

BELMONT HIGH SCHOOL



PROGRAM OF STUDIES *2013 – 2014*

Enrollment patterns and budget decisions may affect the availability of courses.
The inclusion of a course in the Program of Studies does not guarantee that a particular course will be scheduled next year.

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Japanese

もしこの文書、あるいはその他の学校刊行物を読む際に分からない部分があれば校長に連絡して翻訳サービスを頼んでください。

Chinese

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Korean

이 문서나 기타 학교 인쇄물을 읽는데 도움이 필요하신다면, 건물 책임자에게 부탁하여 번역 도움을 받으십시오.

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Important Phone Numbers

| | | | |
|------------------------------------|-----------------|-------------------|----------|
| <u>Main Office</u> | <u>993-5901</u> | Guidance | 993-5910 |
| Dan Richards, Principal | | LABBB | 489-4829 |
| Jim Brown, Interim Asst. Principal | | Mathematics | 993-5960 |
| Carol Cohen, Asst. Principal | | METCO | 993-5850 |
| | | Music | 993-5992 |
| Athletic Office | 993-5930 | Nurse | 993-5929 |
| Art | 993-5993 | Science | 993-5970 |
| Attendance | 993-5999 | Social Studies | 993-5980 |
| Community Service | 993-5981 | Special Education | 993-5920 |
| English | 993-5940 | Technology | 993-5450 |
| Foreign Language | 993-5950 | Theatre | 993-5994 |
| Fine and Perf. Arts | 993-5990 | | |

Belmont High School

Core Values and Beliefs

Belmont High School, in partnership with our community, provides students with outstanding educational opportunities for them to reach their intellectual, creative, personal, civic, and social potentials. Together we strive to create and maintain a safe, supportive environment in which all students feel value and respected as they become successful, life-long learners and responsible citizens in a diverse and changing world.

21st Century Learning Expectations

Responsible Citizens observe policies and expectations for behavior. They are able to work cooperatively, collaboratively, and independently as appropriate to a learning task. They take steps to achieve personal, academic, and career goals. They are able to make informed decisions concerning health, diet, and exercise in order to maintain a healthy lifestyle. They participate in their school and community in order to understand and preserve our democratic process, our culture, and our environment. They consider other points of view in order to make ethical decision and to live productively in a diverse society.

Critical Thinkers and Problem Solvers read, comprehend, synthesize, and reflect on content area materials and scholarly resources. They have organizational and study skills with which to accomplish their work. They collect and evaluate data to identify patterns, make inferences, and draw conclusions. They manipulate, combine, and apply formulae. They predict reasonable results using estimation and conceptual knowledge. They develop and test hypotheses, drawing conclusions from experiments, data, and research. They discuss, analyze, and evaluate in light of historical precedent, current events, and civic responsibilities. They observe, analyze, and present ideas, feelings, and beliefs about cultures and societies.

Researchers work with a variety of print resources and technological applications to increase learning. Researchers are able to identify and apply technology to an academic task. They use technology responsibly to obtain, organize, and communicate information and to solve problems. They are able to evaluate the accuracy, usefulness, and appropriateness of information resources

Effective Communicators are able to read, write, and speak standard English as well as listen to understand, and communicate in another language. They participate in discussions by listening, asking questions, and responding. They design and compose work for a variety of audiences and purposes. They use the vocabulary and symbolic language specific to content areas such as math and music. They use a repertoire of skills and techniques to create and interpret works in a variety of media such as the fine and performing arts as well as film and other forms of communication.

