



PROGRAM OF STUDIES

BRAINTREE, MASSACHUSETTS
2019 - 2020

All offerings described in this Program of Studies will be offered contingent upon sufficient student enrollment and available funds and personnel.
Braintree School Committee



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BRAINTREE HIGH SCHOOL
128 Town Street
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PROGRAM OF STUDIES 2019-20

TO PARENTS AND STUDENTS:

On behalf of the faculty, staff, guidance department and administration, we are proud to offer parents and students this comprehensive description of course offerings and services available at Braintree High School.

We encourage families to review the course descriptions, prerequisites and appropriate levels of expectations listed under each curriculum area. Our fundamental core values at BHS call for us to provide a rigorous curriculum that all learners can encounter and master according to their individual strengths and needs. Accordingly, we believe that the courses outlined in this Program of Studies supports educational excellence for all students.

The wide range of opportunities listed in this Program of Studies may be difficult to navigate at times; please contact the Guidance Office if you have any questions about individual courses or the process involved in selecting them.

Best wishes for continued success.

Dr. Christopher Scully
Headmaster

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BRAINTREE HIGH SCHOOL

MISSION STATEMENT

PRIDE is the hallmark of Braintree High School. We support all learners toward mastering a rigorous curriculum that builds upon students' strengths and addresses their individual needs. We are committed to ongoing reflection in our educational practice. We believe that a positive school climate comes from a sense of partnership and co-curricular involvement among all constituents in the school and community. This partnership is built upon respect for diverse ideas, experiences, and contributions. We are committed to providing a professional and educational environment that emphasizes personal well-being and responsibility; effective communication skills; critical thinking and problem solving; and creativity through the arts, sciences, and humanities, so that our students prosper as life-long learners and global citizens of the 21st century.

The essence of our mission statement can be found in the acronym **PRIDE**:

Partnership

Respect and Responsibility

Involvement

Diversity

Educational Excellence

SCHOOL-WIDE EXPECTATIONS

Students at Braintree High School will:

1. Be prepared and ready to learn
2. Think critically
3. Solve real-world problems
4. Communicate effectively
 - a. Read effectively
 - b. Write effectively
 - c. Speak effectively
 - d. Listen effectively
5. Develop self-discipline, self-respect, and self-reliance

In each course at Braintree High School, students demonstrate their attainment of two of the school-wide expectations. The numbers underneath each course title refer to the chart above and designate the school-wide expectations assessed in the course.

General Information

Braintree High School is organized on a house plan. Each student will be assigned to the same housemaster, counselor, and homeroom teacher for his or her high school years. Through the house plan, each student will be able to seek assistance in educational, vocational or personal matters.

Braintree High School provides instruction, curriculum, extracurricular activities, and counseling in an effort to help each student realize and develop his or her individual capabilities. In this process, the faculty strives to provide leadership, guidance, help, and inspiration. Good communication between the home and the school is essential in the educational process. Parents are encouraged to contact the school to discuss the student's program and progress.

Guidance Department

Counseling services are available to all students and parents to help in educational, vocational, and personal decisions, as well as social and emotional support. Each high school student is assigned to the same counselor for four years. Personal conferences, along with small group meetings, are scheduled yearly with each student to discuss student interests, abilities, course selections, educational and vocational opportunities, and personal or social concerns.

A student should feel free to talk with his or her counselor at any time. Parents are also urged to consult with their child's counselor. The counseling department provides informational services and material for students and parents. Individual conferences may be scheduled with a student and his or her parents to develop specific plans for the future.

College representatives are scheduled to visit Braintree High School throughout the year to speak with students. The counseling department tries to assist each student in every way possible throughout their high school years.

School Nursing Services

School nursing services complement and support the school's academic mission while promoting and improving student's health. Nursing services are available to ensure attendance of all students, including those students with chronic health conditions and complex care needs. The school nurse provides respectful, evidence-based, coordinated health care that is responsive to individual student needs and values, social emotional support, and health education for all students to be healthy, safe, and ready to learn.

Accreditation

Braintree High School is accredited by the New England Association of Colleges and Secondary Schools.

Braintree High School was elected to permanent membership in the College Entrance Examination Board on October 26, 1982 and to membership in the College Scholarship Service in 1987.

Homework Policy

Homework is an integral part of the curriculum. Daily assignments will reinforce skills and concepts conveyed in school and/or provide the basis for the following day's school work.

Homework is given as an outgrowth of class work and in keeping with the curriculum course of the student. An average of 30 to 45 minutes per night per course will be the guide. Homework can count 5%-15% of the overall term grade.

Reports to Parents

Report cards are issued four times a year. Paper Progress Reports are no longer issued at Braintree High School. Parents may access their child's current term average (mid-term progress report) through the Parent or Student Portal during the window dates. If a parent does not have access to the Parent or Student Portal, he or she may contact their child's House Office and request a paper copy of the student's current term averages. It is a policy of the school to try to keep parents informed and to encourage parents to take the initiative to keep in touch with the school. Telephone conferences will be arranged if it is difficult for a parent to come to school. Every student has a guidance counselor who welcomes the opportunity to assist parents and students. The telephone number is 781-848-4000.

Extra Help and Make Up for Absence

The student is responsible for making up any work missed or incomplete due to absence or other reasons. Each teacher has make-up classes until 2:50 p.m., one day a week and is available by appointment at other times. Students who are absent or tardy without good reasons will be asked to make up the time after school. Weekly progress reports are another voluntary form of help.

Braintree Public Schools Nondiscrimination Policy

The Braintree Public Schools does not discriminate on the basis of race, color, sex, religion, national origin, sexual orientation or disability in admission to its programs, services or activities, in access to them, in treatment of individuals, in its hiring or employment practices or in any aspect of its operations.

GRADUATION REQUIREMENTS

I. Minimum Credits Necessary to Earn a Diploma:

Department

English

Mathematics

Science

Social Studies

World Languages

Creative/App. Arts

Physical Education

Electives

Credits

20 credits or passing the equivalent of 4 year-long courses

20 credits, including the completion of Algebra II

15 credits or passing the equivalent of 3 year-long lab-based courses.

15 credits or passing the equivalent of 3 year-long courses, including the completion of World History, US History and US Government

10 credits or passing the equivalent of 2 year-long courses in the same language

5 credits or passing the equivalent of 1 year-long course

8 credits or passing the equivalent of 4 year-long PE courses (PE courses meet 2 days per cycle)

22 additional credits through the selection of electives

II. Competency Determination Graduation Requirement:

The Massachusetts Education Reform Law of 1993, G.L. c. 69, § 1D, requires that all students who are seeking to earn a high school diploma, including students educated at public expense in educational collaborative and approved and unapproved private special education schools within and outside the state, must meet the Competency Determination (CD) standard, in addition to meeting all local graduation requirements. Students in the following classes must complete all requirements listed below to meet this standard:

Class of 2020:

- Earn a scaled score of at least 240 on the grade 10 MCAS ELA and Mathematics tests; or earn a scaled score between 220 and 238 on these tests and fulfill the requirements of an Educational Proficiency Plan (EPP)
- Earn a scaled score of at least 220 on one of the high school MCAS Science and Technology/Engineering (STE) tests: Biology, Chemistry, Physics, or Technology/Engineering

Class of 2021, 2022, 2023:

- Meet or exceed the scaled score threshold on the grade 10 ELA and Mathematics tests administered in 2019 or later that has been determined by the DESE Commissioner to be comparable to the scaled score threshold of 240 on the grade 10 MCAS tests administered before 2019; or meet or exceed the scaled score threshold on the grade 10 MCAS ELA and Mathematics tests administered in 2019 or later that has been determined by the DESE Commissioner to be comparable to the scaled score threshold of 220 on the grade 10 MCAS tests administered before 2019 and fulfill the requirements of an Educational Proficiency Plan (EPP).
- Earn a scaled score of at least 220 on one of the high school MCAS Science and Technology/Engineering (STE) tests: Biology, Chemistry, Physics, or Technology/Engineering

Students planning higher education are urged to study the chart on page 6 of the Program of Studies to see the minimum number of years and/or courses recommended in each discipline.

III. Minimum Course Load:

All students must carry a minimum of five major courses each semester plus Physical Education. A major course is defined as a course that meets six times or more per cycle. In addition, freshmen will also be scheduled to take Health Education.

IV. Career Credit Requirement:

The minimum amount of credits that must be earned for a Braintree High School diploma is 115.

V. Promotion Requirements

In order to be promoted to the respective grades, students must earn a minimum of the credits listed below:

| | |
|-----------|----|
| Sophomore | 25 |
| Junior | 55 |
| Senior | 85 |

MARK-WEIGHTING SYSTEM - CLASS RANK

The high school uses a mark-weighting system recommended by the National Association of Secondary Principals. Mark-weighting is used to determine students' rank in class. Beginning with the graduating class of 2018, BHS implemented a new mark-weighting system.

Weighted GPA is calculated as follows: Take the value assigned for each earned grade and corresponding level in academic classes (see chart below for values). Multiply that value by the credits earned in each class. Add the total for all classes then divide by the total credits earned. This is your weighted GPA.

EXAMPLE:

| COURSE | LEVEL | GRADE | GRADE VALUE | CREDITS | WEIGHTED POINTS |
|---------------|-----------|-------|-------------|-----------|-----------------|
| English 9 | 2 | B+ | 3.7 | 5 | 18.5 |
| World History | 1 | B- | 3.3 | 5 | 16.5 |
| Biology | 2 | C+ | 2.7 | 5 | 13.5 |
| Geometry | 2 | B | 3.3 | 5 | 16.5 |
| Spanish | 2 | A- | 4.0 | 5 | 20.0 |
| Art | Unleveled | A | NA | (2.5) | NA |
| TOTAL | | | | 25 | 85 |

WEIGHTED GPA: $85/25=3.4$

MARK WEIGHTING SYSTEM

CLASSES 2018 and Beyond

| GRADE | 1AP | 1 | 2 | 3 | 4 |
|-------|-----|-----|-----|-----|-----|
| A | 5.0 | 4.7 | 4.3 | 4.0 | 3.7 |
| A- | 4.7 | 4.3 | 4.0 | 3.7 | 3.3 |
| B+ | 4.3 | 4.0 | 3.7 | 3.3 | 3.0 |
| B | 4.0 | 3.7 | 3.3 | 3.0 | 2.7 |
| B- | 3.7 | 3.3 | 3.0 | 2.7 | 2.3 |
| C+ | 3.3 | 3.0 | 2.7 | 2.3 | 2.0 |
| C | 3.0 | 2.7 | 2.3 | 2.0 | 1.7 |
| C- | 2.7 | 2.3 | 2.0 | 1.7 | 1.3 |
| D+ | 2.3 | 2.0 | 1.7 | 1.3 | 1.0 |
| D | 2.0 | 1.7 | 1.3 | 1.0 | 0.7 |
| D- | 1.7 | 1.3 | 1.0 | 0.7 | 0.4 |

HONOR ROLL

Braintree High School students earn Honor Roll status each term by attaining excellent grades in all courses that meet every day.

The three honor roll categories are:

Maximum Honors: All A's and A-'s in all subjects
 High Honors: All A/A-'s with one B+/B/B-
 Honors: All grades B- or better

Preparation for College and Advanced Schools

Most colleges give preference to the students who have earned at least sixteen academic units. In addition, students are encouraged to consider electing courses in the areas of Art, Business, Health and Wellness, and Music. It is imperative that students consult the college websites and their counselors for up-to-date information about admission requirements. Please consult the chart on page six of this booklet for more detailed recommendations. School achievement and rigor of courses, together with test scores, gives the best indication of college success. A high school diploma alone does not guarantee admittance to most colleges. The decision to admit a student rests with the college.

Braintree High School prepares pupils for admission to a broad range of colleges if (1) the proper choice of courses is made; (2) students maintain a sufficiently high level of achievement in their major subjects, and (3) qualifications of personal characteristics, personal interviews, and health standards are met successfully.

College Admissions

Most colleges require applicants to take standardized tests. The most commonly required examinations are the SAT and ACT (American College Testing). In addition, some very selective schools require applicants to take the SAT Subject Tests. Students should refer to the college websites and consult with their counselors to determine which examination they need to complete. The guidance department strongly urges college-bound students to take the Preliminary Scholastic Aptitude Test (PSAT) in October of their sophomore and junior years and the SAT and ACT in the spring of their junior year and the fall of their senior year.

Advanced Placement Program (AP)

The Advanced Placement Program, which the College Board has sponsored since 1955, offers able and ambitious secondary school students an opportunity to study one or more college-level courses and then, depending upon examination results, to receive advanced placement, credit, or both when they enter college. AP examinations take place during the first two weeks in May. Readers from schools and colleges then grade the examinations on a five-point scale: 5, extremely well qualified; 4, well qualified; 3, qualified; 2, possibly qualified; 1, no recommendation. Each candidate's grade report is sent in July to the college he/she will enter. It is then up to the college to decide whether and how it will recognize his/her work.

Braintree High School offers advanced placement in English, (Literature and Composition and Language and Composition), American History, European History, Human Geography, Psychology, Government and Politics, Physics (1 & 2), Biology, Chemistry, Environmental Science, Calculus (AB and BC), Statistics, French, Spanish, Music Theory, Computer Science A, Computer Science Principles, and Art Portfolio.

EXTRACURRICULAR ACTIVITIES

Eligibility:

As reflected in our school's Mission Statement, involvement in extra-curricular activities is an important component to a student's overall educational experience. Throughout a student's high school career, administrators, guidance counselors and teachers encourage students to experience learning through involvement in activities that will enhance their social, emotional and intellectual growth. Meeting new people and becoming an active participant in a club will provide rewarding experiences that will promote responsibility and service to the school and community. These activities are open to all students at Braintree High School.

All students involved in extracurricular activities must adhere to the same academic standards that student athletes must follow: all students must be passing at least 5 major courses and maintain an overall average of 70. The specific requirements are detailed in the Student/Parent Handbook.

The extracurricular activities are: Academic Decathlon, Art National Honor Society, Best Buddies, BHS News for Forum, Bible Study Club, Cultural Awareness Club, Debate Team, Environmental Club, French & Spanish National Honor Societies, Future Educators of America, Gay/Straight Alliance Club, History Club, Interact Club, Jazz Ensemble, Key Club, Stone Soup (literary magazine), Math Team, Mock Trial Team, National Honor Society, Peer Mediation Team, Photography Club, Robotics Team, SADD, Show Choir, String Quartet, Student Council, Theater Guild, Writer's Workshop Club and Year Book.

THE STUDENT COUNCIL

The purpose of the student council is to develop attitudes and practices of good citizenship, to promote harmonious relations throughout the school, to create closer understanding and cooperation between the faculty and the student body, and to enable the student body to participate actively in the general welfare of the school and community. The requirements for election to the council are outlined in the Student/Parent Handbook.

ATHLETIC PROGRAM 9-12

The athletic program is designed to provide an opportunity for large numbers of students to take part in either interscholastic or intramural athletics. The Athletic Programs help to promote school spirit, pride, competition and sportsmanship. They also teach students about self-discipline and team cooperation, build self-confidence and focus on the areas of physical fitness, recreation, and sportsmanship. Braintree High School is a member of the Bay State Conference and competes within this league in twenty sports. The following teams and levels of participation are offered:

| | | | |
|--------------|--|---------------|--|
| <i>Boys'</i> | Baseball; varsity, J.V., freshman Basketball; varsity, J.V., freshman Cross Country; varsity Football: varsity, J.V., freshman Golf; varsity, J.V. Gymnastics; varsity Ice Hockey; varsity, J.V. Indoor Track; varsity Lacrosse; varsity, J.V. Outdoor Track; varsity Soccer; varsity, J.V. freshman Tennis; varsity Volleyball; varsity, J.V., freshman Wrestling; varsity, J.V. | <i>Girls'</i> | Basketball; varsity, J.V., freshman Cheerleading; varsity, J.V. Cross Country; varsity Dance Squad; varsity, J.V. Field Hockey; varsity, J.V., freshman Golf; varsity Gymnastics; varsity Ice Hockey; varsity, J.V. Lacrosse; varsity, J.V. Indoor Track; varsity Outdoor Track; varsity Soccer; varsity, J.V. freshman Softball; varsity, J.V., freshman Swimming; varsity Tennis; varsity Volleyball; varsity, J.V. |
|--------------|--|---------------|--|

Both the federal government and the Commonwealth of Massachusetts have enacted legislation which prohibits sex discrimination in educational programs. Title IX of the Education Amendments of 1972 specifically states:

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance..."

