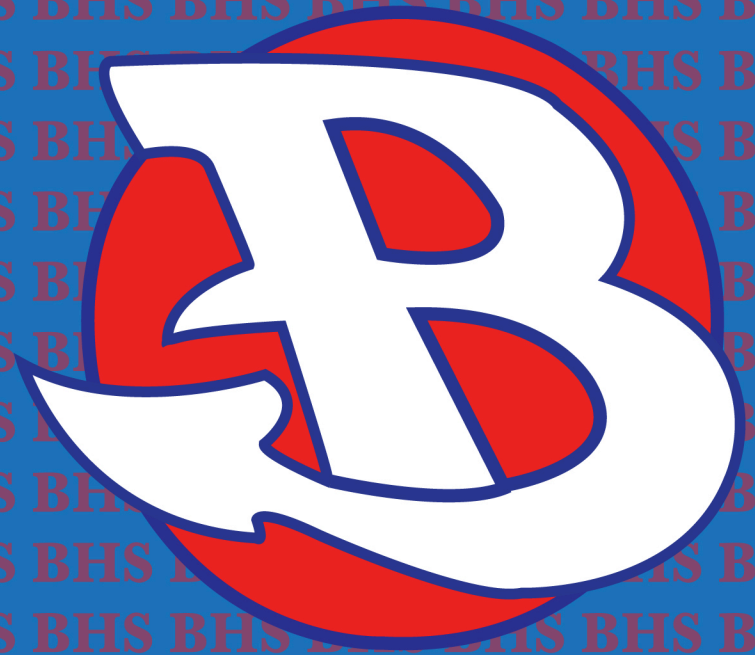


Burlington High School

Program of Studies



2015-2016

Burlington High School

Mark J. Sullivan
Principal

123 Cambridge Street
Burlington, MA 1803
(781) 270-1838

February, 2015

Dear Parents and Students,

It is a pleasure to share with you the *Burlington High School Program of Studies* for 2015-2016. This Program of Studies has been developed so that our students will have access to a well-rounded four-year educational program. As you review the content, I believe that you will be impressed by the academic strength of the curriculum and the diversity of the curricular offerings. The courses offered at Burlington High are designed to foster the scholastic achievement, responsible citizenship and social skills necessary for success after high school.

In addition to describing classes, the Program of Studies provides information about graduation requirements, credits, grades, course levels, weighted grades, Advanced Placement courses, and special programs. The Program of Studies also identifies particular Student Learning Expectations that are focused on in each course.

Students are expected to select classes that are academically challenging and provide rewarding learning opportunities in areas of interest. It is important that students and parents review the course offerings for each department before completing the online registration. Teachers, guidance counselors, department heads, and administrators are available to assist students and parents in making these selections.

The scheduling process begins in February and will be completed in June. Student schedules will be mailed home over the summer. During the later part of the registration process, honoring requests for changes becomes increasingly difficult. Therefore, it is essential that students complete the registration process as early as possible, making the best choices available to them.

Please contact me at 781-273-7662 or email sullivan@bpsk12.org if I may be of assistance to you during the registration process.

Sincerely,



Mark J. Sullivan
Principal

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Burlington High School Web-Sites:

http://bhs.bpsk12.org/pages/Burlington_High_School
<https://ma-burlington.myfollett.com/aspn>

*Cover Art by Richard Hovasse (Class of 2016)
With thanks to Keith Mistler and George Ratkevich
BHS Art Department*

BURLINGTON SCHOOL ORGANIZATION

School Committee

Kristin Russo, Chair

Christine M. Monaco, Vice – Chair
Stephen Nelson

Thomas F. Murphy, Jr
Michael DeSimone

District Administration

Superintendent of Schools
Assistant Superintendent of Schools
Director of Finance/Operations
Pupil Services
Athletics
Health & Physical Education
Music

Eric Conti, Ph.D
Patrick Larkin
Craig Robinson
Louise D'Amato
Edward L. Gillis
Matt Jackling
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Burlington High School Administration

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Associate Principal:	Richard T. Sheehan, Jr.	rsheehan@bpsk12.org	781-270-1837
Associate Principal:	Deborah Deacon	deacon@bpsk12.org	781-270-1844
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District Data Manager:	Josh Murphy	jmurphy@bpsk12.org	781-238-6868

Department Chairpersons

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Science:	Peter Nassiff	nassiff@bpsk12.org	781-270-2923
Special Education:	Christina Cicolini	cicolini@bpsk12.org	781-270-2932

Guidance Counselors

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Theresa Cavanaugh, Registrar	cavanaugh@bpsk12.org	781-270-1827
Patricia Lewis, Guidance Secretary	patty.lewis@bpsk12.org	781-270-1780

Guidance Department Blog:

<http://burlingtonhsguidance.blogspot.com>

MISSION and STUDENT LEARNING EXPECTATIONS

Burlington High School Mission Statement

Burlington High School prepares students for lifelong learning and responsible citizenship by offering a challenging, relevant curriculum and varied activities in a safe environment.

Burlington High School Student Learning Expectations

Burlington High School students will:

- A. Employ current technology to investigate, create, communicate, and produce
- B. Apply a variety of problem-solving strategies
- C. Write effectively
- D. Communicate orally
- E. Read critically
- F. Obtain, evaluate, analyze, and apply data
- G. Demonstrate self-control and respect for all individuals
- H. Pursue and participate in modes of artistic and creative expression
- I. Exhibit responsible citizenship

PLANNING FOR COLLEGE

Minimum Requirements for Admission to Massachusetts State Colleges and the University of Massachusetts

The admissions standards for the University of Massachusetts and the State Colleges emphasize a strong academic high school background so that you enter college ready to learn. These standards are minimums; each campus may choose to consider additional factors in its admissions decisions. Further, the standards do not apply to the state's Community Colleges, which admit any high school graduate.

Freshman Applicants

If you plan to enter UMass or a State College as a freshman, you will need to:

1. Take 16 college preparatory high school courses (*Effective with the college freshman class entering fall 2016, the number of required courses will increase to 17*).
2. Earn in your college preparatory courses a grade point average of "3.0"
3. Take the SAT or ACT test.

Academic Course Requirement

Sixteen college preparatory courses (each course is equivalent to a yearlong high school class) are required:

English: 4 courses

Mathematics: 3 courses (Algebra I & II and Geometry or Trigonometry, or comparable coursework)

Sciences: 3 courses (including 2 courses with laboratory work)

Social Sciences: 2 courses (including 1 course of U.S. history)

Foreign Languages: 2 courses (in a single language)

Electives: 2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)

Effective with the college freshman class entering fall 2016, the number of required courses will increase to 17.

English: 4 courses

* **Mathematics:** 4 courses (Algebra I & II and Geometry or Trigonometry, or comparable coursework) including mathematics during the final year of high school.

* **Sciences:** 3 courses (including 3 courses with laboratory work)

Social Sciences: 2 courses (including 1 course of U.S. history)

Foreign Languages: 2 courses (in a single language)

Electives: 2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)

Minimum Grade Point Average In Required Courses

The grades you earn in college preparatory courses will be averaged into a grade point average (GPA). In calculating your GPA, you will receive extra credit for accelerated courses (for example, honors or Advanced Placement courses).

Your grades will be converted to a 4.0 scale, where A = 4.0, B=3.0 C=2.0, and D=1.0. On this scale a 3.0 GPA is equal to a "B" average.

The minimum GPA Requirement For 4 yr. State Colleges and Universities is 3.00

SAT or ACT Test Requirement:

If you are applying to UMass or a State College within three years of your high school graduation, you should take the SAT I or ACT test and have your scores sent to the college of your choice. **No minimum test scores must be earned, unless your GPA falls below the minimum required.** If it does, you still may be eligible for admission based on your SAT or ACT scores. In the chart below (which remains in effect for the Fall), look for your GPA in the first column, and read across to find the SAT or ACT test score you must have to meet the admission standard. Students who meet the minimum GPA requirement should not use this chart.

Scores on the new writing section of the SAT will not affect the sliding scale for freshman applicants to the Massachusetts State Colleges and to the University of Massachusetts at this time. The sliding scale, used in making admissions decisions for students with high school grade point averages falling below the required minimum, will continue to be based upon the combined critical reading (verbal) and math sections of the SAT.

Sliding Scale for UMASS

GPA	SAT must equal or exceed	ACT must equal or exceed
2.51-2.99	950	20
2.41-2.50	990	21
2.31-2.40	1030	22
2.21-2.30	1070	23
2.11-2.20	1110	24
2.01-2.10	1150	22

Sliding Scale for State University

GPA	SAT must equal or exceed	ACT must equal or exceed
2.51-2.99	920	19
2.41-2.50	960	20
2.31-2.40	1000	21
2.21-2.30	1040	22
2.11-2.20	1080	23
2.01-2.10	1120	24

Further information can be found at <http://www.mass.edu/forstudents/admissions/admissionsstandards.asp>

Massachusetts Definition of College and Career Readiness

Approved by Massachusetts Board of Elementary and Secondary Education on February 26, 2013; Massachusetts Board of Higher Education on March 12, 2013

Overview

Massachusetts students who are college and career ready will demonstrate the knowledge, skills and abilities that are necessary to successfully complete entry-level, credit-bearing college courses, participate in certificate or workplace training programs, and enter economically viable career pathways. In order to meet this goal, the Commonwealth has defined a set of learning competencies, intellectual capacities and experiences essential for all students to become lifelong learners; positive contributors to their families, workplaces and communities; and successfully engaged citizens of a global 21st century.

Beyond achieving college and career ready levels of competence in English Language Arts / Literacy and Mathematics, all high school students should develop a foundation in the academic disciplines identified in the MassCore course of study, 1: build competencies for workplace readiness as articulated in the Integrating College and Career Task Force Report, 2: and focus on applying academic strategies to problem solving in diverse professional and life contexts, appropriate to individual student goals. Massachusetts will use its 2011 curriculum frameworks, 3: which include the Common Core State Standards, as the basis for an educational program that provides students with the academic knowledge, skills and experiences that are essential to postsecondary educational, career, and personal success.

Essential Competencies

Learning

Students who are college and career ready in English Language Arts / Literacy will demonstrate the academic knowledge, skills, and practices necessary to enter into and succeed in entry-level, credit-bearing courses in College English Composition, Literature, or technical courses; certificate or workplace training programs requiring college-level reading and writing; or a comparable entry-level reading and writing course at the institution. College and career ready students in English Language Arts/ Literacy will be *academically prepared* to:

- Read and comprehend a range of sufficiently complex texts independently
- Write effectively when using and/or analyzing sources
- Build and present knowledge through research and the integration, comparison, and synthesis of ideas
- Use context to determine the meaning of words and phrases

Similarly, students who are college and career ready in Mathematics will demonstrate the academic knowledge, skills, and practices necessary to enter into and succeed in entry-level, credit bearing courses in College Algebra, Introductory College Statistics, or technical courses; certificate or workplace training programs requiring an equivalent level of mathematics; or a comparable entry-level math course at the institution. College and career ready students in Mathematics will be *academically prepared* to:

- Solve problems involving the major content with connections to the mathematical practices
- Solve problems involving the additional and supporting content with connections to the mathematical practices
- Express mathematical reasoning by constructing mathematical arguments and critiques
- Solve real world problems, engaging particularly in the modeling practice

Successful achievement of specified levels of competence in English Language Arts / Literacy and Mathematics will be required for students to be placed into entry-level courses in college or participate in certificate or workplace training programs without the need for remediation.

Workplace Readiness

Student preparation for college and career should emphasize career awareness, exploration and immersion as well as development of the foundational knowledge and skills necessary to successfully navigate the workplace. College and career ready students will demonstrate:

Work Ethic and Professionalism

- Attendance and punctuality expected by the workplace
- Workplace appearance appropriate for position and duties
- Accepting direction and constructive criticism with a positive attitude and response
- Motivation and taking initiative, taking projects from initiation to completion
- Understanding workplace culture, policy and safety, including respecting confidentiality and workplace ethics

Effective Communication and Interpersonal Skills

- Oral and written communication appropriate to the workplace
- Listening attentively and confirming understanding
- Interacting with co-workers, individually and in teams

Proficiency in these skills is common for success in all workplaces and should be viewed as the foundation upon which additional workplace and career skills are added based on the specifics of any job.

Qualities and Strategies

Preparation for college and career should help students develop a wide range of quantitative and qualitative abilities that go beyond the minimum levels of competence needed for entry-level college courses and employment. In high school, students should demonstrate:

- Higher order thinking skills of analysis, synthesis, and evaluation
- The ability to think critically, coherently, and creatively
- The ability to direct and evaluate their own learning, be aware of resources available to support their learning, and have the confidence to access these resources when needed.
- Motivation, intellectual curiosity, flexibility, discipline, self-advocacy, responsibility, and reasoned beliefs

Together these attributes provide the framework for college and career readiness and support educational and workplace success as well as serve as the basis for being an active participant in our democracy.

ACADEMIC REGULATIONS

Promotion Policy

Promotion from grade to grade in Burlington High School and graduation from Burlington High School shall be determined by a cumulative credit system.

Regulations:

- Points for various subjects shall be determined in the following manner:
 1. One (1) annual credit for each period per week that the subject meets.
 2. Subjects which meet for one semester only shall earn one-half (1/2) the credit given for an equivalent full year subject.
- A minimum of 30 credits of academic coursework plus physical education is required for all students.
- Students shall be enrolled in a minimum of six academic courses per day in addition to their physical education requirement.
- Students may select a maximum of thirty-five (35) credits per school year.

Graduation Requirements

Total credits required for graduation is one hundred ten, with required courses as shown below:

Specific Graduation Requirements:

Course	Credits
English	20
Mathematics	20
Science:	15
5 credits in Life Science	
5 credits in Physical Science	
Social Studies	15
US History I & II	
World History II	
World Language: 2 year sequential program	10
Exploratory Credits	10
Physical Education/Health	10
Specific Requirements Total	<u>100</u>
Additional electives/classes of your choice	10
Total Required for Graduation	<u>110</u>

The exploratory requirement is in place so students are able to step outside their comfort zone or typical core curriculum area. This requirement is to help provide students with a depth and breadth in multi- and interdisciplinary knowledge needed in today's complex world. Students will all receive a concentrated intellectual engagement in core disciplines while at BHS. However, this exploratory requirement offers expanded horizons and progressive challenges to more fully develop the scope of a student's understanding, abilities and accomplishments. Students can graduate from Burlington High School with a varied curriculum experience.

***Courses that fulfill the Exploratory Requirement**

All Art & Design Courses (p. 45-50)

All Music Courses (p. 51-53)

All Business & Technology Courses (p. 57-61)

English Department

050/051	Journalism I - Grades 9, 10, 11, 12
052/053	Journalism II - Grades 10, 11, 12
058	Public Speaking - Grades 9, 10, 11, 12
060/061	Creative Writing - Fiction- Grades 10, 11, 12
062/063	Creative Writing - Poetry - Grades 10, 11, 12
066	Drama - Grades 9, 10, 11, 12
069	Advanced Drama - Grades 10, 11, 12
070/071	Contemporary Literature - Grades 11, 12
075/076	Young Adult Fiction - Grades 9, 10
080/081	Introduction to Film and Media Studies - Grades 10, 11, 12
082/083	Advanced Film and Media Studies - Grades 11, 12
086/087	Leadership and Social Change - Grades 11, 12

History Department

159	Modern America: 1968-Present - Grades 11, 12
165	Facing History and Ourselves - Grades 11, 12
170	International Studies - Grades 11, 12
180	Contemporary Economics - Grades 11, 12

Math Department

280	Introduction to Robotics - Grades 11, 12
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Foreign Language

450	Spanish for Health Careers - Grades 11, 12
452	Spanish Culture Through Film and Music - Grades 11, 12
454	Classical Roots of Western Civilization - Grades 11, 12
456	Italian Food, Culture & Cuisine - Grades 11, 12

Physical Education

720	Women's Wellness - Grades 10, 11, 12
723	Advanced Recreation Games - Grade 12
725	Exploring Personal Fitness - Grades 10, 11, 12
727	Movement Studies - Grades 10, 11, 12

Interdisciplinary

860	Reasoning and Argumentation - Grades 11, 12
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Other

893	Child Development I - Grades 11, 12
895	Child Development II - Grades 11, 12

Other Academic Requirements:

1. Minimum grade in sequential courses: to proceed to the next course in each sequential course (Mathematics, Foreign Language, etc.) a mark of at least C- or approval of instructor should be attained in the previous course.
2. Promotion from grade nine to grade ten shall be based on a minimum of **27** credits; from grade ten to eleven a minimum of **55** credits; from grade eleven to twelve a minimum of **82.5** credits; and for graduation a minimum of one hundred ten (**110**) credits.
3. Attendance at summer school for the purpose of make-up leading to promotion from grade to grade shall be permitted. However, students may earn no more than ten (10) credits during summer school make-up. Students must be appeared by the subject teacher in order to qualify for make-up at summer school unless special permission is granted by the high school principal, the exception being Physical Education, which is a PASS/FAIL COURSE.
4. Students who do not earn the annually required five (5) credits in English in grade nine, ten or eleven, may be promoted provided they have earned the required number of credits. However, the unearned English credits must be made up the following semester at summer school.

Absences

Absences affect a student's academic performance. Learning is an ongoing process whereby participation in classroom activities is vital. **Students who miss six or more classes in a quarter may lose credit for that course.**

Course Changes

All course selections should be considered final. The program selected by the student in early spring each year should represent a final choice of courses for the following year. It is expected that students will give careful consideration to course selection so that they will discover and develop their special capabilities. Students who register for a year's course have made a commitment to complete this course and are expected to do so. Should the student encounter difficulty, his or her teacher and counselor will be available to explore the reasons for this difficulty and to consider alternate ways of solving the difficulty other than dropping the course. Level change requests will only be considered after first quarter interim reports close for a three week period. After first quarter no level changes will be made.

Prerequisites

Many courses offered at Burlington High School are created with the assumption that each student has a particular set of knowledge and skills in place prior to beginning the course. For this reason, certain courses in the program of studies will list prerequisite courses and/or prerequisite grades. Prerequisites exist to ensure that a student does not take a course that they may not be ready for. In some cases a parent or student may feel that a student is ready for a particular course, but has not met the prerequisites. Any student requesting to opt out of a Burlington High School course MUST follow procedures set forth by each specific department that has approved an opt out process.

MCAS GRADUATION REQUIREMENT

To qualify for a Burlington High School diploma, all students must complete graduation requirements as well as achieve competency on the Massachusetts Comprehensive Assessment System, or MCAS. Students must achieve competency on the English Language Arts (ELA) and Math MCAS tests.

In addition students must meet the following Guidelines:

- Students will be required to meet or exceed a scaled score of 240 on both the Grade 10 English language arts and mathematics MCAS exams; **or**
- Students will be required to meet or exceed a scaled score of 220 on both the Grade 10 English language arts and mathematics MCAS exams and fulfill the requirements of an Educational Proficiency Plan (EPP); the EPP shall be developed for the subject matter area(s) in which students did not meet or exceed a scaled score of 240.

Students in the classes of 2010 and beyond must also achieve competency on the Science/Technology MCAS tests. Students may achieve competency in Science/Technology by receiving a passing score on the Engineering Technology, Biology, Chemistry, or Physics test. In general, students will take the Science/Technology test that corresponds to the course in which they're enrolled in their freshman year. Students may also take the History MCAS test, but a competency determination on this test is not required for graduation at this time.

MCAS testing for sophomores is usually administered in March and May. MCAS testing for freshman is usually administered in June. Makeup MCAS testing for juniors and seniors who have not yet achieved competency is administered in November and March.

G.P.A Computation

A student's grade point average (GPA) will be based on student performance in all courses having a level designation and graded using the traditional A, B, C, etc. grading system. The GPA will be developed according to a weighted formula. Only courses completed at Burlington High will be utilized in the calculations for class G.P.A.

Beginning with the class of 2016 and beyond class rank will no longer be calculated. Students will be provided with a Class G.P.A. Profile.

<u>Letter Grade</u>	<u>Equivalent Percent</u>	<u>Definition</u>
A+	97-100	Excellent
A	93-96	
A-	90-92	
B+	87-89	Above Average
B	83-86	
B-	80-82	
C+	77-79	Average
C	73-76	
C-	70-72	
D+	67-69	Below Average
D	63-66	Passing
D-	60-62	
F	59 Or Below	Failure

Weight used to determine G.P.A.