*Learn * Think * Create * Serve*

Notice of Discrimination

The Belmont Public School System hereby makes notice that it shall not discriminate on the basis of race, color, religion, national origin, age, gender, sexual orientation or disability in admission to, access to and treatment in its programs and activities or in employment. The following person has been designated to handle inquiries regarding our nondiscrimination policy:

Assistant Superintendent for Curriculum and Instruction
Belmont Public Schools
644 Pleasant Street
Belmont, MA 02478
617-993-5410

The Belmont School Department complies fully in the implementation of Chapter 622 of the Acts of 1971 of the General Laws of the Commonwealth, Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, and Section 504 of the Rehabilitation Act of 1964. The following people have been designated to handle inquiries regarding these laws and may be contacted at 644 Pleasant Street, Belmont, MA 02478.

| | |
|--|--|
| Coordinator of Title VI and Title IX: | Ms. Janice Darias, Assistant Superintendent 617-993-5410 |
| Coordinator of Section 504 for Students: | Mr. Ken Kramer, Director of Student Services 617-993-5440 |
| Coordinator of Section 504 for Employment: | Mary Pederson, Human Resources Manager 617-993-5425 |

Requirements for Graduation

All students must enroll in at least six full-time courses each semester of every year. One hundred credits are required to receive a diploma from Belmont High School. In addition, students must fulfill the following requirements:

| | |
|---|------------|
| English – 4 years (including Senior Thesis) | 21 credits |
| Social Studies – 3 years | 15 credits |
| Mathematics – 4 years | 20 credits |
| Science - 4 years | 20 credits |
| Fine and Performing Arts – 1 year | 5 credits |
| Foreign Language - 2 years | 10 credits |
| Physical Education & Health – 4 years (2 credits per year) | 8 credits |
| <ul style="list-style-type: none">• Grade 9: Wellness required• Grade 11: Positive Decision-Making required and one additional Physical Education Credit.*• Grades 10 and 12: 2 Credits of Wellness Electives and/or Physical Education options | |
| Community Service – 40 Hours | |

*Physical Education changes will begin with the class of 2013.

All students must take and pass the Massachusetts Comprehensive Assessment System (MCAS) tests in English Language Arts, Mathematics and Science in order to qualify for a high school diploma. Students take the Math and English test in the spring of their sophomore year and Science in the spring of their Freshman year. Retests are administered at least twice a year, in November and March.

All students new to the state of Massachusetts should contact their guidance counselor as soon as possible to be sure they are signed up to take the MCAS tests at the next appropriate administration.

Planning Your High School Program

Each student is assigned to a guidance counselor who is the best person to consult when planning a high school program. Work with him or her and your parents to build your four year high school program carefully so that you will meet college and/or job requirements and also take advantage of the wide range of course offerings at Belmont High School. It is helpful to draw up a tentative four-year program before or during the ninth grade. By doing so, you can see what choices you might have to make and schedule your courses to fit your program. Many courses are sequential, so it is necessary to plan ahead.

Preparation for College

Most colleges suggest that you take a challenging and well-rounded academic program. You should check college catalogues for specific requirements.

An important rule to follow is: keep all your options open – if you are uncertain about your long range goals, follow a broad, general program of studies which will prepare you for almost any college major. Be sure to check graduation requirements for each discipline and remember you will need 100 credits to graduate and you must enroll in six courses each semester.

Course Selection Process

The course selection process begins in the spring. Teachers will recommend a course level College Prep (CP), Honors (H), Advance Placement (AP) for each student for the next year. If a student or parent/guardian has questions about a teacher's recommendation, he/she should consult with the teacher. The teacher's course level recommendation will become the student's course level placement unless the student or parent/guardians initiates the course placement review process. Course selection changes must be initiated and completed during the spring selection process; changes after this time will only be considered in extreme circumstances.

Course Placement Review Process

If a student believes he/she would like to change course levels, the first step is to discuss his/her concerns with the classroom teacher. Students wishing to override a teacher's recommendation regarding course selection for next year must complete a Placement Review Form, available in the guidance office. Once completed and signed by a parent or guardian, the form should be turned in to the Guidance Office by the due dates outlined in the spring course selection materials. Guidance will forward the forms to the appropriate Department Director. The Department Director may contact the parent/guardian depending on the nature of the request. Students will remain in their originally scheduled courses until they have received official notification from the guidance counselor to enter the new course.

If a student overrides a teacher's level placement recommendation, s/he will be expected to remain at the selected level for at least one academic quarter. A level change may be made earlier, but only in extreme circumstances with the approval of the Department Director and an administrator.

