the College Board Advanced Placement Examination in Latin. AP exam scores of 3, 4, or 5 may qualify for advanced placement and/or college credit. This course may be combined with other higher-level Latin courses based on enrollment. *This course may be combined with Latin 4 and Latin 4H courses based on enrollment.*

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

Credit: 1

SPANISH

FLOW CHART: SPANISH

Please note that students may move pathways in consultation with their WL teacher, a placement test, and/or upon completion of the recommended bridge level material.

Beg. Spanish 1 & Beg. Spanish 2 (BHS) or Spanish 7th & 8th gr.

↓	↓	↓
Intermediate Spanish II	Spanish II Honor	Spanish II Advanced
Spanish III	Spanish III Honor	Spanish III Advanced
Spanish IV Through Film	Spanish IV Honor	Spanish IV Advanced
Spanish V Through Film	Spanish V Honor	AP Spanish Language and Culture

Additional Options:

Year 1 Heritage Spanish-Speaker Pathway: My Languages, My Heritage (grades 9-10)

Year 2 Heritage Spanish-Speaker Pathway: My Culture, My Heritage (grades 10-12)

Medical Interpretation and Translation for Spanish Heritage Speakers (post AP Spanish)

WL4101 Beginning Spanish 1

By the end of the year, students are expected to reach a proficiency level of [Novice Mid/High](#). The course focuses on helping students learn and use high-frequency vocabulary and expressions through story telling and conversations. This course emphasizes communication, such as the ability to speak about oneself, request information from others, and develop interpretive skills. The student is introduced to the cultures and the linguistic diversity of Spanish-speaking countries.

Grade: 9-12 Prerequisite: None (students with no prior knowledge of a second language).

Credit: 1

WL4102 Beginning Spanish 2

By the end of the year, students are expected to reach a proficiency level of [Novice High](#). This course 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.

Grade: 10-12 Prerequisite: Beginning Spanish 1 or equivalent

Credit: 1



WL4220 Intermediate Spanish II

By the end of the year, students are expected to reach a proficiency level of [Novice High /Intermediate Low](#). This course reviews the communicative competencies of novice level Spanish (Beginning Spanish 1 and 2 at BHS) while also presenting new items. Culture and some history are integrated into the curriculum. Extensive reading assignments are introduced to increase the students' vocabulary, use grammar in meaningful contexts, and improve their reading comprehension. Spanish II Intermediate primarily focuses on the acquisition of a larger breadth of vocabulary as well as communicative skills predominantly in the present tense. Students continue to develop their ability to have personal conversations in Spanish.

Grade: 9-12

Prerequisite: grade 7 and/or 8 Spanish, Beg. Spanish 2

Credit: 1

WL4230 Spanish II Honor

By the end of the year, students are expected to reach a proficiency level of [Intermediate Low/Mid](#). This course 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. Extensive 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 in varied time frames while reinforcing fluency and accuracy. Students develop their ability to elaborate, explain, and sustain conversations.

Grade: 9-12

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

Credit: 1

WL4240 Spanish II Advanced

By the end of the year, students are expected to reach a proficiency level of [Intermediate Mid/High](#). This course 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.

Grade: 9-12

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

Credit: 1

WL4320 Spanish III

By the end of the year, students are expected to reach a proficiency level of [Intermediate Low/Mid](#). This course 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.

Grade: 10-12

Prerequisite: Intermediate Spanish II

Credit: 1

WL4330 Spanish III Honor

By the end of the year, students are expected to reach a proficiency level of [Intermediate Mid/High](#). This course 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.

Grade: 10-12

Prerequisite: Spanish II Honor

Credit: 1

WL4340 Spanish III Advanced

By the end of the year, students are expected to reach a proficiency level of [Intermediate High](#). This course 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.

Grade: 10-12

Prerequisite: Spanish II Advanced

Credit: 1

WL4420 Spanish IV Through Film WL4520 Spanish V Through Film (Taught Jointly)

By the end of the year, students are expected to reach a proficiency level of [Intermediate Low/Mid](#). This course 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 through a social justice lens. This course explores various aspects of identity such as gender, sexuality, ethnicity, nationality, religion, race, and privilege both in ourselves and others. The curriculum is alternated so that a student continuing from the junior year to the senior year does not have a repeat of the same materials.

Grade: 11-12

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

Credit: 1

WL4430 Spanish IV Honor

By the end of the year, students are expected to reach a proficiency level of [Intermediate High](#). This course 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.

Grade: 11-12

Prerequisite: Spanish III Honor

Credit: 1

WL4440 Spanish IV Advanced

By the end of the year, students are expected to reach a proficiency level of [Advanced Low/Mid](#). This course 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 proficiency 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.

Grade: 11-12

Prerequisite: Spanish III Advanced

Credit: 1

WL4520 Spanish V Through Film

By the end of the year, students are expected to reach a proficiency level of [Intermediate Mid](#).

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

WL4530 Spanish V Honor

By the end of the year, students are expected to reach a proficiency level of [Intermediate High](#). This course emphasizes using the language as a tool for expressing ideas, interpreting literary genres and themes, and thinking more critically. A number of media sources offer the students the opportunity to increase both their level of proficiency and accuracy.

Grade: 12

Prerequisite: Spanish IV H

Credit: 1



WL4540 AP Spanish Language and Culture

By the end of the year, students are expected to reach a proficiency level of [Advanced Low/Advanced Mid](#). This course is 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.

Grade: 12

Prerequisite: Spanish IV Advanced

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.) 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.

Grade:12

Credit: 1 in WL or CTE

Prerequisite: typically seniors (17 years of age at time of Semester 2 internship preferred), teacher recommendation based on language proficiency



WL4730 Year 1: Heritage Spanish-Speaker Pathway- My Languages, My Heritage Honor

WL4740 Year 1: Heritage Spanish-Speaker Pathway- My Languages, My Heritage Advanced

This course will provide speakers of Spanish the opportunity to explore themes of identity in Spanish while developing literacy skills through textual analysis. In this first-year literature course for primarily 9th graders, students will focus on building literacy skills, similar to English courses. Units will center around texts that explore the Hispanic identity, and students will work on essay writing, discussions, and critical reading in their heritage language. Students will have a genuine opportunity for their bilingual skills to flourish and to build academic strengths in ways that will both draw on and support the work they are doing in their English-language academic courses.