<u>Mark</u>	<u>AP</u>	<u>Honors</u>	<u>CPI & CP II</u>
A or A +	5.0	4.5	4.0
A-	4.7	4.2	3.7
B+	4.3	3.8	3.3
B	4.0	3.5	3.0
B -	3.7	3.2	2.7
C+	3.3	2.8	2.3
C	3.0	2.5	2.0
C-	2.7	2.2	1.7
D+	2.3	1.8	1.3
D	2.0	1.5	1.0
D-	1.7	1.2	0.7
F	0.0	0.0	0.0

High Honors..... All A's

Honors.....All A's and B's

COURSE LEVELS

In selection of courses, students should consider not only the course content, but also the academic level at which the course is offered. A course that is offered on more than one level provides opportunity for all the students to experience its content. The level at which a student elects a course determines the depth and extent of content study.

Course Levels:

Honors

College Prep I

College Prep II

Honors:

Honors courses, freshmen through senior year, are highly academic in-depth and extensive study. Students electing honors courses should read and compute with ease and comprehension and should expect considerable homework assignments. Honors courses offer strong academic preparation for advanced students planning to further their education beyond high school in four - year college programs.

College Prep I (CP I):

College Prep I (CP I) courses, freshman through senior year, are academic programs requiring serious study. Students electing CP I courses should read and compute with accurate comprehension and should expect regular homework assignments. CP I courses offer academic preparation for students planning to further their education beyond high school in two or four-year college programs.

College Prep II (CP II):

College Prep II (CP II) courses are academic programs designed to strengthen student success by providing study skills reinforcement and development. A student successfully completing a CP II course is eligible to elect CP I courses in that subject in future years. CP II courses offered in the junior-senior elective program are high interest courses, designed to encourage further independent reading, comprehension and computation. CP II courses offer academic preparation for students planning to further their education in two or four-year colleges, specialty schools, or the workplace.

ADVANCED PLACEMENT COURSES

Burlington High School offers Advanced Placement (AP) coursework in fourteen (14) different areas. Participation in these courses provides students an opportunity to take college-level work while in high school. Students completing AP courses are better prepared for the rigors of college course work. End of course examinations (AP exams) are required at the conclusion of all AP courses. Successful completion of these exams offers students opportunities to accelerate their academic careers by earning college credit, advanced placement in college work or both. In addition, there might be associated tuition savings for students who receive AP credit from the college they attend.

It is expected that all students enrolled in AP courses at BHS take the associated AP examinations. Since a fee must be paid for each exam, currently \$89.00 (this price is subject to change), each student and family must plan for the cost of participating in the AP program. Advanced Placement fee subsidies are available for students who receive a free or reduced school lunch.

Juniors and Seniors are allowed to enroll in 29.5 credits (or one less semester course) if enrolled in two or more AP courses. Sophomores are only eligible to enroll in one AP course and must meet all course pre-requisites.

Advanced Placement Courses offered at Burlington High School:

A. P. Language & Composition	A. P. Biology
A. P. Chemistry	A. P. Environmental Science
A. P. Literature & Composition	A. P. Spanish
A. P. Calculus AB	A. P. World History
A. P. Calculus BC	A.P. Portfolio Art
A. P. Computer Science A	A. P. U.S. History
A. P. Statistics	A.P. Psychology

ENGLISH PROGRAM

Consistent with the school's mission, the English Department offers "a varied, relevant and engaging curriculum" that provides extensive background in each of the communication arts: reading, writing, speaking and listening. Through a series of required courses and enriching electives, the curriculum provides students with opportunities to read literature representing writers from ancient through modern times. The English Department recognizes the importance of writing as a tool for learning through thinking, creating and communicating; consequently, in every English class students write about their ideas and their experiences. The English curriculum meets the standards set forth in the Massachusetts English Language Arts framework.

Students must secure the recommendation of their current English teacher before enrolling in required English classes. Further, they should consult with their parents and counselors in making these selections.

To fulfill graduation requirements, a student must pass 4 years of English - 20 credits. All freshmen and sophomores are required to take the Introduction to Literature course. All juniors are required to take American Literature. However, students with passion for our language and talent in writing may enroll in Advanced Placement Language and Composition (AP). Freshmen, sophomores and juniors are encouraged to select additional electives to supplement their English background.

All seniors are required to select British Literature, a full year course. However, students with a passion for literature and talent in writing may enroll in Advanced Placement Literature and Composition (AP). Along with a full-year required course, seniors are encouraged to take electives to enrich their backgrounds.

The following is a list of English courses offered at each grade level:

Required courses:

Grade 9: Introduction to Literature I (Honors, CP I, CP II)

Grade 10: Introduction to Literature II (Honors, CP I, CP II)

Grade 11: American Literature (Honors, CP I, CP II)

Advanced Placement Language & Composition (AP)

Grade 12: British Literature (Honors, CP I, CP II)

Advanced Placement Literature and Composition (AP)

English Electives:

Journalism I (Honors, CP I) - Grades 9, 10, 11, 12

Journalism II (Honors, CP I) - Grades 10, 11, 12

Public Speaking (CP I) - Grades 9, 10, 11, 12

Creative Writing: Fiction (Honors, CP I) - Grades 10, 11, 12

Creative Writing: Poetry (Honors, CP I) - Grades 10, 11, 12

Drama (CP I) - Grades 9, 10, 11, 12

Advanced Drama (Honors) - Grades 10, 11, 12

Contemporary Literature (Honors, CP I) - Grades 11, 12

Young Adult Fiction (Honors, CP I) - Grades 9, 10

Introduction to Film & Media Studies (CP I, Honors) - Grades 10, 11, 12

Advanced Film & Media Studies (CP I, Honors) - Grades 10, 11, 12

Leadership & Social Change (CP I, Honors) - Grades 11, 12

Reading and Writing Lab (Non-Leveled) - Grades 9, 10, 11, 12

English Course Descriptions

Freshman English

012 (CP II) Introduction to Literature I

013 (CP I)

014 (Honors) Full year course

Grade 9

5 per/wk - 5 credits

The course includes a required program of studies in vocabulary, grammar, and composition. It provides a survey of literary types, including the novel, short story, non-fiction, essay, drama, and poetry. Major objectives are to introduce the students to a wide array of literary genres and develop a solid foundation in the basic communication skills. Targeted Student Expectations (See Pg. 4): C, D, E, F

Sophomore English

022 (CP II) Introduction to Literature II

023 (CP I)

024 (Honors) Full year course

Grade 10

5 per/wk - 5 credits

Introduction to Literature II is a continuation of the freshman course. The course includes a required program of studies in vocabulary, grammar, and composition as well as a more in-depth study of the novel, short story, essay, drama, nonfiction and poetry. Major objectives are to solidify and broaden the student's foundation in literary genres and conventions, as well as in the basic communication skills. Targeted Student Expectations (See Pg. 4): B, C, D, E, F

Junior English

032 (CP II) American Literature

Full year course

Grade 11

5 per/wk - 5 credits

This course explores the literature of our nation and introduces the student to a variety of American writers and the central themes they explore. The course is designed for students who may struggle with reading but may also be planning on college or vocational schools. Students will be required to complete a research paper. Targeted Student Expectations (See Pg. 4): C, D, E, F

033 (CP I) American Literature

034 (Honors) Full year course

Grade 11

5 per/wk - 5 credits

This course explores the literature of our nation from the Native American and Puritan eras to the twenty-first century. The major objective of the course is to develop an understanding of the philosophies that have shaped our nation's values through a study of major American writers. Students will be required to complete a research paper. Targeted Student Expectations (See Pg. 4): C, D, E, F

035 (AP) Advanced Placement Language & Composition**Grade 11****Full year course****5 per/wk - 5 credits****Prerequisite: Enrollment in this course is dependent upon the recommendation of the sophomore English teacher. Further, students in AP Language and Composition should read with accuracy and insight, and write in clear expository prose.**

Advanced Placement Language and Composition provides a challenging course of study for high school juniors who are excited about literature and want to engage in high-level thinking and writing. AP Language and Composition students will focus on developing their writing skills, particularly in the areas of expository prose, argument structure, and critical analysis. Readings are engaging, sophisticated and thought provoking, and will be drawn from a wide variety of American authors, and will center on nonfiction texts. This course has a mandatory summer reading requirement.

This class prepares students to take the AP Language and Composition exam in the late spring. This examination is a requirement for the course. Students are required to complete a literary criticism essay in a satisfactory manner to receive credit for the course. Targeted Student Expectations (See Pg. 4): A, C, D, E, G, H, I

Senior English**042 (CP II) British Literature****Grade 12****043 (CP I) Full year course****5 per/wk - 5 credits****044 (Honors)**

This course examines the development of British literature. In the first semester, students will study the development of British literature from Beowulf through Shakespeare to the twentieth century. A term paper must be completed in a satisfactory manner to receive credit for the course. Targeted Student Expectations (See Pg. 4): C, D, E, F

045 (AP) Advanced Placement Literature & Composition**Grade 12****Full year course****5 per/wk - 5 credits****Prerequisite: Enrollment in this course is dependent upon the recommendation of the junior English teacher. Further, students in AP Literature and Composition should read with accuracy and insight and write clear expository prose**

This is a college-level English course that centers on analytical readings of poetry, drama, prose fiction, and expository literature - classic through contemporary. Units include: Literature as Cultural and Philosophical Exploration, Literature as Psychological Study, and Literature as Social and Political Commentary. Critical discussion and writing about the literature covered is a daily requirement. The goal of the course is to help students develop mature habits of critical thinking as independent readers of and writers about literature. Classroom discussion and active participation are vital to the course and necessary to the evolution of individual ideas. Students are not in the class to listen to their instructor's views on literature, but rather to develop and foster their own views. Writing assignments will focus on literary criticism and analysis; however, additional assignments will be included. Students can expect a minimum of one writing assignment per week in addition to nightly critical reading and notation assignments. The class is both demanding and intellectually stimulating. While it is by no means strictly a preparatory class for the AP exam, all students who enroll in this class will be required to take the AP examination. This course is open to seniors only. Targeted Student Expectations (See Pg. 4): C, D, E, F

English Electives

050 (CP I) Journalism I

Grade 9, 10, 11, 12

051 (Honors) Full year course - Limited enrollment

5 per/wk - 5 credits

Journalism I introduces students to the fundamentals of newspaper writing. Students will learn the elements of news, feature, editorial and sports writing. During the second half of the year, students will also learn the basics of newspaper layout and photography as well as the business aspects of newspaper production: advertising and production. Journalism I students may receive honors credit by joining the extra-curricular **Devil's Advocate**, attending after school meetings and completing additional assignments. Targeted Student Expectations (See Pg. 4): A, C, E, F

052 (CP I) Journalism II

Grade 10, 11, 12

053 (Honors)

5 per/wk - 5 credits

Full year course - Limited enrollment

Journalism II is a full year course for students who have successfully completed Journalism I. Students in Journalism II function as the principal staff of the **Devil's Advocate** with the responsibility of producing the school newspaper. They utilize state of the art technology and continue to study all aspects of newspaper writing and production. All students who enroll in the course are also required to belong to the extra-curricular **Devil's Advocate** which includes 2 or 3 after school meetings per month. Targeted Student Expectations (See Pg. 4): A, C, E, F

058 (CP I) Public Speaking

Grades 9, 10, 11, 12

Semester Course

5 per/wk - 2½ credits

Public Speaking introduces the principles of speech communication. The course teaches students how to organize, compose and deliver demonstration, informative, persuasive and special occasion speeches. Students also learn strategies to reduce "stage fright" and gain confidence through effective voice control, eye contact and body language. Targeted Student Expectations (See Pg. 4): C, D, E, F

060 (CP I) Creative Writing - Fiction

Grades 10, 11, 12

061 (Honors) Semester Course

5 per/wk - 2½ credits

This course is a fiction workshop where student will work on mastering the elements of creative fiction, including personal expression, character development, plot structure, genre and perspective. Students will read and discuss each other's stories, providing feedback to help each other develop as writers. Students interested in contributing to *Collab*, Burlington High School literature magazine, are encouraged to take this course. This course is heavily discussion based, so willingness to participate is mandatory. As this is a portfolio-driven course, the portfolio at the end of the year is a course requirement. Failure to turn in a portfolio at the end of the year will cause you to fail the entire course. Targeted Student Expectations (See p. 4): C, D, E

062 (CP I) Creative Writing - Poetry

Grades 10, 11, 12

063 (Honors) Semester Course

5 per/wk - 2½ credits

This course is a poetry workshop where students will work on mastering poetic devices and specific forms of poetry, building toward a completion of a writers portfolio. Students will read and discuss each other's poems, providing feedback to help each other develop as writers. Students interested in contributing to *Collab*, Burlington High School literature magazine, are encouraged to take this course. This course is heavily discussion based so willingness to participate is mandatory. As this is a portfolio-driven course, the portfolio at the end of the year is a course requirement. Failure to turn in a portfolio at the end of the year will cause you to fail the entire course. Targeted Student Expectations (See p. 4): C, D, E

066 (CP I) Drama
Semester Course- Limited Enrollment

Grades 9, 10, 11, 12
5 per/wk - 2½ credits

Drama introduces students to theatre arts and covers the principles of improvisation and acting with considerable time devoted to theatre exercises and discussion. This course is a hands-on workshop where all students will be required to engage in the four main aspects of drama – reading, acting, directing and writing. Students will present several scenes during the semester, and the final project will be a dramatic monologue. This course strives to help students understand their own characteristics so that they may explore more deeply how playwrights, directors and actors bring characters to life. Targeted Student Expectations (See Pg. 4): C, D, E, F, G, H

069 (Honors) Advanced Drama
Pre-requisite: Completion of Drama or with
permission of Department Chair
Semester Course

Grades 10, 11, 12
5 per/wk - 2½ credits

Advanced Drama is a half-year honors-level course for students who have successfully completed basic Drama. This hands-on course will expand on principles of improvisation and acting by focusing on advanced acting as well as directing and writing. Students will be required to engage in all four main aspects of drama: reading, acting, directing and time permitting writing. Students will present several scenes during the semester, and the final project will be directing others in an original scene or 10-minute play. This course strives to deepen student understanding of how playwrights, directors and actors bring characters to life. Targeted Student Expectations (See Pg. 4): C, D, E, F, G, H

070 (CP I) Contemporary Literature
071 (Honors) Semester Course

Grades 11, 12
5 per/wk - 2½ credits

Contemporary Literature is intended for students who enjoy reading, and would like to study literature published in the twenty-first century. This course focuses on a range of novels, poetry, short stories and essays from a diverse group of cutting-edge writers. Students will examine the *zeitgeist* of the early twenty-first century on the literary landscape, and the class will frequently hold “book club” style discussions, reflecting upon the themes, style and form of the various reading assignments. Targeted Student Expectations (See p. 4): C, D, E

075 (CP I) Young Adult Fiction
076 (Honors) Semester course

Grades 9, 10
5 per/wk - 2½ credits

This course will examine the recent surge of high-quality fiction that aims for a slightly younger audience. The course focuses on some common themes in young adult fiction such as dystopia, multiculturalism, problem solving and self-understanding. Students will also examine poetry and non-fiction pieces that relate to their novels. Targeted Student Expectations (See Pg. 4): C, D, E

080 (CP I) Introduction to Film and Media Studies
081 (Honors) Prerequisite –None

Grades 10, 11, 12
5 per/wk -2 ½ credits

This course is designed to provide students with the skills necessary to view visual media critically. By studying a variety of cinematic genres and the work of substantial directors, students will learn the basic elements of narrative film form and style. They will examine aspects of cinematography, mise en scène, editing, acting, and sound to determine how directors create culturally significant visual texts. In their exploration of films and other visual media – e.g. music video, television, and advertising - students will discuss the relation between perception and reality, and the impact of representation on society. By the end of the course, students should be able to recognize and effectively analyze various structures in visual media. Assessments include analytical writing, a final visual project, and constant class discussion; participation in class discussion makes up the majority of the grade. Students should be prepared to view and address mature subject material. Targeted Student Expectations (See Pg. 4): A, B C, D, E, F

082 (CP I) Advanced Film and Media Studies
083(Honors) Prerequisite – Introduction to Film and Media Studies
or with permission of Department Chair

Grades 11, 12
5 per/wk -2 ½ credits

Advanced Topics in Media will extend the analysis skills from Introduction to Media. We will focus on a long-term critical viewing, reading and discussion of several television shows. Topics will vary from term to term, with each semester-long course covering two separate topics, at the discretion of the instructor. Potential term-long focuses include the topics in Science Fiction, the Anti-Hero in contemporary television, warrior women, and film noir/the mystery genre. Assignments will consist of discussions (both teacher- and student-led); short analytical essays; short presentations; and discussion boards. Targeted Student Expectations (See Pg. 4): A, B C, D, E, F

086 (CP I) Leadership and Social Change
087 (Honors) Semester Course

Grade 11, 12
5 per/wk -2.5 credits

This course is designed for students who want to make a difference in the world around them. Students enrolled in the class will work to develop the leadership skills required for positive contribution and social change. Through discussion, readings, film-viewing, writing assessments and field study, students will come to an understanding of the concept of “civic responsibility”. Course discussions and readings will center on effective leaders and substantive social issues, such as anti-bias activism, environmental activism, human rights, and victim advocacy. Students will work collaboratively to indentify, design, publicize and implement service projects and campaigns that both educate the public and provide a necessary service. The course requires participation in service field study and work with community partners that will take place outside of school hours and will involve travel to local partnership sites. Enrollment in *Leadership and Social Change* provides students with an opportunity to become true democratic and global citizens, to gain valuable life skills, and to define personal potential and responsibility. Targeted Student Expectations (See Pg. 4): A, B, C, D, E, G, I

090 Writing and Reading Lab
Pre-requisite: None

Grade 9, 10, 11, 12
5 per/wk - 2½ credits

This course provides students with reading and expository writing support in terms of processing, organization, and the writing process. Students may bring writing assignments from other classes and/or receive additional instructional help from an English teacher. Since each class member will be working at his/her own writing level, this class is appropriate for students who need and **will make use of** specific individual support. It is strongly recommended for students who seek additional help with the MCAS-Language Arts test required for high school graduation. This course can also be used as a supplement to our AP classes. Beyond the students enrolled in this course, the lab will be available to walk-in requests for help with essay writing or reading comprehension, although preference will go to the enrolled students. Targeted Student Expectations (See Pg. 4): C, D, E, F, G, H

SOCIAL STUDIES PROGRAM

Burlington High School students are required to take **three years** of Social Studies. The required course sequence is as follows:

- Grade 9 – U.S. History I
- Grade 10 – U.S. History II
- Grade 11 – World History II

Required courses for the academic year 2015/2016:

- Grade 9 (Class of '19): U.S. History I (Honors, CP I, CP II)
- Grade 10 (Class of '18): U.S. History II (Honors, CP I, CP II) or AP US History
- Grade 11 (Class of '17): World History II (Honors, CP I, CP II) or AP World History

Social Studies Electives:

- Advanced Placement World History (AP) - Grades 11, 12
- Advanced Placement United States History (AP) - Grades 11, 12
- Advanced Placement Psychology (AP) - Grades 11, 12
- Psychology (Honors, CP I) - Grades 11, 12
- Sociology (Honors, CP I) - Grades 11, 12
- Introduction to Law (Honors, CP I) - Grades 11, 12
- Modern America: 1968-Present (CP I) - Grades 11, 12
- Facing History & Ourselves (CP I) - Grades 11, 12
- International Studies (CP I) - Grades 11, 12
- Contemporary Economics (CP I) - Grades 11, 12
- Advanced Seminar in Social Studies (Honors) - Grades 11, 12

Social Studies Course Descriptions

Social Studies Required Courses

U.S. History I: Revolutionary War to 1899
112 (CP II)
113 (CP I)
114 (Honors)
Prerequisite – None
Full-year course

Grade 9
5 per/wk – 5 credits

U.S. History I begins with the historical and intellectual origins of the United States during the Revolutionary and Constitutional period. Students are taught the basic framework of American government and the core principles of American democracy. Thereafter, in chronological order, students study the growth of the United States of America from 1797 through the late 1800s. Topics covered include: Westward Expansion and Native American relocation; the establishment of and changes to political parties; economic and social change; the Industrial Revolution; sectional conflict and slavery; the Civil War and Reconstruction; the era of Big Business; and the reforms of the Populists and Progressives. Targeted Student Expectations (See Pg. 4): A, B, C, D, E, F, G, I

U.S. History II: 1900 to the Present
122 (CP II)
123 (CP I)
124 (Honors)
Prerequisite – Successful completion of U.S History I
Full-year course

Grade 10
5 per/wk – 5 credits

U.S. History II begins with America's growing role in global affairs at the start of the 1900s. Students in the class will begin with Imperialism through the conclusion of World War I. They will then proceed through the 20th and early 21st centuries. Topics covered include: the Great Depression and World War II; the subsequent Cold War; the Korean and Vietnam Conflicts; the Civil Rights Movement and other social change movements of the 1960s; the Watergate scandal and the 1970s; Ronald Reagan and the 1980s; the Gulf War; the Clinton years; and the War on Terrorism. Targeted Student Expectations (See Pg. 4): A, B, C, D, E, F, G, I

World History II: The Modern Era**132 (CP II)****133 (CP I)****134 (Honors)****Prerequisite – Successful completion of U.S. History I & U.S. History II****Full-year course****Grade 11****5 per/wk – 5 credits**

World History II begins with the rise of the nation-state in Europe, the Enlightenment, and the Enlightenment Revolutions. Thereafter, units of study may include: the Industrial Revolution; 19th century Imperialism; World Wars I & II; the Cold War and post-Colonialism; the post Cold War world; Globalization and interdependence; and terrorism. Targeted Student Expectations (See p. 4): A, B, C, D, E, G, I.