Course Level Change Once The School Year Has Begun

There is no Add/Drop period at the high school. Course changes will only be considered for students who are misplaced in terms of their ability relative to the level of the course in which they are currently enrolled. To move down, misplacement will be evidenced by a lack of academic progress despite consistent effort and regular attendance at extra help sessions. To move up, students will have to achieve an A+ for the first quarter grade in their current class. In addition:

- Course changes will only be considered during the two weeks following the end of first quarter
- Must meet the approval of the current teacher and associated director.
- May not be granted if moving the student causes sections to be over or under enrolled.

Note: Changes outside the two week period will only be considered for extreme circumstances and must bear administrative approval.

- After the course level change has been made, any course marks that the student earned in the course into which s/he was initially placed will remain unchanged. Thus:

- If a student began the year in an honors course and received a “C” first quarter in that course and then transferred to a CP section, the grade of “C” would remain on the student’s transcript (followed by a “W” to indicate that the student has subsequently withdrawn from the course with a passing grade). The “C” from the honors course would be averaged with the remaining quarters’ marks to determine the final CP course grade. In the extreme case that a student changed course levels before the first quarter grades had been calculated, his or her grades from the initial course would be averaged into his/hers new course without alteration.

Course Withdrawal

A student may withdraw from a course with no penalty and no record of his/her presence in the course if he/she does so within the first four weeks of a full year course or the first two weeks of a semester course. If a student withdraws after this time, a “W” will be placed on the transcript. Students can not enter a new course after the first two weeks of the start of school in September.

Independent Study

Independent Study is a unique program that Belmont High School offers for 10th, 11th, and 12th graders. Sophomores and juniors are limited to one independent study course per semester. Seniors may undertake up to two independent study courses per semester. Ninth graders may not enroll in Independent Study.

This program broadens the curriculum by offering students an opportunity to pursue an area of interest through another academic institution (including approved on-line courses). Students will need to secure the guidance of an in-school advisor who is willing to mentor and assist the student. Independent Study courses may not replicate the existing curriculum at Belmont High School.

It is important that students understand the workload for an independent study course is at least equal to a course offered at the high school. Students take responsibility for their own learning in an independent study course.

Additional information about the proposal submission process, student responsibilities, and grading and credits is available in the Main Office and published in the Program of Studies.

To ensure the quality and integrity of the independent study program beginning with the 2010-2011 school year, only approved courses offered by academic institutions will be considered for independent study credit.

Proposal Submission Process

Your proposal

- An Independent Study Proposal form must be completed by the student and clearly indicate the topic of the course or program that will be undertaken. In additions, the timing or meetings with the in-school advisor should be included.

Responsibilities

- The following people must approve the student’s proposal for independent study (in this order): Guidance Counselor, In-School Advisor (and Out-of-School Advisor, if applicable), and Parent/Guardian, Curriculum Director.

Submission of Your Proposal

- Independent Study proposals should be submitted in the semester prior to the semester for which they are proposed. The final deadline for full year and first semester Independent Study proposals is the first Monday in the month of June. The final deadline for second semester Independent Study proposals is the first Friday in January after the December break.

Final Approval

- Final approval for all independent proposals is with the Curriculum Director in the subject area being proposed. Proposals that are not approved may be revised and resubmitted for approval in a timely manner. Only one resubmission is allowed.

Student Responsibilities

- A student taking Independent Study is individually responsible, by definition, for completing work on time, meeting with the in-school advisor/liaison (and out-of-school advisor, if appropriate), and keeping the in-school advisor/liaison informed of progress in completing the independent study.
- Students are solely responsible for adhering to quarter and semester deadlines, as well as any deadlines set by the in-school and/or out-of-school advisor(s). Work must be submitted according to these deadlines.