Level: Mixed Level

Grade: 9-10

Credit: 1.0

Prerequisites: Intermediate Low proficiency in Spanish (determined by a placement process)



WL4830 Year 2: Heritage Spanish-Speaker Pathway- My Culture, My Heritage Honor

WL4840 Year 2: Heritage Spanish-Speaker Pathway- My Culture, My Heritage Advanced

This course will continue the learning begun in My Languages, My Heritage and explore thematic units based on culture, history, politics, and social justice. Taught by two Spanish teachers, topics such as linguistic differences throughout the Spanish speaking world, power dynamics in how “proper” language is defined, how language impacts identity, assimilation and acculturation, and immigration will be explored through essential texts in Spanish.

Level: Mixed Level

Grade: 10-12

Credit: 1.0

Prerequisites: Intermediate Mid proficiency in Spanish, determined by a placement test or My Languages, My Heritage (Year 1 Heritage Spanish-speaker Pathway course).





What is ACE?

Launched in 2015, ACE is an innovative, *competency-based program* at Brookline High School for 55 students who choose to be in a smaller educational setting where they can move at their own pace and engage in project-based and experiential learning. ACE provides a rigorous college-preparation pathway in which students are placed in multi-age, honors-levelled classes based on their skill levels and graduate with a Brookline High School diploma 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. They take two six-week academic classes at a time, averaging three courses in each content area in a given school year. When it is time to assess the student, ACE teachers offer a choice of performance-based assessments that, as much as possible, allow students real-world application of the skills. If a student does not meet a minimum level of competency, “basic competency,” in a class, they do not fail. Instead, they repeat it when it is offered next or take an on-line version of the course, if available. A limited number of ACE online classes are also available for students who want to move at a quicker pace.

Even though many ACE students would otherwise take an AP class, they choose not to because they are seeking a more innovative and experiential classroom experience. If an ACE student is seeking a college class experience, ACE places students in actual college classes through dual-enrollment at Roxbury Community College where they can earn college credit.

In ACE, students also have the option of pursuing internships during school hours for academic credit. This gives students the chance to work with a mentor at a workplace of interest where they do a comprehensive project that is needed by that internship site.

In addition to their academic experiences, 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 Program Coordinator 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.

What is Competency-Based Education?

In competency-based education, students progress from course to course in each content area, based on their ability to demonstrate mastery in each area, independently and multiple times. They are empowered to have agency over their learning and offered choices about how they create and apply their knowledge and demonstrate their learning. Teachers share rigorous, calibrated expectations for learning (knowledge, skills, and dispositions) and make those expectations explicit, transparent, measurable and transferable. In most competency-based programs, like ACE, students receive timely, differentiated support based on their individual learning needs and they can progress at their own pace within the class. Competency-based educators employ strategies to ensure equity for all students in the culture and structure of their program.

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.

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 COURSES

It is important that the courses offered in ACE meet the needs of the students in ACE. Each fall, many new students enter ACE 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.

ACE COURSE OFFERINGS

English:

Humanities Seminar Honors
Genre Reading Honors
Novel Concepts Honors
Creative Writing Honors
Informational Writing Honors
Dramatic Literature Honors
Thematic Literary Analysis Honors
Literary Criticism Honors
Personal Narratives Honors
Comparative Writing Honors
Literature Analysis Honors
Capstone 2 & 3 Honors

Math:

Statistics Seminar Honors
Algebra 2A Honors
Algebra 2B Honors
Algebra 2C Honors
Pre-Calculus A Honors
Pre-Calculus B Honors
Pre-Calculus C Honors
Calculus A Honors
Calculus B Honors
Calculus C Honors
Data Analysis and Social Justice A Honors
Data Analysis and Social Justice B Honors
Mathematical Logic & Problem Solving Honors
Advanced Algebra w/ Financial Applications A Honors
Advanced Algebra w/ Financial Applications B Honors

Dual Enrollment w/ Roxbury Comm. College

Must meet prerequisites set by BHS, ACE, and RCC for the particular course of interest
Must have a minimum GPA of 2.5 or higher

Science:

Cell Biology Honors
Ecosystems Honors
Body Systems Honors
Genetics Honors
Chemical Elements Honors
Population Dynamics Honors
Evolution and Taxonomy Honors
Chemical Reactions Honors
US/World Climate Science and Policy Honors
Advanced Lab in Forensic Science Honors
Biochemistry Honors
Biology of a Pandemic Honors

Social Studies:

US/World Culture and Society Honors
US/World Decolonization Honors
US/World Revolutions Honors
US/World Capital and Labor Honors
US/World Political Systems Honors
US/World Social Justice Movements Honors
US/World Human Rights Honors
US/World Slavery & Resistance Honors
US/World Climate Science and Policy Honors
US/World Current Events & Context Honors
Capstone Honors

Career & Internship Exploration:

Career & Internship Exploration Seminar (CIES)
• Stage 1: Interest Exploration
• Stage 2: Informational Interview
• Stage 3: Job Shadow
• Stage 4: Internship Exploration

Internships with Comprehensive Academic Projects

6 Week-36 Week Internship with projects that meet needs of internship and address academic content benchmarks. To be determined by supervising ACE teacher and internship mentor.

Must meet prerequisite of CIES Stage 4: Internship Exploration



EN0730 Humanities Seminar Honors ★

What actions should we take to be informed participants in our democratic society? This class is an introduction to the expectations for ACE Humanities courses including metacognition, self-regulation, and competency-based reading, writing, and speaking through the content of media literacy and current events. The course culminates in a presentation and two short responses summarizing each student's individual Theory of Informed Citizenship.

Grade: 10-12

Credit: .33

EN0830 Comparative Writing Honors ★

In this upper-level writing class, students will study the genres of film and literature criticism. Students will view films and analyze the structure and style of film reviews. In the first half of the course the students will practice techniques in a critical essay about a film. Within the essay, students will compare their film to others within the film genre. Additionally, each student will read a novel. By the end of the course, each student will write a critical review of their selected novel and post it to Good Reads.