IMPORTANT INFORMATION FOR STUDENTS PLANNING HIGHER EDUCATION

The chart which appears on the next page is intended to guide students in making course selections appropriate to their goals. Students might not know exactly what career they want to follow, but they may have a general knowledge of their strengths and weaknesses and a feeling for the level of instruction in which, although they will be challenged, they can succeed.

In general, the more selective a school or college, the more competitive a student must be in terms of courses taken and grades earned. The schools to which students apply will decide whether to admit or not to admit on the basis of the school record in grades 9-11 and up to the first two terms of grade 12. School and community activities, work and summer experiences, scores on nationally standardized tests, rank in class and assessments of such things as writing and reading skills also are weighed by an admissions staff. Qualities such as consistency in daily work, maturity and ability to accept responsibility, as reflected in teacher evaluations and counselor recommendations, are carefully considered.

Students should consult their parents, teachers, counselors, and adults who are working in careers that are being considered. The Career Center should be utilized beginning in the sophomore year.

MINIMUM NUMBER OF YEARS OF STUDY STRONGLY RECOMMENDED

| Area of Study | Most Selective Colleges | Selective Colleges | Other 4 Year Colleges | 2 Year Colleges and Technical Schools |
|----------------|-------------------------|--|-----------------------|---|
| English | 4 | 4 | 4 | 4 |
| World Language | 4-5 of same language | 4-5 of same language preferred, 3-2 acceptable | 2-4 | 2 |
| Mathematics | 4 | 4 | 4 | 3 |
| Science | 4 | 4 | 3-4 | 3 physics required for some technical programs |
| Social Studies | 4 | 4 | 3-4 | 3 |

PREPARATION FOR AFTER HIGH SCHOOL

Each year over ninety percent of Braintree High graduates go on to further education, with approximately seventy-five to eighty percent entering four-year colleges.

There is no *one* set of courses required for admission, but students planning college should, each year, elect at least four courses chosen from among English, Social Studies, Mathematics, Science and World Language offerings. The best way to prepare for college is to take as broad and as challenging a schedule as one can manage.

Students should also involve themselves in two or three school or community activities, not because "it looks good on an application," but because they should learn more about themselves, self-discipline, learning to organize time, leading and working with others. In fact, *participation in the school community is a valuable experience for all students* in helping them to decide who they are and where they are going.

Choosing Specific Courses

Each year students will have the opportunity to meet individually with their counselor to help them elect courses consistent with their strengths, interests, career hopes, and educational plans. Students should consult their teachers and parents. Begin to use the Career Center even as a sophomore. Learn how to navigate a school or college website by junior year and find out what questions will be asked in an interview, whether it's for college or a job.

CHOOSING A CAREER

When faced with choosing a career direction, questions that should be considered include:

1. What career fields match the student's interests and abilities?
2. What fields are expected to offer good prospects for employment? What types of education and training are required to enter particular occupations?
3. What courses should be selected in high school so that a career path can be followed?

The first step or decision that students make about selecting a career direction is to find out what they would like to do and what they can do. Every person has the essentials for success in many occupations.

Guidance counselors can help students find career fields that match their interests and abilities. The Career Center can also be utilized.

CAREER OPTIONS

To answer the question about the options open to students, there are a number of ways to get this information.

The Career Center has information about occupations, schools, educational programs, and financial assistance. Sophomores, juniors and seniors are encouraged to use the Naviance Program to access a wide variety of information

After discussion with the guidance counselor, getting ready to choose a career should be much easier.

COORDINATORS/DIRECTORS

| | |
|----------------------------|------------------|
| Art | Heidi Hurley |
| Athletics | Michael Denise |
| English | Rock Roberts |
| English Language Education | Kellie Pendley |
| Guidance | Anthony Garofalo |
| Health and Wellness | Melonie Bennett |
| Mathematics, Business | Courtney Miller |

| | |
|----------------------------------|---------------------|
| Music | Rachel Hallenbeck |
| Nursing Services | Jean Afzali |
| Science | Dr. Betsey Clifford |
| Social Studies | Dr. Gorman Lee |
| Special Services | Jeffrey Rubin |
| Specialized Alternative Programs | Michael Bochman |
| World Language | Gail Ward |

LEVELS OF INSTRUCTION

At Braintree High School, levels exist to provide the opportunity for students to learn at a rate and in an environment best suited to them as individuals.

Level 1 (Advanced Honors) courses require regular independent reading and written assignments outside of class, including summer reading assignments. Students are expected to participate fully in class discussions, oral presentations, and debates. Independent research projects may also be assigned. For many Level 1 courses, students must have achieved a mark of C or better in their present Level 1 class or must have recommendation from current teacher and approval of the curriculum director. Please read Advanced Placement (AP) course descriptions for specific prerequisites.

Level 2 (Honors) courses require reading and written assignments outside of class, including summer reading assignments. Students are expected to participate fully in class activities including, but not limited to, class discussions, oral presentations and debates. Students must have achieved a mark of C or better in their present class or must have recommendation from current teacher and approval of the curriculum director.

Level 3 (College Preparatory) courses are designed for students with average verbal and written abilities. Students are expected to complete all reading and written assignments, keep and maintain a notebook, participate fully in class activities including, but not limited to, class discussions, oral presentations and debates. Students must have achieved a mark of passing or better in their present class, or must have recommendation from current teacher and approval of the curriculum director.

Level 4 courses are designed for students with a need for further development and support of written, oral and organizational skills. Students are expected to complete all reading and written assignments, keep and maintain a notebook, and participate fully in class activities including, but not limited to, class discussions, oral presentations and debates.

Level placements are reviewed each year by teachers and counselors to insure that the student is working at a level where he can experience both challenge and success. Parents should consult counselors and current teachers before approving any change in level.

In most sequential courses, such as mathematics and world languages, the student must earn a designated grade in order to elect the next year of the subject at the same level. Prerequisites are intended to guide parents and students in selecting appropriate courses and levels.

ENGLISH DEPARTMENT

Graduation Requirements

Students must successfully complete four years of English classes and earn a passing score of 240 on the MCAS English & Language Arts examination, which is given in Grade 10. The student who does not earn a score of 240 can still attain graduation by completing the requirements of an Educational Proficiency Plan.

Grades 9-12 Required for Graduation

Students fulfill the English requirement with a full year English course. The level of the required course is based on the recommendation of the English teacher and the counselor and on meeting the prerequisite.

Students must pass English 9 before enrolling in English 10. Students must pass English 10 before enrolling in English courses for Grade 11, with one exception: a student who has met the graduation competency determination on the Grade 10 ELA MCAS may enroll in English 10 and a Grade 11 English course concurrently.

Students who scored below 230 on the Grade 7 or 8 MCAS test in English Language Arts should take ELA Strategies in Grade 10

FULL YEAR COURSES

Grade 9

SE 4a & 4b

| | | |
|---------|-----|-----------|
| Level 1 | 110 | 5 credits |
| Level 2 | 120 | 5 credits |
| Level 3 | 130 | 5 credits |
| Level 4 | 140 | 5 credits |

Grade nine English emphasizes the richness of the Western tradition by exploring works reflecting our common literary and cultural heritage. Whenever possible, connections are made between the literature and other disciplines such as art, music, and social studies. Students will read classic works of literature from a variety of genres, as well as modern and contemporary works. In addition to core literature, relevant non-fiction selections and poetry enhance major units. Significant work on writing and revising compositions, improving vocabulary and grammar, researching and documenting cited material, and presenting work orally are regular components of the course.

Grade 10

SE 2 & 3

| | | |
|---------|-----|-----------|
| Level 1 | 111 | 5 credits |
| Level 2 | 121 | 5 credits |
| Level 3 | 131 | 5 credits |
| Level 4 | 142 | 5 credits |

The Grade ten English curriculum focuses primarily on American and British literature. Students read and analyze poems, short stories, essays, plays, and novels; as the required Shakespearean play for sophomores, students will read and analyze Macbeth. Additionally, students will gain proficiency in appropriate usage, oral and written skills, and the interpretation and evaluation of literature. A student's Grade 10 course will prepare him or her for success on the English & Language Arts MCAS examination.

Grade 11

WRITING AND LITERATURE

SE 4c & 4d

| | | |
|---------|-----|-----------|
| Level 2 | 125 | 5 credits |
| Level 3 | 135 | 5 credits |
| Level 4 | 145 | 5 credits |

Writing and Literature is a year-long course in which students improve their writing and close critical reading skills. It emphasizes clear thinking, logical organization of ideas, and precise presentation as basic techniques of communicating. In this course, students examine and analyze essays, selected works of poetry, fiction, and nonfiction. The course also includes major literary works from the western canon, a Shakespearean play, and some preparation for the SAT exam.

Grade 12

LITERATURE AND IDENTITY

SE

| | | |
|---------|-----|-----------|
| Level 2 | 124 | 5 credits |
| Level 3 | 134 | 5 credits |

Who has the power to tell the story of a person, a people, a culture, an event? From books and plays, to periodicals and films, to advertising and social media, many of the texts we read shape our sense of ourselves, our lives, and the world around us. This course explores the link between literature and identity by examining the role literature plays in shaping, creating and/or devaluing identity. The notions of agency, perspective, subjectivity, audience and intent will be addressed as students explore a wide variety of literature and 21st century media. Using a variety of critical lenses, students will look at identity by engaging in topics of gender, race, setting, class and justice from literature and media sources. Students will look at these topics and the formation of identity from the perspectives of both readers and writers.

CREATIVE WRITING AND LITERATURE SE

| | | |
|---------|-----|-----------|
| Level 2 | 126 | 5 credits |
| Level 3 | 136 | 5 credits |

In this class, students will foster their written voices as they conduct extensive studies of various writing forms and genres. Students will then write their own works following the guidelines of the genre. Writing forms will include short stories, poems, and memoirs. Schools of literary criticism will be taught and employed to analyze the structure, themes, and characterization within sample memoirs, short stories, and poems. The writing for this course is intensive. Through a process writing approach, students can expect to complete multiple writing assignments per week. Because this course implements a workshop model in which the class becomes a community of writers, students will be required to share their pieces with peers and engage in the exchange of constructive feedback.

SAT LAB SE 4a & 4b

| | | |
|-------------------|-----|----------|
| (SAT Preparation) | 132 | 1 credit |
|-------------------|-----|----------|

All Grade 11 students who take the PSAT in October will be assigned to this once-per-cycle course which meets in the computer lab. Students will have access to individualized SAT preparatory instruction in critical reading, writing, and mathematics via online resources from the College Board. This course is co-listed with Mathematics; meeting once in the cycle satisfies responsibilities in both departments. (Semester Two)

ADVANCED PLACEMENT COURSES

The Advanced Placement English courses are for juniors and seniors who wish to study English in greater depth. Students who elect one of these courses should be prepared to do the work expected of freshmen in college. Both courses include extensive reading assignments and weekly writing assignments. It is expected that students will take an Advanced Placement Examination in May. Students enrolled in Advanced Placement English will be expected to read a selection of literary works over the summer and complete corresponding written assignments by specified due dates. A student who plans to take Advanced Placement Language and Composition as a junior must have achieved a mark of B+ in Level 1 tenth grade English (or the equivalent) and must have the recommendations of his current teacher and the Director of English. A student who plans to take Advanced Placement Literature and Composition as a senior must have achieved a minimum of a C in AP Language and Composition. A student who has a minimum of a B+ in Honors Writing and Literature and the recommendations of his current teacher and the Director of English is also eligible for the class.

ADVANCED PLACEMENT LITERATURE AND COMPOSITION SE 4c & 4d

| | | |
|---------|-----|-----------|
| Level 1 | 113 | 5 credits |
|---------|-----|-----------|

This course involves students in both the study and practice of writing and the study of literature. Students intensively study representative works from several genres and periods. Works originally written in English are selected from the western literary canon. Through their careful reading of literary works, students sharpen their awareness of language and their understanding of the writer's craft. Class assignments focus heavily on discussion and collaboration to generate new or significant ideas about literature and authors' techniques. Writing assignments focus on the critical analysis of literature. Summer reading and assignments are required and must be completed for admission to the course in September.

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION SE 1 & 5

| | | |
|---------|-----|-----------|
| Level 1 | 114 | 5 credits |
|---------|-----|-----------|

This course includes both the reading and analysis of varieties of prose and the study of the process of writing - from the discovery of the topic, to the preliminary drafts, to the final edited draft. Students study examples of prose from various fields and periods that serve as models of effective styles, and they write a variety of assignments using different styles. With study and practice, students gain an understanding of the principles of effective writing and become effective writers themselves. In addition, the class will focus on the development and structure of arguments in a variety of forms: essays, editorials, debates. Students will also participate in reading, discussion, and writing about a variety of current issues to further their analytical and argumentative skills. Summer reading and assignments are required and must be completed for admission to the course in September.

ELECTIVE COURSES

Grades 9, 10, 11 & 12

INTRO TO TELEVISION AND VIDEO PRODUCTION SE 4c & 4d

| | |
|-----|-------------|
| 164 | 2 ½ credits |
|-----|-------------|

This course serves as an introduction to the fast-paced world of television and media production for news information, education, entertainment, and industry. Students will learn successful techniques of video production and work both in front of the camera and behind the scenes. **MAY BE TAKEN FOR CREATIVE/APPLIED ARTS CREDIT.**

Grades 10, 11, & 12

BROADCAST JOURNALISM SE 2 & 3

| | | |
|---------|-----|-------------|
| Level 2 | 165 | 2 ½ credits |
|---------|-----|-------------|

A continuation of Intro to Television & Video Production, this course provides an opportunity for students to explore both the elements of production and the legal and ethical aspects of mass media. Successful completion of Intro to Television & Video Production and the recommendation of the Intro teacher are prerequisites for enrollment in this course. **MAY BE TAKEN FOR CREATIVE/APPLIED ART CREDIT. MAY BE REPEATED FOR CREDIT.**

SOCIAL STUDIES DEPARTMENT

The Social Studies Department offers a wide variety of courses which prepare students for intelligent civic participation in a democratic society in the twenty-first century. The department offers a carefully selected sequenced curriculum that provides knowledge and skills in history and the social studies. Our social studies program is designed to meet the needs of all our students. The courses offered are leveled based on students demonstrating proficiency or mastery in skills and content knowledge as outlined in the Massachusetts History and Social Science Curriculum Framework and the Common Core State Standards in modes appropriate to the study of history and the social studies.

STUDENTS ARE REQUIRED TO SUCCESSFULLY COMPLETE AN EQUIVALENT OF THREE YEARS IN THE SOCIAL STUDIES INCLUDING WORLD HISTORY, U.S. HISTORY, AND U.S. GOVERNMENT FOR GRADUATION.

Grades 9, 10, 11 FULL YEAR COURSES

Grade 9 Required for Graduation HISTORY OF THE WESTERN WORLD & U.S. GOVERNMENT

SE 4a & 4b

| | | |
|---------|-----|-----------|
| Level 1 | 210 | 5 credits |
| Level 2 | 220 | 5 credits |
| Level 3 | 230 | 5 credits |
| Level 4 | 240 | 5 credits |

THE SUCCESSFUL COMPLETION OF U.S. GOVERNMENT IS REQUIRED OF ALL STUDENTS FOR GRADUATION.

In the fall, students will investigate and analyze historical world events that center on the universality of man from the Fall of Rome to the Enlightenment and revolutions. In the spring, students will study the American heritage of individual rights and responsibilities, the U.S. Constitution and Bill of Rights, and the roles, responsibilities, and functions of their government at the local, state, and national levels. Students will examine and analyze the systems of separation of powers and checks and balances as well as the fundamental principles of constitutional and representative democracy at every level of our government. Direct student involvement in political process is encouraged and considered an integral part of this course. Outside speakers will be invited to discuss various aspects of government with students. Students are expected to assess historical data by evaluating its relevance, importance, and reliability and to arrive at informed conclusions on the basis of factual evidence. As outlined in the Common Core State Standards students will read and write in modes appropriate to the study of history and government.

Grade 10 Required for Graduation MODERN WORLD HISTORY

SE 2 & 3

| | | |
|---------|-----|-----------|
| Level 1 | 211 | 5 credits |
| Level 2 | 221 | 5 credits |
| Level 3 | 231 | 5 credits |
| Level 4 | 241 | 5 credits |

Grade 10 students will begin the year by reviewing the Enlightenment, the first struggle for Empire, and the impact of the American Revolution in the larger context of World History. This will set the stage for the study of the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They will study the origins and consequences of the Industrial Revolution, 19th century political reform in Western Europe, and imperialism in Africa, Asia, and Latin America. They will explain the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, and the Russian and

Chinese revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. This course will also examine American influence on world events and the influence that world events have had on United States history as well as America's growing role in diplomatic relations throughout the twentieth century and the present. As outlined in the Common Core State Standards students will read and write in modes appropriate to the study of history.