Grading & Credits

- Honors credit is given only for a college course or for an Advanced Placement study. Students may elect to receive a Pass/Fail grade for an Independent Study that is taken as a seventh course only. The director approving the independent study has final say as to the level of the course.
- The number of credits awarded is typically determined by the amount of time a student spends in learning. Credit is awarded for semester (2.5 credits) and/or full year (5 credits) independent study course(s). One semester, 2.5 credits, is equal to 72 hours of work.
- A student may withdraw from Independent Study only by following the normal withdrawal process for regular courses as outlined in the Student & Parent Handbook. Failure to withdraw using this process may result in a transcript grade of WF.
- Independent Study is a privilege. All students who participate in independent study must maintain good grades, regular attendance and appropriate behavior in all their other courses and at school to remain in independent

Global Certificate Program

Program Description The Global Certificate Program provides students with an opportunity to distinguish themselves by demonstrating global competency. During their four years at Belmont High School, students will complete specific coursework, an interdisciplinary portfolio of projects and reflections, and a summative global action project. The program is voluntary and open to all students. It will help them develop 21st century skills and global awareness, preparing students for life after BHS.

The Global Certificate Program seeks to:

- better prepare students for an interconnected world
- give students the opportunity to develop an interest and expertise in a global issue or culture
- provide interdisciplinary learning experiences
- create experiential and real world learning opportunities
- reinforce the development of 21st century skills such as problem solving, critical thinking, research and analysis, as well as oral and written communication

Requirements

→Coursework:

- Four years of Foreign Language
- A globally oriented elective (for example: AP Environmental Science, Global Leadership, Economics, Current Issues and Global Politics, World Music, Independent Study)

→Portfolio:

- Four *Globally Oriented Projects* from the standard BHS curriculum
- Reflections for each project

→Global Action Project:

- Semester course
- Students must research, design, and implement a project that positively impacts a community

Recognition A student's transcript will denote completion of this program

Course Descriptions



ENGLISH DEPARTMENT

English is the foundation for all learning in our culture and the medium through which an individual communicates with the world. In order to communicate effectively, one must master the basic elements of language: reading, writing, listening and speaking. To enable students to attain these ends, the English program provides a rigorous and varied writing program, an in-depth study of the literature of this and other cultures, and a variety of aural-oral experiences. The primary aim of the English program is to produce individuals who are comfortable with their language and confident in their use of it. The study of the language must always be progressive, moving from the knowledge of the basic language to the understanding of its structure and scope and, finally, to an appreciation of its beauty and power.

All students are required to complete four years of English and write a senior thesis. Required courses are taught at the honors and college-preparatory levels. Students wishing to take an honors level course should have the recommendation of an English teacher.

SEQUENTIAL CHART

| <u>Grade 9</u> | <u>Grade 10</u> | <u>Grade 11</u> | <u>Grade 12</u> |
|---|---|--|---|
| Core | | | |
| <ul style="list-style-type: none"> - Coming of Age (CP /H) - Transitional English | <ul style="list-style-type: none"> - Confrontation with Destiny (CP /H) - Transitional English | <ul style="list-style-type: none"> - Reflections on the American Dream (CP / H) - Transitional English | <ul style="list-style-type: none"> - Search for Identity (CP) - Experiments in Genre (H) - English Literature and Composition (AP) - Transitional English |
| Elective Courses | | | |
| <ul style="list-style-type: none"> - English Tutoring 9 | <ul style="list-style-type: none"> - English Tutoring 10 * Advanced Grammar * Advanced Grammar (H) * Creative Writing * Public Speaking/Debate | <ul style="list-style-type: none"> * Advanced Grammar * Advanced Grammar (H) * Creative Writing * Public Speaking/Debate | <ul style="list-style-type: none"> - English Tutoring 12 * Advanced Grammar * Advanced Grammar (H) * Creative Writing * Public Speaking/Debate |

English – 4 year requirement (21 credits)

*not offered in 2013-14

110 English 9: Coming of Age **9** **Year** **Credits: 5**

This college-preparatory course concentrates on the coming of age theme in the four literary genres: the short story, the novel, the poem, and the play. Using the writing process, students focus on developing their analytical writing skills through frequent, text-based writing assignments. In the first quarter, students explore their summer reading (one of three young adult novels chosen by the English department for their connection to class themes), study the beauty of evocative descriptive writing while reading Cisneros's *The House on Mango Street*, and learn the fundamentals of extended literary analysis and analytical writing while reading *The Lord of the Flies*. Students also read and analyze short stories and *Catcher in the Rye*, deepening their understanding of literary motifs and archetypes. Students study a variety of poetry through in-class assignments and complete a major independent research and analysis project. The study of *Romeo and Juliet* in the fourth quarter completes the year. Each quarter students independently read a work of fiction from a list of coming of age novels. Students practice the various stages of the writing process, i.e., shaping a thesis, developing and documenting it with appropriate material, and revising and editing successive drafts. Throughout the year, students study vocabulary and writing conventions and complete a variety of outside reading assignments. Summer reading is required.