Grade: 10-12

Prerequisite: Humanities Seminar

Credit: .33

EN0030 Genre Reading Honors ★

This introductory reading class is designed to support comprehension, analysis, and appreciation of the genre of poetry. In the course, students will read, analyze, discuss, and write about poems. In the first half of the course, students will choose a poem to study and write an analytical essay about one or more of its features. In the second half of the course students will create a short video, similar in style and structure to the [Favorite Poem Project](#). The video will explore the student's text-to-self connection to the poem.

Grade: 10-12

Prerequisite: Humanities Seminar

Credit: .33

EN0530 Creative Writing Honors ★

This writing class helps students produce works of short fiction and poetry. In the opening weeks of the course students will study short stories and identify the techniques authors use to tell their stories. Students will examine narrative structures as well as elements of style before putting their understanding to work on their own stories. In the second half of the course students will shift to examining poetry. Each student will write and perform an original poem.

Grade: 10-12

Prerequisite: Humanities Seminar

Credit: .33

EN0630 Informational Writing Honors ★

In an increasingly technological society, students need to be comfortable navigating and utilizing the vast tools and communities the internet affords us. This class is designed to introduce students to basic research and technology skills, in addition to writing skills, by creating personal blogs focused on student-selected topics. Students will conduct research, taking notes and creating citations for their sources along the way. They will outline and draft posts, utilizing rubrics to self and peer edit. After gaining teacher-approval that the post's content and grammar is of publishable quality, students are taught how to format their writing on their blog's website, using sites such as WordPress, Wix, and Weebly. These basic skills are the foundation of modern independent businesses as well as journalism, giving students an authentic experience in potential career paths while strengthening outlining, drafting, and editing skills.

Grade: 10-12

Prerequisite: Humanities Seminar

Credit: .33

EN0230 Novel Concepts Honors ★

In Novel Concepts, students will read novels in literature circles. Not only will students learn how key literary elements manifest in a novel-length text, but they will also reflect on their ability to sustain silent reading, using strategies to become aware of their challenges and ultimately improve their reading skills. Students are given time in class to practice reading strategies, but are expected to continue reading outside of class. The class culminates with an analytical paper, group project, or creative project that draws upon the conclusions of the analysis.

Grade: 10-12

Prerequisite: Humanities Seminar

Credit: .33

EN1830 Dramatic Literature Honors ★

In this course, students will read plays from August Wilson's Century Cycle, which included works such as *Ma Rainey's Black Bottom* and *Jitney*. The class will read the plays together as each student begins to focus on a particular character. Students will write an analytical essay about the character. Then they will select one of that character's monologues, analyze it, memorize it, rehearse it, and perform it publicly. This course will prepare interested students for competition in the school and regional levels of the National August Wilson Monologue Competition.

Grade: 10-12

Prerequisite: Humanities Seminar

Credit: .33

EN0430 Thematic Literary Analysis Honors ★

In this course, students will analyze works across multiple genres and media. The class will select a theme that will give focus to their reading and analysis. Each student will join a book group and read a novel or memoir that explores the class theme. Additionally, students will read shorter, thematically connected works during class sessions. Throughout the course, students will study podcasting and create their own outline of an ACE Literature Podcast episode. As the students read their books, they will practice podcasting. In the final week of the course each group will record its episode for publishing on the ACE English website.

Grade: 10-12

Prerequisite: Humanities Seminar

Credit: .33

EN1130 Personal Narratives Honors ★

This course is designed for graduating students to reflect upon their lives and their futures post-high school through creative nonfiction writing. The final product is an essay that can be used for college applications. Students read personal narrative examples ranging from NPR's *This I Believe* essays to previously graduated BHS students' college essays. A core tenant of the class is frequent peer feedback sessions and self-reflective practices. This class gives students space to practice the project-management and independence that they will need for college.

Grade: 10-12

Prerequisite: Humanities Seminar

Credit: .33

EN1530 Literary Criticism Honors ★

In this course, students will study social justice-oriented literary theories. Each student will join a book group and read a novel or memoir. Students will study the work through the lenses of Feminist Theory, Critical Race Theory, and/or Marxist theory. Additionally, students will read shorter works during class sessions. Throughout the course, students will study podcasting and create their own outline of an ACE Literature Podcast episode. As the students read their books, they will practice podcasting. In the final week of the course each group will record its episode for publishing on the ACE English website.

Grade: 10-12

Prerequisite: Humanities Seminar

Credit: .33

EN1930 Literature Analysis Honors ★

This online independent study course is designed to support students in furthering their appreciation for reading. The curriculum guides students in identifying the genres, authors, and subjects that interest them the most. Students will make use of the resources of the BHS Library to choose a book to read and analyze on their own. Working with the teacher, students will create a reading calendar and set up weekly meetings with the teacher to discuss the book and progress in the course. Students will complete reading journals to help them track plot, character development, and other literary elements. Students will work with the teacher to create a project in support of a community of readers. Finally, they will write an analytical essay about the book.

Grade: 10-12

Prerequisite: Humanities Seminar

Credit: .33

EN1330 Capstone 2 Honors

EN1430 Capstone 3 Honors

These are the 2nd and 3rd Capstone courses that all ACE students must complete in order to graduate. In EN1320, students use the extensive research that they completed in their first Capstone class (SO1320) to then outline, draft, and edit a 10-page paper that details their research findings. This paper must take a position on the issue that they chose and write a thorough argument to support their position, citing facts from their research and citing them in a detailed bibliography that follows standard MLA format. Students must submit multiple drafts for teacher and peer feedback to craft a college-level paper. In EN1420, students carry out and document their "legacy" projects such as leading workshops in elementary schools, attending protests against gentrification, volunteering at food banks and soup kitchens, and more. The course then culminates in a public Capstone presentation to their family and peers which includes a powerpoint presentation capturing their major research findings and chronicling their legacy project work.

Grade: 10-12

Prerequisite: Humanities Seminar & Capstone 1

Credit: .33

ACE Mathematics

The ACE Math Course Sequence focuses on the development of competence in algebraic concepts through an exploratory approach that incorporates project-based and student-centered learning. ACE courses are derived from traditional high school math courses: the topics that would be covered in a year-long class are split into three separate modules each of which is worth a third of a credit. Some courses may be taken out of sequence as long as their individual prerequisites are met. Students must demonstrate competence on benchmark skills identified for each course - this competence is the basis of the credit and grade determination.