Grade 11 Required for Graduation UNITED STATES HISTORY (1877 TO PRESENT)

SE 1 & 5

| | | |
|---------|-----|-----------|
| Level 2 | 222 | 5 credits |
| Level 3 | 232 | 5 credits |
| Level 4 | 242 | 5 credits |

Students will examine the history of the United States from Reconstruction to the present. Students will investigate and analyze the causes and consequences of the Industrial Revolution, immigration, and World War I. After studying the Depression and the New Deal, students will look at the factors that led to America's participation in World War II as well as the consequences of war on American life. Students will also study the causes and course of the Cold War, important social, economic, and political changes, including the Civil Rights Movement and contemporary events and trends that have shaped modern-day United States. The reading and analysis of specified primary sources will be a key feature of this course. As outlined in the Common Core State Standards students will read and write in modes appropriate to the study of history.

SEMESTER ELECTIVE COURSES

STUDENTS WHO HAVE NEITHER TAKEN NOR SUCCESSFULLY COMPLETED THE U.S. GOVERNMENT COMPONENT IN GRADE 9 MUST SUCCESSFULLY COMPLETE A SEMESTER COURSE IN U.S. GOVERNMENT FOR GRADUATION.

THE FOLLOWING ELECTIVE COURSES CAN FULFILL THE U.S. GOVERNMENT REQUIREMENT:

* U.S. GOVERNMENT (223, 233, 234)

* INTRO. TO CONTEMPORARY LAW (260, 270, 280)

CAPSTONE OPTION: If a student wishes to combine an elective course with the History Capstone Program, the student will take the elective course in the fall, and continue with the History Capstone in the spring. This program is a full year for Level 1 credit.

Grades 10, 11, and 12

UNITED STATES GOVERNMENT

SE 2 & 3

| | | |
|---------|-----|-------------|
| Level 2 | 223 | 2 ½ credits |
| Level 3 | 233 | 2 ½ credits |
| Level 4 | 243 | 2 ½ credits |

This course is designed for students to study government at the local, state, and national levels. The American heritage of individual rights and responsibilities will be examined as well as the study of the United States Constitution. Students will examine and analyze the systems of separation of powers and checks and balances as well as the fundamental principles of constitutional and representative democracy at every level of our government. Direct student involvement in political process is encouraged and considered an integral part of this course. Outside speakers will be invited to discuss various aspects of government with students. As outlined in the Common Core State Standards students will read and write in modes appropriate to the study of history.

CONTEMPORARY GLOBAL ISSUES

| | | |
|----------------------|-----|-------------|
| SE 2 & 3 | | |
| Level 1 (Capstone) * | 219 | 5 credits |
| Level 2 | 227 | 2 ½ credits |
| Level 3 | 237 | 2 ½ credits |
| Level 4 | 247 | 2 ½ credits |

(see History Capstone section on (pages 12-13))

This course will focus on challenging issues of the day in each region of the world. The course will utilize various media such as magazines, newspapers, films, study guide sheets, handouts, and community resources. Course content will include a broad spectrum of issues such as “Human Rights”, “Nuclear Power and Weapons”, “Terrorism and National Security”, “Health”, “Globalization and the World Economy” and “International Trade and Relations”. Emphasis will be placed on issues related to youth and will often be conducted as a seminar. Capstone option offered to juniors and seniors only.

PUBLIC SPEAKING I

| | | |
|----------|-----|-------------|
| SE 2 & 4 | | |
| Level 2 | 262 | 2 ½ credits |

*** There are no prerequisites for Honors Level 2 credit.**

This interdisciplinary performance-based semester elective course will introduce students to the fundamentals of oral communication. Students will learn how to develop and express ideas related to informative and persuasive speaking in a public setting. Students will also learn how to research and organize facts, think critically, and prepare and deliver informal presentations as well as longer speeches. Through constructive feedback from teachers and peers, students will gain insights on strategies in effective public speaking. This course will also improve a student’s skills in critical listening. This course also aims to overcome anxiety in public presentations and improve speech preparation.

PUBLIC SPEAKING II

| | | |
|----------|-----|-------------|
| SE 2 & 4 | | |
| Level 2 | 263 | 2 ½ credits |

*** There are no prerequisites for Honors Level 2 credit.**

As a continuation of Public Speaking I, student will engage in more formal speech writing and delivery. This includes, but is not limited to, participating in debate and debate rebuttal, proposing policy changes and delivery of inspirational speeches. Students will also evaluate public speaking engagements for content, rhetoric and efficacy with the intended audience. The class requires more research and writing in studying the art of persuasive speaking than Public Speaking I. Prerequisite of an 80% in Public Speaking I or teacher recommendation is required for enrolling in this class.

Grades 11 and 12

HISTORY OF SPORTS IN THE UNITED STATES

| | | |
|----------------------|-----|-------------|
| SE 1 & 5 | | |
| Level 1 (Capstone) * | 219 | 5 credits |
| Level 2 | 228 | 2 ½ credits |
| Level 3 | 238 | 2 ½ credits |
| Level 4 | 248 | 2 ½ credits |

(see History Capstone section on (pages 12-13))

*** There are no prerequisites for Honors Level 2 credit.**

This elective course considers what sports can tell us about American culture and society. Over the duration of one semester students will examine the role of sports in American society spanning from colonial America to modern day American society. In addition to studying the history and reasons for the particular sports that had, and continue to have deep roots in American culture, students will also examine a wide range of issues that American sports have dealt with throughout history. Topics in this course will include: roles of gender, race and class in American sports, the creation and growth of modern day professional and collegiate sports, sports and athletes in American pop culture, the growth of politics and the business side of sports, and morality issues facing sports leagues, organizations and

individual athletes. The central goal of this course is to make connections between the history of sports in America with that of American culture and society as a whole. In order to see these connections, the course will use a variety of primary and secondary sources – written, visual and cinematic.

ECONOMICS

| | | |
|---------------------|-----|-------------|
| SE 2 & 3 | | |
| Level 1 (Capstone)* | 219 | 5 credits |
| Level 2 | 225 | 2 ½ credits |
| Level 3 | 235 | 2 ½ credits |
| Level 4 | 245 | 2 ½ credits |

(see History Capstone section on (pages 12-13))

The purpose of this course is to acquaint students with the economic aspects of modern society and to familiarize them with techniques for the analysis of contemporary economic problems. It is organized around three unifying experiences: the Student Company, management simulations, and economic case studies. The practical experiences of the company will serve as the basis for later, more theoretical learning. A variety of teaching techniques will be employed. A business consultant, serving the student company, will enrich student experience. The course is designed for the general student as well as those who plan careers in economics. Both Macro and Micro Economics concepts will be taught.

Grade 12

PSYCHOLOGY

| | | |
|----------|-----|-------------|
| SE 1 & 5 | | |
| Level 2 | 226 | 2 ½ credits |
| Level 3 | 236 | 2 ½ credits |
| Level 4 | 246 | 2 ½ credits |

This program introduces students to comparative and experimental analysis of behavior development. Students acquire knowledge in the areas of personality development, the nature of learning, family structure, small group behavior, and the examination of heredity and environment in character growth.

SOCIOLOGY

| | | |
|---------------------|-----|-------------|
| SE 1 & 5 | | |
| Level 1 (Capstone)* | 219 | 5 credits |
| Level 2 | 229 | 2 ½ credits |
| Level 3 | 239 | 2 ½ credits |
| Level 4 | 249 | 2 ½ credits |

(see History Capstone section on pages 12-13)

Sociology is defined broadly as the social science that studies human society and social behavior. This course introduces theories of socialization focusing on the impact of nature vs. nurture. Additionally, the course looks at sociology perspectives of group behavior through sports, war, and deviant behavior. An application of traditional and non-traditional American values takes place through interviews and a look at the American Dream. The course takes a hands-on look at how sociologists conduct research. Level 2 students will complete an additional choice assignment for Honors level credit.

INTRODUCTION TO CONTEMPORARY LAW

| | | |
|---------------------|-----|-------------|
| SE 2 & 3 | | |
| Level 1 (Capstone)* | 219 | 5 credits |
| Level 2 | 260 | 2 ½ credits |
| Level 3 | 270 | 2 ½ credits |
| Level 4 | 280 | 2 ½ credits |

(see History Capstone section on pages 12-13)

Students will explore the U.S. Justice system with a focus on the Massachusetts Courts. Students will focus on criminal matters (including the function of police, juries, judges, and incarceration), as well as on civil matters (including the settlement of legal disputes). Students will utilize various primary and secondary sources as well as they view and respond to film and documentary footage. Student-

centered activities include analysis of legal hypotheticals, mock trials and debates over controversial laws, and student-generated lessons on landmark Supreme Court decisions. Outside speakers will be invited to discuss various aspects of the law with students.

HISTORY OF BRAINTREE

SE 2 & 3

| | | |
|---------------------|-----|-------------|
| Level 1 (Capstone)* | 219 | 5 credits |
| Level 2 | 265 | 2 ½ credits |
| Level 3 | 275 | 2 ½ credits |

(see History Capstone section on pages 12-13)

Students enrolled in this semester-long research-based course will research and examine the history, geography, economy, government, and politics of the town of Braintree, Massachusetts, from its founding in 1625 to the present day. Students may visit the National Archives in Waltham, Massachusetts, Historical Society, Commonwealth Museum, and Massachusetts Genealogical Society in Boston, Braintree Town Hall, General Sylvanus Thayer Birthplace Museum (“Thayer House”), and Gilbert L. Bean Museum and Resource Center in Braintree. Students will be exploring, investigating, and analyzing various primary source documents and artifacts that collectively tell the story of their hometown. Guest speakers will be invited to discuss various aspects of the town of Braintree. Students will contribute in developing the primary text for this course. Students will also be expected to complete a culminating final research project (or paper) that will count as the final exam grade.

THE SOUL OF A NATION: AMERICAN HISTORY THROUGH MUSIC

SE 1, 2 & 4

| | | |
|--|-----|-------------|
| Level 2 1900-present (full year) | 250 | 5 credits |
| Level 2 1900-1955 (fall) 1955-present (spring) | 251 | 2 ½ credits |

*** There are no prerequisites for Honors Level 2 credit.**

This is an Honors (Level 2) project-based course (partnering with the Music Department) that will explore the concept of art imitating life from 1900 to 21st century America. Students will use the music lab to create original multimedia based work for their end-of-course (final) project. The course starts with African-American slave spirituals and storytelling through song and dance and its interaction with existing American music. As the 1900’s develops so does the complexity, character, and sound of American music. American music reflects social, cultural, political, and economic events. The course will explore the concept of the melting pot that makes up the American identity as represented through music. Students will explore the relationship between American and international music. Students will also study how the world changed over the years and how music reflected that change. Topics include but are not limited to: bluegrass, soul, gospel, country, blues, jazz, rock n roll, funk, hip hop, and electronic music. This course is offered as a full year course (from 1900 to present) as well as semester elective course offerings: from 1900 to 1955 (fall semester) and 1955 to present (spring semester).

ADVANCED PLACEMENT COURSES (FULL YEAR)

Prerequisite: Due to the rigorous college-level workload in Advanced Placement Social Studies courses, students must have achieved a grade of C or better in their current Level 1 Social Studies class or must have strong recommendations of the current Social Studies teachers and the approvals of the AP teacher and the Director of Social Studies. The department strongly recommends that students demonstrate a similar level of achievement in their current English classes.

Grades 10 and 12

ADVANCED PLACEMENT EUROPEAN HISTORY

SE 1 & 5

Level 1/AP 214 5 credits
*** The successful completion of this course will fulfill the World History requirement for graduation.**

This is a course designed for a student with deep interest in history. Students who elect this course should be prepared to handle college level work. This course is an intense survey of the development of Western culture and the comprehension of fundamental social science concepts employed by a historian. Students will be asked to weigh and use historical evidence to interpret meaning and communicate clearly and concisely. This study serves as a culmination of the world and modern world history program with emphasis on European history against a global background. Students will be expected to take the Advanced Placement exam in May. Students enrolled in AP European History will be expected to complete a summer assignment to be submitted by a specified due date.

ADVANCED PLACEMENT HUMAN GEOGRAPHY

SE 2 & 3

| | | |
|------------|-----|-----------|
| Level 1/AP | 215 | 5 credits |
|------------|-----|-----------|

*** The successful completion of this course will fulfill the World History requirement for graduation.**

The purpose of the Advanced Placement course in Human Geography is to introduce the students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of earth’s surface. Students will employ spatial concepts and landscape analysis to human social organization and its environmental consequences. Students will examine intensely: 1) Geographic concepts; 2) Population; 3) Cultural Patterns; 4) Political Organization of Space; 5) Agriculture and Rural Land use; 6) Industrialization and Economic Development; and 7) Cities and Urban Land use. Students will be expected to take the Advanced Placement exam in May. Students enrolled in AP Human Geography will be expected to complete a reading assignment and a project during the summer to be submitted by a specified due date.

Grade 11

ADVANCED PLACEMENT U.S. HISTORY

SE 1 & 5

| | | |
|------------|-----|-----------|
| Level 1/AP | 212 | 5 credits |
|------------|-----|-----------|

*** The successful completion of this course will fulfill the U.S. History requirement for graduation.**

This course is designed for students with a deep interest in history, a high degree of self-motivation, and the capacity to manage college work. Supplementary readings, critical reviews, and research papers are integral to the course. Students will be expected to read historical material analytically and critically, to weigh historical evidence and interpretations, and to reach sound conclusions on the basis of informed judgments. During the second semester, projects employing primary sources will complete the final preparation of the students for The College Board Advanced Placement United States History exam in May, which the students will be expected to take. Students enrolled in Advanced Placement United States History will be expected to read certain assigned chapters in the text over the summer, and complete corresponding written assignments to be submitted by a specified due date.

Grade 12

ADVANCED PLACEMENT U.S. GOVERNMENT & POLITICS

SE 1 & 5

| | | |
|------------|-----|-----------|
| Level 1/AP | 213 | 5 credits |
|------------|-----|-----------|

*** The successful completion of this course will fulfill the U.S. Government requirement for graduation.**

This course is designed for students with an interest in government, politics and the law. Students are expected to take the Advanced Placement exam in May. Besides familiarity with the institutions of government, students will focus on the controversies that constitute United States political reality. Primary units of study: the

Constitution, political beliefs and behaviors, civil rights and liberties, the supremacy of the Supreme Court, the interaction of the print and electronic media on politics, federalism, the complexity of our dual court system and the influence of interest groups on legislation and campaigns.

Methodology: guest speakers, mock student Supreme Court presentations, attendance at governmental meetings, an independent field trip to the U.S. District Court, in class debates and involvement in local political campaigns. Students enrolled in Advanced Placement American Government will be expected to prepare a summer portfolio assignment to be submitted by a specified due date.

ADVANCED PLACEMENT PSYCHOLOGY

SE 1 & 5

Level 1/AP

216

5 credits

Advanced Placement Psychology is a program designed to introduce “the systematic and scientific study of behavior and mental processes.” Emphasis will be placed on the fundamental paradigms of psychological theory, research methodology and statistical reporting techniques associated with this field. In addition, students will become cognizant of the facts, principles, and phenomena of the major sub fields of the discipline. Students will be expected to take the Advanced Placement exam in May. Students enrolled in Advanced Placement Psychology will be assigned summer reading and corresponding written assignments to be submitted by a specified due date.

HISTORY CAPSTONE PROJECT

Grades 11, 12

HISTORY CAPSTONE PROJECT: COMMUNITY-BASED SERVICE LEARNING (INDEPENDENT RESEARCH PROJECT) IN COORDINATION WITH SOCIAL STUDIES ELECTIVE

SE 2 & 3

Level 1

219

5 credits

Juniors and seniors can participate in the History Capstone project and earn Level 1 Advanced Honors credits toward their social studies elective course taken in the 2018-2019 school year. Students enrolled in the Capstone program will attend and fully participate in the social studies elective course in the Fall Semester and work independently under the supervision of the Director of Social Studies in the Spring Semester. Students will identify a societal need or problem, and develop and support a thesis relevant to the subject matter in their social studies elective course. Students will also investigate how community-based service reflects the basic core principles of our Constitution, American democratic ideals, and civic virtue and responsibilities. Students are required to perform at least 20 hours of community service related to their History Capstone project topic and visit various community and local government institutions. Students are also required to participate in all Capstone-related activities including after-school seminars, cohort-style meetings with fellow participating students, online readings and assignments, and meet with the Director of Social Studies *at least* once per cycle. Weekly seminars will explore topics on community-based service learning; career opportunities in the student’s areas of interest; thesis development; and undergraduate-level research methods and writing. Students will compose and submit their final paper (15-20 pages) in late May or early June. Student will appear before a Capstone review panel to defend her or his thesis and present research findings to support her or his thesis.