112 English 9 Honors: Coming of Age **9** **Year** **Credits: 5**

This honors course concentrates on expository writing and the coming of age theme in the four literary genres: the short story, the novel, the play, and the poem. This challenging course requires considerable reading and frequent text-based expository writing assignments. In the first quarter, students explore their summer reading (*The Lord of the Flies* and *Kindred*) in depth, focus intensively on building their analytical writing skills, and develop an understanding of the archetypes of romance through short stories. In the second quarter, students study *Great Expectations* and complete an on-line research project related to the Victorian period. In the third quarter, students explore Shakespeare's sonnets in preparation for their study of *Romeo and Juliet*. The study of a modern novel (*The Catcher in the Rye* or *The Chosen*) and contemporary, multicultural poetry in the fourth quarter completes the year. Students practice the various stages of the writing process, i.e., shaping a thesis, developing and documenting it with appropriate material, and revising and editing successive drafts. Vocabulary and the conventions of writing are also aspects of this course. Summer reading is required.

113 English 9 Tutoring **9** **Year** **Credits: 2.5**

English Skills Development is an elective course supplementing the regular English curriculum in 9th, 10th, and 12th grades to re-teach, reinforce, and support writing and reading skills being taught in the required grade-level course. Students in this year-long, four-mod course will receive targeted instruction designed to meet their particular needs and support the work being done by their classroom English teachers. Students in the 12th grade section will focus on preparing the senior thesis, while students in the 9th and 10th grade will work on MCAS test preparation as well as regular course content. Students will be placed in this course by the English Director based on the recommendation of the previous year's teacher as well as their past MCAS scores.

120 English 10: Confrontation with Destiny **10** **Year** **Credits: 5**

College-bound students continue their study of literary archetypes through ancient and modern works of literature. After working with their required summer reading (*Early Autumn*), students begin their study of the tragic hero with the reading of Sophocles' *Oedipus Rex* and Shakespeare's *Macbeth*. Students also explore the hero of epic poetry while reading portions of Homer's *Odyssey*. Students will contrast the classic hero with the modern anti-hero in *Slaughterhouse-Five*. Another unit is devoted to

persuasive writing about a contemporary controversial issue to develop skills in argumentation and rhetoric, accompanied by a library research unit and a nonfiction independent reading assignment. Each quarter students independently read a work of fiction or non-fiction of their own choosing. Writing assignments are based on the literature studied in class and on independent reading. Students practice the various stages of the writing process, i.e., shaping a thesis, developing and documenting it with appropriate material, and revising and editing successive drafts. Vocabulary development, MCAS preparation, writing conventions, and literary analysis are integral parts of the curriculum. Summer reading is required.

122 English 10 Honors: Confrontation with Destiny 10 Year Credits: 5

The literature program of this honors course examines the theme of the moral consequences of human action. Students explore this theme by reading a range of literature, including the epic, tragedy, contemporary fiction, short stories, poetry, and selected myths from different cultures. After working with their required summer reading (*Oedipus Rex*), students begin their study of the hero in literature with Shakespeare's *Macbeth* and Achebe's *Things Fall Apart*. They continue their exploration of the hero in epic poetry while reading Homer's *Odyssey*. Students will contrast the classic hero with the modern anti-hero in *Slaughterhouse-Five*. Another unit is devoted to persuasive writing about a contemporary controversial issue to develop skills in argumentation and rhetoric, accompanied by a library research unit and a nonfiction independent reading assignment. Each quarter students independently read a work of fiction or non-fiction of their own choosing. Writing assignments are based on the literature studied in class and on independent reading. Students practice the various stages of the writing process, i.e., shaping a thesis, developing and documenting it with appropriate material, and revising and editing successive drafts. Vocabulary development, writing conventions, and literary analysis are a regular part of this course. MCAS preparation is included. Summer reading is required.