MA0930 Statistics Seminar Honors

All students entering ACE take a pair of seminar courses which serve to introduce students to competency-based education and the ACE program. The statistics seminar is meant to prepare students to interpret and analyze statistical information in future math and science courses. Topics covered include measures of central tendency, direct and indirect variation, rates, percentages and other foundational measures, as well as probability and distribution.

Grade: 10-12

Credit: .33

MA0130 Algebra 2A Honors

An exploration of functions in which students develop an analytic framework for making use of structure when working with transformations, combinations, compositions, and inverses of functions. Students also explore rates of change and develop fluency in function notation, literal equations, and the analysis of key features across multiple parent functions.

Grade: 10-12

Prerequisite: Statistics Seminar & Algebra 1

Credit: .33

MA0230 Algebra 2B Honors

An exploration of quadratic functions focused primarily on algebraic and graphical representations. Students will apply algebraic techniques to quadratic expressions to reveal key features of their corresponding graphs. Students will use technology to model phenomena in the real world with quadratic functions through the central projects in the course.

Grade: 10-12

Prerequisite: Statistics Seminar & Algebra 2A

Credit: .33



MA0330 Algebra 2C Honors

An exploration of exponential and logarithmic functions focused primarily on algebraic and graphical representations. Students will apply algebraic techniques to exponential and logarithmic expressions to reveal key features of their corresponding graphs. Students will develop an understanding of the properties of exponents and logarithms and will explore various financial and scientific mechanisms (compound interest, annuities, radiometric dating, population modeling, etc.) through the central projects in the course.

Grade: 10-12 Prerequisite: Statistics Seminar & Algebra 2B Credit: .33

MA0830 Precalculus A Honors

An exploration of polynomial and rational functions focused primarily on algebraic and graphical representations. Topics include: synthetic division, the remainder theorem, the rational roots theorem, and the fundamental theorem of algebra. Students will examine the use of polynomials in graphics, animation, and design through the central projects of the course.

Grade: 10-12 Prerequisite: Statistics Seminar & Algebra 2C Credit: .33

MA0530 Precalculus B Honors

An exploration of right-triangle, oblique-triangle, and unit-circle trigonometry. Students will examine the use of triangle-trigonometry in surveying and navigation, and will also apply sinusoidal models to observable phenomena drawn from different fields. Through the central projects in the course, the students will also have the opportunity to develop an understanding of the use of parametric functions.

Grade: 10-12 Prerequisite: Statistics Seminar & PreCalc A Credit: .33

MA0630 Precalculus C Honors

Students will use technology to model datasets and related quantities drawn from various fields; through critique and examination of these models, students will continue to develop their understanding of the behavior of elementary functions. Students will use regression and linearization techniques to develop a framework for calculus and will explore preliminary calculus concepts including: sequences and series, limits, and rates of change.

Grade: 10-12 Prerequisite: Statistics Seminar & PreCalc A & PreCalc B Credit: .33

MA1230 Calculus A Honors

An exploration of continuity, limits, and derivatives. Students will develop methods of differentiation for polynomial, radical, and rational functions. Students will examine the derivatives of exponential and trigonometric functions through experimentation with graphical representations using technology.

Grade: 10-12 Prerequisite: Statistics Seminar & PreCalc C Credit: .33

MA1330 Calculus B Honors

An exploration of integrals. Students will develop methods of integration for polynomial, radical, and rational functions. Students will examine the integrals of exponential and trigonometric functions through experimentation with graphical representations using technology.

Grade: 10-12 Prerequisite: Statistics Seminar & Calc A Credit: .33

MA1430 Calculus C Honors

An exploration of the applications of derivatives and integrals. Students will also develop additional techniques for differentiation and integration of composite functions

Grade: 10-12 Prerequisite: Statistics Seminar & Calc B Credit: .33

MA1720 Mathematical Logic & Problem Solving Honors

An exploration of topology that includes a study of knot theory and logic. Students will apply techniques of reasoning both abstractly and quantitatively in order to describe and model physical mathematical phenomena. Through the central projects of the course, students will develop an understanding of the properties of topology, applications of knot theory, polyrhythms in music, and the application of mathematical logic to real world situations.

Grade: 10-12

Prerequisite: Statistics Seminar, Algebra 1

Credit: .33

MA1620 Data Analysis for Social Justice A Honors

The course addresses key knowledge areas in data science including data collection, data cleaning, data privacy, modeling, tools for data analysis, and data visualization. In each module of the course, case studies will be explored that are related to social justice issues. In this way, students will see how data science can be used to gain a better understanding of inequities and the success of interventions employed to disrupt them. Students will develop proficiency with technologies such as spreadsheets, tools for converting file types, CODAP, and Google Platform (sheets, slides, and Colab with Python).

Grade: 10-12

Prerequisite: Statistics Seminar

Credit: .33



MA2130 Data Analysis for Social Justice B Honors

The course builds on key knowledge areas in data science including data collection, data cleaning, data privacy, modeling, tools for data analysis, and data visualization. In each module of the course, case studies will be explored that are related to social justice issues. In this way, students will see how data science can be used to gain a better understanding of inequities and the success of interventions employed to interrupt them. Students will increase their proficiency with technologies such as spreadsheets, tools for converting file types, CODAP, google Platform (sheets, slides and Colab with Python), Tableau, and Stapplet.

Grades: 10-12

Prerequisite: Statistics Seminar and Data Analysis for Social Justice A

Credit: .33



MA1530 Advanced Algebra with Financial Applications A Honors

An application of mathematics to the analysis of monetary policy (including budgeting and taxation), investment strategies, entrepreneurship and venture capital, actuarial science, and personal finance. Presuming facility with radical, quadratic, exponential and logarithmic equations as well as regression techniques, the central projects of the course require students to critique the strategies or reasoning of others, to apply advanced algebra to real world scenarios using technology, and to represent their thinking both algebraically and graphically.