Participating Social Studies Elective Courses: Contemporary Global Issues, Contemporary Law, History of Sports in the U.S., History of Braintree, Economics, and Sociology. Note: Elective course must be taken in the fall semester. History Capstone option is not available if elective course is only offered in spring semester.

Prerequisite: Complete application and strong recommendation from this year’s social studies teacher. Students are required to draft a History Capstone project proposal due September 2019.

HISTORY CAPSTONE PROJECT: COMMUNITY-BASED SERVICE LEARNING (INDEPENDENT RESEARCH PROJECT)

SE 2 & 3

Level 1

217

5 credits

Juniors and seniors will identify and independently research a societal need or problem, and develop and support a thesis that relates to how community service learning reflects the basic core principles of our Constitution, American democratic ideals, and civic virtue and responsibilities. Students will be expected to perform at least 20 hours of community service related to their History Capstone project and visit various community and local government institutions. Students will participate in all History Capstone-related activities including after-school seminars, cohort-style meetings with fellow participating students, online readings and assignments, and meet with the Director of Social Studies *at least* once per cycle. Weekly seminars will explore topics on community-based service learning; career opportunities in the student’s areas of interest; thesis development; and undergraduate-level research methods and writing. Students will compose and submit their final paper (15-20 pages) in late May or early June. Student will appear before a Capstone review panel to defend her or his thesis and present research findings to support her or his thesis.

Prerequisite: Complete application and strong recommendation from this year’s social studies teacher. Students are required to draft a History Capstone project proposal due September 2019.

SCIENCE DEPARTMENT

The Science Department offers several courses in the biological and physical sciences at four performance levels.

FULL YEAR COURSES

GRADE 9

ADVANCED HONORS BIOLOGY

SE 1 & 5

Level 1 310 6 credits

This course is an in-depth study of biological molecules, cell structure and function, DNA and molecular genetics, classical genetics, evolution, physiology and ecology. The pace is rapid. Enrolling students must be responsible and independent learners. Summer reading and assignments are required. Students in this course will take the Biology MCAS exam in the spring. Students are enrolled in this course based on measures of middle school science mastery, such as science grades and performance on science placement exams. Students must also enroll in Biology Lab 301.

HONORS BIOLOGY

SE 1 & 5

Level 2 320 6 credits

This course is a thorough study of biological molecules, cell structure and function, DNA and molecular genetics, classical genetics, evolution, physiology and ecology. The pace is rapid. Students in this course will take the Biology MCAS exam in the spring. Students are enrolled in this course based on measures of mastery, such as science grades and performance on science placement exams. Students must also enroll in Biology Lab 301.

COLLEGE PREP INTRODUCTORY PHYSICS

SE 1 & 5

Level 3 330 6 credits

This course examines physics from a conceptual and mathematical viewpoint. Topics covered include: mechanics, laws of motion, heat, electricity, light, sound, atomic theory of matter, radioactivity and nuclear energy. Students in this course will take the Introductory Physics MCAS exam in the spring. Students are enrolled in this course based on measures of middle school science mastery, such as science grades and performance on science placement exams. Students must also enroll in Introductory Physics Lab 305.

INTRODUCTORY PHYSICS

SE 1 & 5

Level 4 340 6 credits

This course examines physics from a conceptual viewpoint. Topics covered include: mechanics, laws of motion, heat, electricity, light, sound, atomic theory of matter, radioactivity and nuclear energy. Students in this course will take the Introductory Physics MCAS exam in the spring. Students are enrolled in this course based on measures of middle school science mastery, such as science grades and performance on science placement exams. Students must also enroll in Introductory Physics Lab 305.

GRADE 10

ADVANCED HONORS CHEMISTRY

SE 2 & 3

Level 1 311 6 credits

This course is an in-depth study of matter and change, atomic structure, chemical names and formulas, chemical reactions, stoichiometry, states of matter, gas laws, chemical periodicity, ionic and covalent bonding, solutions, reaction rates and equilibrium, acids and bases, oxidation-reduction reactions, electrochemistry, organic chemistry, and nuclear chemistry. The pace is extremely rapid. Summer reading and assignments are required. Concurrent enrollment in Level 1 Math or written permission of the Director of Science is required. Students must also enroll in Chemistry Lab 302.

HONORS CHEMISTRY

SE 4a & 4b

Level 2 322 6 credits

This course is a thorough study of matter and change, atomic structure, chemical names and formulas, chemical reactions, stoichiometry, states of matter, gas laws, chemical periodicity, ionic and covalent bonding, solutions, reaction rates and equilibrium, acids and bases, oxidation-reduction reactions, electrochemistry, organic chemistry and nuclear chemistry. The pace is rapid. Concurrent enrollment in Level 2 Math or written permission of the Director of Science is required. Students must also enroll in Chemistry Lab 302.

COLLEGE PREP BIOLOGY

SE 4a & 4b

Level 3 331 6 credits

This course is a thorough study of biological molecules, cell structure and function, DNA and molecular genetics, classical genetics, evolution, physiology and ecology. This laboratory course addresses the Massachusetts curriculum standards for biology. Students must also enroll in Biology Lab 301.

BIOLOGY

SE 4a & 4b

Level 4 341 6 credits

This course is a thorough study of biological molecules, cell structure and function, DNA and molecular genetics, classical genetics, evolution, physiology and ecology. This laboratory course addresses the Massachusetts curriculum standards for biology at an individualized pace. Students must also enroll in Biology Lab 301.

Grade 11

HONORS PHYSICS

SE 2 & 3

Level 2 323 6 credits

This course is a thorough study of motion, forces, work and energy, momentum, rotational motion and gravity, fluid mechanics, heat thermodynamics, waves and sound, light, electricity and magnetism and modern physics. The pace is rapid and students are expected to solve problems both conceptually and with a high degree of mathematical rigor. Concurrent enrollment in Level 2 Math or written permission of the Director of Science is required. Students must also enroll in Honors Physics Lab 303.

COLLEGE PREP CHEMISTRY

SE 4c & 4d

Level 3 332 6 credits

This course is a thorough study of matter and change, atomic structure, chemical names and formulas, chemical reactions, stoichiometry, states of matter, gas laws, chemical periodicity, ionic and covalent bonding, solutions, reaction rates and equilibrium, acids and bases, oxidation-reduction reactions, electrochemistry, organic chemistry and nuclear chemistry. This laboratory course meets college entrance requirements. Students must also enroll in Chemistry CP Lab 307.

CHEMISTRY

SE 4c & 4d

Level 4 342 6 credits

This course utilizes guided inquiry and laboratory exploration to address concepts of matter and change, atomic structure, chemical names and formulas, chemical reactions, stoichiometry, states of matter, gas laws, chemical periodicity, ionic and covalent bonding, solutions, reaction rates and equilibrium, acids and bases, oxidation-reduction reactions, electrochemistry, organic chemistry and nuclear chemistry. Students must also enroll in Chemistry CP Lab 307.

GRADE 12**ASTRONOMY AND ASTROPHYSICS**

SE 4c & 4d

Levels 2 & 3

325/333

5 credits

The course goal is to provide students with enduring conceptual and analytical understanding of the major concepts in astronomy and astrophysics. Students will develop advanced critical thinking and reasoning skills, such as data gathering and analysis, and connecting concepts within and across domains. Concepts addressed will include celestial mechanics, optics and instrumentation, planetary systems, the nature of stars, the properties of galaxies, and the structure and evolution of the universe.

FORENSIC SCIENCE

SE 4c & 4d

Level 2 & 3

327/337

5 credits

This course will explore the scientific concepts of biology, chemistry, physics, math, psychology and literature to illustrate the multifaceted discipline known as forensic science. Traditional science skills like observation, experimental design & lab skills, data collection and evaluation will be emphasized. Topics covered include evidence collection protocols, microscopes, hair, fiber, pollen and fingerprint analysis, DNA technology, blood & chemical analysis, forgery, forensic anthropology, and the criminal mind. Comprehensive crime scene analysis is used to cumulatively assess skills learned throughout the course.

HUMAN ANATOMY AND PHYSIOLOGY

SE 4c & 4d

Levels 2 & 3

324/335

5 credits

This course is a thorough study of human structure and function. After a brief review of cells, tissues and organs, the course focuses on the human body in terms of the integumentary system, skeletal system, muscular system, nervous system and the senses, the cardiovascular system, immune system, respiratory system, excretory system, endocrine system, reproductive system, digestive system, food, nutrition and metabolism. Issues of biotechnology are addressed throughout the course.

PRINCIPLES OF ENGINEERING

SE 4c & 4d

Levels 2 & 3

326/339

5 credits

In this course students will experience project-based learning, as they engage in innovative product creation. They will learn about the major areas of engineering, as well as the manufacturing process and product life cycle. To support them in product development, students will be trained in the engineering design process and in the use of CAD software.

GRADES 10, 11, 12**COLLEGE PREP PHYSICS**

SE 2 & 3

Level 3

334

6 credits

This course examines physics from a conceptual and mathematical viewpoint. Emphasis is placed on developing a strong conceptual understanding of physical principle. Topics covered include: mechanics, motion, waves and sound, light and optics, electricity and magnetism, thermodynamics, and atomic physics. This course is open to students who need to take physics at level 3 and are not in 9th grade. Students must also enroll in CP Physics Lab 304.

SCIENCE LABORATORY ASSISTANCE (SEMESTER COURSE)

SE 4c & 4d

Level 3

336

1 credit

This program offers practical experience for chosen students who are interested in the organization and preparation of materials and equipment in addition to their regular science coursework. Students will be expected to assist during a minimum of two specified study

periods and for occasional short periods at the end of the school day. Participants will be encouraged to engage in independent research projects and study. Students in Grade 10, 11, and 12 may enroll by obtaining the recommendation of a science teacher and written permission of the Director of Science. This course may be repeated for credit.

ADVANCED PLACEMENT COURSES**GRADES 10, 11, 12****ADVANCED PLACEMENT CHEMISTRY**

SE 2 & 3

Level 1

316

7 credits

Advanced Placement Chemistry is the equivalent of a freshman college course in chemistry. Students are expected to take the Advanced Placement Examination in May. The course goal is to provide students with enduring conceptual understanding of essential chemistry concepts. Students will also develop advanced inquiry and reasoning skills, such as designing investigations, collecting and analyzing data, and connecting concepts within and across domains. Concepts include: atomic structure, chemical bonding, molecular models, gas laws, solution chemistry, acid-base reactions, oxidation-reduction reactions, stoichiometry, equilibrium, reaction rates, and thermodynamics. This course is open to Grade 11 and 12 students who have completed Advanced Honors or Honors Chemistry and Biology. Grade 11 students who elect AP Chemistry must take Physics concurrently or in their senior year. Written recommendation of the current science teacher or permission from the Director of Science is required. Exceptionally able Grade 10 students may enroll in AP Chemistry with the written permission of their current Biology teacher and the Director of Science. Summer reading and assignments are required and must be completed for admission to the course in September.

GRADE 11**ADVANCED PLACEMENT PHYSICS 1**

SE 2 & 3

Level 1

312

7 credits

Advanced Placement Physics 1 is the equivalent of a first semester algebra-based college course in physics. Students are expected to take the Advanced Placement examination in May. The course goal is to provide students with a rigorous foundation of the principles of mechanics. Students will also engage in inquiry-based learning and develop critical thinking and reasoning skills related to vectors, motion in one and two dimensions, forces, work and energy, momentum, and rotational dynamics. This course is open to Grade 11 or 12 students who have successfully completed Advanced Honors or Honors Chemistry who are enrolled in Level 1 mathematics. Written recommendation of the current science teacher or permission from the Director of Science is required. Summer reading and assignments are required and must be completed for admission to the course in September.

GRADE 12**ADVANCED PLACEMENT BIOLOGY**

SE 4a & 4b

Level 1

314

7 credits

Advanced Placement Biology is the equivalent of a two semester freshman college course in general Biology. Students are expected to take the Advanced Placement Examination in May. The course goal is to provide students with enduring conceptual understanding of major biology concepts. Students will also develop advanced inquiry and reasoning skills, such as designing investigations, collecting and analyzing data, and connecting concepts within and across domains. Concepts include: science as a process; evolution; energy transfer; continuity and change; relationship of structure and function; regulation; interdependence in nature; and science, technology and society. This course is open to Grade 11 and 12 students who have

MATHEMATICS DEPARTMENT

The Mathematics Department offers a range of core courses that meet or exceed the requirements of the Massachusetts Curriculum Frameworks. These courses stress critical thinking, reasoning, problem solving, communicating mathematically, the appropriate use of technology, and connections to the real world. In addition to the core courses, the math department also offers elective courses in the field of computer science. Please note that students are recommended for specific levels based on their educational strengths and needs.

GRADE 9

GEOMETRY

SE 2 & 3

| | | |
|----------|-----|-----------|
| Level 1 | 410 | 5 credits |
| Level 2 | 420 | 5 credits |
| Level 3A | 430 | 5 credits |
| Level 3B | 431 | 5 credits |

Students will take a full year of Geometry aligned to the Massachusetts Mathematics Curriculum Frameworks. The course will do an in-depth study of the field of Euclidean geometry with topics such as number and quantity, congruence, similarity, right triangles and trigonometry, circles, expressing geometric properties with equations, geometric measurement and dimension, modeling with geometry, and statistics and probability.

GRADE 10

ADVANCED HONORS ALGEBRA 1 & 2

SE 4a & 4b

| | | |
|---------|-----|-----------|
| Level 1 | 411 | 5 credits |
|---------|-----|-----------|

Students will take a full year of Algebra 1&2 aligned to the Massachusetts Mathematics Curriculum Frameworks. The course will do an in-depth study of number and quantity, seeing structure in expressions, arithmetic with polynomials and rational expressions, creating equations, reasoning with equations and inequalities, functions, and statistics and probability. The prerequisite for this course is a C, however, the math department recommends that the students enrolling in this course have achieved a grade of at least a B- in Advanced Honors Geometry.

HONORS ALGEBRA 1 & 2

SE 4a & 4b

| | | |
|---------|-----|-----------|
| Level 2 | 421 | 5 credits |
|---------|-----|-----------|

Students will take a full year of Algebra 1&2 aligned to the Massachusetts Mathematics Curriculum Frameworks. The course will cover the topics of number and quantity, seeing structure in expressions, arithmetic with polynomials and rational expressions, creating equations, reasoning with equations and inequalities, functions, and statistics and probability.

ALGEBRA 1

SE 4a & 4b

| | | |
|----------|-----|-----------|
| Level 3A | 432 | 5 credits |
| Level 3B | 433 | 5 credits |

Students will take a full year of Algebra 1 as outlined in the Massachusetts Mathematics Curriculum Frameworks. Students will work with the real number system extended to exponents and irrational numbers. They will examine linear, quadratic, and exponential functions and learn how to interpret the structure of algebraic expressions, create equations, and reason with both equations and inequalities. The course also has a statistics and probability component.

GRADE 11

ADVANCED HONORS ALGEBRA 2/PRE-CALCULUS

SE 1 & 5

| | | |
|---------|-----|-----------|
| Level 1 | 412 | 5 credits |
|---------|-----|-----------|

Students will learn Pre-Calculus as defined by the Massachusetts Mathematics Curriculum Framework. They will study polynomial, rational, logarithmic, and exponential functions. Students will cover trigonometry in great detail through the unit circle and apply trigonometry to non-right triangles. The course ends with a study of conic sections, sequences and series, and an introduction to calculus.

HONORS ALGEBRA 2/PRE-CALCULUS

SE 1 & 5

| | | |
|---------|-----|-----------|
| Level 2 | 422 | 5 credits |
|---------|-----|-----------|

This course begins with a completion of Algebra 2 topics followed by a study of Pre-Calculus topics as defined by the Massachusetts Mathematics Curriculum Frameworks. They will become proficient with arithmetic with polynomials and rational expressions and interpreting functions. They will also study trigonometric functions including applying trigonometry to general triangles, and study both logarithmic and exponential functions.