123 English 10 Tutoring 10 Year Credits: 2.5

English Skills Development is an elective course supplementing the regular English curriculum in 9th, 10th, and 12th grades to re-teach, reinforce, and support writing and reading skills being taught in the required grade-level course. Students in this year-long, four-mod course will receive targeted instruction designed to meet their particular needs and support the work being done by their classroom English teachers. Students in the 12th grade section will focus on preparing the senior thesis, while students in the 9th and 10th grade will work on MCAS test preparation as well as regular course content. Students will be placed in this course by the English Director based on the recommendation of the previous year's teacher as well as their past MCAS scores.

130 English 11: Reflections on the American Dream 11 Year Credits: 5

The focus of this college-preparatory course is the study of American literature with a special emphasis on Thoreau, Emerson, Twain, Chopin, Fitzgerald, and contemporary authors and poets. The authors read enable students to understand the imagery and recurring themes that define American literature. Students continue to refine their writing style through literary-based analytical and reflective essays, journals, narratives, and personal responses emphasizing the development and support of a thesis statement. Students practice for the PSAT and SAT and prepare for the senior thesis. Summer reading is required.

132 English 11 Honors: Reflections on the American Dream 11 Year Credits: 5

This honors course is an intensive study of American Literature and American literary history. The course is organized chronologically with an emphasis on recurring themes. Students explore how writers have defined and redefined the American experience and how their visions of America and Americans have evolved. Course readings will be drawn from the works of Thoreau, Emerson, Hawthorne, Melville, Whitman, Dickinson, Twain, Crane, Chopin, Fitzgerald, Hemingway, Hurston, Miller, and Morrison. Students write frequent literary analysis essays, short analyses of poems or passages, and personal, reflective pieces. Students integrate ideas from literary criticism into their essays and eventually select their senior thesis topics. Some SAT preparation work is built into the curriculum. Summer reading is required.

140 English 12: Search for Identity 12 Year Credits: 6

This college-preparatory course is intended as a culmination of students' previous training in reading, writing, speaking, and analyzing. Students are expected to read each night for the course, to work on their senior thesis research, and to develop critical thinking skills. Selected texts include both British and Western literature in the three major genres: fiction, poetry, and drama. Emphasis is placed on Tim O'Brien's *The Things They Carried* and Shakespeare's *Hamlet*. Throughout the year students will be guided through the process of reading, researching, organizing, and writing a senior thesis. Summer reading is required for the course and for the senior thesis.

143 English 12 Tutoring 12 Year Credits: 2.5

English Skills Development is an elective course supplementing the regular English curriculum in 9th, 10th, and 12th grades to re-teach, reinforce, and support writing and reading skills being taught in the required grade-level course. Students in this year-long, four-mod course will receive targeted instruction designed to meet their particular needs and support the work being done by their classroom English teachers. Students in the 12th grade section will focus on preparing the senior thesis, while students in the 9th and 10th grade will work on MCAS test preparation as well as regular course content. Students will be placed in this course by the English Director based on the recommendation of the previous year's teacher as well as their past MCAS scores.

144 English 12 Honors: Experiments in Genre 12 Year Credits: 6

English 12 Honors explores fiction, poetry, and drama with an emphasis on experiments in these genres. The course will enhance students' reading, writing, and analytical skills. Works include texts by Shakespeare, Wilde, Conrad, Woolf, James, and Faulkner, as well as poetry. Students will use advanced research strategies to synthesize primary and secondary sources in completing a senior thesis project. Summer reading is required for the course and for the senior thesis.

148 Advanced Placement: English Literature and Composition 12 Year Credits: 6

This AP course is intended as a culmination of students' previous training in writing, reading, speaking and analyzing. The literature selections emphasize, but are not limited to, the development of British and Western prose and poetry. Works include texts by Shakespeare, Wilde, Conrad, Woolf, James, and Faulkner. This course examines literary theories and involves close textual analysis through regular in-class timed writings. Special emphasis is placed on the reading comprehension and writing skills necessary for the College Board's Advanced Placement Literature and Composition test offered each May. Students who do not take the AP exam will receive only honors credit on their transcript for

this course. Students will use advanced research strategies to synthesize primary and secondary sources in completing a senior thesis project. Summer reading is required for the course and for the senior thesis.