Grade: 10-12

Prerequisite: Statistics Seminar, Algebra 1, Algebra 2C

Credit: .33

MA2230 Advanced Algebra with Financial Applications B Honors

An application to an in-depth analysis of a student-selected topic in one of the following areas: personal and commercial banking, monetary policy and its impacts on particular sectors of the economy; investment strategies and a case study of their effects over time and in particular contexts; a case study in an area of entrepreneurship; analysis of a particular policy decision (prescription drug costs, insurance regulation, tariffs in particular industries) and its macro and micro monetary effects; further investigation into the wealth gap in the United States and an evaluation of the proposed remediations.

Grade: 10-12

Prerequisite: Advanced Algebra with Financial Applications A

Credit: .33

ACE Science

SC0530 Ecosystems Honors

Students will identify biotic and abiotic factors in an ecosystem, and characterize ecosystems into the various biomes represented across the world by researching and presenting a poster on the ecosystems of various locations around the world, taking the class on a “Biome Safari.” In the next unit students relate traditional food and culture to the ecosystem that birthed it by drawing connections between producers, consumers, and decomposers in a food web, and explaining how energy is transferred through photosynthesis and respiration. Students will build a model to show this transfer of energy through the trophic levels of an ecosystem, before analyzing a trophic cascade relating to an invasive or extinct species.

Grade: 10-12

Prerequisite: Humanities Seminar & Statistics Seminar

Credit: .33



SC0730 Population Dynamics Honors

In this course, students will understand how survival of the biotic parts of an ecosystem depends on the abiotic components by explaining the cycling of water in an ecosystem, describing the importance of natural resources for human society and categorizing them as renewable or limited. Students then analyze how humans impact an ecosystem through resource consumption and habitat destruction by doing a case study on an endangered species. Students then use computer modeling to investigate the relationships between population size, carrying capacity, and competition, recommending ways to reduce the level of human impact on the environment while still making enough energy to power our economies by researching and presenting their Sustain A Bill project to a mock Congress.

Grade: 10-12 Prerequisite: Humanities Seminar & Statistics Seminar Credit: .33

SC4580 US/World Climate Science and Policy Honors

This interdisciplinary class (for science and social studies credit) focuses on the science behind the causes and solutions of climate change, and the economic and social impact of looming climate disaster. Students will model the Carbon Cycle, investigate human impact on climate change, and design their own experiment to evaluate ways to reduce this impact that they will then elucidate in a college level lab report. Students will also research the economic, social, and political implications of the climate crisis, identifying and advocating for policy shifts to mitigate climate change and its effects.

Grade: 10-12 Prerequisite: Humanities Seminar & Statistics Seminar Credit: .33

SC0130 Cell Biology Honors ★

This introductory biology course first asks students to define the characteristics of life and use them to evaluate the presence of life in a mock trial. Students then build physical 3D models or write analogies illustrating how the parts of the cell work together to perform life's functions, before classifying cells as prokaryotic, eukaryotic, plant, animal, bacterial, protistic, or viral. The final unit emphasizes the importance of osmosis, diffusion, and the selective permeability mechanisms of the cell membrane in a lab using dialysis tubing and various solutions.

Grade: 10-12 Prerequisite: Humanities Seminar & Statistics Seminar Credit: .33

SC0430 Genetics Honors

Students will explain how the subunits of DNA determine its structure and function and model the parts and processes of RNA transcription and translation in a series of quizzes requiring students to build Lego DNA strands. Next students will relate superhero origin stories to explain how mutations in a DNA sequence may occur and classify mutations according to their effect. A unit on the basis of genetic variation debunks race as a genetic construct, and then illustrates how meiosis in sexual reproduction results in genetic variation. Students then research Gregor Mendel's experiments and use punnett squares to predict the possible genotypic and phenotypic ratios resulting from a genetic cross, and compare and contrast complete, incomplete, and codominance, polygenetic traits, and multiple alleles. Finally, students analyze the benefits and risks associated with stem cells, cloning, or genetically modified foods in a research poster project.

Grade: 10-12 Prerequisite: Humanities Seminar & Statistics Seminar Credit: .33

SC0230 Body Systems Honors

This biology class first requires students to describe the levels of specialization within multicellular organisms, then identify the structure and function of the major human organ systems. Students then investigate homeostasis using a frog dissection, and write a summary or give a presentation explaining how homeostasis maintains an optimal internal environment for the functioning of body systems. Students will then apply knowledge of the reproductive system to sexual health by developing informational pamphlets for teens. The final project asks students to explain how the respiratory and circulatory systems cooperate to exchange oxygen and carbon dioxide and apply knowledge of the muscular, nervous, and skeletal systems to exercise in an integrated research project on the exercise physiology of a particular athletic activity of the student's choice.

Grade: 10-12 Prerequisite: Humanities Seminar & Statistics Seminar Credit: .33

SC0030 Evolution and Taxonomy Honors

Students learn to identify the characteristics and give examples of the major taxonomic kingdoms and describe how life is classified from broader into more specific categories by illustrating a calendar that proportionally shows all of geologic time. Students then apply the current taxonomic system to classify organisms in a scavenger hunt involving a trip to the Harvard Natural History Museum. Students then use a series of game simulations to learn about evolution, and are able to explain how populations adapt to their environment through natural selection and distinguish between and give examples of natural, artificial, and sexual selection. Finally, students describe pre-Darwinian ideas about the origin and unchanging nature of life on earth and explain how Darwin's observations led to the development of the theory of evolution, evaluating evidence for the theory of evolution in a mock trial where they are lawyers defending Charles Darwin in court.

Grade: 10-12

Prerequisite: Humanities Seminar & Statistics Seminar

Credit: .33

SC0630 Chemical Elements Honors ★

Students first distinguish between physical and chemical changes of matter in an investigatory lab activity. Students then learn to describe and classify the characteristics of matter by defining and differentiating between elements, compounds and mixtures, and describing the states of matter in terms of energy, particle motion, and physical properties. Students use atomic models to better understand the structure of an atom by describing the development of modern atomic theory, and identifying the major components of the atom and how they interact. Students then analyze trends on the Periodic Table including electron configurations and the placement of families of metals, non-metals, and metalloids by adopting and characterizing an element into a costume or cartoon character. These characters and the properties of the elements they represent are then presented and pitted against each other in role play "battles" versus each other where students develop knowledge of chemical and physical properties into attacks and defenses. Finally, students describe how elements form bonds and compounds, naming chemical formulas and classifying ionic and molecular compounds.