ALGEBRA 2

SE 1 & 5

| | | |
|----------|-----|-----------|
| Level 3A | 434 | 5 credits |
| Level 3B | 435 | 5 credits |

This course includes a full year of Algebra 2 aligned to the Massachusetts Curriculum Frameworks. Students will first review quadratic functions before moving on to study polynomial, rational, radical, exponential, and trigonometric functions. In addition to analyzing functions, students will also practice the skill of applying algebraic methods to a variety of situations.

GRADE 12

ADVANCED PLACEMENT CALCULUS BC

SE 4c & 4d

| | | |
|---------|-----|-----------|
| Level 1 | 413 | 5 credits |
|---------|-----|-----------|

This course discusses all of the topics listed by the College Board in the AP Calculus BC course description, including a thorough investigation of derivatives and integrals, and infinite sequences and series. Students enrolled in this course will be required to take the AP Calculus BC exam in May. This course has a required summer assignment. The prerequisite for this course is a C, however, the math department recommends that the students enrolling in this course have achieved a grade of at least an A- in Advanced Honors Algebra 2/Pre-Calculus.

ADVANCED PLACEMENT CALCULUS AB

SE 4c & 4d

| | | |
|---------|-----|-----------|
| Level 1 | 414 | 5 credits |
|---------|-----|-----------|

This course discusses all of the topics listed by the College Board in the AP Calculus AB course description including a thorough investigation of limits, followed by the techniques and applications of derivatives and integrals. Students enrolled in this course will be required to take the AP Calculus AB exam in May. This course has a required summer assignment. The prerequisite for this course is a C, however, the math department recommends that students enrolling in this course have achieved a grade of at least a B- in Advanced Honors Algebra 2/Pre-Calculus or at least an A in Honors Algebra 2/Pre-Calculus.

HONORS CALCULUS

SE 4c & 4d

Level 2 423 5 credits
 Honors Calculus begins with a review of Pre-Calculus topics which includes an analysis of rational, algebraic, trigonometric, and exponential functions and an investigation of limits. This is then followed by an introduction to the study of differentiation and integration of those functions. This course also introduces their application to related rates, optimization, area and volume of surfaces of revolution, differential equations and other topics. This course has a required summer assignment. It is recommended that students taking this course have a strong foundation in algebra.

HONORS STATISTICS

SE 4c & 4d
 Level 2 424 5 credits
 This course guides students through the major components of an introductory college level statistics course. Specific course topics will include data analysis, the normal curve, scatter plots, probability, confidence intervals, and sampling distributions. Students will work with technology, including the TI-83 or TI-84 graphing calculator and online programs in order to develop a complete understanding of the statistical approach to data collection and analysis. Please note that this course requires much more reading and writing than most math courses. It is recommended that students be securing honors grades in level 1 or 2 English.

COLLEGE PREP PRE-CALCULUS

SE 4c & 4d
 Level 3 436 5 credits
 This full year pre-calculus course begins with a review of topics from Algebra 2, including quadratic and cubic functions. The course then examines the characteristics of rational, radical, exponential, logarithmic, and trigonometric functions, with an emphasis on investigating their domain, range and intercepts. This investigation will be enhanced by the use of a graphing calculator, which is required for this course. The prerequisite for this course is a C, however, the math department recommends that students enrolling in this course have achieved a B or higher in College Algebra 2 (434).

COLLEGE PREP STATISTICS

SE4c & 4d
 Level 3 438 5 credits
 This course guides students through the major components of an introductory college level statistics course. Specific course topics will include data analysis, the normal curve, scatter plots, probability, sampling distributions, entrance exam preparation, and applications of algebra. Students will work with technology, including the TI-83 or TI-84 graphing calculator and online programs in order to develop a complete understanding of the statistical approach to data collection and analysis.

GRADES 11 and 12

ADVANCED PLACEMENT STATISTICS

SE 2 & 3
 Level 1 415 5 credits
 This course includes all topics included in the Advanced Placement course description for Statistics. Topics focus on the four major pillars of Statistics: Data Exploration, Data Collection, Probability, and Inference. Topics include organizing data, processing data, the laws of probability, and inference testing. Emphasis is on combining mathematical problem solving with written analysis of work. This course has a required summer assignment. Students will take the Advance Placement Exam in May.
 Students enrolling in this course in Grades 9 & 10 must have the recommendation of their current math teacher. The prerequisite for this course is a C, however, the math department recommends that Grade 11 students enrolling in this course have achieved at least a B-

in Advanced Honors Algebra 1&2. For Grade 12 students, the department recommends that students enrolling in this course have achieved at least a B from Honors Algebra 2/Pre-Calculus. Since this course requires extensive reading and writing, all students enrolling in this course should be securing honors grades in Level 1 or 2 English.

ELECTIVES

EXPLORING COMPUTER SCIENCE

Unleveled 427 2½ credits
 This course, open to all students in Grades 9-12, is an introduction to computer science and computational practice for students with no prior programming experience. Topics include human computer interaction, problem solving, web design, and programming. Students will discuss ethical and social issues in computing and careers in computing. They will be introduced to the concept of open-source software development and explore its implications.

HONORS COMPUTER SCIENCE PRINCIPLES

Level 2 426 5 credits
 This course is modeled on the AP Computer Science Principles course. The course introduces the central idea of computer science as well as how computers are changing the world. Students develop computational artifacts while using simulations to explore central questions. The course involves analyzing data and communicating collaboratively about the findings.
Pre-requisite: Students enrolling in this course in Grade 9 must have the recommendation of their current math teacher. All students enrolling in this course should meet level 1 or level 2 Math and English (writing) pre-requisites.

Please Note: Honors Computer Science Principles (426) contains a broader scope of the computer sciences than AP Computer Science A (416). This course also has a less technical yet still rigorous approach towards programming than AP Computer Science A (416).

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

Level 1 417 5 credits
 This course introduces the central idea of computer science as well as how computers are changing the world. Students develop computational artifacts while using simulations to explore central questions. The course involves analyzing data and communicating collaboratively about the findings. Students will take the Advanced Placement exam in May.
 Students enrolling in this course in grade 9 must have the recommendation of their current math teacher. Since this course requires extensive reading and writing, all students enrolling in this course should be securing honors grades in Level 1 or 2 English.

Please Note: Advanced Placement Computer Science Principles (417) contains a broader scope of the computer sciences than AP Computer Science A (416). The course also has a less technical yet still rigorous approach towards programming than AP Computer Science A (416).

ADVANCED PLACEMENT COMPUTER SCIENCE A

SE 2 & 3
 Level 1 416 5 credits
 The course includes all topics included in the Advanced Placement course description for Computer Science A. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development and is meant to be the equivalent of a first-semester college-level course in computer science. It also includes the study of data structures, design and abstraction. Students will take the Advanced Placement exam in May.

Students enrolling in this course in grades 9 & 10 must have the recommendation of their current math teacher. Since this course requires extensive reading and writing, all students enrolling in this course should be securing honors grades in Level 1 or 2 English.

STUDENT TECHNICIAN (SEMESTER COURSE)

SE 2 & 3

428

1½ credits

This program offers practical experience for chosen students who are interested in the troubleshooting, repair, and deployment of hardware and software in addition to their regular Computer Science coursework. Students will be expected to assist during specified study periods. Participants will engage in independent problem solving, research, and design projects. Students in Grade 10, 11, and 12 may enroll by obtaining the recommendation of a past Computer Science teacher, a guidance counselor or a housemaster and obtaining a signature from the Director or Coordinator of Technology. This course may be repeated for credit.

MATH WORKSHOP

SE 2 & 3

Unleveled

406

1 credit

Math Workshop is a small-group class designed to support freshmen students in achieving a successful transition to high school math work and expectations by providing individualized instruction in math standards, organization skills, and study skills based on each student's needs. Instruction may include pre-teaching and practice of key skills from the 9th grade curriculum. Reinforcement of successful organizational routines and study strategies will allow students to build increased independence as learners. The course is open to freshmen upon recommendation of the teacher or guidance counselor. This course may be repeated for credit. This course runs on an as-needed basis.

MATH STRATEGIES (MCAS Preparation)

SE 4a & 4b

Unleveled

405

2 ½ credits

This semester course meets 3 days in every 7-day cycle. This first semester course is a comprehensive review of Algebra I. The second semester course is an examination of strategies needed to solve problems as well as the mathematics covered in the Massachusetts Mathematics Frameworks (Statistics, Probability, Algebra, Geometry, Ratios, and Discrete Math). This course runs on an as-needed basis.

MATH TUTOR

SE 4c & 4d

464

3 credits

To be considered for this course, students must have successfully completed Geometry, Algebra I, and Algebra II courses and have the recommendation of their current math teacher. Prospective students will be interviewed by the Director of Mathematics. Those candidates who are qualified will be assigned to a specific course and teacher to tutor students in math during the school day.

SAT LAB

(SAT Preparation)

132

1 credit

All Grade 11 students who take the PSAT in October will be assigned to this once-per-cycle course which meets in the computer lab. Students will have access to individualized SAT preparatory instruction in critical reading, writing, and mathematics via online resources from the College Board. This course is co-listed with English; meeting once in the cycle satisfies responsibilities in both departments. (Semester Two)

WORLD LANGUAGES DEPARTMENT

Braintree High School's graduation requirements include two years of World Language study (in the same language) with courses taken at the high school level. The World Languages Department will offer courses in French and Spanish. The choice of which World Language to study should be based on the student's personal preference and career plans.

ADVANCED PLACEMENT COURSES

Advanced Placement courses are offered in French and Spanish. These courses are the equivalent of third year college courses. Students enrolled in these courses must plan to take the appropriate AP examination. Each course is designed to complete the required curriculum in two years. Enrollment in these courses is recommended only for students who have completed the third year of French or Spanish at Level 1 with a grade of "C" or better, and who have secured the written approval of their current teacher, guidance counselor, and director. Students should see course descriptions for further details.

Courses offered include:

| | | |
|-----------|--------------------------------|------------|
| French 1 | 5 credits - 520, 530 | SE 4c & 4d |
| French 2 | 5 credits - 511, 521, 531 | SE 4c & 4d |
| French 3 | 5 credits - 512, 522, 532 | SE 1 & 5 |
| French 4 | 5 credits - 513, 523 | SE 4a & 4b |
| French 5 | 5 credits - 514, 524 | SE 4a & 4b |
| Spanish 1 | 5 credits - 560, 570, 580 | SE 4c & 4d |
| Spanish 2 | 5 credits - 551, 561, 571, 581 | SE 4c & 4d |
| Spanish 3 | 5 credits - 552, 562, 572 | SE 1 & 5 |
| Spanish 4 | 5 credits - 553, 563 | SE 4a & 4b |
| Spanish 5 | 5 credits - 554, 564 | SE 4a & 4b |

Introduction to Linguistics 2 ½ credits - 527 SE 3&4a

The following three descriptions apply to the first, second, third, and fourth year of study of French and Spanish. Students should refer to individual course descriptions for fifth year courses.

The *first year of study* of a modern world language is an introduction to the four basic skills of listening, speaking, reading and writing. Students are taught correct pronunciation, rhythm, and intonation and the vocabulary groups common to first year courses such as greetings, weather expressions, articles of clothing, telling time, colors and foods. Essential grammatical concepts are introduced so that students may begin to communicate in the world language. Development of the student's awareness of the culture and civilization of the world language in all countries where it is spoken is an integral part of each course.

The *second year of study* of a modern world language is an expansion of the four basic skills of listening, speaking, reading and writing and of the learning activities introduced in the first year of study. The mastery of new vocabulary is a continuous goal. More complex and complete grammatical concepts are taught and students are further encouraged to communicate in the language. The study of the culture and civilization of the countries where the language is spoken worldwide continues to be an integral part of each course.

The *third year of study* of a modern world language will enable students to develop a greater facility with the four basic skills of listening, speaking, reading, and writing. Students will put into practice with greater frequency concepts learned during the first two years of study and communication in the language becomes more apparent. Mastery of new vocabulary continues and the remaining finer points of grammar are taught while the length of reading selections increases. At the end of the third year of study, students

will have been taught the basic skills necessary for future language development and improvement.

In the *fourth year of study* of a modern world language, students begin to shift toward two different paths. Those students who plan to take the AP Language and Culture examination must enroll in Level 1. This pre-AP course includes the first half of the essentials of grammar, practice in writing directed essays, development of oral skills, practice in contemporary usage through both literature and culture readings, and the development of the student's speaking ability in impromptu contexts. This course also begins the study of the six themes of the AP Language and Culture Exam. The Level 2 course is designed for students who have successfully completed three years of the language and who are interested in improving their conversational skills. Students are encouraged to read for comprehension and to use the target language as often as possible in conversation. A continuous review of grammar is conducted in order to maintain skills previously acquired.

ADVANCED PLACEMENT FRENCH 5

SE 2 & 3

Level 1 514 5 credits

This course is a continuation of study for the AP examination for students who have satisfactorily completed French 4 Level 1. It includes more advanced reading and writing with heavy emphasis placed on listening and speaking activities. Students are expected to develop a thorough knowledge of French culture and civilization. There is a thorough development of the six AP themes consisting of Global Challenges, Family and Community, Science and Technology, Contemporary Life, Beauty and Aesthetics, and Personal and Public Identities. Students who successfully complete the course are expected to take the AP examination. Students enrolled in this course are required to complete a summer assignment which may include practice in reading and writing such as keeping a journal, completing grammar exercises or writing an autobiography. Students should be prepared to be tested on this material during the first full week of classes.

FRENCH 5

SE 4a & 4b

Level 2 524 5 credits

This course is designed for students who have successfully completed four years of French. Students will have the opportunity to improve their conversational skills and to learn about contemporary life in French-speaking countries. There will be continued practice for improvement in writing skills. *With insufficient enrollment, this course will be taught in conjunction with French 523.*

ADVANCED PLACEMENT SPANISH 5

SE 2 & 3

Level 1 554 5 credits

This course is a continuation of study for the AP examination for students who have satisfactorily completed Spanish 4 Level 1. It includes more advanced readings and writing activities with heavy emphasis toward acquiring near native-like fluency and continues to incorporate a thorough knowledge of Spanish culture and civilization. There is a thorough development of the six AP themes consisting of Global Challenges, Family and Community, Science and Technology, Contemporary Life, Beauty and Aesthetics, and Personal and Public Identities.. Students who successfully complete the course are expected to take the AP exam. Students enrolled in this course are required to complete a summer assignment which may include practice in reading and writing such as keeping a journal, completing grammar exercises or writing an autobiography. Students should be prepared to be tested on this material during the first full week of classes.

SPANISH 5

SE 4a & 4b

Level 2

564

5 credits

This course is designed for students who have successfully completed four years of Spanish and who are interested in improving their conversational skills and in learning about contemporary life in Spanish-speaking countries. The main emphasis will be on oral activities making use of current events, books, poems, periodicals and other contemporary readings. There will also be continued improvement of writing and reading skills.

Introduction to Linguistics

SE 3&4a

Level 2

527

2 ½ credits

This elective course is an introduction to the study of languages in general. Topics include phonetics, morphology and syntax, language acquisition, sociolinguistics, and changes in language. Students will read articles, watch documentaries and videos, and complete various projects on how words are formed, how language works, and how language evolves. Class will be conducted in English.

BUSINESS DEPARTMENT

In today’s global economy, it is important that all students have knowledge of the economic and financial world in which they live. The Business Department operates under the philosophy that in order for a student to be considered truly prepared for life after graduation, business education must be a part of their Braintree High School educational experience. Business Education provides students with the foundation to pursue programs such as business administration, accounting, marketing/management, law and finance.

The Business Department provides a wide variety of courses designed to teach business procedures, fundamentals, skills, ethics, and content. Our courses are hands-on, practical, and of value to all students regardless of their future academic plans. All Business Education courses will also provide students with the computer skills necessary to be competitive in both college and the workplace.

SEMESTER COURSES

Grades 10, 11, 12

ACCOUNTING I

SE 2 & 3

Level 2

621

2 ½ credits

This course is intended to give students the basic knowledge of the principles and practices encompassing the entire accounting cycle, and how this applies to keeping records for a small business. It includes the theory of debit and credit, journalizing, posting to the ledger, taking a trial balance, and maintaining financial statements. Simulated job experiences with students acting as bookkeepers and accountants will be covered in the course. Students will also gain first hand accounting experience and learn about the stock market by participating in the Stock Market Game.

If a student has successfully completed Algebra 2, this course can be counted as a one semester mathematics course.