150 Transitional English **9 – 12** **Year** **Credits: 5**

Transitional English is a full-year course for English language learners who are ready to study advanced language skills and writing techniques that will prepare them for regular English courses. Emphasis is placed on reading and discussing works of fiction and developing formal writing and oral presentation skills. Vocabulary and grammar is reviewed throughout. When students demonstrate English proficiency, they will have the opportunity to move into an appropriate required English course.

ELECTIVES

156 Advanced Grammar (not offered in 13-14) **10 – 11** **Semester** **Credits: 2.5**
157 Advanced Grammar H (not offered in 13-14)

This course offers a study of such topics as grammar and usage, sentence parts and structures, sentence and paragraph errors and improvements, mechanics, and word choice. This course assists students to improve their editing and revising skills. Students also have opportunities to practice for the reading and writing portions of the SAT. The honors section will cover additional topics in greater depth.

151 Creative Writing 9 (not offered in 13-14) **10 – 12** **Semester** **Credits: 2.5**

This course provides interested students with the opportunity to develop their writing skills in four areas: the personal essay, the short story, the play, and the poem. Students examine examples of these forms of writing, work with a writing teacher in a workshop setting, and create materials suitable for submission to publications, contests, and college admission offices. Students completing this course prepare a final portfolio demonstrating growth and performance as writers. Students who wish to elect this course for a second time may do so only with the permission of the Director of English

153 Newcomer English **10 – 12** **Year** **Credits: 5**

Newcomer English is designed to provide “survival English” skills, focusing first on social/instructional language and then on academic language in the content areas, to students with little to no knowledge of the English language. Instruction will be tailored to the student’s needs and may include letter formation, decoding and fluency work, and basic English syntax and word order, as well as extensive vocabulary, English grammar, and pronunciation work. The course will also introduce students to the most important features of American culture and American schooling. Students will develop basic English proficiency in speaking, listening, reading, and writing (reaching approximately WIDA Level 3). Students may exit from the class when the teacher determines this basic level of proficiency has been reached.

154 Public Speaking/Debate (not offered in 13-14) **10 – 12** **Semester** **Credits: 2.5**

Public Speaking/Debate is a one semester course designed to help students become comfortable speakers before audiences as well as adept oral communicators and debaters. The course is open to everyone--from those with stage fright to those who want to polish their speaking skills. The course is good preparation for college interviewing. Students learn the strategy of logical argument and develop such speaking skills as poise and diction. Students learn to prepare speeches and to speak "on their feet." Videotaping of performances is an integral part of the course, as are self and peer evaluation.

DEPARTMENT OF FINE AND PERFORMING ARTS

The Department of Fine and Performing Arts provides students with the skills, knowledge and opportunities for expression in art, music, theatre and dance that enable them to participate actively as consumers and makers of the arts in a diverse global community. In addition, they develop skills in creative, innovative and critical thinking, collaboration, leadership and responsibility that will help them succeed as productive workers and good citizens in the 21st century, who at the same time, can lead balanced and purposeful lives whether at or away from work.

All students are required to complete five (5) credits in the fine and performing arts in order to graduate from Belmont High School. The Department of Fine and Performing Arts offers a wide range of courses in art, music, theatre and dance to meet the needs and interests of the student body. Although it is not mandatory, we highly recommend that students two years of arts study. The department also offers a broad range of co-curricular non-credit bearing activities that meet after school. Note that extracurricular performing arts activities cannot be used to fulfill the arts graduation requirement.