Social Studies Elective Courses

Not all courses will run every year. Courses will be offered when there is enough student interest to support a course.

135 (AP) Advanced Placement World History**Prerequisites - US History I & II, Recommended Grade 'B+' or better****and approval of the Department Chairperson****Full-year course****Grade 11, 12****5 per/wk - 5 credits**

The Advanced Placement Program sponsored by the College Board offers an opportunity to study college level World History and, depending on examination results, to receive advanced placement, college credit, or both upon entering college. The course begins with 'Foundations', which introduces the course and focuses on setting the historical and geographical context. This part of the course introduces world historical patterns that form the basis for future developments. Five major historical periods of world history are studied thematically: 8000 B.C.E. – 600 C.E.; 600 C.E. – 1450; 1450-1750; 1750-1914; 1914 – Present. The major themes include: patterns of interaction among major societies; relationships of change and continuity across the time periods covered in the course; the impact of technology and demography on people and the environment; systems of social structure and gender structure; cultural and intellectual developments; and changes in the functions of world politics. Students who enroll in this course are expected to take the AP exam. This course may substitute for the third year World History Requirement (**A summer reading assignment is mandatory**). Targeted Student Expectations (See Pg. 4): A, B, C, D, E, F, I

125 (AP) Advanced Placement United States History**Prerequisites - US History I & II, Recommended Grade 'B+' or better****and approval of the Department Chairperson****Full-year course****Grade 11, 12****5 per/wk - 5 credits****Grade 10 with permission of Dept. Chair**

The Advanced Placement Program sponsored by the College Board offers an opportunity to study college level U.S. History and, depending on examination results, to receive advanced placement, college credit, or both upon entering college. All of the major topics and periods of American history will be studied in depth. The course includes extensive reading, discussion, analytical papers, research assignments and book reports. Students who enroll in this course are expected to take the AP exam. Rising sophomores who have distinguished themselves in US I at the Honors level may enroll in Advanced Placement United States History with the recommendation of the 9th grade instructor and permission from the Department Chair. This course may substitute the second year U.S. History requirement. Students who enroll in this course are expected to take the AP exam. (**A summer reading assignment is mandatory**). Targeted Student Expectations (See Pg. 4): A, B, C, D, E, F, I.

142 (CP I) Psychology**Prerequisite - None****Semester course****Grades 11, 12****5 per/wk - 2½ credits****Grade 10 with permission of Dept. Chair**

Psychology is the study of individual human behavior. This course is a survey of six units that each class selects according to their interest. The brain, drugs, learning, sleep/dreams, memory, personality, abnormal, and therapy are the options available for study; students explore their selections via research and collaborative projects. Targeted Student Expectations (See pg. 4): B, C, D, E, F

143 (Honors) Psychology**Prerequisite - None****Semester course****Grades 11, 12****5 per/wk - 2½ credits****Grade 10 with permission of Dept. Chair**

Honors Psychology is designed for the driven student who has a high degree of motivation and interest in Psychology. Successful completion of an upper level Biology course is expected. Like CP I, the base units will be student determined in our exploration of the human mind and behavior. Targeted Student Expectations (See pg. 4): B, C, D, E, F

144 (AP) Advanced Placement Psychology**Prerequisites - Successful completion of Biology (Recommended****B+ or better, or petition to the Department Head), strong writing skills, and the ability to discuss complex readings on sensitive topics within a classroom setting.****Grade 11 with permission of Department Chair****Grade 12****5 per/wk - 5 credits**

The Advanced Placement Program sponsored by the College Board offers an opportunity to study college level Psychology and, depending on examination results, to receive advanced placement, college credit, or both upon entering college. The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of humans. Students are exposed to the psychological research, principles, and phenomena associated with each of the major sub-fields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Successful students will establish deep understanding of research principles, the biological causes of behavior (the brain), learning, development, cognition, personality, abnormal behavior and its treatment according to the DSM-V, and social psychology. Rising Juniors who have distinguished themselves in U.S. History II at the honors level may enroll in AP Psychology concurrently with World History II, with a recommendation from the 10th grade teacher and the Department Chairperson. This course may **not** be a substitute for any of the three required courses. Students who enroll in this course are expected to take the AP exam. **(A summer reading assignment is mandatory).** Targeted Student Expectations (See Pg. 4): A, B, C, D, E, F, I

147 (CP I) Sociology**Prerequisite - None****Semester course****Grades 11, 12****5 per/wk - 2½ credits****Grade 10 with permission of Dept. Chair**

Sociology is the study of society. This is the Social Science that leads the student toward an understanding of collective behavior and the interaction between individuals and their societies. This subject covers various topics including cultures, social movements and structures, conformity and adaptation, value systems and social control. Also covered are primary social institutions such as the family, political systems, religion, education, science and sport. Targeted Student Expectations (See Pg. 4): B, C, D, E, F, G, H

148 (Honors) Sociology**Prerequisite - None****Semester course****Grades 11, 12****5 per/wk - 2½ credits****Grade 10 with permission of Dept. Chair**

Honors Sociology is a life skills course that encompasses a wide variety of current social issues and problems. This course examines modern American society and culture with a focus on your involvement and interaction within that culture. Major units of study include adolescence, cultural variation and diversity, the social impact of media, and the sociology of deviance. Alternative forms of assessment are used to measure student progress: cooperative learning, peer and self-evaluation, and the portfolio system. Targeted Student Expectations (See Pg. 4): B, C, D, E, F, G, H

150 (CP I) Introduction to Law
Prerequisite - None
Semester course

Grades 11, 12
5 per/wk - 2½ credits
Grade 10 with permission of Dept. Chair

This course is practical and relevant to everyday living. Topics involve current real-life situations which apply to every citizen: organization of the legal system, terminology, criminal law, trial process, juvenile legal issues, consumer rights, family law, housing law, civil rights, tort law, due process, and many other related issues. Teaching techniques center on problem solving from realistic, hypothetical questions. Class discussion and a field trip are important components of this course. Targeted Student Expectations (See Pg. 4): C, D, E, I

151 (Honors) Introduction to Law
Prerequisite - None
Semester course

Grades 11, 12
5 per/wk - 2½ credits
Grade 10 with permission of Dept. Chair

Introduction to Law at the honors level covers the same basic topics listed at the CP I level; however, students are required to prepare three Supreme Court briefs on assigned landmark cases. They may also be expected to participate in a mock trial, perform group work, or complete supplementary readings. Current and timely legal issues, class discussion, and a field trip are also highlighted at this level. Targeted Student Expectations (See Pg. 4): C, D, E, I

159 (CP I) Modern America: 1968-Present
Prerequisite - None
Semester course

Grades 11, 12
5 per/wk - 2½ credits
Grade 10 with permission of Dept. Chair

How did Vietnam and Watergate change the way Americans looked at the world and their leaders? What happened to the Civil Rights movement after Dr. MLK, Jr. and Malcolm X were killed? Do your parents talk wistfully about their hairstyles and the music of the 80's? Did the US really outspend the USSR to "win" the Cold War? Do you ever wonder what really happened when Bill Clinton was president? Why did we go to war in Iraq in 1990? And when did America start building so much debt? This course will look at the fundamental changes the USA went through to get to where it is today. It will begin with the 1968 presidential campaign and continue through the election of Barack Obama as President of the United States. Students will participate in simulations, complete a research project and presentation, write an exam and explore the evolution of pop culture and the impact the internet had on American society. Targeted Student Expectations (See Pg. 4): A, B C, D, E.

165 (CP I) Facing History and Ourselves
Prerequisite – US History I & II
Semester course

Grades 11, 12
5 per/wk - 2½ credits

Facing History and Ourselves is a nation-wide program designed to explore issues related to democracy, justice, law, and civic responsibility through the study of human behavior. Specific topics may include the Holocaust, Japanese relocation during World War II, South African Apartheid, the Armenian genocide, and the treatment of Native Americans. Through discussion, critical thinking activities, writing and primary source analysis, students will examine the moral dimensions of history and their role in our world. (Open to all levels.) Targeted Student Expectations (See Pg. 4): B, C, D, E, F, G, I

170 (CP I) International Studies
Prerequisite – US I & II
Semester course

Grades 11, 12
5 per/wk - 2½ credits

This one semester research seminar is intended for students who have a strong interest in the contemporary world. Building on major themes of United States and World History, this course provides a survey of the demographics, economics, geography, governmental systems and major issues of the modern world. Students are required to conduct research and present their findings to the class. A wide variety of resources and materials will be used to teach this course rather than a single textbook. The use of technology will be applied throughout the curriculum. To maintain timeliness and currency, students will need a working email address to receive assigned readings. Targeted Student Expectations (See Pg. 4): A,B,C,D,E,F,G, I

178 (Honors) Advanced Seminar in Social Studies
Prerequisite: Recommendation of instructor
and permission of Department Chair
Semester Course

Grade 12
5 per/wk - 2½ credits

This course is designed to be the capstone course of the Social Studies experience at BHS. Led as a seminar-style course, students will have the opportunity to design their collective program of study, assessment methodology and lead discussion. Topics of the course will be based around student interest in four areas of study: geography, civics, economics and history, and students will select materials to support their exploration of these topics. The inquiry method will be used as a guideline for students to collectively dive deeper into issues of their selection and to produce writing and presentations that represent their new understanding of these subjects. This course is designed only for the highly motivated student who is willing to work collaboratively with his or her peers. Targeted Student Expectations (see pg. 4) A, B, C, D, E, F G, I

180 (CP I) Contemporary Economics
Prerequisite - None
Semester course

Grades 11, 12
5 per/wk - 2½ credits
Grade 10 with permission of Dept. Chair

Why are you suddenly paying less or more for gasoline, and why is that connected to instability in Middle Eastern nations? Are credit cards a good thing to have, or should they be avoided? Why is there a frenzy around one toy each holiday season? What is the Fed? What is money, and does cash rule everything around me? Why are there so many media outlets focusing on economic information? This course will focus on helping students to learn the principles of economics, business and finance through a real-time focus on what's going on in the world as it happens. Classes will be conducted through case-study, seminar discussion, and problem-solving activities.

MATHEMATICS PROGRAM

The following is a list of Mathematics courses offered at each grade level:

<u>Grade 9:</u>	Algebra I (CP I, CP II) Geometry (CP I, Honors)	<u>Grade 10:</u>	Geometry (CP II, CP I, Honors) Algebra II (CP I, Honors) Integrated Math I (CP I)
<u>Grade 11:</u>	Advanced Topics in Math (CPI) Pre-Calculus (Honors) Pre-Calculus (CP I) Algebra II (Honors, CP I, CP II) Integrated Math II (CP I) Applied Math (CP II) Trigonometry (CP I) Math Review (CP I) Probability & Statistics (Honors, CP I) Geometry (Honors, CP I, CP II) AP Calculus AB (AP) AP Calculus BC (AP) AP Statistics (AP)	<u>Grade 12:</u>	Algebra II (Honors, CP I, CP II) Trigonometry (CP I) Probability & Statistics (Honors, CP I) Math Review (CP I) Pre-Calculus (CP I) Pre-Calculus (Honors) Introduction to Calculus (CPI) * Calculus (Honors) AP Calculus AB (AP) AP Calculus BC (AP) AP Statistics (AP)

* indicates a dual enrollment course.

Math Electives:

Introduction to Robotics (CP I) – Grades 11, 12

Reasoning and Argumentation (Honors) – Grades 11, 12

Mathematics Course Descriptions

212 (CP II) Algebra I

Prerequisite - None

Full year course

This is a traditional first course in Algebra designed to develop the student's mathematical maturity and confidence. Emphasis is on signed numbers, solving equations and factoring. Graphing and fractions are also included. Targeted Student Expectations (See Pg. 4): B, F

Grades 9, 10, 11, 12

5 per/wk - 5 credits

213 (CP I) Algebra I

Prerequisite - None

Full year course

This course takes a modern approach to college preparatory algebra. Critical thinking and problem solving skills are emphasized. It includes an introduction to algebra, working with real numbers, solving equations and problems, polynomials, factoring polynomials, fractions and applying them to equations, an introduction to functions, systems of linear equations, inequalities, rational and irrational numbers, probability, data analysis and algorithms. A calculator is recommended to enhance and facilitate solutions. Targeted Student Expectations (See Pg. 4): A, B, F, G

Grades 9, 10, 11, 12

5 per/wk - 5 credits

222 (CP II) Geometry

Prerequisite - Algebra I

Full year course

The focus of the course will be on the basics of geometry such as triangles, quadrilaterals, pentagons, circles, parallel lines, etc. A calculator is recommended. Targeted Student Expectations (See Pg. 4): A, B, F

Grades 10, 11, 12

5 per/wk - 5 credits

223 (CP I) Geometry **Grades 9, 10, 11, 12**
Prerequisite - Algebra I **5 per/wk - 5 credits**
Incoming grade 9 students, recommended B + or better in 8th grade math
Full year course

This is a comprehensive course in Euclidean geometry, including topics in plane and solid geometry. It is a rigorous course in college preparatory geometry. This course is intended for students who desire further knowledge of mathematics without stress on abstract theory and proofs. The emphasis is on understanding and applying concepts and developing computational skills. Throughout the course, techniques learned in Algebra I are reinforced. Targeted Student Expectations (See Pg. 4): A, B, F, G, H, I

224 (Honors) Geometry **Grades 9, 10, 11, 12**
Recommend A or better in 8th grade **5 per/wk - 5 credits**
algebra or approval from MSMS Administrator in conjunction
with High School Department Head
Full year course

Honors geometry is a comprehensive and challenging year-long course in Euclidean geometry, including topics in plane and solid geometry. Algebraic skills are continuously reviewed and expanded. If time permits, an introduction to trigonometric ratios will be included. In addition, MCAS preparatory work is integrated into the curriculum. A scientific calculator will be necessary for this course in order to enhance and facilitate the understanding of solutions to problems. Targeted Student Expectations (See Pg. 4): A, B, F, G, H, I

232 (CP II) Algebra II **Grades 11, 12**
Prerequisite - Algebra I **5 per/wk - 5 credits**
Full year course

This course utilizes a traditional approach to the study of Algebra II. Emphasis is placed on the learning of the basic principles and laws of algebra that will facilitate problem solving. Targeted Student Expectations (See Pg. 4): B, F

233 (CP I) Algebra II **Grades 10, 11, 12**
Prerequisite - Geometry (CP I or Honors) **5 per/wk - 5 credits**
Full year course

A second course in algebra with a modern approach; this course is more rigorous than Algebra.
Targeted Student Expectations (See Pg. 4): B, F

234 (Honors) Algebra II **Grades 10, 11, 12**
Prerequisite - Geometry (Honors) or **5 per/wk - 5 credits**
Dept. Head approval
Full year course

Algebra II, honors, is a challenging course that continues a student's study of algebraic concepts. Some topics covered include functions, polynomials, rational expressions, complex numbers, systems of equations, inequalities, conic sections and logarithms. Emphasis will be on solving problems that model real world applications. The graphing calculator (TI-82 or TI-83) will be used regularly to enhance and facilitate the understanding of solutions to problems. Some time will be devoted to preparation for the MCAS exam. Units on data interpretation, probability, statistics and other topics will be covered to prepare for the exam.
Targeted Student Expectations (See Pg. 4): A, B, F

242 (CP I) Integrated Mathematics **Grade 10**
Full Year Course **5 per/wk - 5 credits**

This course is an integrated mathematics course based on the MCAS grade 10 curriculum standards and graduation exam requirement. The standards included in the curriculum include number sense, patterns, relations, functions, geometry measurement, statistics and probability. Students will practice exam type questions and will make use of the computer lab. Targeted Student Expectations (See Pg. 4): A, B, F

243 (CP I) Integrated Mathematics II
Prerequisite – Completion of Integrated Mathematics
Full Year Course (Can be taken as a semester course)

Grades 11, 12
5 per/wk - 5 credits

This intensive course is designed to assist students in developing the mathematical skills needed for success in the Mathematics MCAS examination. Instruction will focus on student weaknesses as identified from previous MCAS test data. The course can be taken for credit either as a semester course or as a full year course.