Grades 11, 12

ADVANCED ACCOUNTING

SE 4a & 4b

Level 2

622

2 ½ credits

After having completed the study of the accounting cycle in Accounting I, Advanced Accounting will review and expand upon the basic accounting concepts. In Advanced Accounting, accounting records will be generated through the use of Peachtree accounting software, a computerized accounting system.

If a student has successfully completed Algebra 2, this course can be counted as a one semester mathematics course.

Prerequisite: Accounting I

Grades 10, 11, 12

PERSONAL AND BUSINESS LAW

SE 2 & 3

Level 2, 3

623, 635

2 ½ credits

This course is designed to lead the student to an understanding of the American legal system and how it applies to them personally. This course not only stresses one’s rights and benefits, but also one’s legal duties, obligations and liabilities. Personal Law relating to crimes, torts, marriage, as well as real estate and insurance will be discussed and researched. Subject matter covered will include civil, criminal, and domestic law issues. Business Law is presented in such a way as to be of personal value to the student in the business-consumer world. (There is a constant stress on business ethics and moral obligations.)

Grades 10, 11, 12

INTRODUCTION TO COLLEGE BUSINESS

SE 2 & 3

Level 2, 3 628, 638 2 ½ credits
Introduction to College Business exposes students to the various business fields (accounting, finance, management, and marketing) at a two-year or four-year college and was created in cooperation with local area colleges to prepare students to further study business after high school. Through hands-on experience, analysis of current business issues and inspection of annual reports, students will examine business and build entrepreneurial skills. During the course, the class will create a business plan, start a company, and be responsible for the full spectrum of the business operations of the company. A computerized approach will be utilized throughout the entire course integrating Microsoft Excel and PowerPoint to facilitate financial analysis and solve business problems. Students will also examine the stock market and learn how businesses can be affected by the market's performance by participating in the Stock Market Game.

Grades 9, 10, 11, 12
INTRODUCTION TO OCCUPATIONS

SE 1 & 5
Level 3 636 2 ½ credits
This semester course includes topics such as career exploration, job preparation skills, social and environmental issues, budgeting, tax preparation, credit, consumer rights, checking and insurance. This course is designed to build a foundation of knowledge and skills that would fully prepare a student to enter the workforce after graduation and be competitive. Emphasis will be given to the direction of the job market to guide students toward a solid decision for a first career.

Grades 11, 12
PERSONAL FINANCE AND BUSINESS

SE 4a & 4b
Level 2,3 627, 637 2 ½ credits
This course exposes students to how the world of business relates to them personally. Major topics will include budgeting your paycheck, basic checking and savings accounts, the importance of insurance, the appropriate use of credit, bank services, and short and long term savings investing. Students can expect to learn how to: plan their personal finances (career planning, money management, and financial planning), map strategies for investing their financial resources (fundamentals of investing stocks, bonds and mutual funds), protect their finances (tax strategies, insurance) and comprehend banking and credit. The premise of this course is that citizens cannot be financially savvy unless they are educated about the business environment and strategies available to them. Students will also gain first-hand experience in saving and investing by participating in the Stock Market Game.

If a student has successfully completed Algebra 2, this course can be counted as a one semester mathematics course.

Grades 10, 11, 12
SPORTS AND ENTERTAINMENT MARKETING

SE 2 & 3
Level 2 624 2 ½ credits
This course will take the student on a step-by-step journey through the world of marketing. Students will learn the basic functions of marketing and how those functions are applied to sports and entertainment. Marketing is the tool that has allowed the United States' economy to become one of the most successful in the world. Sports and entertainment are important parts of our modern economy. Fans and companies spend billions of dollars each year on sports. Entertainment is one of the largest exports of the United States to the rest of the world. Students will learn how to determine the target markets for certain products and how to develop strategies to appeal to the target markets. Topics covered include: entrepreneurship, marketing practices, merchandising, retailing, advertising and inventory control.

Grades 11, 12
SPORTS AND ENTERTAINMENT MARKETING II

SE 4c & 4d
Level 2 625 2 ½ credits
Students in the Advanced Marketing course will further develop their skills and knowledge of marketing. The students will create a school event and be responsible for marketing it to the student body. They will look into developing new merchandise promotions and advertising for the school store. Students will increase their knowledge of market research through developing as well as participating in focus groups and surveys. Students will build on their understanding with advanced applications of marketing such as Visual Merchandising, Displays and Essential Elements of Advertising. Students will also explore "real life" marketing jobs in all industries, but especially the Sports and Entertainment marketing industry.

Prerequisite: Sports and Entertainment Marketing

HEALTH AND WELLNESS DEPARTMENT

The Health and Wellness department aligns its curriculum with the Massachusetts Comprehensive Health Curriculum Framework. The goal of the department is to encourage students to develop active lifestyles for overall health benefits. This will enable students to develop to their fullest potential through the acquisition of daily living skills and the behaviors necessary to make good decisions in life. Through a diversified Physical Education program students are encouraged to develop skills and positive attitudes toward lifelong participation in exercise. Physical Education is a graduation requirement for all four years. The Health Education program offers freshmen health and electives for 10th, 11th, and 12th grade students.

Grade 9

PHYSICAL EDUCATION

SE 2 & 3

2 credits

Freshmen will automatically be scheduled for physical education. The ninth grade Physical Education program has students explore team and individual sports, fitness, orienteering, and recreational and cooperative activities that encourage students to develop skills and positive attitudes toward lifelong participation in exercise. In addition, during the ninth grade a Fitness Center orientation program is included. This center is also available after school for student use. All students will take part in physical education class for two periods in each seven day cycle for the entire year unless excused by a physician.

Grade 10

PHYSICAL EDUCATION

SE 4a & 4b

2 credits

Sophomore students are presented with a variety of team, individual and lifetime activities. Students will continue to build on the concepts and knowledge learned in the previous year. Daily participation will also include flexibility exercises, abdominal work, and upper body strengthening and cardio fitness. An important objective of the Grade 10 program is to give students the background for entering the selection program in the junior and senior years. All students will take part in physical education class for two periods in each seven day cycle for the entire year unless excused by a physician.

Grades 11 & 12

PHYSICAL EDUCATION

SE 1 & 5

2 credits

Junior and Senior students have an opportunity to select from a variety of activities/sports over 4 terms. Each term students will select a different activity/sport. Offerings include team sports, recreational games such as; shuffle board, horse shoes, croquet, and bocce, as well as the following lifetime activities: weight training, yoga, table tennis, tennis, golf, badminton, archery, fitness walking, lifetime fitness planning, AED, First Aid and CPR infant, Child and Adult. All students will take part in physical education class for two periods in each seven day cycle for the entire year unless excused by a physician. Below is an explanation of what activities/sports are offered. (Activities/Sports offered each term will be dependent upon weather and court/space availability.)

Team Sports - Basketball ~This course is designed to review the fundamentals of basketball. Various drills will be utilized to teach students both offensive and defensive skills leading up to game scrimmaging. Offensive skills included are: jump shooting, movement passing, dribbling with both hands and ball handling. Defensive skills included are: body position, advanced footwork and court awareness. The rules of basketball will also be covered as well as the strategy of the game.

Team Sports - Flag Football ~This course is designed to review the skills of flag football, including passing, catching, route running, and defending. A series of skill-specific challenges will lead up to small

and large team play. The rules of flag football will also be covered as well as the strategies of the game.

Team Sports - Lacrosse ~ This course is designed to review the skills of lacrosse including throwing, catching, ground balls, cradling and shooting. Small-sided games will be practiced to incorporate these skills to lead up to a game. The rules of lacrosse will also be covered as well as the strategies of the game.

Team Sports - Soccer ~ This course is designed to review the skills of soccer, including dribbling, passing and receiving, heading, shooting and finishing, and defending, as well as small group tactics. Small-sided games will be practiced to incorporate these skills to lead up to a game. The rules of soccer will also be covered as well as the strategies of the game.

Team Sports - Ultimate Frisbee ~ This course is designed to review the fundamental skills and strategies of organized ultimate frisbee, including throwing, passing, catching, running, cutting and marking. In addition, students will gain an understanding of personal strategies in offense and defense. Students will also learn to practice effective communication with teammates.

Team Sports - Volleyball ~ This course is designed to review techniques for serving, passing, setting and spiking. Small-sided games will be practiced to incorporate these skills to a lead up to a game. Game play stresses teamwork and competition, providing a functional knowledge of rules, regulations, safety procedures and skills of the sport.

Lifetime Sport - Recreational Games ~ This course is noncompetitive and is designed to enhance the student's physical fitness through participation in various recreational games. For example, shuffle board, horse shoes, croquet, and bocce. Emphasis will be placed on learning the rules, etiquette, scoring and history.

Lifetime Sport - Archery ~ This course is designed to teach students the basic skills and knowledge of archery. Emphasis will be placed on learning how to take care of the equipment, scoring, terminology, the art of shooting, stance, draw, anchor, release and follow through, clout and field shooting and aiming with point of aim and sight.

Lifetime Sport - Badminton ~ This course is designed to teach students the skills and knowledge of badminton. Emphasis will be placed on learning the basic skills such as serves, clears, drives, the drop shot, the smash and net shots, rules and strategy for doubles and singles, terminology, and an understanding of the history of the sport.

Lifetime Sport - Lifetime Fitness Planning ~ This course is designed for the motivated student who is interested in making a difference in their fitness level. A personal fitness plan will be designed with input from the teacher and closely monitored for progress. Students should plan to workout vigorously for the entire class period. Fitness plans will be customized for each student's short and long term goals, i.e. weight management, overall conditioning for health, sports specific training, muscle strength and conditioning, or increasing cardiovascular endurance.

Lifetime Sport - Fitness Walking ~ This course is designed to teach students the basic walking techniques and principles with the goal for students to develop and implement an individualized conditioning program for themselves.

Lifetime Sport - First Aid/CPR Infant, Child & Adult/AED ~ This course is designed to teach students about standard first aid, how to perform C.P.R. and how to use an automatic external defibrillator. They will be eligible for an American Heart Association certification in these areas. These certifications are required for many jobs, including lifeguard, camp counselor, day-care worker and are also valued by many companies.

ART and DESIGN DEPARTMENT

The Art and Design Department offers courses which will provide a sequential program of experiences, potentially culminating in Advance Placement Studio Art, which will enable the future artist or designer to pursue post-secondary education in art or to continue making quality art as an avocation. In addition, a wide selection of art and design courses is available for those students who would like to explore various aspects of 3D ARTS, FINE ARTS, DESIGN and MEDIA in greater depth. Any full year course or two semester courses fulfills the one unit of creative or applied arts which is required for graduation.

FULL YEAR COURSE

Grade 11, 12

AP STUDIO ART in one of the following three areas:

DRAWING AND PAINTING, 2D DESIGN or 3D DESIGN

SE 1 & 5

710

5 credits

The Advanced Placement Studio Art course is for serious art students who wish to study Visual Art in greater depth. Students who elect this course should be prepared to do the work of a freshman in college. This course is part of a national program run by the College Board and is recognized by most colleges and art schools. It offers students the opportunity to gain three hours of college credit or advanced standing in one of the following categories:

- *DRAWING/PAINTING PORTFOLIO: this includes a broad interpretation of drawing, painting and printmaking issues.*
- *TWO-DIMENSIONAL DESIGN PORTFOLIO; this is intended to address elements and principles of design interpreted two-dimensionally in a variety of MEDIA.*
- *THREE-DIMENSIONAL DESIGN PORTFOLIO: this is intended to address elements and principles of design interpreted three-dimensionally in a variety of MEDIA.*

Approximately 24 art works, part of which must be based on a theme, are expected from AP students. This art work is sent to the College Board in May. Students must understand that they will be required to put in 4 to 6 hours of outside class time per week completing their portfolio, maintaining a sketchbook, visiting galleries, researching, and presenting information on artists and art ideas.

Prerequisites for the AP Studio Art course: a C average in the prerequisite course (FINE ARTS 2, 3D 2, DESIGN 2 or MEDIA 2), although the department recommends that students have earned a B; art teacher recommendation; and the Art Director's approval.

SEMESTER COURSES

Grade 9

Semester 1 and 2

FRESHMAN ART AND DESIGN LAB

SE 4a & 4b

720

2 ½ credits

This is a FRESHMAN ONLY foundations course, offering freshmen the opportunity for self-expression and exploration in many materials and media, breadth not depth. Emphasis will be placed upon the effective use of the elements and principles of DESIGN to convey a point of view, a sense of space, or a mood. Students will demonstrate their powers of observation, abstraction, invention, and expression in the four concentrations: 3D, FINE ARTS, DESIGN and MEDIA. Students will learn the creative process of draft, critique, self-assess, refine and exhibit. They will also describe and analyze their own work and the work of others with appropriate visual art vocabulary. Students will be encouraged to view art within its historic context and its connections to other subject areas. Students are expected to complete one or two homework assignments per term.

Grades 10, 11, 12

Semester 1 and 2

ART AND DESIGN LAB

722

2 ½ credits

Art and Design Lab is a semester long foundations course ideal for the student who would like to "try out" before dedicating a whole semester to one area of concentration. Students will explore the four creative areas of art and DESIGN: 3D, FINE ARTS, DESIGN and MEDIA. Emphasis will be placed upon individual expression and finding a student's passion and creative strengths. Exploring ideas, concepts and creative problem solving will be practiced on a daily basis. Students will be engaged in skills and problems that tap into creative content not experienced before. The semester will be divided into the 4 creative areas. Students will develop the creative process of draft, critique, self-assessment, refinement and exhibition.

Grades 9, 10, 11, 12

Semester 1 and 2

FINE ARTS 1

SE 2 & 3

731

2 ½ credits

This semester course gives students an opportunity to broaden their art expression through the medium of drawing, painting, printmaking and illustration. Students will learn to manipulate the basic elements of art (line, shape, texture, form, and color) using the principles of design (balance, emphasis, contrast, pattern, value, etc.) in their drawings to communicate a point of view, a sense of space or a mood. Many materials will be used including pencil, pen, charcoal, pastel watercolors, inks and tempera paint. Students will learn the creative process of draft, critique, self-assess, refine and exhibit. They will also describe and analyze their own work and the work of others with appropriate visual art vocabulary. Students will be encouraged to view art within its historic context and its connections to other subject areas. Students are required to purchase a sketchbook, to do weekly assignments and preliminary drafts for projects.

Grades 10, 11, 12

Semester 1 and 2

FINE ARTS 2

SE 4c & 4d

732

2 ½ credits

This course builds upon the skills taught in FINE ARTS 1 (prerequisite of a C average in FINE ARTS 1) and provides opportunities for students to express ideas with a greater mastery of materials and techniques. Emphasis will be on the rendering of original ideas from observation and imagination. Students are required to purchase a sketchbook, to do weekly assignments as well as preliminary project drafts within.

Prerequisites: A minimum of C in Fine Arts I, teacher recommendation.

Grades 11, 12

Semester 1 and 2

FINE ARTS 3

SE 4c & 4d

733

2 ½ credits

This course is for the serious art student and builds upon the skills taught in FINE ARTS 2 (prerequisite of a B average in FINE ARTS 2) and provides opportunities for students to express ideas with a greater mastery of materials and techniques. Emphasis will be on the rendering of original ideas from observation and imagination. Students are required to purchase a sketchbook, to do weekly assignments as well as preliminary project drafts within.

Prerequisites: A minimum of a C in Fine Arts 2 is required, although the department recommends that students earn a B, teacher recommendation.

Grades 9, 10, 11, 12

Semester 1 and 2

DESIGN I

SE 2 & 3

725

2 ½ credits

In this introductory course students will learn basic design skills and explore different professions of the design field. Utilizing the elements and principles of design, working in the programs in Adobe CS, students in this course develop an understanding of the various organizational possibilities available in designing for the flat surface.

The development of ideas, problem-solving skills, building a design vocabulary and foundation, and knowledge of the program Adobe Illustrator are the focus of this course.

Grades 10, 11, 12 Semester 1 and 2

DESIGN 2

SE 4c & 4d 726 2 ½ credits

In this one semester course students will expand their previously learned design skills from DESIGN 1 (prerequisite of a C average in DESIGN 1), delving into the history of design and continuing to focus on the elements and principles of design. Students will use the latest professional design programs in Adobe CS. Hands-on projects will be created in true to life situations. Design and layout, advertising, fashion, interior design, corporate identity and computer generated illustrations are a few of the possible areas explored.

Prerequisites: A minimum of a C in Design 1, although the department recommends that students earn a B, teacher recommendation.