Grade: 10-12

Prerequisite: Humanities Seminar & Statistics Seminar

Credit: .33

SC0830 Chemical Reactions Honors ★

In the first unit, students learn how to represent conservation of mass during chemical changes using chemical equations and appropriate calculations. This unit asks them to apply the law of conservation of mass to balance chemical equations, use the concept of moles to convert mass, moles, and number of particles, and calculate the mass of one part of a chemical equation when given the mass of another part. Students will then classify the different types of chemical reactions including endothermic vs. exothermic, single vs. double displacement, synthesis vs. decomposition, and combustion. The final unit is on solutions. Students first describe the concentration of a solution in terms of molarity, and characterize acid vs. base vs. salt solutions, then use the pH scale to characterize acid and base solutions and apply knowledge of acid-base neutralization to perform a titration of an acid of unknown molarity.

Grade: 10-12

Prerequisite: Humanities Seminar & Statistics Seminar

Credit: .33

SC1430 Biochemistry Honors ★

First, students must explain the structures and function of the digestive system. From there, students identify, illustrate, and summarize the function of the major nutrients, and give examples of foods that contain high amounts of particular nutrients. Once this basic biochemistry is understood, students are ready to describe the relative amounts and combination of nutrients that constitute homeostasis in the human body, and test a common food to quantify the relative and absolute amount of a nutrient that it contains. Each student analyzes a different food available at the school and performs a series of four labs to test its sugar, lipid, starch, and protein content, then must synthesize the nutrient data from other students' experiments to recommend constituents of a balanced diet in a ten page lab report.

Grade: 10-12

Prerequisite: Humanities Seminar & Statistics Seminar

Credit: .33

SC0330 Advanced Lab in Forensic Science Honors

Students first understand the scientific basis of criminal investigation by relating the parts of the scientific method to the criminal investigation process, and giving examples of types of evidence that may be analyzed. Students then learn to describe and implement methods of identifying victims and suspects of a crime including applying knowledge of fly larvae development to determine time of death, classifying an unknown fingerprint, matching patterns to determine the identity of a DNA sequence, and analyzing blood spatter to infer location and type of weapon used. The final project requires students to synthesize all that they have learned to construct a plausible scenario and sequence of criminal events based on crime scene evidence, and present how they would solve the case using forensic techniques.

Grade: 10-12 Prerequisite: Humanities Seminar & Statistics Seminar Credit: .33

SC1820 Biology of a Pandemic Honors

This course explores the virology, epidemiology, and public health response to the COVID-19 pandemic. First, students explain how the specialized structures of the immune system work together to fight disease with special attention to the immunological mechanism of vaccination. Next, students describe factors pertinent to the virology, epidemiology, and medical interventions being used to combat COVID-19. The last unit asks students to evaluate the effectiveness of public health measures being used to combat the pandemic.

Grade: 10-12 Prerequisite: Humanities Seminar & Statistics Seminar Credit: .33

ACE Social Studies

SO1520 US/World Revolutions Honors ★

Why do people revolt? What allows a revolution to be successful? Students will explore the context, causes, strategies, and factors (stakeholders, key events, etc...) that lead to the success or failure of a revolution. They will focus on finding the common and divergent factors between the American Revolution and global revolutions (i.e. Russia, Iran, Haiti, France, or Cuba). The class culminates in a project of the student's choice which showcases their individual Theory of Revolution.

Grade: 10-12 Prerequisite: Humanities Seminar & Statistics Seminar Credit: .33

SO0230 US/World Political Systems Honors ★

How can we use government structures to promote and sustain a good life? In this class, students will do a comparative analysis of US and global governmental structures and principles through case studies (i.e. China, Iran, Mexico, Nigeria, Russia and the United Kingdom) and contemporary political issues. The class culminates in an analytical essay about US political systems (nonelection year) OR an analysis of another nation's political system (election year).

Grade: 10-12 Prerequisite: Humanities Seminar & Statistics Seminar Credit: .33

SO1620 US/World Slavery & Liberation Honors ★

What are the global impacts of slavery and how can we work to liberate everyone? This class is a global analysis of slavery, resistance and liberation including the continued repercussions of slavery and resistance to date in the Americas. The course culminates in an Anti-Racist Action Plan for liberation.

Grade: 10-12 Prerequisite: Humanities Seminar & Statistics Seminar Credit: .33

SO1230 US/World Decolonization Honors ★

How do we decolonize our realities? This class is a comparative analysis of methods used to resist European and US Imperialism including the motivation, strategies, impacts, and resistance to imperialism within the specific contexts of the Americas, Africa, and Asia (i.e. British Colonial India, The Opium Wars, Scramble for Africa, French Colonial Indochina, US expansion and intervention in Latin America). The class culminates in an argumentative and document-based essay applying students' individual Theory of Decolonization

Grade: 10-12 Prerequisite: Humanities Seminar & Statistics Seminar Credit: .33

SO0330 US/World Social Justice Movements Honors ★

What is the best way for oppressed peoples to leverage their power in order to achieve social and political change? In this class, students will explore historic and contemporary social and political movements for change focusing on the most effective means by which oppressed peoples can challenge the tyranny of an empowered elite (i.e. Civil Rights Movement, Gandhi, Serbian Revolution, etc...) The class will culminate in an argumentative essay detailing each student's Theory of Change.

Grade: 10-12

Prerequisite: Humanities Seminar & Statistics Seminar

Credit: .33

SO1130 US/World Human Rights Honors ★

How should we respond to genocide? In this class, students will do an analysis of genocide including historical antecedents, international organizations, and US responses based on an understanding of the Holocaust and an application of the ideals in the UN Declaration of Human Rights and the Genocide Convention (i.e. Armenia, Cambodia, Bosnia, Rwanda, and the Sudan). This will include a recommendation both for US and International policy and for individual action. The class will culminate in a formal debate with students crafting a concluding resolution based on their Theory of Response.