Targeted Student Expectations (See Pg. 4): A, B, F

245 (CP I) Advanced Topics in Math
Prerequisite – Algebra II (CP I)
Full year course

Grades 11, 12
5 per/wk - 5 credits

This is a pre-calculus course designed to cover those topics essential to the study of calculus. The course presents topics in advanced algebra and analytic geometry. Topics include coordinate geometry, polynomials, inequalities, exponents, and logarithms. Graphing calculators (TI-84) will be used selectively. The emphasis is on understanding concepts and their application, and developing computational skills. Targeted Student Expectations (See Pg. 4): A, B, C, D, F

250 (CP I) Pre-Calculus
Prerequisite - Algebra II (CP I or Honors) or Dept. Head Approval
Full year course

Grades 11, 12
5 per/wk - 5 credits

A pre-calculus course that will cover topics in advanced algebra and analytic geometry. Other topics include functions, trigonometry, exponents, and logarithms. Technology will be employed in the form of a graphing calculator (TI-84) to model concepts and problems. The emphasis at the CP I level is on understanding concepts and their application, and developing computational skills in preparation for calculus. Targeted Student Expectations (See Pg. 4): A, B, C, D, F

251 (Honors) Pre-Calculus
Prerequisite-Algebra II (CP I or Honors) or Dept. Head Approval
Full year course

Grades 11, 12
5 per/wk - 5 credits

This is a very challenging pre-calculus course which takes a closer analytical view of many topics previously introduced in the honors level Geometry and Algebra II classes, as well as providing a complete course in trigonometry. The emphasis takes a dramatic shift from solving problems to applying concepts. Rather than using formulas, we now find ourselves deriving many of them. Much attention is given toward function interpretation, alteration, and utilization. In particular, we will investigate the distinguishing features of linear, quadratic, polynomial, exponential, logarithmic, periodic, and trigonometric functions; and ultimately apply their concepts to real world situations. TI-84 graphing calculators are provided and will be used regularly to enhance, predict, and verify our results. Targeted Student Expectations (See Pg. 4): A, B, C, D, F

252 (CPI) Introduction to Calculus
Prerequisite - Pre-Calculus (CP I or Honors)
Semester Course

Grade 12
5/wk - 2.5 Credits

Introduction to Calculus is a semester course designed to make students familiar with the introductory concepts of Calculus. The course will cover functions, limits, basic polynomial and trigonometric derivatives, and application of differentiation. If time permits, an introduction to integration will be included in the course. The goal of the course is introduce students to the general concepts of Calculus so as to provide them with a sufficient foundation for success in a college Calculus I course. Targeted Student Expectations (See Pg. 4): A, B, E, F

253 (Honors) Calculus I
Prerequisite – Pre-Calculus (CP I or Honors)
Full Year Course

Grade 12
5 per/wk - 5 credits

Calculus is a yearlong course that covers the concepts and applications of derivatives and integrals. Calculus will explore these concepts in mechanical aspects rather than theoretical. The graphing calculator (TI-84+) will be used to enhance and facilitate the understanding of solutions to the problems. This course will may be offered as a Dual Credit course with a cooperating college. Any student that meets the specific requirements will have the option to seek college credit. Targeted Student Expectations (See Pg. 4): A, B, E, F

254 (AP) Advanced Placement Calculus AB
Prerequisite – Pre-Calculus (Honors) and recommendation
or Pre-Calculus instructor
Full year course

Grade 11, 12
5 per/wk - 5 credits

AP Calculus is an intense, challenging course, which develops the students' comprehension of the concepts of calculus, while providing experience with its methods and applications. The course emphasizes a multi-representational approach where ideas, results and problems are expressed graphically, numerically, analytically and verbally. Technology, mainly the TI-84 graphing calculator, is used regularly to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation and to assist in interpreting results. Topics covered include derivatives, integrals, limits, and approximations and the relationships between them. The emphasis is on a modeling approach with applications to real world problems. Preparation for the Calculus AB AP Exam is also a major component of this course. Targeted Student Expectations (See Pg. 4): A, B, E, F

255 (AP) Advanced Placement Calculus BC
Prerequisite – Pre-Calculus (Honors) and recommendation
of Pre-Calculus instructor
Full year course

Grade 11, 12
5 per/wk - 5 credits

Calculus BC is a full-year course in the calculus of functions of a single variable. It includes all topics covered in Calculus AB plus additional topics. Both courses represent college-level mathematics for which most colleges grant advanced placement and credit. The content of Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for Calculus AB

260 (CP I) Trigonometry
Prerequisite - 2 years Algebra
and 1 yr. Geometry or Dept. Head approval
Semester Course

Grades 11, 12
5 per/wk - 2½ credits

Trigonometry is a semester course, which will cover numerous topics such as angles and their trigonometric functions, trigonometry of the right angle, reference angles, graphs of the six trigonometric functions, identities, trigonometric equations, and oblique triangles. This course continues the job of building algebraic and geometric skills. Graphing calculators (TI-84) will be used to enhance and facilitate the understanding of solutions to problems. Targeted Student Expectations (See Pg. 4): A, B, E, F

263 (CP I) Probability and Statistics
264 (Honors) Prerequisite - 2 years of Algebra
and 1 year of Geometry or Dept. Head approval
Semester Course

Grades 11, 12
5 per/wk - 2½ credits

This course is designed as an introduction to the basic topics of probability and statistics. Topics include sample space, permutations, combinations, odds, Venn diagrams, and conditional probability. Also presented are Pascal's Triangle, the Binomial Theorem, Principles of Central Tendency, and methods of presenting and analyzing data. Targeted Student Expectations (See Pg. 4): A, B, F, G

265 (AP) Advanced Placement Statistics**Prerequisite: Honors or CP I Pre-Calculus and recommendation of Pre-Calculus instructor**
Full year course**Grade 11, 12****5 per/wk - 5 credits**

The purpose of the AP Statistics course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring Data: Describing patterns and departures from patterns (2) Sampling and Experimentation: Planning and conducting a study (3) Anticipating Patterns: Exploring random phenomena using probability and simulation (4) Statistical Inference: Estimating population parameters and testing hypotheses. Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course. Targeted Student Expectations (See Pg. 4): A, B, F, G

270 (CP II) Applied Math**Prerequisite – Completion of Algebra II**
Full Year Course**Grades 12****5 per/wk - 5 credits**

This is a very practical course, which develops the student's ability to understand and deal with the basic math in "real life" situations. Each lesson usually features a relatively short introduction and/or demonstration with more time for discussion and completion of worksheets pertaining to topics which include: earning, purchasing, money management, investing, borrowing, automobiles, other transportation, recreation, insurance, taxes, utilities, services, nutrition, and current events. Targeted Student Expectations (See Pg. 4): B, E, F

272 (CP I) Math Review (1st Semester)**Prerequisite - 2 years Algebra and 1 year Geometry**
Semester Course**Grades 11, 12****5 per/wk.- 2½ credits**

This course is a review of the essentials of algebra and geometry needed to sit for the college entrance examinations. Topics covered include fractions, percents, algebraic operations, quantitative comparisons, geometry, and a variety of word problems. A review of basic algebra concepts is also included. The use of calculators with fraction capability is encouraged. The emphasis is on enhancing the student's mathematical aptitude and developing computational skills. Targeted Student Expectations (See Pg. 4): B, F

Math Electives:

280 (CP I) Introduction to Robotics

Prerequisite –Geometry

Semester Course

Grades 11, 12

5 per/wk -2 ½ credits

This is an introductory course in robotics. Students will design robots to perform increasingly challenging tasks. Design of the robots will include using mechanical parts and actuators that allow the robot to interact with its environment and programming the robot to use actuators effectively. Students will also program using sensors to make a robot that can adapt to its environment. This class does not count as math credit for the purposes of graduation. Targeted Student Expectations (See Pg. 4): A, B C, D, E, F

860 (Honors) Reasoning and Argumentation

Prerequisite – Passing grade in Honors Algebra II

Full Year

Grades 11, 12

5 per/wk –5 credits

Reasoning and Argumentation is an interdisciplinary course run jointly by the Mathematics and Social Studies Departments. The course covers the philosophy of reasoning and argumentation as well as the corresponding mathematical symbolic logic. The approach will be two pronged: (1) the analysis and classification of logical fallacies and (2) the analysis and construction of valid arguments. Topics include: (a) Concepts, Definitions & Propositions (b) Uses of Language (c) Recognizing and Analyzing Arguments (d) Validity of Arguments and Fallacies (e) Deductive Logic (f) Categorical Propositions and Syllogisms (g) Inductive Logic. The course is co-taught by a mathematics teacher and a social studies teacher in a college lecture format with breakout discussion sections to be determined. This class does not count as math credit for the purposes of graduation. Targeted Student Expectations (See Pg. 4): A, B, D, E, G

Math Tutorial

Open enrollment

Grade 9, 10, 11, 12

Non-Credit Offering

The Math Lab is a one-on-one or small-group setting where a teacher will meet with students to provide assistance with their math skills. Students who wish to receive this assistance must check with the Guidance Department or the Math department head for availability and then make arrangements. These sessions can be regular weekly meetings intended to reinforce skills through repetition and practice, or shorter-term meetings, where the student requires assistance with a particular assignment or topic. The assistance can be custom-tailored to the student, and this option is open to students of all ability levels. This program will be offered to students in lieu of a study period.

SCIENCE PROGRAM

The following is a list of Science courses offered at each grade level:

<u>Grade 9:</u>	Fundamentals of Physics (Honors, CP I, CP II) Biology (Honors)	<u>Grade 12:</u>	AP Biology (AP) Chemistry (Honors, CP I) Physics (Honors, CP I) Environmental Science (Honors, CP I) Human Physiology (Honors) AP Environmental Science (AP) Astronomy (Honors, CP I) AP Physics C (AP) Oceanography (Honors, CP I) AP Chemistry (AP) Meteorology (CP I) Geology (CP I)
<u>Grade 10:</u>	Biology (Honors, CP I, CP II) Environmental Science (Honors, CP I) Chemistry (Honors, CP I) Physics (Honors, CP I) * AP Biology – Please see course description		
<u>Grade 11:</u>	AP Biology (AP) Chemistry (Honors, CP I) Physics (Honors, CP I) AP Physics C (AP) Environmental Science (Honors, CP I) Human Physiology (Honors) Astronomy (Honors, CP I) Oceanography (Honors, CP I) AP Chemistry (AP) Meteorology (CP I) Geology (CP I)		

Science Course Descriptions

Fundamentals of Physics

312 (CP II)

313 (CP I) Recommended – Grade of C- or better in 8th grade science.

314 (Honors) Recommended- Grade of A- or better in both 8th grade

Science and Algebra 1

Full year course

Grade 9

5 per/wk – 5 credits

The Fundamentals of Physics is an in-depth study of the core concepts of physics with emphasis on the technologies that impact our modern world. This introductory, inquiry-based course is for all ninth grade students and will provide a foundation for advanced science courses. In addition, it will prepare students to pass a required MCAS science exam, and students will take the MCAS exam in physics at the end of the course. This course is considered a physical science. Targeted Student Expectations (See Pg. 4): B, C, E, F

Biology

322 (CP II) Recommended- Passing grade in 9th gr. science

323 (CP I) Recommended - C or better in 9th gr. science

324 (Honors) Required – Grade 10- B or better in Honors Physics

Grade 9- A or better in 8th gr. Science AND Math

Grade 10

5 per/wk – 5 credits

This course is a general introduction to biological concepts including: cells, plant and animal physiology, behavior, organ systems, immunity and disease, reproduction and development, genetics, ecology and the relationship between structure and function. Biology will prepare students to pass a required MCAS science exam, and all ninth grade students as well as tenth grade students who have **not** passed a MCAS science exam will take the MCAS exam in biology at the end of the course. This course is considered a natural science. Targeted Student Expectations (See Pg. 4): B, E, F

325(AP) Advanced Placement Biology
Required - Honors Biology
Instructor's approval required
Full year course

Grades 11, 12,
*** Grade 10 with permission**
6per/wk - 6 credits

This course is designed for the serious-minded Biology student. Students are expected to take responsibility for their learning under the direction and guidance of the instructor. Human Anatomy and Physiology is highly recommended as a prerequisite. This course provides an intensive study of the major concepts and principles of biology as outlined by the AP Biology College Board. The curriculum is structured in order to prepare students for the AP Biology exam, which students will be expected to take. The course will involve an extensive research project, group projects and guest lectures, and there will be a heavy emphasis on laboratory work and its reporting. The course will utilize current technologies utilizing the department computer lab.

*Grade 10 students must have an A in Honors Geometry and an A in Honors Biology and receive approval from the AP Biology Instructor and Chair of the Science Program. This course is considered a natural science. Targeted Student Expectations (See Pg. 4): B, E, F

332 (CP I) Chemistry
Recommended - Grade of C or better in Physics or Biology
and in Algebra I
Full year course

Grades 10, 11, 12
5 per/wk – 5 credits

Introductory Chemistry at college preparatory level investigates the physical world of matter as atoms and molecules. Chemistry covers such topics as behavior of materials, chemical equations, atomic theory, chemical reactions, acids and bases, rates of reactions, and equilibria. The laboratory work is designed to acquaint the student with different types of reactions and various experimental chemical techniques. Chemistry will prepare students to pass a required MCAS science exam, and students who have **not** passed a MCAS science exam will take the MCAS exam in chemistry at the end of the course. This course is considered a physical science. Targeted Student Expectations (See Pg. 4): A, B, E, F

333 (Honors) Chemistry
Recommended – Grade of B or better in both Honors Physics or
Honors Biology AND Algebra I OR an A in both CP I
Physics or Biology AND Algebra I
Recommendation of Previous Science Teacher
Full year course

Grades 10, 11, 12
5 per/wk – 5 credits

This is an introductory chemistry course at college preparatory level, as is Chemistry, but it covers the concepts of chemistry at a more rapid pace and extends the content of Chemistry. Chemistry will prepare students to pass a required MCAS science exam, and students who have **not** passed a MCAS science exam will take the MCAS exam in chemistry at the end of the course. This course is considered a physical science. Targeted Student Expectations (See Pg. 4): A, B, E, F

334 (AP) Advanced Placement Chemistry
Required – Honors Chemistry with a B, or
CP I Chemistry with an A.
Algebra II with grade B
Full year course

Grades 11, 12
6 per/wk - 6 credits

The Advanced Placement Chemistry, sponsored by the College Board is a college-level course, where students can receive college credit upon entering college. This course is designed for students interested in such majors as pre-medical, physical science, engineering, and biological science. Topics covered are chemical equations, stoichiometry, periodicity, atomic and molecular theory, states of matter, solutions, kinetics, equilibria, acid-base chemistry, electrochemistry, organic and nuclear chemistry. Students are expected to take the AP exam. This course is considered a physical science. Targeted Student Expectations (See Pg. 4): B, C, E, F

341 (CP I) Environmental Science
Recommended - Biology with a C or better

Grades 11, 12
5 per/wk - 5 credits

342 (Honors) Environmental Science
Recommended - Biology with a B+ or better OR Chemistry
with a grade of B or better
Full year course

During the first semester students will become involved in a study of the plant body, both structure and function. Students will learn horticulture as well as natural methods of plant preparation. These skills will be used throughout the year in a continuing series of botanical experiments in the classroom. In the second semester students will be involved in the study of natural and human-influenced ecosystems. Students will become familiar with such modern day topics as water treatment, waste disposal, and contamination of the environment, land use, over-population, and other environmental problems. This is a highly laboratory-oriented course demanding curiosity, logical analysis, and sincere interest in plants. Participation in the field trips and fieldwork done in the environs around the school is required. This course is considered both a physical and natural science. Targeted Student Expectations (See Pg. 4): B, C, E, F

343 (AP) Advanced Placement Environmental Science
Required– Honors Biology and Chemistry with B or better
Full year course

Grades 11, 12
6 per/wk - 6 credits

The Advanced Placement Environmental Science, sponsored by the College Board is a college-level course, where students can receive college credit upon entering college. Environmental Science is the equivalent of a one-semester, introductory college course in Environmental Science. The course is interdisciplinary and embraces a variety of topics from different areas of study, providing students with the scientific principles, concepts, and methodologies required to understand the interrelationships on the natural world. Students will identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with them and examine alternative solutions for resolving and/or preventing them. Library research and seminars will also be required. Students are expected to take the AP exam. This course is considered both a physical and natural science. Targeted Student Expectations (See Pg. 4): A, B, C, E, F

352 (CP I) Physics
Recommended – Grades 11, 12- Completion of Geometry
and Algebra II with an average of C or better.
Grade 10- Completion of Geometry with an average of
C or better AND concurrently enrolled in Algebra II

Grades 10, 11, 12
5 per/wk - 5 credits

353 (Honors) Physics
Recommended – Grades 11, 12- Previous Honors Science
Course AND Honors Geometry with an average of B or better
OR any CP I Science and Geometry course with an average of A or better
Grade 10- Previous Honors Science and Geometry course with a B or better AND concurrently enrolled
in Honors Algebra II.
Full year course

Grades 10, 11, 12
5 per/wk - 5 credits

Both physics courses will rely on considerable use of mathematical concepts including graphical analysis and algebraic derivations. Any student who has had difficulty with the above mathematics courses might be expected to have difficulty with physics. Topics include the study of motion, force, momentum and energy, gravitation, light and waves, electricity and magnetism, and the atom and the nucleus. Honors Physics is for students interested in pursuing a career in engineering or the physical sciences. CP I Physics is for students who have a strong interest in science and who want physics as a part of their education. This course is considered a physical science. Targeted Student Expectations (See Pg. 4): A, B, E, F

354 (AP) Advanced Placement Physics C
Required- Honors Freshman Physics with a grade of A or better OR Honors Physics with a grade of B + or better AND enrolled in an AP calculus course.
Approval of current science teacher, AP Physics Teacher and Dept. Chair required
Full year course

Grade 11, 12
6 per/wk - 6 credits

Advanced Placement Physics, sponsored by the College Board, is for students who wish to study college-level Physics and receive advanced placement and college credit upon entering college. AP Physics is a calculus-based course designed to make students proficient in problem solving and in the application of the fundamental principles of physics and is recommended for those interested in engineering or physical science majors. Topics include mechanics, electricity and magnetism. Students taking this course are expected to take the AP exam. This course is considered a physical science. Targeted Student Expectations (See Pg. 4): B ,C, E, F

360 (Honors) Human Anatomy and Physiology
Recommended – A- or better in Honors biology and Honors chemistry OR an A or better in CP I Biology and Chemistry

Grades 11, 12
5 per/wk - 5 credits

This is a college preparatory advanced biology course, which emphasizes human biology and is designed primarily for students wishing to pursue a career in the biosciences. Human Anatomy is strongly recommended as a prerequisite to AP Biology. The course is divided into four sections, which includes biochemistry; cellular anatomy and physiology; anatomy, in-depth dissection of a mink, cat or fetal pig; physiology, the study of the major organ systems in the human body. This course is considered a natural science. Targeted Student Expectations (See Pg. 4): A, B, C, E, F

365 (CP I) Oceanography
Recommended- Completion of biology with a grade of C
Semester course

Grades 11, 12
5 per/wk - 2 ½ credits

366 (Honors) Oceanography
Recommended - Completion of biology with a grade of C
Semester course

Grades 11, 12
5 per/wk - 2 ½ credits

These one-semester courses are designed to acquaint students with the physical, chemical, geological and biological aspects of the ocean. Laboratory work and outside readings will be an integral part of each course. Students are required to take field trips to local beaches for first-hand experiences involving collection, identification, preservation, and kitchen preparation of marine organisms. This course is considered a natural science. Targeted Student Expectations (See Pg. 4): C, E, F

370 (CP I) Meteorology
Recommended –2 years of science with a C or better and a passing grade in Algebra
Semester Course

Grades 11, 12
5 per/wk – 2.5 credits

Students will study the weather, and atmospheric composition and structure, and processes controlling temperature, winds, precipitation, and storms. We will study global and local weather patterns, and discuss weather forecasting, air pollution, and climate change. We will study the Earth's historical climate and see how the climate has changed in the past and what changes are occurring today. This course is considered a physical science. Targeted Student Expectations (See Pg. 4): C, E, F

375 (CP I) Geology
Recommended –2 years of science with a C or better
and a passing grade in Algebra
Semester Course

Grades 11, 12
5 per/wk – 2.5 credits

Students will study the history of the Earth and the processes acting both within and on the earth's surface. For the Earth's interior, this will include earthquakes, volcanoes, mountain building, rock deformation, plate tectonics, and the structure of the Earth. For the Earth's surface, we will study rocks and minerals, weathering, streams, ground water, glaciers, and the nature of our continents. This course is considered a physical science Targeted Student Expectations (See Pg. 4): C, E, F

380 (CP I) Astronomy
381 (Honors) Astronomy
Recommended - a science course
with a grade of B or better
Full year course

Grades 11, 12
5 per/wk – 5 credits

This course is an introduction to astronomy with an emphasis on the physical laws that are used to understand astronomy, how astronomical observations are made and interpreted and how modern technology is used to study astronomy. Topics covered are basic observational astronomy, historical developments that led to modern astronomy, cosmology of the universe, stars and galaxies, our solar system, comparative planetology, debunking scientific myths, and the science of science fiction. Night and morning observations and field trips to observatories and planetariums are required. This course is considered a physical science. Targeted Student Expectations (See Pg. 4): A, B, E, F

FOREIGN LANGUAGE PROGRAM

The Foreign Language program offers four languages: French, Italian, Latin, and Spanish. The program contains levels of instruction so that a student may progress at a pace compatible with his/her aptitude.

The curriculum of the Foreign Language Department is aligned with the Massachusetts Frameworks and the National Standards in Foreign Languages. The aims of language study are to master the skills of effective communication (reading, writing, listening and speaking), and to develop an appreciation for other cultures. Instructional materials include texts, videos, audio and software to complement each language program.

A minimum of two years of a single foreign language offered at Burlington High School in consecutive years is required for graduation from Burlington High School. Two years of a single language is required for admission to the Massachusetts State Colleges. It should be understood that this is the minimum requirement and that most colleges give preference to students with extensive secondary school foreign language preparation. For this reason, the Foreign Language Department offers a four or five year course sequence and recommends that students continue their study for as long as possible.