Grades 11, 12 Semester 1 and 2

DESIGN 3

SE 4c & 4d 727 2 ½ credits

This course is for serious art students who will expand their previously learned skills from DESIGN 2 (prerequisite of a B average in DESIGN 2). Students begin a concentration in a target area and create design projects which expand learning skills and potential possibilities for portfolio entries. Hands-on projects will be created in true to life situations. *Prerequisites:* A minimum of a C in Design 2, although the department recommends that students earn a B, teacher recommendation.

Grades 9, 10, 11, 12 Semester 1 and 2

MEDIA 1

SE 2 & 3 728 2 ½ credits

In this semester course students will learn and explore the vast areas of media arts field. Students will explore the creative use of black and white and color photography using traditional darkroom processes and contemporary digital imaging software. Students will develop their visual communication skills through weekly shooting assignments that include subjects like: portraiture, abstractions and landscapes. Other lessons will include: black and white printing, history of photography and imaging technology, master photographers and basic Adobe PhotoShop. **STUDENTS MUST HAVE ACCESS TO A SMARTPHONE WITH CAMERA OR DIGITAL CAMERA FOR THIS COURSE.**

Grades 10, 11, 12 Semester 1 and 2

MEDIA 2

SE 4c & 4d 729 2 ½ credits

In this one semester course students will build upon prior knowledge from MEDIA 1 (prerequisite of a C average in MEDIA 1). Advanced darkroom techniques and Adobe PhotoShop software will be used to create artworks of personal expression. Lessons will include: color and communication, photography and history, visual communication and mass culture, and mixed MEDIA that combines photographic technologies and drawing. **STUDENTS MUST HAVE ACCESS TO A SMARTPHONE WITH CAMERA OR DIGITAL CAMERA FOR THIS COURSE.** *Prerequisites:* A minimum of a C in Media 1, although the department recommends that students earn a B, teacher recommendation.

Grades 11, 12 Semester 1 and 2

MEDIA 3

SE 4c & 4d 730 2 ½ credits

This one semester course is for the serious art student who will expand their previously learned skills from MEDIA 2 (prerequisite of

a B average in MEDIA 2). Students begin a concentration in a target area and create design projects which expand learning skills and potential possibilities for portfolio entries. Hands-on projects will be created in true to life situations. **STUDENTS MUST HAVE ACCESS TO A SMARTPHONE WITH CAMERA OR DIGITAL CAMERA FOR THIS COURSE.** *Prerequisites:* A minimum of a C in Media 2, although the department recommends that students earn a B, teacher recommendation.

Grades 9, 10, 11, 12 Semester 1 and 2

3D 1

SE 2 & 3 735 2 ½ credits

This course is an introduction to the basic 3-dimensional design experiences. Students will learn additive and reductive techniques. They will work with clay, plaster, wood, paper, plastics, metal and other materials, learning technical skills as well as creative expression. They will learn to identify and use the elements and principles of 3-dimensional design.

Grades 10, 11, 12 Semester 1 and 2

3D 2

SE 4c & 4d 736 2 ½ credits

This course builds on the basic knowledge and techniques of 3D 1 (prerequisite of a C average in the 3D 1). Students will build skill levels with various techniques while learning to develop their artistic expression in 3-D. They will become more fluent in the use and identification of the elements and principles of 3-dimensional design through learning how to critique their own and other's work. They will construct works that are expressive, functional and conceptual. Students will complete one written research assignment coupled with a class presentation. *Prerequisites:* A minimum of a C in 3D 1, although the department recommends that students earn a B, teacher recommendation.

Grade 11, 12 Semester 1 and 2

3D 3

SE 1 & 5 724 2 ½ credits

This one semester course is for the serious art student who will explore their previously learned skills from 3D2 (prerequisite of a B average in 3D2). Students begin a concentration in a target area and create projects which expand learning skills and potential possibilities for portfolio entries. *Prerequisites:* A minimum of a C in 3D 2, although the department recommends that students earn a B, teacher recommendation.

Grades 9, 10, 11 & 12

INTRO TO TELEVISION AND VIDEO PRODUCTION

SE 4c & 4d 164 2 ½ credits

This course serves as an introduction to the fast-paced world of television and media production for news information, education, entertainment, and industry. Students will learn successful techniques of video production and work both in front of the camera and behind the scenes.

Grades 10, 11, & 12

BROADCAST JOURNALISM

SE 2 & 3 Level 2 165 2 ½ credits

A continuation of Intro to Television & Video Production, this course provides an opportunity for students to explore both the elements of production and the legal and ethical aspects of mass media. Successful completion of Intro to Television & Video Production and the recommendation of the Intro teacher are prerequisites for enrollment in this course. **MAY BE REPEATED FOR CREDIT.**

MUSIC DEPARTMENT

The Music Department offers a variety of full year and semester courses, which are designed to meet the needs and varied interests of our students. Participation in and knowledge of music enables the individual to develop an awareness of self in the cultural continuum by uniquely engaging the senses in communication skills, perception, expression, and creativity. A full-year course or two semester courses fulfills the one unit of creative or applied arts credit needed for graduation.

FULL YEAR COURSES

ADVANCED PLACEMENT MUSIC THEORY

SE 2 & 3
Grade 12 750 5 credits
The AP Music Theory course develops a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal will be promoted by integrated approaches to the student's development of aural, sight-singing, written, compositional, and analytical skills through listening, performance, writing, creative and analytical exercises. This course is offered to seniors. It would be beneficial for the student to take private lessons on an instrument, Music Technology I & II, and to be a member of a performing ensemble at the high school. This course is part of a national program run by the College Entrance Examination Board.

CONCERT BAND

SE 1 & 5
Grades 9, 10, 11, 12 760 5 credits
The Concert Band is an intermediate level instrumental ensemble open to grades 9-12. The ensemble performs a wide variety of concert repertoire. Students taking this course will be expected to perform at school events including concerts and football games.

WIND ENSEMBLE

SE 1 & 5
Grades 9, 10, 11, 12 761 5 credits
The Wind Ensemble is an advanced instrumental ensemble open to interested wind players and percussionists in grades 9-12. Participation in the Wind Ensemble is determined by audition and recommendation of the Band Director. Students taking this course will be expected to perform at school events including concerts and football games. It is recommended that students selected for participation in this course also take private instrumental lessons.

ORCHESTRA

SE 1 & 5
Grades 9, 10, 11, 12 765 5 credits
Orchestra is a continuation of middle school study, exploring string literature and techniques from the Baroque through Modern Day. This ensemble is open to all grades and requires no audition. Attendance at all performances is required.

CHAMBER ORCHESTRA

SE 1 & 5
Grades 9, 10, 11, 12 766 5 credits
Chamber Orchestra is an auditioned ensemble that will explore advanced string literature and techniques from the Baroque to Modern Day. This ensemble is open to all students upon completion of a successful audition in May of the current school year. Rising 9th grade musicians will be allowed to audition by recommendation of their middle school instructor. Attendance at all performances is required.

CHORUS

SE 1 & 5
Grades 9, 10, 11, 12 763 5 credits

Chorus is a performance class designed to offer students experience in singing a varied repertoire of choral literature. Students are expected to participate in all scheduled performances.

CONCERT CHOIR

SE 4c & 4d
Grades 10, 11, 12 764 5 credits
Concert choir is a select group chosen by audition and recognized as an outstanding choral group. The singers perform a varied repertoire at many concerts throughout the year. Students are expected to participate in all scheduled performances. Students must take one year of Chorus prior to audition for Concert Choir.

INDEPENDENT STUDY IN MUSIC (Meets daily)

SE 2 & 3 772 5 credits
Independent Study is available for students who have extreme scheduling conflicts. Students must obtain the consent of the teacher and the Director of Music.

SEMESTER COURSES

MUSIC TECHNOLOGY I

SE 4a & 4b
Grades 10, 11, 12 781 2 ½ credits
This course is a hands-on introduction to accessing musical information through technology. Designed for students who want to understand, explore and create music through the use of electronic synthesizers, computers and current music software. No prior computer knowledge is required. This course meets the computer graduation requirement.

MUSIC TECHNOLOGY II

SE 4a & 4b
Grades 10, 11, 12 782 2 ½ credits
This course is an extension of the activities and topics covered in Music Tech I. There will be an increased emphasis on using music technology in the creation and production of original compositions and soundtracks. This course meets the computer graduation requirement.

ELECTRONIC PIANO I

SE 4a & 4b
Grades 9, 10, 11, 12 784 2 ½ credits
This course is for anyone interested in learning to play a keyboard instrument. No prior knowledge or experience is required. Students will learn the techniques of piano playing and explore the basic rudiments of music. Students will explore a variety of musical styles, harmonize tunes, improvise and create music.

ELECTRONIC PIANO II

SE 4a & 4b
Grades 10, 11, 12 785 2 ½ credits
This course is a continuation of Electronic Piano I. It is designed for students who wish to further explore keyboard performance and/or composition. An in-depth experience in the ability to sight read music, comprehend key and meter signatures, harmonic changes and rhythm patterns will be explored through carefully selected materials that meet the students' interest and abilities.

INDEPENDENT STUDY IN MUSIC (Meets 3 times/cycle)

SE 2 & 3 771 2 ½ credits
Independent Study is available for students who have extreme scheduling conflicts. Students must obtain the consent of the teacher and the Director of Music.

Support Services

Courses associated with these support services specifically address school-wide expectations 1 & 5.

Achieve

Achieve is an academic and emotional support program for students in Grades 9-12 who have been, or are at risk of, underperforming academically, or would benefit from additional structure and support during their school day. Students take part in all core academics, including the opportunity to attend mainstream classes, and enroll in college courses through the Dual Enrollment Program. Additional academic and emotional supports are available throughout the day, including twice daily school meetings. The goal is to improve academic performance and social well-being by addressing the individual needs of students through support, intervention, and feedback from staff and peers.

Alliance

Alliance is a voluntary program for students in Grades 9-12 who have underperformed, or have been identified as at-risk of underperformance, in the mainstream due to any number of factors, including, but not limited to, attendance, motivation, Behavioral issues and difficulty accessing the curriculum. Alliance is an Early College High School, which allows qualified students to concurrently earn high school and college credits through the Dual Enrollment Program. Students also have the opportunity to earn privileges and are held accountable through the Level System and peer feedback in twice daily school meetings. One of the goals of the program is that students internalize positive behaviors, such as responsibility, time management, and independence, as they prepare to transition to college, trade schools, the military or careers.

Career Exploration

Career Exploration is a program for students in Grades 11-12 transitioning from Language Enrichment, or who realize the benefits of career exploration and immersion. The program is designed to facilitate students in completing their graduation requirements while also participating in an innovative curriculum that includes classroom instruction as well as the opportunity to explore career paths via vocational Dual Enrollment courses, internships in the community, service learning projects, field trips and job shadowing. The goal of the program is to help students understand the steps needed to pursue their chosen career path and the resources needed to begin to take these steps.

Language Enrichment

Language Enrichment is a program for students in Grades 9-12 with language-based learning disabilities whose cognition falls within the average to below average range. Student may also demonstrate disorders in receptive and/or expressive language, language processions and executive functioning disorders. Language Enrichment is a substantially separate program in which students work toward completing their graduation requirements and passing MCAS by receiving systematic instruction in small groups provided by special education teachers. Every effort is made to include students in regular education classes when appropriate. Speech and language services are embedded within the classroom setting and provided as a pull-out service on an individual basis. The goal of Language Enrichment is to enhance grade level academic skills while remediating gaps in learning and providing social skills, learning strategies, and social tools to become independent learners and to achieve success in all aspects of their adolescent lives in and out of school.

COAST (Communication, Organization and Academic Support Training)

COAST is a program for students in Grades 9-12 who generally exhibit social anxiety, organizational challenges and learning issues associated with the disability of Autism Spectrum Disorder (ASD). Students generally experience difficulty with interpersonal and pragmatic communication with peers and within the community. COAST is an extension of the Learning Center and a fully mainstreamed program with additional social and emotional supports. The program has one block of social pragmatics, organizational skills, adaptive physical education and/or life skills. The goal of COAST is to provide students with the opportunity to remain in their mainstream classes and develop social thinking skills, pragmatic language skills, participate in adaptive physical education (if needed), improve community inclusion strategies, and enhance organizational skills.

Compass

Compass is an academic support program for mainstream students in Grades 9-12 who require additional academic, social, emotional and/or behavioral support in a structured environment. Students in Compass follow rigorous mainstream schedules with at least one period of support in the program, in lieu of Learning Center, to receive academic support and address their individual needs. The program guides students to establish routines, develop strategies, and foster positive relationships with increased independence in order to reach their full potential in their mainstream courses.

Learning Center

Learning Center is an academic support for mainstream students in Grades 9-12 who are on an IEP or have an active 504 plan. The goal of learning center is to address the students' needs as outlined in their IEP and provide support to mainstream teachers as they accommodate these needs.

PMI

PMI is a program for students in Grades 9-12 who are unable to attend school during the traditional school day. PMI offers students a chance to gain or recover credits beyond what is offered during the traditional school day. Many of the students in the program suffer from social anxiety or other medical ailments that make it difficult or impossible for them to attend a traditional seven hour school day. Students have the opportunity to earn additional credits for employment, and, when appropriate, are eligible to participate in Dual Enrollment courses. While the primary goal of PMI is to provide the students who cannot otherwise attend school a way to earn credits toward their diploma, it has also been used by students for credit recovery in addition to their day school schedule.

Project PROVE

Project PROVE is a program for students in Grades 9-12 who exhibit significant intellectual disabilities. In PROVE, students are provided with the functional academics, inclusion opportunities and vocational training experiences necessary to be successful in life and continue to become a contributing member of their community.

STRIVES

STRIVES is a support program for students in Grades 9-12 who are classified under the disability of Autism Spectrum Disorder (ASD). Students take part in all core academics and have the opportunity for vocational training when appropriate. Inclusion opportunities are based upon the student's areas of strength and need. STRIVES includes a social skills component to enhance social awareness.

Home Instruction and Tutoring

Home Instruction and Tutoring is a program for students in Grades 9-12 who are unable to attend school for fourteen days or longer due to a medical or emotional disability. The main goal of the program is to provide the student with the curriculum they have missed while out, as well as to keep them current so they may more easily re-enter their classes when appropriate. This program is primarily designed to be a short term placement, with the expressed goal of returning students to their classes.

WAVE

WAVE is a program for student in Grades 9-12 who exhibit significant intellectual deficits. Students receive their ELA, Social Studies, Science and Math instruction from WAVE special educators in a sub separate small group setting, and, when appropriate, are included in mainstream classes supported by WAVE staff. The goal is to provide the supports needed so that students can access the curriculum at their own paces and levels.

BRAINTREE HIGH GUIDELINES FOR SELECTING COURSES

Any subject may be elected during the first year offered or in any succeeding year. The following is a guide for the selection of courses in each grade.