Grade: 10-12

Prerequisite: Humanities Seminar & Statistics Seminar

Credit: .33

SO2230 US/World Culture and Society Honors ★

How do we recognize and dismantle systems of privilege and oppression? This class is an introduction to recognizing, navigating, and dismantling systems of privilege and power (i.e. color, gender, ethnicity, sexual orientation, ability, and class) using a US Civil Rights Movement (i.e. The US Disability Rights Movement) and two global movements for change as case studies (i.e. Women in India, Colorism in Latin America, Religion in China, etc...). The class will culminate in a mini advocacy project in which students will apply their own Theory of Equity.

Grade: 10-12

Prerequisite: Humanities Seminar & Statistics Seminar

Credit: .33

SO2330 US/World Capital and Labor Honors ★

Which economic system offers the best balance of economic freedom and equity? This class is an introduction to the economic philosophies behind Capitalism, Socialism and Communism using primary source documents (eg. Smith's "Wealth of Nations", Carnegie's "Gospel of Wealth", Marx' "Communist Manifesto") and actual global events (eg The Industrial Revolution, Gilded Age, Russian Revolution, Cuban or Cultural Revolution) to question the application and practicality of idealized economic systems. This class will culminate in students writing their own individual economic manifestos based on their evolving understandings.

Grade: 10-12

Prerequisite: Humanities Seminar & Statistics Seminar

Credit: .33

SO4580 US/World Climate Science and Policy Honors ★

This interdisciplinary class (for science and social studies credit) focuses on the science behind the causes and solutions of climate change, and the economic and social impact of looming climate disaster. Students will model the Carbon Cycle, investigate human impact on climate change, and design their own experiment to evaluate ways to reduce this impact that they will then elucidate in a college level lab report. Students will also research the economic, social, and political implications of the climate crisis, identifying and advocating for policy shifts to mitigate climate change and its effects.

Grade: 10-12

Prerequisite: Humanities Seminar & Statistics Seminar

Credit: .33

SO2630 US/World Current Events and Context Honors ★

What are the most interesting things happening in the world today? What is the historical context for contemporary issues? Based on their historical context, what are some solutions (or first steps towards solutions) for the challenges that we face today? This course features a student-driven, in-depth exploration of a contemporary issue or event that seems interesting to each student. It culminates in a 5-7 page argumentative, research-based essay contextualizing a contemporary issue of each student's choice in its history and using that history to recommend solutions to local, national or global leaders today.

Grade: 10-12

Prerequisite: Humanities Seminar & Statistics Seminar

Credit: .33

SO1330 Capstone Honors ★

All students who graduate from ACE must successfully complete the Capstone series of 3 consecutive six-week classes. This first six-week class, SO1320 is Part One of this Action Research Project which culminates in a college level research paper. The class is a practicum on research methodology including both original research and research review (i.e. creating strong research questions, reading scientific articles and studies, creating an annotated bibliography, writing a literature review and an abstract and determining implications of their research).

Grade: 10-12

Prerequisite: Humanities Seminar & Statistics Seminar

Credit: .33

ACE Post Graduate Planning

Career and Internship Exploration Seminar (CIES)

Career and Internship Exploration Seminar is a trimester seminar broken down into four stages: 1). Interest Exploration 2). Career Path Informational Interviews 3). Job Shadows 4). Internship. Students may opt to take the seminar for one trimester or more, depending on how many stages of the seminar they hope to complete.

Grade: 10-12

Prerequisite: Humanities Seminar & Statistics Seminar

Credit: .33

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 1970 and includes approximately 115 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, 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 eight 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. Students take some of their course load in SWS and some 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 secretary, a social studies teacher, a chemistry teacher, a biology teacher, three English teachers, and a coordinator/dean/counselor,

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. Admission to SWS is based on a lottery, the criteria of which are developed by the SWS Town Meeting. All information about SWS admissions, and about the program more generally, can be found at SWSBrookline.org.

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 accurate.

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 SWS 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.

SW1130 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.

Grade: 10-12

Credit: .5

SW1030 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.

Grade: 10-12

Credit: .5

SW1230 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.

Grade: 10-12

Credit: .5

SW5030 African Literature Honor ★

This class is almost a ChooseYourOwnAdventure class. For at least one quarter, you will be finding, reading and reporting back about contemporary African Literature to your classmates. What’s out there? What’s the next important African Sci-Fi novel? Romance? Graphic Novel? YA book? What great work can you find and share with the rest of us? The first quarter we’ll read short stories together from all over Africa, and we’ll talk about the Danger of a Single Story. We’ll think about the biases we have about “Africa” as a concept and a continent. This is a class for students who like to read and discover. Readings include: Gods and Soldiers (an anthology of Contemporary African Writing) and several independent reading books of your choosing.

Grade: 10-12

Credit: .5

SW3830 Identity in Literature Honor ★

This course explores the way that we develop our own construction of reality and the factors that shape our current identity. Coursework includes two analytical essays, two creative projects, and a longer personal final paper, along with short written responses to specific readings. We will talk about different aspects of psychology (mainly Constructive Developmental Psych.) and philosophy (mainly Existentialism) as we look at the way that characters construct their world, so that in the end we can take a deeper look into how we have constructed our own world or understanding of self). *Readings include: Developmental Psych. Theory – Robert Kegan Books: Beowulf, Grendel, A Clockwork Orange, Fires in the Mirror, The Bluest Eye. Movies: “I heart Huckabees,” “Fires in the Mirror.”*

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.

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”.

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*.

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.

Grade: 10-12

Credit: .5

SW2830 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.

Grade: 10-12

Credit: .5

SWS Science

SC7030 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.

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)

SC7130 SWS Biology I Honor

SWS Biology I Honor is an Introductory Biology course based around lecture and discussion of a wide-range of content, including: biochemistry, cells, DNA action, reproduction, genetics, and evolution with body systems, ecology and climate change embedded throughout the year. This course 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.

Grade: 10-11

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

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.

Grade: 10

Credit: 1

SW4030 World History H: The Modern Era (1500 to The Present) Honor

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.

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.

Grade: 11

Prerequisite: Sophomore Social Studies course

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.

Grade: 11 Prerequisite: Sophomore Social Studies course 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.

Grade: 12 Credit: .5

SW4322 Contemporary U. S. History Honor

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.

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.

Grade: 11-12 Credit: .5

SW4401/SW4402 SWS Topics in Social Studies/ SWS Topics in Social Studies Honor

Through this course, an individual or a small group of students will work with a teacher in areas of special interest.