The following is a list of foreign language courses offered at each grade level:

Spanish I (CP I, CP II) – Grades 9, 10, 11, 12
Spanish II (Honors, CP I, CP II) – Grades 9, 10, 11, 12
Spanish III (Honors, CP I) – Grades 10, 11, 12
Spanish IV (Honors, CP I) – Grades 11, 12
AP Spanish (AP) – Grade 12 (Grade 10 or 11 with special permission, please see course description for more details)

French I (CP I) – Grades 9, 10, 11, 12
French II (Honors, CP I) – Grades 9, 10, 11, 12
French III (Honors, CP I) – Grades 10, 11, 12
French IV (Honors) – Grades 11, 12
French V (Honors) – Grade 12

Italian I (CP I, CP II) – Grades 9, 10, 11, 12
Italian II (Honors, CP I, CP II) – Grades 9, 10, 11, 12
Italian III (Honors, CP I) – Grades 10, 11, 12
Italian IV (Honors, CP I) – Grades 11, 12
Italian V (Honors)- Grade 12

Latin I (CP I) – Grades 9, 10, 11, 12
Latin II (Honors, CP I) – Grades 9, 10, 11, 12
Latin III (Honors, CP I) – Grades 10, 11, 12
Latin IV (Honors) – Grades 11, 12
Latin V (Honors) – Grade 12

Foreign Language Electives:

Spanish for Health Care Careers (CP I) – Grades 11, 12
Spanish Culture Through Film and Music (CP I) – Grades 11, 12
Classical Roots of Western Civilization (CP I) – Grades 11, 12
Italian Food Culture and Cuisine (CP I) – Grades 11, 12

Spanish Course Descriptions

400 (CP II) Spanish I

401 (CP I) Spanish I

Prerequisite – None

Full year course

Grades 9, 10, 11, 12

5 per/wk - 5 credits

This course provides an introduction to the basic vocabulary and structure of the Spanish language and to the cultures of the Spanish-speaking world through classroom, homework and iPad activities. Its purpose is to present the structures and vocabulary of the language with the intention of creating a foundation for understanding, speaking, reading and writing Spanish. This class is conducted partly in Spanish. Course 402 moves at a more rigorous pace than course 401. Targeted Student Expectations (See Pg. 4): C, D, E, G

404 (CP II) Spanish II

Prerequisite – Spanish I

Full year course

Grades 9, 10, 11, 12

5 per/wk – 5 credits

This course offers students the opportunity to refine their basic Spanish skills by providing a new format for their careful and thorough review before further developing their skills through classroom, homework and iPad activities. Oral work and reading are emphasized. Students participate in structured writing assignments and classes are supplemented with cultural materials. The class is conducted partly in Spanish. Targeted Student Expectations (See Pg. 4): C, D, E, G

405 (CP I) Spanish II

Prerequisite – Spanish I

Full year course

Grades 9, 10, 11, 12

5 per/wk – 5 credits

This course is designed to allow students to build on skills acquired in Spanish I. Students will improve their proficiency in oral comprehension and in speaking, reading and writing through classroom, homework and iPad activities. Additional language structures are introduced, and the class will be conducted partly in Spanish. Course 404 moves at a more rigorous pace than course 403. Targeted Student Expectations (See Pg. 4): C, D, E, G

406 (Honors) Spanish II

Prerequisite – Spanish I

Full year course

Grades 9, 10, 11, 12

5 per/wk – 5 credits

This course is designed to allow students to build on skills acquired in Spanish I. Students will improve their proficiency in oral comprehension and in speaking, reading and writing through classroom, homework and iPad activities. Additional language structures are introduced, and the class is conducted partly in Spanish. Course 405 will move at a faster pace than Course 404. Targeted Student Expectations (See Pg. 4): C, D, E, G

408 (CP I) Spanish III

Prerequisite – Spanish II

Full year course

Grades 10, 11, 12

5 per/wk – 5 credits

The course builds on previously learned skills of listening, speaking, reading and writing in Spanish. The grammar that is reviewed and introduced derives from Spanish and Latin American reading selections. All grammar points are applied in the writing of structured, individual compositions and oral reports.

Targeted Student Expectations (See Pg. 4): C, D, E, G

409 (Honors) Spanish III

Prerequisite – Spanish II

Full year course

Grades 10, 11, 12

5 per/wk – 5 credits

The basic structure of the language will be reviewed and refined. Oral work will be stressed through classroom participation and iPad activities. A variety of reading materials and electronic media will be used. The four skills, listening, speaking, reading and writing, will be covered extensively in this class. Spanish is the principle means of communication in the classroom. Targeted Student Expectations (See Pg. 4): C, D, E, G

410 (CP I) Spanish IV**411 (Honors) Prerequisite – Spanish III, Recommended C or better****Full year course****Grades 11, 12****5 per/wk – 5 credits**

This course is designed to continue development of the student’s listening comprehension, speaking, reading, and writing skills through readings, discussion, oral presentations, analysis of literature, and essay writing and electronic media will be used. Grammar will be reviewed through advanced exercises and essays. A variety of selections concerning Hispanic culture, history, literature, music and art are used. Spanish is the principal means of communication in the classroom. Targeted Student Expectations (See Pg. 4): C, D, E, G

415 (AP) Advanced Placement Spanish Language and Culture**Prerequisite – Spanish IV, Recommended B or better and permission of instructor****Full year course****Grade 12***** Grade 10, 11 see below****5 per/wk – 5 credits**

This course is designed to develop students’ reading, writing, speaking, and listening skills and to prepare them for the Spanish Language AP exam. Selected readings include contemporary works by Spanish and Latin American authors as well as articles of current interest from newspapers and magazines. Mastery of grammar, syntax, and idiomatic expressions at more sophisticated levels of speaking and writing will be emphasized. Students who take the course must accept the challenge of very demanding work all year, and are expected to take the AP exam in May as the appropriate conclusion to their efforts. * Any sophomore or junior wishing to take AP Spanish must have a recommendation from the previous Spanish teacher, complete a formal written assessment and complete a formal oral assessment. Both assessments will be conducted by a BHS Spanish teacher. Targeted Student Expectations (See Pg. 4): C, D, E, G

French Course Descriptions**420 (CP I) French I****Prerequisite – None****Full year course****Grades 9, 10, 11, 12****5 per/wk – 5 credits**

This first year course includes intensive work in all phases of language learning. This encompasses listening, speaking, reading and writing. Use is made of audio-visual materials and iPad activities to promote learning, proficiency and to present pertinent cultural materials. This course is offered in alternate years.

Targeted Student Expectations (See Pg. 4): C, D, E

422 (CP I) French II**Prerequisite – French I****Full year course****Grades 9, 10, 11, 12****5 per/wk. – 5 credits**

This course will further develop the students’ communication competencies. Students will engage in conversation and understand and interpret written and spoken language on a variety of topics. Students will expand their reading and vocabulary skills through various readings dealing with French culture and the Francophone world to supplement the text. Students will regularly complete reading and writing assignments throughout the year and will also be assigned one or more individual projects. Use of the iPad and associated CD media are stressed. Targeted Student Expectations (See Pg. 4): C, D, E

423 (Honors) French II**Prerequisite – French I****Full year course****Grades 9, 10, 11, 12****5 per/wk – 5 credits**

This course will further develop the students’ communication competencies. Students will increase their level of proficiency and accuracy by doing classroom activities based on real life situations. A variety of materials that include the study of French culture and the Francophone world will be used to supplement the text. Students will regularly complete reading and writing assignments throughout the year and will also be assigned four or more individual projects. Use of the iPad and associated CD media are stressed. Targeted Student Expectations (See Pg. 4): C, D, E

425 (CP I) French III
Prerequisite – French II
Full year course

Grades 10, 11, 12
5 per/wk. – 5 credits

This course continues to reinforce and expand on the communication skills learned during the prior two years. Students will learn to use verbal and non-verbal cues that reflect French culture in a variety of situations. Various media and activities are used to work toward competency in written and oral communication. The course continues listening comprehension and speaking practice both in class and in the language lab. Students will role-play in a limited number of real life situations to express opinions, preferences, and provide and receive information. Students are expected to be able to read with meaning and to be able to answer questions about the material read. Diverse aspects of French culture will be discussed using varied media.

Targeted Student Expectations (See Pg. 4): C, D, E

426 (Honors) French III
Prerequisite – French II
Full year course

Grades 10, 11, 12
5 per/wk – 5 credits

This course continues to reinforce and expand on the communication skills learned during the prior two years. Students will learn to use verbal and non-verbal cues that reflect French culture in a variety of situations. Learning to communicate in, and functional use of French are the foci of the program. The course continues listening comprehension and speaking practice both in class and in the language lab. Students are expected to respond with accuracy to a wide range of conversational situations, to read at the intermediate level with meaning and to answer questions or provide summaries of the material read. Diverse aspects of French culture will be discussed using varied media. Targeted Student Expectations (See Pg. 4): C, D, E

428 (Honors) French IV
Prerequisite – French III, Recommended C or better
Full year course

Grades 11, 12
5 per/wk – 5 credits

This course will emphasize the oral and written skills acquired in previous French studies. A basic text plus selected materials, such as magazines, newspapers, short stories, and dialogs will be used as directives on which students will base their oral and written work. Radio broadcasts and films are also included. Extensive use of language lab software will be required. Individual and group project work and presentations are emphasized.

Targeted Student Expectations (See Pg. 4): C, D, E

429 (Honors) French V
Prerequisite – French IV, Recommended C or better
Full year course

Grade 12
5 per/wk – 5 credits

This course is open to students who began their study of French in grades 7 and 8 and who have shown good potential in their foreign language study. The course will emphasize improved accuracy and higher level listening, understanding, speaking, reading and writing skills. Students will use varied selections from a broad scope of French language media. They will answer questions and express concepts in written and spoken form. Extensive use of iPad activities is required. Quarterly individual projects or video presentations are included to offer students an opportunity to increase their level proficiency. Targeted Student Expectations (See Pg. 4): C, D, E

Italian Course Descriptions

430 (CP II) Italian I

431 (CP I) Prerequisite – None

Full year course

Grades 9, 10, 11, 12

5 per/wk -- 5 credits

This is a beginning course reflecting the guidelines set forth in the Massachusetts Foreign Language Curriculum Frameworks. The four (4) language skills (listening, speaking, reading and writing) are developed by the use of various multi-media materials to encourage communication and cultural awareness. Comparisons with our culture and other interdisciplinary connections are integrated into the course work. The practical use of the language in everyday situations is encouraged. Students are encouraged to use the four (4) language skills to express themselves in spoken and written forms. In the first year course, special attention is placed on the ability to read and pronounce Italian in as nearly native quality as possible. CP I students will be expected to work at a more accelerated pace. Targeted Student Expectations (See Pg. 4): C, D, E

432 (CP II) Italian II

Prerequisite – Italian I

Full year course

Grades 9, 10, 11, 12

5 per/wk – 5 credits

This course continues to emphasize the skills learned in Italian I. Greater emphasis is placed on speaking Italian. Upon completion of this level, students should have the communicative skills necessary to understand and express themselves in simple conversations. They will understand many of the cultural aspects of Italy and its contributions to the world culture. Stories and dialogues appropriate to this stage will be read.

Targeted Student Expectations (See Pg. 4): C, D, E

433 (CP I) Italian II

Prerequisite – Italian I

Full year course

Grades 9, 10, 11, 12

5 per/wk – 5 credits

This course continues to emphasize the skills learned in Italian I, thus reflecting the strands and standards prescribed by the Massachusetts Foreign Language Curriculum Frameworks. Greater emphasis is placed on speaking Italian. Upon completion of this level, students should have the communicative skills necessary to understand and express themselves in everyday situations with native speakers. They will understand many of the cultural aspects of Italy and its contributions to world culture. They will have a knowledge and appreciation of the geography and history of Italy. Stories and dialogues, appropriate to this stage will be read.

Targeted Student Expectations (See Pg. 4): C, D, E

434 (Honors) Italian II

Prerequisite – Italian I

Full year course

Grades 9, 10, 11, 12

5 per/wk – 5 credits

This course continues to emphasize the skills learned in Italian I. Greater emphasis is placed on speaking Italian. Students will develop the communicative skills necessary to understand and express themselves in everyday situation with native speakers. Stories and dialogues appropriate to the honors level will be read. Upon completion of the course, students will have a greater knowledge and appreciation of the culture, geography and history of Italy. Targeted Student Expectations (See Pg. 4): C, D, E

436 (CP I) Italian III

437 (Honors) Prerequisite – Italian II

Full year course

Grades 10, 11, 12

5 per/wk – 5 credits

This course will strengthen and build upon the conversational and comprehension skills already mastered. Greater emphasis will be placed upon reading and writing. Films, magazines, newspaper articles, short stories and cultural reading will be used as the basis for writing and oral exercises. Students will develop many insights regarding the comparison of one's native language and Italian. Aspects of Italian history and contemporary civilization will focus on the diversity of the Italian people. Study at honors level will be accelerated. Targeted Student Expectations (See Pg. 4): C, D, E

438 (CP I) Italian IV
439 (Honors) Italian IV
Prerequisite – Italian III, Recommended C or better
Full year course

Grades 11, 12
5 per/wk –5 credits

This course will emphasize comprehension and conversational proficiency. A multi-media program of films, magazines, newspapers, short stories, cultural readings, games and grammar review exercises, will develop reading and writing skills. Both the students and the teacher will converse in Italian on a variety of topics. This course brings to fruition the alignment of the communication, cultural, comparison and connection strands of the Massachusetts Foreign Language Curriculum Frameworks. Honors students will be expected to work at an accelerated pace. Targeted Student Expectations (See Pg. 4): C, D, E

440 (Honors) Italian V
Prerequisite – Italian IV, Recommended C or better
Full year course

Grades 11, 12
5 per/wk –5 credits

This course continues to increase and expand the student’s comprehension and conversational proficiency. Reading and writing skills will be further developed by a multi-media program of films, magazines, newspapers, short stories, cultural readings games and grammar review exercises. Students will be expected to initiate conversational topics (such as current events) to be discussed by the entire class. This course will conclude the alignment of the communication, cultural, comparison and connection strands of the Massachusetts Foreign Language Curriculum Frameworks. Targeted Student Expectations (See Pg. 4): C, D, E

Latin Course Descriptions

442 (CP I) Latin I
Prerequisite - None
Full year course

Grades 9, 10, 11, 12
5 per/wk - 5 credits

Latin I is an introduction to the Latin language with an emphasis on the four modes of communication, reading, writing, listening and speaking. Students will be introduced to vocabulary and concepts of grammar and syntax via an active methodology. Readings will focus on various aspects of Roman culture, history and mythology to support the learning of grammar and vocabulary. Targeted Student Expectations (See Pg. 4): C, D, E

443 (CP I) Latin II
Prerequisite - Latin I
Full year course

Grade 9, 10, 11, 12
5 per/wk - 5 credits

Latin II continues the work of learning the Latin language begun in Latin I. Course emphasis is on reading, writing, listening and speaking Latin as a language. Students will build vocabulary and study its grammatical structures mainly via an active, immersive methodology. Students are also introduced to many aspects of Roman life and culture, including history, literature, art, education and daily life in the Roman world. Targeted Student Expectations (See Pg. 4): C, D, E

444 (Honors) Latin II
Prerequisite - Latin I
Full year course

Grades 9, 10, 11, 12
5 per/wk - 5 credits

Latin II continues the work of learning the Latin language begun in Latin I. Course emphasis is on reading, writing, listening and speaking Latin as a language. Students will build vocabulary and study its grammatical structures mainly via an active, immersive methodology. Students are also introduced to many aspects of Roman life and culture, including history, literature, art, education and daily life in the Roman world. This course proceeds at a more rigorous pace than (CP I) Latin II. Targeted Student Expectations (See Pg. 4): C, D, E

445 (CP I) Latin III
Prerequisite - Latin II
Full year course

Grades 10, 11, 12
5 per/wk - 5 credits

Latin III continues the work of language learning begun in Latin I and Latin II. Students will read stories of heroes and adventure in Latin. Students will study Roman history through readings in Latin and through film. There will be continued emphasis on vocabulary and the completion of basic topics in grammar. Students will use the iPad to enhance communication. Students will pursue and participate in modes of artistic and creative expressions that relate to the ancient world. Targeted Student Expectations (See Pg. 4): C, E, G

446 (Honors) Latin III
Prerequisite - Latin II
Full year course

Grades 10, 11, 12
5 per/wk - 5 credits

Latin III continues the work of language learning begun in Latin I and Latin II. Students will read stories of heroes and adventure in Latin. Students will study Roman history through readings in Latin and through film. There will be continued emphasis on vocabulary and the completion of basic topics in grammar. Students will use the iPad to enhance communication. Students will pursue and participate in modes of artistic and creative expressions that relate to the ancient world. This course proceeds at a more rigorous pace than (CP I) Latin III. Targeted Student Expectations (See Pg. 4): C, E, G

447 (Honors) Latin IV
Prerequisite - Latin III, Recommended with a grade of C or better
Full year course

Grades 11, 12
5 per/wk - 5 credits

Latin IV is largely a literature course. Students work to master the most difficult concepts of Latin grammar and usage through readings in authentic Latin sources. Students will develop a sense of appreciation for the scope of Classical Latin literature by reading selections from some of the great authors and works of Latin literature, including Pliny, Catullus, Ovid, Cicero, Livy and Virgil. Students will use an interdisciplinary approach by incorporating methods of literary criticism, historical analysis, and critical thinking in their study of the literature, history, mythology, geography and archeology of the ancient Roman world.

448 (Honors) Latin V
Prerequisite - Latin IV, Recommended with a grade of C or better
Full year course

Grade 11, 12
5 per/wk - 5 credits

Latin V is a literature course. Students will read and analyze longer selections from Julius Caesar, Virgil, Ovid, William the Breton, Petrarch and other Classical, Medieval and Renaissance Latin authors. Students will use an interdisciplinary approach as they attune their skills in literary criticism, historical analysis, and critical thinking in their study of the literature, history, mythology, geography and archeology of the ancient Roman world. The enduring influence of the great works of Roman Literature through time will be emphasized. Targeted Student Expectations (See Pg. 4): C, E, G

Foreign Language Electives:

450 (CP I) Spanish for Health Care Careers

Prerequisite –2 consecutive years of Spanish

Recommended Grade of B- or better in Spanish II, III or IV

Semester Course

Grades 11, 12

5 per/wk -2 ½ credits

This course will provide relevant and specialized cross-curriculum integration to enable students to develop skills necessary to communicate quickly and effectively with Spanish speakers in a medical setting. The course will provide an overview of medical phrases and terminology in Spanish. The successful student will be able to greet patients, obtain a medical history, and provide medical services, where appropriate, in Spanish, after further medical training. Students will utilize a variety of websites and online services. Emphasis will be on basic, practical language needed to communicate with Spanish speaking patients and their families. This course will be conducted in Spanish and in English. **This course can only be elected after the completion of the two consecutive years of Spanish.** This course will be offered at the CPI level. Targeted Student Expectations (See Pg. 4): A, B C, D, E, F

452 (CP I) Spanish Culture Through Film and Music

Prerequisite –2 consecutive years in Spanish

Recommended Grade of B- or better in Spanish II, III or IV

Semester Course

Grades 11, 12

5 per/wk -2 ½ credits

Students will explore the history and culture of Spanish-speaking countries through film and music. Students will utilize higher level thinking skills such as analyzing, criticizing, comparing, contrasting and expressing opinions through discussions and written assessment.. Targeted Student Expectations (See Pg. 4): A, B C, D, E, F

454 (CP I) Classical Roots of Western Civilization

Prerequisite –None

Grades 11, 12

5 per/wk -2 ½ credits

This semester-long interdisciplinary high school elective will provide an opportunity for students to explore two of the Western world's most influential societies, Greece and Rome, and their languages. Students will assess and analyze the impact of these great civilizations on Modern Western and especially American society while receiving some of the many benefits of studying Greek and Latin (improved GPAs, higher SAT scores, greater achievement in the study of modern foreign languages). Designed for all juniors and seniors, it is composed of two roughly equal parts, covering first Ancient Greece and Greek language, then Ancient Rome and Latin, allowing students to gain a broad, meaningful and applicable understanding of two of the foundational cultures and languages of western society. Students will use current technology to explore monuments, museums, artifacts and texts of these two civilizations and to create shareable media comparing them to one another and to their own culture. Targeted Student Expectations (See Pg. 4): A, B C, D, E, F

456 (CP I) Italian Food, Culture & Cuisine

Prerequisite–None

Grades 11, 12

5 per/wk -2 ½ credits

This course is aimed at students who have an interest in the study of spoken Italian and Italian culture. Emphasis will be placed on learning Italian vocabulary and phrases pertaining to food purchasing, preparation and consumption rather than formal training in grammar usage. A practical, hands-on component will enable students to apply the principles learned in class by designing authentic Italian meals and cooking authentic Italian food. The course will be comprised of two parts. Students will examine the essential attributes, origins, historical background, and make up of Italian cuisine and food culture. They will read relevant material, watch movie clips and videos in both Italian and English and use web resources that will promote critical thinking about the topics examined. Class discussions will foster students' connections/comparisons between Italian cooking and food culture and their own. Targeted Student Expectations (See Pg. 4): A, B C, D, E, F

ART & DESIGN PROGRAM

This primarily studio-oriented art program emphasizes visual literacy, technical skills, and creative problem solving. Freshmen can start the program with our foundation course, Design. In this program, students will be able to develop proficiency in the subject and in various media through class projects and exercises, outside assignments, critiques and preparing work for exhibition. Discussion of art historical topics and famous artworks is incorporated into all art courses. Students will be encouraged to maintain and revise a portfolio of their most successful work.