ENGLISH

| Grade 9 | Cr. | Grade 10 | Cr. | Grade 11 | Cr. | Grade 12 | Cr. |
|----------------------|------------|-----------------------|------------|---------------------------|------------|---------------------------------|------------|
| Full Year | | Full Year | | Full Year | | Full Year | |
| 110 Adv. Hon. Eng. 9 | 5 | 111 Adv. Hon. Eng. 10 | 5 | 114 AP English Lang | 5 | 113 AP English Lit. | 5 |
| 120 Honors English 9 | 5 | 121 Honors English 10 | 5 | 125 Honors Writing/Lit. | 5 | 124 Honors Lit & Identity | 5 |
| 130 CP English 9 | 5 | 131 CP English 10 | 5 | 135 CP Writing/Literature | 5 | 134 CP Lit & Identity | 5 |
| 140 English 9 | 5 | 142 English 10 | 5 | 145 Writing/Literature | 5 | 126 Honors Creative Writing/Lit | 5 |
| | | | | | | 136 CP Creative Writing/Lit | 5 |

| Semester | | Semester | | Semester | | Semester | |
|-------------------------|-----|--------------------------|-----|--------------------------|-----|--------------------------|-----|
| 164 Intro to TV & Video | 2 ½ | 164 Intro to TV & Video | 2 ½ | 164 Intro to TV & Video | 2 ½ | 164 Intro to TV & Video | 2 ½ |
| | | 165 Broadcast Journalism | 2 ½ | 165 Broadcast Journalism | 2 ½ | 165 Broadcast Journalism | 2 ½ |
| | | | | 132 SAT Lab | 1 | | |

MATHEMATICS

| Grade 9 | Cr. | Grade 10 | Cr. | Grade 11 | Cr. | Grade 12 | Cr. |
|---------------------------|------------|----------------------------|------------|---------------------------------------|------------|-------------------------------|------------|
| Full Year | | Full Year | | Full Year | | Full Year | |
| 410 Adv.Honors Geometry | 5 | 411 Adv Hon Alg. 1 & 2 | 5 | 412 Adv. Hon. Alg. 2/ Pre-Calculus | 5 | 413 AP Calculus BC | 5 |
| 420 Honors Geometry | 5 | 417 AP CompSci Principles | 5 | 415 AP Statistics | 5 | 414 AP Calculus AB | 5 |
| 430 College Prep Geometry | 5 | 421 Honors Algebra 1 & 2 | 5 | 416 AP Computer Science | 5 | 415 AP Statistics | 5 |
| 431 Geometry | 5 | 426 H. CompSci. Principles | 5 | 417 AP CompSci Principles | 5 | 416 AP Computer Science | 5 |
| | | 432 College Prep Algebra 1 | 5 | 422 Hon. Alg. 2/Pre-Calculus | 5 | 417 AP CompSci Principles | 5 |
| | | 433 Algebra 1 | 5 | 426 H. CompSci. Principles | 5 | 423 Honors Calculus | 5 |
| | | | | 434 College Prep Algebra 2 | 5 | 424 Honors Statistics | 5 |
| | | | | 435 Algebra 2 | 5 | 426 H. CompSci. Principles | 5 |
| | | | | | | 436 College Prep Pre-Calculus | 5 |
| | | | | | | 438 College Prep Statistics | 5 |
| Semester | | Semester | | Semester | | Semester | |
| 427 Exploring CompSci | 2 ½ | 427 Exploring CompSci | 2 ½ | 132 SAT Lab | 1 | 427 Exploring CompSci | 2 ½ |
| | | 428 Student Technician | 1 ½ | 427 Exploring CompSci | 2 ½ | 428 Student Technician | 1 ½ |
| | | | | 428 Student Technician | 1 ½ | 464 Math Tutor | 3 |

SOCIAL STUDIES

| Grade 9 | Cr. | Grade 10 | Cr. | Grade 11 | Cr. | Grade 12 | Cr. |
|-------------------------------|-----|--------------------------|-----|------------------------------|-----|------------------------------|-----|
| Full Year | | Full Year | | Full Year | | Full Year | |
| 210 History of West & US Govt | 5 | 211 Modern World History | 5 | 212 AP US History | 5 | 213 AP Govt. & Politics | 5 |
| 220 History of West & Govt | 5 | 214 AP European History | 5 | 222 US History | 5 | 214 AP European History | 5 |
| 230 History of West & Govt | 5 | 215 AP Human Geography | 5 | 232 US History | 5 | 215 AP Human Geography | 5 |
| 240 History of West & Govt | 5 | 221 Modern World History | 5 | 242 US History | 5 | 216 AP Psychology | 5 |
| | | 231 Modern World History | 5 | 217 History Capstone Project | 5 | 217 History Capstone Project | 5 |
| | | 241 Modern World History | 5 | 219 History Capstone Project | 5 | 219 History Capstone Project | 5 |
| | | | | 250 Soul of A Nation | 5 | 250 Soul of A Nation | 5 |
| | | Semester | | Semester | | Semester | |
| | | 223 US Government | 2 ½ | 223 US Government | 2 ½ | 223 US Government | 2 ½ |
| | | 233 US Government | 2 ½ | 233 US Government | 2 ½ | 233 US Government | 2 ½ |
| | | 243 US Government | 2 ½ | 243 US Government | 2 ½ | 243 US Government | 2 ½ |
| | | 227 Cont. Global Issues | 2 ½ | 225 Economics | 2 ½ | 225 Economics | 2 ½ |
| | | 237 Cont. Global Issues | 2 ½ | 235 Economics | 2 ½ | 235 Economics | 2 ½ |
| | | 247 Cont. Global Issues | 2 ½ | 245 Economics | 2 ½ | 245 Economics | 2 ½ |
| | | 262 Public Speaking I | 2 ½ | 227 Cont. Global Issues | 2 ½ | 226 Psychology | 2 ½ |
| | | 263 Public Speaking II | 2 ½ | 237 Cont. Global Issues | 2 ½ | 236 Psychology | 2 ½ |
| | | | | 247 Cont. Global Issues | 2 ½ | 246 Psychology | 2 ½ |
| | | | | 228 History of US Sports | 2 ½ | 227 Cont. Global Issues | 2 ½ |
| | | | | 238 History of US Sports | 2 ½ | 237 Cont. Global Issues | 2 ½ |
| | | | | 248 History of US Sports | 2 ½ | 247 Cont. Global Issues | 2 ½ |
| | | | | 262 Public Speaking I | 2 ½ | 228 History of US Sports | 2 ½ |
| | | | | 263 Public Speaking II | 2 ½ | 238 History of US Sports | 2 ½ |
| | | | | 251 Soul of A Nation | 2 ½ | 248 History of US Sports | 2 ½ |
| | | | | | | 229 Sociology | 2 ½ |
| | | | | | | 239 Sociology | 2 ½ |
| | | | | | | 249 Sociology | 2 ½ |
| | | | | | | 260 Intro to Cont. Law | 2 ½ |
| | | | | | | 270 Intro to Cont. Law | 2 ½ |
| | | | | | | 280 Intro to Cont. Law | 2 ½ |
| | | | | | | 262 Public Speaking I | 2 ½ |
| | | | | | | 263 Public Speaking II | 2 ½ |
| | | | | | | 265 History of Braintree | 2 ½ |
| | | | | | | 275 History of Braintree | 2 ½ |
| | | | | | | 285 History of Braintree | 2 ½ |
| | | | | | | 251 Soul of A Nation | 2 ½ |

SCIENCE

| Grade 9 | Cr. | Grade 10 | Cr. | Grade 11 | Cr. | Grade 12 | Cr. |
|--------------------------|-----|---------------------------|-----|----------------------------|-----|---------------------------------------|-----|
| 310 Adv. Honors Biology | 6 | 311 Adv. Honors Chemistry | 6 | 312 AP Physics 1 | 7 | 314 AP Biology | 7 |
| 320 Honors Biology | 6 | 316 AP Chemistry | 7 | 323 Honors Physics | 6 | 315 AP Physics 2 | 7 |
| 330 Introductory Physics | 6 | 322 Honors Chemistry | 6 | 332 College Prep Chemistry | 6 | 316 AP Chemistry | 7 |
| 340 Physics | 6 | 331 College Prep Biology | 6 | 342 Chemistry | 6 | 317 AP Environ. Science | 7 |
| | | 341 Biology | 6 | 334 College Prep Physics | 6 | 334 CP Physics | 6 |
| | | 334 College Prep Physics | 6 | | | 327 Honors Forensic Science | 5 |
| | | Semester | | Semester | | 337 CP Forensic Science | 5 |
| | | 336 Science Lab Asst. | 1 | 336 Science Lab Asst. | 1 | 324 Honors Human Anatomy & Physiology | 5 |
| | | | | | | 335 CP Human Anatomy & Physiology | 5 |
| | | | | | | 325 Honors Astronomy & Astrophysics | 5 |
| | | | | | | 333 CP Astronomy & Astrophysics | 5 |
| | | | | | | 326 Honors Princ. Of Engineering | 5 |
| | | | | | | 339 College Princ. Of Engineering | 5 |
| | | | | | | Semester | |
| | | | | | | 336 Science Lab Asst. | 1 |

WORLD LANGUAGE

| Grade 9 | Cr. | Grade 10 | Cr. | Grade 11 | Cr. | Grade 12 | Cr. |
|---------------|-----|--------------------------|-----|--------------------------|-----|--------------------------|-----|
| 520 French 1 | 5 | 511 French 2 | 5 | 512 French 3 | 5 | 513 French 4 | 5 |
| 530 French 1 | 5 | 521 French 2 | 5 | 522 French 3 | 5 | 523 French 4 | 5 |
| 511 French 2 | 5 | 531 French 2 | 5 | 532 French 3 | 5 | 514 French 5 AP | 5 |
| 521 French 2 | 5 | 512 French 3 | 5 | 513 French 4 | 5 | 524 French 5 | 5 |
| 531 French 2 | 5 | 522 French 3 | 5 | 523 French 4 | 5 | 553 Spanish 4 | 5 |
| 560 Spanish 1 | 5 | 532 French 3 | 5 | 552 Spanish 3 | 5 | 563 Spanish 4 | 5 |
| 570 Spanish 1 | 5 | 551 Spanish 2 | 5 | 562 Spanish 3 | 5 | 554 Spanish 5 AP | 5 |
| 580 Spanish 1 | 5 | 561 Spanish 2 | 5 | 572 Spanish 3 | 5 | 564 Spanish 5 | 5 |
| 551 Spanish 2 | 5 | 571 Spanish 2 | 5 | 553 Spanish 4 | 5 | 527 Intro to Linguistics | 2 ½ |
| 561 Spanish 2 | 5 | 581 Spanish 2 | 5 | 563 Spanish 4 | 5 | | |
| | | 552 Spanish 3 | 5 | 527 Intro to Linguistics | 2 ½ | | |
| | | 562 Spanish 3 | 5 | | | | |
| | | 572 Spanish 3 | 5 | | | | |
| | | 527 Intro to Linguistics | 2 ½ | | | | |

ART & DESIGN

| Grade 9 | Cr. | Grade 10 | Cr. | Grade 11 | Cr. | Grade 12 | Cr. |
|------------------------|-----|-----------------------|-----|-----------------------|-----|-----------------------|-----|
| Semester | | Semester | | Semester | | Full Year | |
| 164 Intro to TV/Video | 2 ½ | 164 Intro to TV/Video | 2 ½ | 164 Intro to TV/Video | 2 ½ | 710 AP Studio Art | 5 |
| 720 Art and Design Lab | 2 ½ | 165 Broadcast Journ. | 2 ½ | 165 Broadcast Journ. | 2 ½ | | |
| 725 DESIGN 1 | 2 ½ | 725 DESIGN 1 | 2 ½ | 725 DESIGN 1 | 2 ½ | Semester | |
| 728 MEDIA I | 2 ½ | 726 DESIGN 2 | 2 ½ | 726 DESIGN 2 | 2 ½ | 164 Intro to TV/Video | 2 ½ |
| 731 FINEART 1 | 2 ½ | 728 MEDIA 1 | 2 ½ | 727 DESIGN 3 | 2 ½ | 165 Broadcast Journ. | 2 ½ |
| 735 3D 1 | 2 ½ | 729 MEDIA 2 | 2 ½ | 728 MEDIA 1 | 2 ½ | 722 A&D Lab | 2 ½ |
| | | 731 FINEART 1 | 2 ½ | 731 MEDIA 2 | 2 ½ | 725 DESIGN 1 | 2 ½ |
| | | 732 FINEART 2 | 2 ½ | 730 MEDIA 3 | 2 ½ | 726 DESIGN 2 | 2 ½ |
| | | 735 3D 1 | 2 ½ | 731 FINEART 1 | 2 ½ | 727 DESIGN 3 | 2 ½ |
| | | 736 3D 2 | 2 ½ | 732 FINEART 2 | 2 ½ | 728 MEDIA 1 | 2 ½ |
| | | 722 A&D Lab | 2 ½ | 733 FINEART 3 | 2 ½ | 729 MEDIA 2 | 2 ½ |
| | | | | 735 3D 1 | 2 ½ | 730 MEDIA 3 | 2 ½ |
| | | | | 736 3D 2 | 2 ½ | 731 FINEART 1 | 2 ½ |
| | | | | 724 3D 3 | 2 ½ | 732 FINEART 2 | 2 ½ |
| | | | | 722 A&D Lab | 2 ½ | 733 FINEART 3 | 2 ½ |
| | | | | | | 735 3D I | 2 ½ |
| | | | | | | 736 3D 2 | 2 ½ |
| | | | | | | 724 3D 3 | 2 ½ |

MUSIC

| Grade 9 | Cr. | Grade 10 | Cr. | Grade 11 | Cr. | Grade 12 | Cr. |
|-----------------------|-----|-----------------------|-----|-----------------------|-----|-----------------------|-----|
| 760 Concert Band | 5 |
| 761 Wind Ensemble | 5 |
| 765 Orchestra | 5 |
| 766 Chamber Orchestra | 5 |
| 763 Chorus | 5 |
| | | 764 Concert Choir | 5 | 764 Concert Choir | 5 | 764 Concert Choir | 5 |
| | | | | 772 Independent Study | 5 | 750 AP Music Theory | 5 |
| Semester | | Semester | | | | 772 Independent Study | 5 |

| | | | | | | | | |
|------------------------|-----|-------------------------|-----|-------------------------|-----|-------------------------|-----|--|
| 784 Electronic Piano I | 2 ½ | 781 Music Technology I | 2 ½ | Semester | | | | |
| | | 782 Music Technology II | 2 ½ | 781 Music Technology I | 2 ½ | Semester | | |
| | | 784 Electronic Piano I | 2 ½ | 782 Music Technology II | 2 ½ | 781 Music Technology I | 2 ½ | |
| | | 785 Electronic Piano II | 2 ½ | 784 Electronic Piano I | 2 ½ | 782 Music Technology II | 2 ½ | |
| | | | | 785 Electronic Piano II | 2 ½ | 784 Electronic Piano I | 2 ½ | |
| | | | | | | 785 Electronic Piano II | 2 ½ | |
| | | | | | | 771 Independent Study | 2 ½ | |

BUSINESS

| Grade 9 | Cr. | Grade 10 | Cr. | Grade 11 | Cr. | Grade 12 | Cr. |
|--------------------------|------------|--------------------------------------|------------|---|------------|---|------------|
| 636 Intro to Occupations | 2 ½ | 621 Accounting I | 2 ½ | 621 Accounting I | 2 ½ | 621 Accounting I | 2 ½ |
| | | 623 Pers & Business Law Honors | 2 ½ | 622 Adv. Accounting | 2 ½ | 622 Adv. Accounting | 2 ½ |
| | | 624 Sports & Entertainment Marketing | 2 ½ | 623 Pers & Business Law Honors | 2 ½ | 623 Pers & Business Law Honors | 2 ½ |
| | | 628 Intro to College Business Hon | 2 ½ | 624 Sports & Entertainment Marketing | 2 ½ | 624 Sports & Entertainment Marketing | 2 ½ |
| | | 635 Personal & Business Law CP | 2 ½ | 625 Sports & Entertainment Marketing II | 2 ½ | 625 Sports & Entertainment Marketing II | 2 ½ |
| | | 636 Intro to Occupations | 2 ½ | 627 Personal Finance & Bus. Hon | 2 ½ | 627 Personal Finance & Bus. Hon | 2 ½ |
| | | 638 Intro to College Business CP | 2 ½ | 628 Intro to College Business Hon | 2 ½ | 628 Intro to College Business Hon | 2 ½ |
| | | | | 635 Personal & Business Law CP | 2 ½ | 635 Personal & Business Law CP | 2 ½ |
| | | | | 636 Intro to Occupations | 2 ½ | 636 Intro to Occupations | 2 ½ |
| | | | | 637 Personal Finance & Bus. CP | 2 ½ | 637 Personal Finance & Bus. CP | 2 ½ |
| | | | | 638 Intro to College Business CP | 2 ½ | 638 Intro to College Business CP | 2 ½ |

HEALTH AND WELLNESS

| Grade 9 | Cr. | Grade 10 | Cr. | Grade 11 | Cr. | Grade 12 | Cr. |
|--|------------|---|------------|---|------------|---|------------|
| 2 days out of 7 day cycle 9 th Grade Physical Educ. | 2 | 2 days out of 7 day cycle 10 th Grade Physical Educ. | 2 | 2 days out of 7 day cycle 11 th Grade Physical Educ. | 2 | 2 days out of 7 day cycle 12 th Grade Physical Educ. | 2 |
| | | | | Full Year 820 Pre-School Lab I | 5 | Full Year 820 Pre-School Lab I | 5 |
| | | | | | | 825 Pre-School Lab II | 5 |
| Semester 049 Health Education | 1 | Semester 823 Contemporary Health Issues | 2 ½ | Semester 823 Contemporary Health Issues | 2 ½ | Semester 823 Current Health Issues | 2 ½ |
| | | 821 Human Development and Parenting | 2 ½ | 821 Human Development and Parenting | 2 ½ | 821 Human Development and Parenting | 2 ½ |
| | | | | 822 Nutrition & Fitness | 2 ½ | 822 Nutrition & Fitness | 2 ½ |