Grade: 11-12 Periods per week: (Hours and times to be arranged) Credit: TBD

SW4430 Contemporary World Events Honor

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.

Grade: 12 Credit: .5

SW4321 Senior Capstone in Social Studies Honor

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.

Grade: 12 Credit: .5

SW43730 SWS Education Seminar Honor

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.

Grade: 12

Credit: .5

OTHER COURSES

SW5001/SW5002 SWS Enrichment/ SWS Enrichment Honor

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 Core/Town Meeting

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.

All students and staff

Periods per week: 2

Credit: N



THE BHS INNOVATION FUND: EXPLORATION, INSPIRATION, EXCELLENCE

Since its inception in 1998, the BHS Innovation Fund has invested over \$7 million to launch and support more than 30 programs at Brookline High School (BHS).

Thanks to parent investment in the Fund, all Brookline High School students benefit from personalized instruction within a curriculum that ranks among the most innovative in the nation. Students have the opportunity to explore their curiosity, think critically, build understanding, express creativity, and develop essential skills. This enriching education helps foster life-long resilience to positively impact an ever-changing world.

Courses and programs in this catalog that have been launched and supported by the BHS Innovation Fund are identified by our logo (below). As you consider the wide range of courses and programs at BHS, we encourage you to take note of the following that were launched with support from the BHS Innovation Fund:

Courses	Programs/ Pathways
Advisory/Hub BHS Tutorial Climate Science and Social Change Data Science and Social Justice Drawing for Understanding in Field Science Engineering by Design Engineering Innovation & Design EPIC for Seniors: Experiential, Project-based, Innovative Capstone Experiential Physics (9th Grade) Heritage Speaker-Spanish I & II Justice in Action Perspective of a Mathematical Mind Social Emotional Learning Tutorial Social Justice Leadership Astrophysics	African-American & Latino Scholars Queer Student Program Rethinking the Restaurant & Culinary Pathway Engineering Pathway Heritage Speaker-Spanish Pathway

Fund initiatives like Coding@BHS, Finding Yourself in the Curriculum, Teachers Mentoring Teachers, and The Mindfulness Initiative support a culture of innovative academics at BHS. To learn more about how the Fund supports curriculum innovation, visit bhsinnovationfund.org.

The Fund programs for 2026-2027 address new faculty-driven academic ideas and initiatives. We welcome parent interest and involvement. Please contact us.



Brookline High School Innovation Fund
 115 Greenough Street, Room 167
 Brookline, MA 02445
 617-713-5201

The Brookline High School (BHS) Innovation Fund fosters a culture of academic innovation at BHS and supports the development of new ideas and initiatives that enable students to thrive in a rapidly changing world. The Fund is a parent-led 501(c)(3) within BHS that invests in innovative teacher-developed courses. By supporting BHS faculty to think in new and creative ways about teaching, the Fund helps them engage students with innovative approaches to learning and deliver educational excellence.

BHS TUTORIAL

TU100X Freshman Tutorial

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.

Grade: 9-12

Pre-requisite: Recommendation from Dean's Team

Credit: 1

Class is graded P/F



AFRICAN-AMERICAN & LATINO SCHOLARS PROGRAM

ID1209 African-American & Latino Scholars Program Seminar Grade 9

ID1210 African-American & Latino Scholars Program Seminar Grade 10

ID1211 African-American & Latino Scholars Program Seminar Grade 11

ID1212 African-American & Latino Scholars Program Seminar Grade 12

The African American and Latino Scholars Program (AALSP) is an enrichment program for self-identifying students of color at Brookline High School. Over four years students participate in Scholars Seminar with a curriculum that explores themes relevant to the experiences of black and brown people in the world, the United States, and in Boston. Additionally, 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. Scholars take field trips, host speakers, receive college counseling, and participate in community gatherings. Scholars apply for extracurricular programs that broaden their experience and prepare them for life after high school. Scholars are required to take college preparatory classes and maintain their GPA in order to remain eligible.

Grade: 9-12 Prerequisite: Admission into the African-American & Latino Scholars Program

Credit: .5 per semester



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.

Grade: 9-12

Credit: .5 credit per semester

TU1109 METCO Tutorial 9

The METCO Tutorial 9 is designed to engage and hone students' academic skills with the goals of reviewing course content for increased comprehension, strengthening underdeveloped study skills and to help students become highly motivated and independent learners. In order to fully benefit, students must demonstrate a commitment to their academic, social and emotional development. Class time is divided between individual consultation and independent practice where the student implements recommended prescriptive strategies. In collaboration with their two Tutorial Co-Teachers, students identify specific focus areas for improving academic achievement such as test preparation, reading comprehension, composition development, and organization skills as well as establishing a clear understanding of their own individualized educational goals, objectives and priorities related to academic behavior, executive functioning and general school preparedness. The student to teacher ratio is 6:1 with a focus of fostering relationships between students and the support of the METCO Tutorial 9 staff; moreover, the course offers a range of academic, social and emotional supports to enhance the academic growth and development of students including a dual certified Special Education Teacher, an Academic Content Area Teacher and the BHS METCO Staff.

Grade: 9

Pre-requisite: Recommendation from Elementary Guidance, Special Education Liaison or BHS METCO Coordinator

Credit: .5 credit per semester

COMMUNITY SERVICE

IS8201 Community Service

The Community Service Program instills in our students an awareness, understanding, and appreciation of the community, the value of citizenship, and the responsibility of each citizen to help others for the benefit of us all. 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, tutor or job coach to a BHS student in need of support, providing secretarial support, helping out in the BHS Library, recycling, and mentoring an elementary school youngster. Volunteer experiences outside the school community could include working as an aide in an extended day program, town library, animal shelter, hospital, nursing home, museum, food pantry or shelter, or shopping for the elderly. **Service experiences outside of the school must retain a connection to the larger Brookline-area community and cannot include any paid positions. Serving as an unpaid worker/volunteer is not necessarily the same thing as Community Service.**

Programs are individually arranged and should be pre-approved by the coordinator 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 volunteer program 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. These hours can be accumulated between freshman and senior years. 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 the three required credits from three of the following program areas: Career and Technology Education, Community Service, Performing Arts, and Visual Arts.

Credit: Varies