The following is a list of art courses offered at each grade level:

Design (CP I) – Grades 9, 10,11,12	Fashion Design I (CP I) – Grades 10, 11, 12
Drawing & Painting I (CP I) – Grades 10, 11, 12	Fashion Design II (CP I) - Grades 11, 12
Drawing and Painting II (CP I) – Grades 11, 12	Graphic Design (CP I) – Grades 10, 11, 12
Drawing and Painting III (CP I) – Grades 11, 12	Web Design (CP I) – Grades 9, 10, 11, 12
Ceramics I (CP I) – Grades 10, 11, 12	Digital Arts (CP I) – Grades 10, 11, 12
Ceramics II (CP I) – Grades 11, 12	Digital Publishing (CP I) – Grades 9, 10, 11, 12
Ceramics III (CP I) – Grades 11, 12	Introduction to Architecture (CP I) - Grades 10, 11, 12
Sculpture (CP I) – Grades 10, 11, 12	Portfolio/Advanced Art (Honors) – Grades 11, 12
Photography (CP I) – Grades 10, 11, 12	Advanced Placement Studio Art (AP) – Grade 12
Creative Photography (CP I) – Grades 11, 12	Independent Study – Grades 11, 12
Photo Portfolio (CP I) – Grades 11, 12	
Advanced Photography (CP I) - Grade 12	

Art & Design Course Descriptions

501 (CP I) Design
Prerequisite - None
Full year course

Grades 9, 10, 11,12
5 per/wk – 5 credits

Design is the best entry point to all our studio art courses. It focuses on using the elements and principles of art (line, shape, color, texture, value, form, space, contrast, emphasis, balance, variety, movement, harmony, proportion, repetition and rhythm) to create interesting and effective imagery. Students will explore a variety of art materials and a range of techniques and approaches. They will communicate their ideas visually. Students will develop their technical skills, their sense of good design, and color theory. Projects will include drawing, painting, collage, sculpture, and mixed media, with emphasis on critical thinking, craftsmanship, and presentation of artwork. Students are required to keep a personal sketchbook. Critical thinking, creativity, craftsmanship, personal effort, and sketchbook/homework assignments are all included in the grading process. Successful students will meet the criteria given for each assignment, be prepared to question and critique their own work, and approach each art process with an open mind and a positive attitude. Targeted Student Expectations (See Pg. 4): A, B, C, D, E, G, H, I

503 (CP I) Drawing and Painting I
Prerequisite – Design or Instructor’s Permission
Full Year Course

Grades 10, 11, 12
5 per/wk - 5 credits

This course is open to students of any and all drawing and painting skills. A wide variety of drawing and painting materials will be used, including but not limited to charcoal, conte, graphite, watercolors, tempera and acrylic paints. Drawings from life and observation, as well as imaginative and expressive works of art, will be created. Art history, art vocabulary and a range of 2-D studio techniques will be covered. Targeted Student Expectations (See Pg. 4): B, D, H

505 (CP I) Drawing and Painting II
Prerequisite - Drawing and Painting I
or Instructor's Permission
Full year course

Grades 11, 12
5 per/wk - 5 credits

Students in this course will expand their skills in drawing and painting. This advanced class allows students the opportunity to select from a variety of themes and create various two-dimensional works based on the selected theme. Options include still life, expression, imagination, abstraction and non-objective work. This course allows for individual self-expression. Critiques and art exhibitions will be an integral part of the course. Students will complete the year with a portfolio based on the theme of their choosing.

Targeted Student Expectations (See Pg. 4): A, B, D, E, G, H, I

507 (CP I) Drawing and Painting III
Prerequisite - Drawing and Painting II
or Instructor's Permission
Full year course

Grades 11, 12
5 per/wk - 5 credits

This course involves studying advanced topics in drawing and painting. Targeted Student Expectations (See Pg. 4): A, B, D, E, G, H, I

509 (CP I) Ceramics I
Prerequisite -Design or Instructor's Permission
Full year course

Grades 10, 11, 12
5 per/wk – 5 credits

Ceramics is art created with clay. Students in this course will learn the basic techniques of handbuilding, wheelworking and glazing. They will explore traditional and contemporary approaches in ceramic sculpture and vessel-making (pottery). Targeted Student Expectations (See Pg. 4): A, B, D, G, H, I

511 (CP I) Ceramics II
Prerequisite - Ceramics I
Full year course

Grades 11, 12
5 per/wk - 5 credits

In this course the student may elect to explore hand-building, wheel-work, or a combination of the two. Problems/projects include: designing a set of an item, ceramic sculpture, assembled thrown pieces, covered bowls, reliefs with glass, slip trailing, and press molds. Targeted Student Expectations (See Pg. 4): B, D, E, G, H, I

513 (CP I) Ceramics III
Prerequisite - Ceramics II
Full year course

Grades 11, 12
5 per/wk - 5 credits

This course involves studying advanced topics in ceramics. Targeted Student Expectations (See Pg. 4): A, B, D, E, G, H,

515 (CP I) Sculpture
Prerequisite – Design or Instructor's Permission
Full year course

Grades 10, 11, 12
5 per/wk - 5 credits

This course involves students in constructing, carving, modeling, casting, and assembling. Emphasis will be placed on personal, highly individualized work in paper, wood, clay, soft materials, plaster and metals. Art historical topics will be used for reference and inspiration. Targeted Student Expectations (See Pg. 4): B, D, E, G, H, I

521 (CP I) Photography**Full year course****Prerequisite – None****Grades 10, 11, 12****5 per/wk - 5 credits**

Students will be introduced to the fundamentals of black and white photography, including the darkroom development of photographic film and paper as well as digital photography. Emphasis is on developing the students' ability to select, from everyday surroundings, interesting and meaningful compositions. Students will examine both the aesthetic and technical aspects of the photographic process through several method-based assignments. The uses of metering, lighting, composition, and mechanical aspects of the camera will be reviewed during class to give students a basic understanding of the art of photography. We will explore traditional formats of photography and get to know the mechanics of the 35mm film camera. In addition, we will briefly investigate more "alternative" methods of photography, such as the pinhole camera. *Students are expected to purchase (at minimal cost) some course supplies, and they are encouraged to provide their own 35mm SLR camera if possible. Supplies and a limited number of cameras are available for students' use should the expense create a hardship.*

Targeted Student Expectations (See Pg. 4): B, D, G, H, I

523 (CP I) Creative Photography**Prerequisite – Photography I (B or better)****1st Semester Course****Grades 11, 12****5 per/wk - 2½ credits**

This is an advanced study of photography that focuses on photography as an art form. Students will explore the ideas of solarization, negative alteration, double exposure, and sandwiching negatives. We will explore formats other than the 35mm SLR with tools like the lens-less camera and the plastic camera. In addition we will explore more alternative photographic processes such as the Polaroid transfer, Polaroid lift, Xerox transfer, Cyanotype (blue print) and Van Dyke (brown print) processes, and liquid light emulsion. Students will build upon their prior knowledge of photography and expand their photographic vocabulary. *Students are expected to purchase some course supplies, and they are strongly encouraged to provide their own manual 35mm SLR camera. Targeted Student Expectations (See Pg. 4): B, G, H, I*

525(CP I) Photo Portfolio**Prerequisite—Photography I (B or better)****2nd semester course****Grades 11, 12****5 per/wk—2 1/2 credits**

This course is an advanced study of photography that focuses on the building and creation of a photographic portfolio. This class provides a more intense study of photography that is designed for students who want to concentrate their artistic efforts at a more advanced level. We will explore more sophisticated technical issues—such as pushing and pulling film—and learn how to control the idea of light within the camera. We will focus on "the print" and learn more complex darkroom techniques, such as fiber-based printing and archival toning practices. Much of this class will be seminar-based, with a focus on constructive feedback and implementing personal and visual communication. Students will design and create a final portfolio of photographs, using any style or format they choose, that conveys their idea and reinforces their personal artist statement. *Although it is not required, students enrolling in this course are encouraged to enroll in Creative Photography for semester 1. Students are expected to purchase some course supplies, and they are strongly encouraged to provide their own manual 35mm SLR camera. Targeted Student Expectations (See Pg. 4): B, G, H, I*

527 (CP I) Advanced Photography**Prerequisite – 2 years of photography****Full Year****Grades 12****5 per/wk—5 credits**

Advanced photography is designed for those students who are considering photography as a profession or planning to attend an art college. This course focuses on students' independent photographic work. We will explore and build upon the lessons learned in both Creative Photography and Photo Portfolio and create new work with a deeper understanding of photography. This class will follow the seminar-based teaching from Photo Portfolio with regular personal and group critiques to redirect and help focus the body of work. Students will be also be responsible for exhibiting their artwork throughout the school and in the school gallery.

Targeted Student Expectation (See Pg. 4) : B, D, G, H, I

530 (CP I) Fashion Design I**Prerequisite: None****Full Year Course****Grades 10, 11, 12****5 per/wk – 5 credits**

This course introduces students to the creative process of fashion design. Students will begin with sketching and figure drawing and will move to layout, fabric research, and clothing construction. They will develop two-dimensional ideas on paper into real three-dimensional articles. Color theory, fabric research and the use of non-traditional materials will be covered. Study of the history of fashion design will accompany lessons throughout the course. A variety of articles and clothing styles will be designed, including but not limited to: men's, women's, and teenage designs and accessories. Students will use a variety of art materials including pencils, markers, watercolors and acrylic paint. Adobe Illustrator will be introduced to facilitate digital illustrations. *Students will be expected to purchase fabrics or materials at a minimal cost.* Targeted Student Expectations (See Pg. 4): A, B, C, D, E, G, H, I

531(CP I) Fashion Design II**Prerequisite: Fashion Design****Full Year Course****Grades 11, 12****5 per/wk – 5 credits**

In this course, students work independently to explore advanced sewing and construction techniques. Students will study historical fashions to create their own designs. Croquis drawing will be further explored. Fashion merchandising and careers in the fashion field will be studied. *Students will be expected to purchase fabrics or materials at a minimal cost.* Targeted Student Expectations (See Pg. 4): A, B, C, D, E, G, H, I

533 (CP I) Graphic Design**Prerequisite – Design****Full year course****Grades 10, 11, 12****5 per/wk - 5 credits**

Graphic Design is art that combines images, words, and ideas to communicate messages to an audience. This is an applied arts class that often simulates working for a client. Students will focus on creative problem solving skills as well as sophisticated technical skills. Topics of study include an investigation of typography, the principles of design, and the basic tools and techniques of desktop publishing. The Macintosh computer will be used as a tool in approaching assignments such as: flyer and poster design, package design, and advertising design. Advanced projects may include book jacket design, magazine design, image design for corporate identity, and super graphics/mural-painting. Targeted Student Expectations (See Pg. 4): A, B, C, D, E, G, H, I

535 CP I) Web Design**Prerequisite - None****Full Year Course****Grades 9, 10, 11, 12****5 per/wk – 5 credits**

This course provides a comprehensive introduction to the essentials of Web Design, from planning page layouts to publishing a complete site on the Web. Students will primarily use Adobe Photoshop and Dreamweaver to design sites. Participants will learn fundamental design concepts, html code, web design standards, cascading style sheets, scripting and hands-on techniques for creating powerful, easy-to-use Web pages. Using real-world projects and engaging activities, participants will be able to plan, develop, publish and maintain their Web sites. Targeted Student Expectations (See Pg. 4): A, B, F, H

537 (CP I) Digital Arts
Prerequisite – None
and students who had Design 713
Full Year Course

Grades 10, 11, 12
5 per/wk- 5 credits

Digital Arts is an introduction to the computer graphics software most commonly used by graphics professionals. Students will use the computer as a tool for artistic expression and for study of the principles of design. The class focuses on the use of Adobe Photoshop and Illustrator. Peripherals such as digital cameras, drawing tablets and flatbed scanners will be used in the Apple lab. No prior computer experience is necessary. Targeted Student Expectations (See Pg. 4): A, B, D, G, H, I

539 (CP I) Digital Publishing
Prerequisite: None
Full Year Course

Grades 9, 10, 11, 12
5 per/wk – 5 credits

Working in teams, students will use the Adobe Creative Suite (Photoshop, Illustrator, InDesign) to design digital and print publications for the school and community. Students work collaboratively to pre-plan, design and publish documents that incorporate text, typography and graphics. Potential projects include work for the yearbook, the school musical, program covers and brochures. The learning in this class ties in with that of Graphic Design, but it is not necessary to have taken that course. Targeted Student Expectations (see Pg. 4): A, B, C, D, F, G, H, I

541 (CP I) Introduction to Architecture
Prerequisite – Design
Full Year Course

Grades 10, 11, 12
5 per/wk – 5 credits

Architects, interior designers and landscape architects are responsible for the creation of the spaces that we use every day. The environment and physical space that surround us affect how we function on a daily basis. Students will gain knowledge of these art fields through in-depth study that will include readings, videos, and guest speakers. Knowledge of these fields will be applied to authentic learning experiences through the creation of sketches, architectural drafting, elevations, model building and computer aided design. Students planning a career in these fields will build portfolios of their work. Targeted Student Expectations (See Pg. 4): A, B, C, D, E, G, H,

543 (Honors) Portfolio/Advanced Art
Prerequisite – B average in two full year art courses
Full year course

Grades 11, 12
5 per/wk – 5 credits

Portfolio/Advanced Art is designed for those students who want to concentrate their artistic efforts at a more advanced level and/or intend to further their education at an art school, college, or university. Students work in all areas of art with an emphasis on drawing, painting, two- and three-dimensional design, art history, and aesthetics. Through a variety of challenging experiences, students are encouraged to look at themselves and the world around them with their eyes, hands, minds, and hearts. They are also given opportunities to concentrate in a particular medium, art style, and/or subject matter. They will be engaged in written reflection and group critiques. Students are provided information about art careers and schools through videos, slide presentations, representatives from art schools, and participation in Portfolio Day. Students are required to prepare a portfolio of their best work for presentation to schools and will be responsible for exhibiting art work through student organized exhibits including the annual spring show. Students in this class must be willing to put in the extra time and effort to produce the high quality work expected in an honors-level art course. This course will may be offered as a Dual Credit course with a cooperating college. Any student that meets the specific requirements will have the option to seek college credit. Targeted Student Expectations (See Pg. 4): B, C, D, E, G, H, I

545 (AP) Advanced Placement Studio Art
Prerequisite - Portfolio, or permission of department head
Full Year

Grade 12
5 per/wk - 5 credits

This Advanced Placement Studio Art course is designed for highly motivated students who are committed to the creation and study of art. Using guidelines established by the Advanced Placement College Board, students must prepare a portfolio of their best work to be submitted for discussion and evaluation at the end of the school year. Students will work in both two-dimensional and three-dimensional media, including a 20-piece concentration that focuses on a theme of personal interest to each student. To be successful in this course many of the art projects must be done outside of class. Students must have their portfolio reviewed and the approval of the department head to enroll in AP Studio Art. Students in this course are expected to submit the Advanced Placement Portfolio for college credit and/or advanced placement. Targeted Student Expectations (see Pg. 4): B, C, D, E, G, H, I

595 Independent Study I
Prerequisite – studio course and permission of Dept. Head
Semester Course

Grades 11, 12
5 per/wk - 2½ credits

This course features in-depth contractual study arranged with a specific instructor.
Targeted Student Expectations (See Pg. 4): A, B, D, F, G, H, I

MUSIC PROGRAM

The Music Department offers a variety of courses in vocal and instrumental performance, as well as courses in music theory, arranging, composition and recording. Vocal Lab meets two periods each week is also available to students. The Burlington High School Band, Burlington High School Chorus and Music Theatre classes are offered five periods per week. The Music Theory Lab is equipped with fourteen computer workstations and a state of the art recording station for use by all music theory students.

The following is a list of music courses offered at each grade level:

- BHS Chorus (CP I) – Grades 9, 10, 11, 12
- BHS Advanced Chorus (Honors) – Grades 11, 12
- Vocal Lab I (Non-Leveled) – Grades 9, 10, 11, 12
- Vocal Lab II (Non-Leveled) – Grades 10, 11, 12
- BHS Select Singers (CP I) – Grades 9, 10, 11, 12
- Advanced Select Singers (Honors) – Grade 11, 12
- Instrumental Lesson (Non-Leveled) – Grades 9, 10, 11, 12
- Piano Lab (Non-Leveled) – Grades 9, 10, 11, 12
- BHS Band (CP I) – Grades 9, 10, 11, 12
- Advanced Band (Honors) – Grade 11, 12
- Music Theory I (CP I) – Grades 9, 10, 11, 12
- Music Theory II (Honors) – Grades 10, 11, 12
- Music Theory III (Honors) – Grades 10, 11, 12
- Advanced Music Theory (Honors) – Grades 11, 12
- Musical Theater I (CP I) – Grades 9, 10, 11, 12
- Musical Theater II (CP I) – Grades 9, 10, 11, 12

Music Course Descriptions

Vocal Performance

601 (CP I) BHS Chorus

Prerequisite – Open to all interested students

Full year course

Grades 9, 10, 11, 12

5 per/wk - 5 credits

The Burlington High School Chorus is a performance-based ensemble. Students will perform in four formal concerts as well as supplementary performances. These “gigs” may include singing at the Senior Center, local shopping malls, etc. The course will also include a study in basic vocal production. This study will include proper breath support, vocal placement, projection, and diction. Finally, students will be required to learn and practice basic ear training and music notation recognition exercises. Repertoire will include classical, jazz, popular, and multi-cultural styles. Targeted Student Expectations (See Pg. 4): D, E, F, G, H, I

603 (Honors) BHS Advanced Chorus

Prerequisite – Audition and instructor approval

Two Full Years of Chorus or Select Singers

Full Year Course

Grades 11, 12

5 per/ wk – 5 credits

This group challenges the musician with advanced performances, faculty juries with required scales and sight-reading examinations. Auditioning for Senior Districts and taking private instruction are strongly encouraged.

Targeted Student Expectations (See Pg. 4): D, E, F, G, H.

605 Vocal Lab I

Prerequisite - Open to all interested students

Semester Course

Grades 9, 10, 11, 12

1 per/wk - .5 credit

Students will develop music literacy, vocal production and performance practice in a small group setting. Emphasis will be placed upon vocal technique, and repertoire. Targeted Student Expectations (See Pg. 4): E, H

607 Vocal Lab II
Prerequisite - Vocal Lab 1
Semester Course

Grades 9, 10, 11, 12
1 per/wk - .5 credit

Students will continue developing music literacy, vocal productions and performance practices in a small group setting. Emphasis will be placed upon vocal technique, and repertoire.
Targeted Student Expectations (See Pg. 4): E, H

610 (CP I) BHS Select Singers
Prerequisite - Audition, instructor approval
Full Year Course

Grades 9, 10, 11, 12
5 per/wk – .5 credits

This is a group of talented and experienced singers. The group will rehearse and perform a wide variety of styles including classical, jazz, musicals, and contemporary. This group will provide an opportunity to challenge those more skilled singers and offer them a chance to perform at a higher level.
Targeted Student Expectations (See Pg. 4): D, E, F, G, H, I

612 (Honors) BHS Advanced Select Singers
Prerequisite – Audition and instructor approval
Full Year Course

Grade 11, 12
5 per/wk – 5 credits

This group challenges the musician with advanced performances, faculty juries with required scales and sight-reading examinations. Auditioning for Senior Districts and taking private instruction are strongly encouraged.
Targeted Student Expectations (See Pg. 4): D, E, F, G, H, I

Instrumental Performance

617 Instrumental Lesson
Prerequisite - Membership in Band
Semester

Grades 9, 10, 11, 12
1 per/wk - .5 credits

Small groups are scheduled according to available student/teacher time to develop individual performance skills. Targeted Student Expectations (See Pg. 4): E, H

618 Piano Lab
Prerequisite – None
Semester

Grades 9, 10, 11, 12
1 per/wk - .5 credits

Students will develop music literacy, piano technique and performance practice in a small group setting. Emphasis will be placed upon piano practice skills and dexterity, note-reading, and repertoire. Targeted Student Expectations (See Pg. 4): E,

620 (CP I) BHS Band
Prerequisite- Previous experience and instructor approval
Full year course

Grades 9, 10, 11, 12
5 per/ wk - 5 credits

The Burlington High School Band includes a concert and marching band, which rehearses everyday and performs at different times of the school year depending upon the season and events. A list of anticipated after school marching band rehearsals and performances can be obtained from the Burlington High School Band director. Practice is required. Targeted Student Expectations (See Pg. 4): H, G, I

625 (Honors) BHS Advanced Band
Prerequisite- Audition and instructor approval
Two full years of band
Full Year Course

Grade 11, 12
5 per/ wk – 5 credits

This group challenges the musician with advanced performances, faculty juries with required scales and sight-reading examinations over and above the requirements for BHS Band. Auditioning for Senior Districts and taking private instruction are strongly encouraged. Targeted Student Expectations (See Pg. 4): H, G, I

Music Theory

630 (CP I) Music Theory I

Prerequisite - None

Full year course

Grades 9, 10, 11, 12

5 per/wk - 5 credits

Music Theory I includes basics of notation, rhythm, harmony, melody, with an emphasis upon composition. Computer technology is applied. Ability to play a musical instrument is helpful, but not required.

Targeted Student Expectations (See Pg. 4): A, E, F, G, H

631 (Honors) Music Theory II

Prerequisite - Music Theory I or

approval of instructor

Full year course

Grades 10, 11, 12

5 per/wk - 5 credits

This course, building upon Music Theory I, introduces classical forms of greater harmonic and rhythmic sophistication. Major projects include pieces written in Sonata allegro, rondo and fugue form.

Targeted Student Expectations (See Pg. 4): A, E, F, G, H

633 (Honors) Music Theory III

Prerequisite - Music Theory II or

approval of instructor

Full year course

Grades 10, 11, 12

5 per/wk - 5 credits

This course, building upon Music Theory II, emphasizes jazz, symphonic and chorale writing. Computer technology is applied in greater depth.

Targeted Student Expectations (See Pg. 4): A, E, F, G, H

636 (Honors) Advanced Music Theory

Prerequisite - Music Theory III

and approval of instructor

Full year course

Grades 11, 12

5 per/wk - 5 credits

Students who have completed Music Theory II may undertake this course in advanced musicianship. The areas of emphasis will be score reading and analysis, theory and composition, and sight-singing and ear-training. The teacher will develop the schedule directly with the student.

Targeted Student Expectations (See Pg. 4): A, B, E, F, G, H

Musical Theater

638 (CP I) Musical Theater I

Prerequisite – None

Semester Course

Grades 9, 10, 11, 12

5 per/wk – 2.5 credits

This course is a hands-on study of musical theatre. During this course, students will study specific musicals in depth. This will include research on the creators and the time period of the musical, character study and synopsis. In addition, students will learn songs and scenes from memory and perform them for the class.

Targeted Student Expectations (See Pg. 4): A, C, D, H

639 (CP I) Musical Theater II

Prerequisite - Musical Theater I

Semester Course

Grades 9, 10, 11, 12

5 per/wk – 2.5 credits

Students will continue the study of music theatre in a workshop style setting with an emphasis on audition preparation and performance. This will include a portfolio of contrasting songs and monologues.

Targeted Student Expectations (See Pg. 4): A, C, D, H

PHYSICAL EDUCATION PROGRAM

Physical Education is a required course for all students in each of their four years. It is designed to promote growth and development, to foster and maintain physical fitness, to teach activity skills and to contribute to social, personal and intellectual values.

The following is a list of physical education and wellness courses offered at each grade level:

Required Courses:

- Grade 9 - Freshman Physical Education (CP I)
Freshman Health Education (CP I)
- Grade 10 - Sophomore Physical Education (non-leveled)
- Grade 10 - Intro to Wellness (CP I)
- Grade 11 - Junior Physical Education (non-leveled)

- Grade 12 - Seniors must choose one of the following:
 - Senior Wellness Program (CP I)
 - Introduction to Sports Medicine (CP I)
 - Introduction to Health Occupations (CP I)

Electives:

- | | |
|--|-------------------|
| Women's Wellness (CP I) | Grades 10, 11, 12 |
| Advanced Recreation Games (CP I) | Grade 12 |
| Exploring Personal Fitness (non-leveled) | Grades 10, 11, 12 |
| Movement Studies (non-leveled) | Grades 10, 11, 12 |

Physical Education Course Descriptions

701 (CP I) 1st Semester Freshman Physical Education	Required for all 9th grade students
703 (CP I) 2nd Semester Freshman Physical Education	2 per/week – 2 credits
Full year course	

The freshmen physical education curriculum emphasizes active living. Students will be exposed to movement through lifetime activities that will foster cognitive, affective, and psychomotor development. The course offers students the opportunity to participate in cooperative games, fitness activities, competitive sport, and individual sport. Upon completion of this course, the student will learn to value physical activity and understand the importance of incorporating physical activity into their everyday life. Targeted Student Expectations (See Pg. 4): A, B, D, H

705 (CP I) Freshman Health Education	Grade 9
Required for all 9th grade students	2 per/week – 1 credit
Semester Course	

This course introduces students to a multi-disciplined curriculum aimed at acclimating students to high school. Students will explore the meaning and role of good citizenship, the role of guidance and other school entities, and to appropriately address social issues such as peer pressure and bullying. Students will investigate the role that social influence has on behavior. During the course each student will learn American Red Cross Cardio Pulmonary Resuscitation and First Aid techniques. Each student will have the opportunity to become certified in First Aid and CPR. Targeted Student Expectations (See Pg. 4): A, B, D, H

707 Sophomore Physical Education
Required for all 10th grade students
Semester course
(CP I) for the class of 2019 and beyond

Grade 10
4 per/week – 2 credits

The sophomore physical education curriculum emphasizes cooperation, communication, teamwork, positive leadership, and problem solving as a way to enhance wellness and promote a healthy lifestyle. Using various activities and the challenge by choice ropes course students will learn that the success of a group depends on the active participation of all its members, and that a cooperative and supporting atmosphere encourages participation. Targeted Student Expectations (See Pg. 4): A, B, D, H

709 (CP I) Intro to Wellness
Required for all 10th grade students
Semester course

Grade 10
4 per/week – 2 credits

This sophomore course is comprised of a comprehensive health curriculum, which defines concepts of wellness, assessing the emotional, mental, and physical aspects of wellness. The student will use critical thinking skills to discover ways for enhancing wellness, reducing risk of disease and promoting healthy behavior for themselves and their families. This course is a college prep level course students will be graded on a traditional letter grade scale. Targeted Student Expectations (See Pg. 4): A, B, D, E, f, G, H

710 Junior Physical Education
Required for all 11th grade students
Semester Course
(CP I) for the class of 2019 and beyond

Grade 11
4 per/week – 2 credits

The junior physical education curriculum emphasizes lifelong wellness. Students will be exposed to a variety of activities that the student can incorporate into his/her lifestyle. The course offers student the opportunity to participate in cooperative games, fitness activities, competitive sport, and individual sport. Refinement of movement skills along with the exploration of health and skill related components of fitness will be included. Targeted Student Expectations (See Pg. 4): D, F, G

Seniors are required to enroll in one of the following courses. Each course meets the BHS Senior Health Graduation Requirements. Juniors that enroll in Introduction to Sports Medicine or Introduction to Health Occupations will still be expected to complete a senior health requirement during their senior year.

715 (CP I) Introduction to Sports Medicine
Prerequisite: B- or better in Biology and/or Human Anatomy
Semester Course

Grade 12, 11 (space permitting)
4 per/wk – 2 credits

This course introduces students to basic human functional anatomy. Students will study basic prevention techniques and post injury care for various athletic injuries. Students will have hands on experience throughout this course. *This course meets the Senior Health Requirement.* Targeted Student Expectations (See Pg. 4): A, B, D, E, G

717 (CP I) Introduction to Health Occupations
Prerequisite: B- or better in Biology and/or Human Anatomy
Semester Course

Grade 12, 11 (space permitting)
4 per/wk – 2 credits

This is an introductory course designed to provide the student with exploratory experience offering information on a variety of health care topics. Career options will be explored, along with terminology, professionalism, and preventative practice education. *This course meets the Senior Health Requirement.* Targeted Student Expectations (See Pg. 4): A, B, D, E, G

719 (CP I) Senior Wellness
Required for all 12th grade students
Semester Course- Seniors Only

Grade 12
4 per/week – 2 credits

Senior wellness is comprised of a comprehensive health curriculum that includes cognitive, emotional and social health. This course offers students an opportunity to attain skills necessary for a successful life beyond high school, such as financial responsibility, healthful eating habits, and critical consumerism. Exercise and wellness activities will be incorporated into the class. This *course meets the Senior Health Requirement*. Targeted Student Expectations (See Pg. 4): A, B, D, E, G, I

Physical Education Electives:

720 (CP I) Women’s Wellness
Prerequisite: None
Semester course

Grades 10, 11, 12
4 per/week – 2 credits

An introductory course specifically designed to address women’s health and wellness issues. The implementation of this course will assist young women in better understanding how they can take charge of their social, emotional, and physical health. Targeted Student Expectations (See Pg. 4): A, B, D, E, f, G, H

723 Advanced Recreation Games
(CP I) for the class of 2019 and beyond
Prerequisite: Must have passed freshman,
sophomore, and junior physical education
Semester course

Grade 12
4 per/week – 2 credits

This is an advanced physical education course for seniors that will put to use skills learned in previous physical education classes. In this course students will be expected to participate at an intense level for the entire class period. This class will focus on playing team sports and recreational games such as volleyball, basketball, handball, badminton, etc. Students will be graded on effort, attitude, and progress. Targeted Student Expectations (See Pg. 4): A, B, D, H

725 Exploring Personal Fitness- (CP I) for the class of 2019 and beyond
Prerequisite: None

Grades 10, 11, 12
4 per/week – 2 credits

An introductory course that will offer students the opportunity to develop and maintain an acceptable level of fitness. Students who take this fitness center based class will have an understanding of the components of fitness and an appreciation of the life-long value of being physically active.

727 Movement Studies- (CP I) for the class of 2019 and beyond
Prerequisite: None

Grades 10, 11, 12
4 per/week – 2 credits

This is an introductory course that will introduce ideas of personal movement. Students will use movement to as a form of expression and communication. Dance will be used as a way to as a way to convey meaning through the form of shape, rhythm, energy, and space.

BUSINESS & TECHNOLOGY

BUSINESS PROGRAM

The following is a list of business courses offered at each grade level:

Introduction to Business (CP I) – Grades 9, 10	Sports and Entertainment Marketing (CP I) – Grades 11, 12
Introduction to Marketing (CP I, Honors) – Grades 10, 11, 12	Entrepreneurship (CP I) – Grades 11, 12
Accounting & Personal Finance (CP I) – Grades 10, 11, 12	Business Law (CP I) – Grades 10, 11, 12
Advanced Accounting (Honors) – Grades 11, 12	

Business Course Descriptions

801 (CP I) Introduction to Business
Prerequisite – None
Semester Course

Grades 9, 10
5 per/wk -2.5 credits

Learn about the world of business! Introduction to Business introduces students to the role of business in the lives of individuals, consumers, workers, and how they impact our economy. Coverage includes introduction to business fundamentals, entrepreneurship, basic economics, marketing, social responsibility and ethics, financial operations, stock market game, consumer decision-making and career planning. All students should take this course to provide the foundation for a lifelong understanding of economics, businesses and career options. This is a DECA qualified course. Targeted Student Expectations (See Pg. 4): A, B, E, F

803 (CP I) Accounting & Personal Finance
Prerequisite – None
Semester course

Grades 10, 11, 12
5 per/wk – 2.5 credits

Students will learn the theory of debit and credits in this double entry method of accounting. They will become familiar with each step in the accounting cycle. The student will also learn accounting principles and procedures that are applied to accounting records kept for businesses that operate in the private enterprise economy. Building on that foundation students will explore money management, borrowing, earning power, investing, financial services and insurance. Students will learn the importance of a budget, learn to maintain a savings plan, investigate a financial plan and realize the importance of an investing plan. This course is well suited for students who have a variety of career objectives, including careers in related business fields for which mastery of some accounting knowledge and skill is needed and students seeking a foundation on which to continue studying business and accounting at the college level. This is a DECA qualified course. Targeted Student Expectations (See Pg. 4): A, B, E, F

805 (Honors) Advanced Accounting
Prerequisite – B or better in College Accounting
Semester course

Grades 11, 12
5 per/wk – 5 credits

Advanced Accounting expands on topics introduced in the first year College Accounting course while adding new topics about management accounting, cost accounting, not-for profit accounting and financial analysis. Accounting concepts are introduced using modern businesses to which students can relate. Specifically the course would cover the following areas: departmentalizing accounting, accounting control systems, general accounting adjustments, corporate accounting, management accounting and cost accounting. This is a DECA qualified course. Targeted Student Expectations (See Pg. 4): A, B, E, F

807 (CP I) Entrepreneurship**Semester course****Prerequisite - none****Grades 11, 12****5 per/wk – 2.5 credits**

This course concentrates on starting and growing new businesses. During this semester course, students will investigate the concepts, tools, and practices of entrepreneurship. This course will concentrate on: identifying new venture opportunities (versus ideas), evaluating the viability of a new venture, writing a business plan, understanding which skills are necessary for success, marketing and selecting a type of business ownership, and learning about the financial management strategies of being an entrepreneur. At the end of this course, students will be able to write, and present a business plan that will be ready for investor review, and possess a better understanding of their personal entrepreneurial capacity. This is a DECA qualified course. Targeted Student Expectations (See Pg. 4): A, C, D, E, F

809 (CP I) Sports and Entertainment Marketing**Semester course****Prerequisite – none****Grades 11, 12****5 per/wk – 2.5 credits**

Sports and entertainment marketing is a specialized course designed to offer students an opportunity to gain knowledge and develop skills related to the growing sports and entertainment industry. Students will develop a thorough understanding of the marketing concepts and theories that apply to sports and entertainment marketing and event management. This course will also delve into the components of promotional plans, sponsorship proposals and the key elements needed in sports /entertainment marketing plans. Real world experience is an integral part of this course and students will develop and create a marketing plan to present to the marketing staff at The Hall at Patriot Place. This is a DECA qualified course. Targeted Student Expectations (Se Pg. 4): A, C, D, E, F

811 (CP I) Business Law**Prerequisite – none****Semester course****Grades 10, 11, 12****5 per/wk – 2.5 credits**

This course provides the student with an understanding of legal concepts and terminology by examining real-life case problems that require correct decisions, which must be supported by the applicable rule of law. The course will cover legal areas such as law, justice and how it affects you. Also, the fundamentals of contracts, sales contracts, consumer protection, and legal consideration in marriage and divorce will be examined. This is a DECA qualified course.

Targeted Student Expectations (See Pg. 4): A, C, D, E, F

813 (CP I) Introduction to Marketing**815 (Honors)****Prerequisite - none****Semester course****Grades 10, 11, 12****5 per/wk – 2.5 credits**

Explore the key to how businesses make money. The student will be introduced to the basic role of marketing in our society and the market forces that impact marketing and business operations. Areas of concentration will include target markets, marketing mixes, marketing research, retailing, advertising, and various marketing strategies. Students will work on group projects, develop new product ideas, pitch their ideas in the class, “shark tank” and practice skills essential for any career. This is a DECA qualified course. Targeted Student Expectations (Se Pg. 4): A, C, D, E, F

Computer Science & Technology Program

Digital Literacy (CP I) – Grades 9, 10, 11, 12
Database Management (CP I) – Grades 9, 10, 11, 12
Computer Science Principles (CP I)-Grades 9, 10, 11, 12
Programming I (Honors, CP I)- Grades 10, 11, 12
AP Computer Science A (AP) - Grades 11, 12
Python for Programmers (CP I) - Grades 11, 12

Technology Integration I(CP I) - Grades 10, 11, 12
Technology Integration II (CP I) - Grades 10, 11, 12
Technology Integration III (CP I) - Grades 10, 11, 12
Technology Integration IV (CP I) - Grades 10, 11, 12
Introduction to Game Design (CP I) - Grades 11, 12
Application Development (Honors) - Grades 11, 12

Computer Science & Technology Descriptions

823 (CP I) Digital Literacy (formerly Web 2.0)

Prerequisite - None

Semester Course

Grades 9, 10, 11, 12

5 per/wk – 2.5 credits

This course provides a practical and detailed introduction to Web 2.0 tools and techniques that will support more effective collaboration and knowledge sharing, and will give hands-on opportunities for students to utilize some of the newest socio-technology tools available. Students will be guided in the creation of a personalized social computing toolkit to support on-going learning and development in collaborative tools and techniques. The course also emphasizes the components of responsible digital citizenship including issues related to creative credit and copyright, cyberbullying, digital reputations and footprints, Internet safety, privacy and security, self image and online identity, and information literacy Targeted Student Expectations (See Pg. 4): A, B, F, H

830 (CP I) Technology Integration I (formerly Student Technology Integration) Grades 10, 11, 12

832 (CP I) Technology Integration II (Prerequisite Technology Integration I)

834 (CP I) Technology Integration III (Prerequisite Technology Integration II)

836 (CP I) Technology Integration IV (Prerequisite Technology Integration III)

Prerequisite – Prior understanding of Apple OS, Microsoft Windows OS, and the iPad iOS and an interest in pursuing an independent learning path.

Semester Course

Technology Integration, or student Help Desk, is a hands on study of technology integration in an educational context. This entrepreneurial-based course requires students to assess problem sets throughout the day and define the best approach to addressing or solving the problem. Students will be required to complete and maintain several running projects that address problems or solutions in educational technology integration. The course also provides students with the opportunity to pursue an independent learning pathway in one of four areas: innovation, design, entrepreneurship or applications, and develop a project which positively impacts their community. Students will be able to collaborate with outside businesses and organizations as they develop and implement their projects. Contributing to the Help Desk blog and maintaining an individual digital portfolio is a central component of the course. To succeed in this course, students must have an understanding of Apple OS, Microsoft Windows OS, and the iPad iOS. Interviews will take place Students will need to interview to be admitted into this course. Interviews will take place in the late spring. Targeted Student Expectations (See Pg. 4): A, F, H

840 (CP I) Computer Science Principles (Formally Introduction to Computer Science) Grades 9, 10, 11, 12
841 (Honors) Prerequisite - None **5 per/wk - 5 credits**
Full Year Course

How can computing change the world? What is computer science? Engage your creativity, demonstrate and build your problem solving ability all while connecting the relevance of computer science to the society! Computer Science (CS) Principles is an intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. Through both its content and pedagogy, this course aims to appeal to a broad audience. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating. Various forms of technologies will be used to expose students to resources and application of computer science. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Targeted Student Expectations (See Pg. 4): A, B, F, H

843 (Honors) Programming I (Formally Computer Science I) **Grades 10, 11, 12**
Prerequisite – Computer Science Principals **5 per/wk - 5 credits**
(Formally Introduction to Computer Science)
or Dept. Head Approval
Full Year Course

This course assumes that the student have working knowledge of at least one high level programming language and an understanding of Computer Science principles. In this course, the fundamental constructs of a programming language will be explored in concepts such as: memory, algorithms, data types, operators, simple input/output processing, sequential processing, decision structures, repetition, and arrays. Course content will be delivered using C++. Targeted Student Expectations (See Pg. 4): A, F, H

845 (AP) Advanced Placement Computer Science A **Grades 11, 12**
Prerequisite – Programming I (Formally Computer Science I) **5 per/wk – 5 credits**
Full year course

AP Computer Science A is equivalent to a first-semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. Targeted Student Expectations (See Pg. 4): A, B, F, H

848 (CP I) Database Management **Grades 9, 10, 11, 12**
Prerequisite - None **5 per/wk – 2.5 credits**
Semester Course

This course utilizes the *Access Database Management System*. It encompasses creating tables for storing data, selecting or updating information using queries, editing, and displaying data using forms, outputting data to the printer using reports and automating using macros and modules. Targeted Student Expectations (See Pg. 4): A, B, F, H

850 (CP I) Introduction to Game Design
Prerequisite - Computer Science Principles
(Formally Introduction to Computer Science)
Semester Course

Grades 11, 12
5 per/wk – 2.5 credits

Do you like to play games? Do you secretly want to develop your own games and market them? If you enjoy games and want to get started with game design, then this course provides a solid foundation. This course presents an overview of the games development process including important historical perspective, content creation strategies, production techniques, and a look into the future. The course covers game development history, platforms, goals and genres, player elements, story and character development, gameplay, levels, interface, audio, development team roles, game development process, and marketing and maintenance . Students will play games, analyze them, and complete portions of game designs with appropriate documentation. Targeted Student Expectations (See Pg. 4): A, B, F, H

852 (CP I) Python for Programmers
Prerequisite - Computer Science Principles
(Formally Introduction to Computer Science)
Semester Course

Grades 11, 12
5 per/wk – 2.5 credits

Python, an open-source scripting language that allows rapid application development of both large and small software systems, its object-oriented by design and provides an excellent platform for learning the basics of language programming. The course will focus on planning and organizing programs, as well as the grammar of the Python programming language. This course is differentiated for students who have completed Computer Science Principals, Introduction to Programming, or the AP Computer Science A course. Targeted Student Expectations (See Pg. 4): A, B, F, H

854 (Honors) Application Development
Prerequisite - Programming I (Formally Computer Science I)
Semester Course

Grades 11, 12
5 per/wk – 2.5 credits

This project-oriented course examines the principles of mobile application design and development. Topics may include memory management; user interface design; user interface building; input methods; data handling; network techniques and URL loading; and, finally, specifics such as GPS and motion sensing. Students are expected to work on a project that produces a professional-quality mobile application. Projects will be deployed in real-world applications. Course work will include project conception, design, implementation, and pilot testing of mobile device software applications, using a target domain. Targeted Student Expectations (See Pg. 4): A, B, F, H

INTERDISCIPLINARY COURSES

860 (Honors) Reasoning and Argumentation

Prerequisite – Passing grade in Honors Algebra II

Full Year

Grades 11, 12

5 per/wk –5 credits

Reasoning and Argumentation is an interdisciplinary course run jointly by the Mathematics and Social Studies Departments. The course covers the philosophy of reasoning and argumentation as well as the corresponding mathematical symbolic logic. The approach will be two pronged: (1) the analysis and classification of logical fallacies and (2) the analysis and construction of valid arguments. Topics include: (a) Concepts, Definitions & Propositions (b) Uses of Language (c) Recognizing and Analyzing Arguments (d) Validity of Arguments and Fallacies (e) Deductive Logic (f) Categorical Propositions and Syllogisms (g) Inductive Logic. The course is co-taught by a mathematics teacher and a social studies teacher in a college lecture format with breakout discussion sections to be determined. This class does not count as math credit for the purposes of graduation. Targeted Student Expectations (See Pg. 4): A, B, D, E, G,

FAMILY AND CONSUMER SCIENCE PROGRAM

The following is a list of family and consumer science courses offered at each grade level:

Child Development I – Grades 11, 12
 Child Development II – Grade 12

893 (CP I) Child Development I

Prerequisite - None

Full year course

Teacher and Department Head Approval

Limited enrollment

Grades 11, 12

5 per/wk – 5 credits

This course will introduce the students to child development theory. The students will apply their knowledge when working with the children in the preschool lab. They will explore teaching methods in areas such as science, math, art, language and music. Students will observe the social, emotional, physical and intellectual development of the preschool student. Students should be interested in working with children and/or pursuing a career in the field of education. Students also must be in good academic standing. Targeted Student Expectations (See Pg. 4): A, B, D, E, G, I

895 (CP I) Child Development II

Prerequisite - Child Development I with Grade of C

Full year course

Limited enrollment

Grade 12

5 per/wk – 5 credits

Students will have the opportunity to further apply their training and knowledge in our preschool. The study of children is accomplished through class readings, discussions, research projects and observations. Each student will participate in planning the weekly preschool curriculum as well as creating and applying different forms of assessment. Students must be in good academic standing. Targeted Student Expectations (See Pg. 4): A, B, D, E, G, I

Articulation Agreement for Child Development I & II

1. Students who have fulfilled the learning outcomes of Middlesex’s identified specialty area based on secondary level of coursework at Burlington High School’s Family and Consumer Sciences Department will be granted credits at Middlesex Community College as follows:

Burlington High School	Middlesex Community College
654 (CP I) Childhood Development I - and - 655 (CP I) Childhood Development II	EDU 100 Introduction to Early Childhood Education (3 credits)

2. To receive credit for the above mentioned Middlesex Community College courses, students must:
 - a. graduate from Burlington High School
 - b. earn a minimum cumulative grade of “B-” (80%) in the Burlington High School courses noted above
 - c. meet all Middlesex admissions requirements and be a matriculated student in good standing
 - d. submit to Middlesex Enrollment Services an official high school transcript documenting graduation
3. Students may apply the articulated credit to any Middlesex Community College certificate or associate degree program that can accommodate the credit

INDEPENDENT STUDIES PROGRAM

900 AP Directed Study (non-leveled)
Semester course

Grade 12
5 per/wk- 2 ½ credits

This is a non-leveled, pass/fail credited course available to senior students enrolled in 3 or more AP courses. It is important to help students identify signs of stress, how it affects them, and what they can do about it. This directed study period will allow students to manage academic stressors brought on by extremely rigorous academic demands. The focus of this course will be on stress reduction and time management. This directed study will be overseen by a guidance or administrative staff member. At different times during the semester students will be required to meet with the school's adjustment counselor, school psychologist, and other staff to help manage stress levels.

902 Field Studies (non-leveled)
Semester 1 or semester 2

Credit to be arranged

The purpose of the Field Studies Program is to give students the opportunity to explore career interests through direct experience with staff at Burlington High School during the school day. Through these career explorations, students will have the opportunity for personal growth and development and some experiential basis for making career decisions. All Field Studies placements are finalized through Mr. Attubato, Support Services Coordinator. Academic credit will be given and prorated on the number of hours per week involved in the Field Studies experience. See your counselor for further information.

905 Burlington Science Center Aide (non-leveled)

Credit to be arranged

This is an opportunity for students to help out in the Burlington Science Center. This course can **only be taken in lieu of a study period in addition to a normal course load**. The Center houses over 60 different live animals. Students will have the opportunity to learn all aspects of animal husbandry. This will include the handling of live animals, maintenance and care of animal living spaces and animal diet preparation. They will also assist with packaging of Science Center materials and school programs. Students must be up-to-date with all current vaccinations. Students must see Ms. Pavlicek in the Science Center before signing up for this opportunity. <http://bsciencecenter.wordpress.com/>

908 Career/Community Service Intern Program (C.V.I.P.) (non-leveled)
Semester 1 and/or semester 2

Grade 11, 12
5 per/wk- 2 ½ credits

The Career/Community Service Intern program is a volunteer or paid work experience program offered by Burlington High School. In this program, students get a chance to gain real-world experience in a career or community service area of interest, assume adult responsibilities, and develop outstanding work habits at volunteer or paid internship sites located in the community. Students will receive quarterly evaluations from their site supervisor and high school coordinator. Students are expected to turn in required paperwork, time sheets and evaluations to the high school coordinator on a regular basis. Students will be expected to complete a resume and cover letter at the completion of the program and will be required to participate in on-line discussion groups.

Independent Study (Non-Leveled)
Semester course

Grades 11, 12
Credit to be arranged

Independent Study course involves independent student work as the primary mode of instruction augmented by required interactions with a faculty member acting as an advisor or monitor of the student's work. The independent study is offered in all curriculum areas. The supervising faculty member and the student will document the course topic, learning outcomes, scope of work, and number of hours expected for student work. Approval for this course will be made by administration. This course cannot serve as a graduation requirement, but a chance for a student to expand beyond the Burlington High School Program of Studies.

VIRTUAL LEARNING

Students in grade 12 (and grade 11, if there are available openings) may enroll in a school sponsored virtual course. Students should have a strong academic record. It is anticipated that virtual courses will require at least as much time, organization and preparation as current Burlington High School Advanced Placement, Honors or College Prep I courses. Students must have the ability to work independently and possess solid computer skills. Students not meeting the criteria but wishing to enroll, must submit their request in writing to the principal during the prescribed enrollment period, which will result in a review of current academic performance, test scores and teacher feedback. The principal will then make the final decision.

The following guidelines apply:

1. Students may only enroll in **courses not available to them** at Burlington High School.
2. Core course **requirements cannot** be met through virtual courses.
3. Students may **only enroll in one** virtual course per semester, and they must file an application in the spring.
3. ***All virtual courses will not be counted toward G.P.A, but the grade will still be reflected on the transcript.***
4. Students must report to an assigned area during the scheduled period. The virtual course instructor, **not the Site Coordinator**, will determine grades, which will be submitted to Burlington High School for report cards and transcripts.
5. The Administration and Guidance Department **may recommend** virtual courses to accommodate specific, unusual individual student needs (i.e., irresolvable scheduling conflicts or transfer situations).

Students must sign up for the normal required courses at BHS. Also they must file a separate virtual application. Students will be notified if they are accepted into their chosen virtual course and their schedule will be adjusted accordingly over the summer. Please see your Guidance Counselor for an application

Dual Enrollment

Bay Path College

Bay Path College will be offering a fall course open to juniors and seniors. Course options and course times may change from year to year. The Courses will be communicated to students via the Guidance Office at different times throughout the school year. BHS students will be granted credit for the course. The course name and grade will also appear on the transcripts. The course will not factor into the BHS GPA calculations. This class does not fulfill the 500-900 requirements.

Middlesex Community College

Middlesex Community College will be offering various courses throughout the school year available to juniors and seniors. Students will receive Burlington High School credits and a grade. The students can also elect to receive college credit through Middlesex Community College. The Courses will be communicated to students via the Guidance Office at different times throughout the school year.

SPECIAL EDUCATION PROGRAM

924 (CP II) The Dynamic Exploration of Young Adult Literature

Prerequisite – None

Semester

Grades 9, 10, 11, 12

5 per/wk – 2.5 credits

This course explores a wide range of literature for young adults. Students will learn about the characteristics and elements of young adult literature as a genre and draw connections to text through literature circles, guided reading activities, in class discussions, and a multitude of technological mediums, including film. Students will be provided choice and variety within the classroom, as literature selections will be based on reading levels, interests, and themes. Through reading and discussing high-interest novels, students will identify why literature is a powerful tool and how it can help shape their lives. Targeted Student Expectations (see Pg. 4): B, C, D, E, G, H, I

926 (CP II) Social Symbolism

Prerequisite –None

Credit to be arranged

Grades 9, 10, 11, 12

This Social/Pragmatic Class has been developed to be a full-year pass/fail course offered daily at the high school level and taught by a speech-language pathologist. The purpose of this class is to provide students who have been identified with weaknesses in social/pragmatic skills and difficulties with executive functioning the opportunity to develop such skills and generalize these skills outside of their classroom. This class will prepare students to follow unwritten social rules of their environment, to use good social skills to have positive interactions with their communication partners, to navigate their social environment, and to develop problem solving skills and self-advocacy. Students' IEP goals and objectives will be targeted. Brain Gym techniques will be used to increase student focus.

930 (CP II) Career & Personal Development

Prerequisite – None

Semester

Grades 12

5 per/wk – 2.5 credits

This class is designed to prepare students for their future goals and assist them in learning how to achieve their goals. There will be various types of assignments that include class discussion, partner work, reflective journaling, class presentations, written work, and creative exploration. The topics discussed will include, but are not limited to: stress and coping, career interests/job skills, collaborative problem solving, cognitive distortions, self determination/goals, laws of life, learning styles, organizational skills/study skills community service/volunteerism, mental health (anxiety and depression), substance abuse, money management and will offer a cooking module . Targeted Student Expectations (see Pg. 4): B, C, D, E, G, H, I

935 Academic Support

Prerequisite – None

Grades 9, 10, 11, 12

Credit to be arranged

Academic Support is a study skills program designed for students who have been identified with special needs. The goal is to provide a practical, effective vehicle for accomplishing school-wide improvement by learning and implementing executive function strategies and help the transition of post secondary goals. The objective of the program is to improve students' independent study skills. This will enable students to be more successful in their high school content subjects, to be active and organized learners, and to be better prepared for independent learning. The program uses a study skills portfolio which includes: test taking, note taking, effective communication and study strategies. Each unit consists of objectives and activities. Target skills include textbook format, time management and goal setting, learning from textbook materials, note taking from lectures and reading, test preparation, test taking, underlining/highlighting, listening, and self advocacy. Materials are integrated into content area objectives and require the students to apply the target skills to their actual content course work.

The Burlington High School Special Education Program offers services in the following areas:

Inclusion Program (Direct service in mainstream courses): English - Grades 9, 10
 Social Studies – Grades 9, 10
 Mathematics – Grades 9, 10
 Science – Grades 9, 10

The Bridge Program

The Bridge Program is a structured, mixed-grade therapeutic program for 14 to 18 – year-old students who need therapeutic instruction in English, Math, Science and Social Studies in a small, emotionally and physically safe environment. The program provides organizational support and therapeutic interventions including individual and group counseling. This program will operate out of a program center at BHS following a daily schedule of core academic courses and therapies taught by staff experienced in dealing with social/emotionally involved students. The program will be primarily self-contained and will employ a flexible scheduling. We do this by creating an individual plan for the student’s return to his/her classes. The Bridge staff determines entrance to the program.

E.L.L. PROGRAM

980 (CP II) English Language Learners (ELL)

Grades 9, 10, 11, 12

Prerequisite - None

5 per/wk – 5 credits

Full Year Course

English as a Second Language (ESL) is a 5 credit course offered to all students who have a language other than English as the first language, and who demonstrate limited-English proficiency. Instruction focuses on English Language Development (ELD) and interactive learning which assists students to develop both basic interpersonal communication skills and academic language proficiency. In addition, WIDA standards and a national shift in ESL theories towards more academic access now informs ELL coursework

Enrollment in ESL is determined by the following criteria:

1. There is a language other than English spoken at home
2. Results of English language proficiency tests (to determine eligibility and level placement)
3. Teacher recommendation

CLUBS, ACTIVITIES AND ATHLETIC TEAMS

Students may join the following clubs, activities, and athletic teams

CLUBS AND ACTIVITIES

Adventure Club	Latin Club
Adopt-A-Class	Marching Band *
Alcohol Education Program*	Math League
Afro-American Student Association	Medical Careers Club
Amnesty International	Model United Nations
Anime Club	Movie Club
Arrowhead Yearbook	Multicultural Club
Art Club	Music Journalism Club
BCAT Club	National Honor Society *
The Best Buddy Program*	OPEN Community Service Club
The Elementary Student Buddy Program*	Photography Club
BHS Band *	Ping Pong Club
BHS Chorus	Peer Tutoring*
BHS Color Guard *	Poetic Ramblings Club
BHS Jazz Band *	Principals Advisory Club
Bollywood Dance Club	Robotics Club
Book Club	Rotary Club/Interact Club
Chess Club	School Store
Collab (Literary Magazine)	Science Olympiad
Dance Squad*	Senior Retro Club
Debate Club	Spanish Club
DECA	Spectrum
Destination Imagination	Stage Crew
Devil's Advocate	Students for Asian Cultural Awareness (SACA)
Drama Club	Students for Environmental Action
Factathalon	Student Council *
French Club	Student Mentoring Program *
Future Teachers Club	Students Against Destructive Decisions (SADD)
Hip Hop Dance Club	Ted.edu Club
Idle Hands- Improv Group	Ultimate Frisbee Club
Italian Club	

* application, election or audition process required

INTERSCHOLASTIC ATHLETIC TEAMS

FALL SEASON

(The second Monday preceding Labor Day until the conclusion of the MIAA tournament)

Cheerleading: Football and Soccer
Cross Country: Boys and Girls
Field Hockey: Varsity, JV
Football: Varsity, JV, and Freshman
Golf: Varsity
Soccer: Boys and Girls - Varsity, JV, and Freshman
Swimming: Girls
Volleyball: Varsity, JV and Freshman

WINTER SEASON

(The Monday after Thanksgiving until the conclusion of the MIAA tournament)

Basketball: Boys and Girls Varsity, JV, Freshman

Cheerleading: Basketball and Hockey

Hockey: Boys and Girls Varsity, Boys JV

Gymnastics: Boys and Girls

Indoor Track: Boys and Girls

Swimming: Boys

Wrestling

SPRING SEASON

(The third Monday in March until the conclusion of the MIAA tournament)

Baseball: Varsity, JV, and Freshman

Lacrosse: Boys and Girls Varsity, JV

Softball : Varsity, JV, and Freshman

Spring Track: Boys and Girls

Tennis: Girls & Boys

National Collegiate Athletic Association (NCAA)

The NCAA Initial-Eligibility Clearinghouse (<https://web1.ncaa.org/eligibilitycenter/common/>) is the organization that determines whether prospective college athletes are eligible to play sports at NCAA Division I or Division II institutions. It does this by reviewing the student athlete's academic record, SAT or ACT scores, and amateur status to ensure conformity with NCAA rules. Burlington High School recognizes that many of our students are interested in participating in collegiate sports. To play sports at an NCAA Division I or Division II institution, the student must:

- Complete a certain number of high school “core courses” (approved by NCAA)
- Earn a certain minimum grade point average in these core courses
- Earn a certain minimum score on the SAT or ACT (for Division I, this is scaled according to the student's core-course GPA)
- Graduate from high school

“Core courses” is the name that the NCAA gives to high school courses that meet certain academic criteria specified by the association. Students must complete a certain number of core courses for NCAA Division I and II eligibility. If approved, the courses are added to a database that the NCAA Initial-Eligibility Clearinghouse maintains. You can view a list of approved core courses on the NCAA clearinghouse webs-site at <http://web1.ncaa.org/eligibilitycenter/common/>. Presently only AP, Honors, and CP I courses at Burlington High School are approved by NCAA as NCAA approved core courses.

RELEASE OF INFORMATION

1. In accordance with student record regulations, the Burlington Public Schools will be forwarding the student names, address, date of birth, school and grade of each child enrolled to the Town Clerk's Office. The purpose of this initiative is to assist the Town Clerk in verifying the accuracy of the town census. Parents and eligible students have the right to request that this information not be released without prior consent. If you need any further information, call the Office of Pupil Services @ 781-270-1822.

2. Section 9258 of the federal law *No Child Left Behind Act of 2001* requires the release of students' names, addresses, and telephone numbers in response to a request by military recruiters and institutions of higher education. The law also allows parents to deny the release of this information.

If you do not wish to have this student information provided to an armed forces recruiter or institution of higher learning, you must submit a request form in writing to the BHS main office. You may receive a form by contacting the high school office at 781-270-1839 or your child's guidance counselor.

EQUAL EDUCATION OPPORTUNITY

In recognizing the rights to equal access, Burlington High School admits students to all programs, courses of study, and any associated activities without regard to race, color, religion, national origin, sex, sexual orientation, or handicap.

The Burlington Public Schools do not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964; on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of sexual orientation or religion in accordance with Massachusetts General Laws, Chapters 71 and 151B.

To file a complaint alleging discrimination please contact:

Louise D'Amato
Civil Rights Officer
Burlington Public Schools
123 Cambridge Street
Burlington, MA 01803