Grade 9

- Drawing and Painting 1
- Ceramics 1
- Photography 1
- Sculpture 1
- Freshman Women's Choir (CP/H)
- Men's Chorale (CP/H)
- Wind Ensemble (H)
- Symphonic Band (CP/H)
- Concert Orchestra (CP/H)
- Chamber Orchestra (H)
- Music Technology
- History of Popular Music
- Gospel Choir (CP/H)
- Piano Lab 1
- Guitar
- Pop & Rock Music 1980's-Today
- World Music
- Mixed Media
- Figure Sculpture
- *Dance
- *Theatre
- *The Modern Actor

Grade 10

- Drawing and Painting 1
- Drawing and Painting 2
- Ceramics 1
- Ceramics 2
- Photography 1
- Photography 2
- Sculpture 1
- Sculpture 2 (H)
- Women's Chorale (CP/H)
- Men's Chorale (CP/H)
- Chamber Singers (H)
- Wind Ensemble (H)
- Symphonic Band (CP/H)
- Concert Orchestra (CP/H)
- Chamber Orchestra (H)
- Music Technology
- History of Popular Music
- Music Theory (AP)
- Gospel Choir (CP/H)
- Piano Lab 1
- Piano Lab 2
- Guitar
- Pop & Rock Music 1980's-Today
- World Music
- Mixed Media
- Figure Sculpture
- *Dance
- *Theatre
- *The Modern Actor

Grade 11

- Drawing and Painting 1
- Drawing and Painting 2
- Studio Art: Drawing Portfolio (AP)
- Ceramics 1
- Ceramics 2
- Ceramics 3 (H)
- Photography 1
- Photography 2
- Photography 3 (H)
- Sculpture 1
- Sculpture 2 (H)
- Women's Chorale (CP/H)
- Men's Chorale (CP/H)
- Chamber Singers (H)
- Wind Ensemble (H)
- Symphonic Band (CP/H)
- Concert Orchestra (CP/H)
- Chamber Orchestra (H)
- Music Technology
- History of Popular Music
- Music Theory (AP)
- Gospel Choir (CP/H)
- Piano Lab 1
- Piano Lab 2
- Guitar
- Pop & Rock Music 1980's-Today
- World Music
- Mixed Media
- Figure Sculpture
- *Dance
- *Theatre
- *The Modern Actor

Grade 12

- Drawing and Painting 1
- Drawing and Painting 2
- Studio Art-Drawing Portfolio (AP)
- Studio Art: Two-Dimensional Design (AP)
- Ceramics 1
- Ceramics 2
- Ceramics 3 (H)
- Photography 1
- Photography 2
- Photography 3 (H)
- Sculpture 1
- Sculpture 2 (H)
- Women's Chorale (CP/H)
- Men's Chorale (CP/H)
- Chamber Singers (H)
- Wind Ensemble (H)
- Symphonic Band (CP/H)
- Concert Orchestra (CP/H)
- Chamber Orchestra (H)
- Music Technology
- History of Popular Music
- Music Theory (AP)
- Gospel Choir (CP/H)
- Piano Lab 1
- Piano Lab 2
- Guitar
- Pop & Rock Music 1980's-Today
- World Music
- Mixed Media
- Figure Sculpture
- *Dance
- *Theatre
- *The Modern Actor

- Not offered in 2013-14

Fine and Performing Arts – 1 year requirement (5 credits)

VISUAL ARTS

801 Drawing and Painting 1 9 – 12 Year Credits: 5

This course is designed to provide students with basic skills in drawing and painting with an emphasis on drawing from direct observation. The student will be introduced to contour drawing, negative space, value portraiture, figurative and still life drawing. An introduction to painting will include color mixing, application and theory. Drawing and Painting 1 is a fun, but rigorous course. The student will have to work hard to acquire the fundamental disciplines which create a solid foundation in drawing and painting. **No Prerequisite**

803 Drawing and Painting 2 10 – 12 Year Credits: 5

The knowledge and skills learned in Drawing and Painting 1 will be expanded in this course. Students will learn many different techniques using a variety of materials. This course focuses on the areas of design color theory, composition, advertising, illustration, portraiture, figure drawing, and landscape. Students in Drawing and Painting 2 should be able to demonstrate an advanced ability to draw and print from direct observation.

Prerequisite: Drawing and Painting 1

821 Advanced Placement Studio Art – Drawing Portfolio 11 – 12 Year Credits: 5

The Advanced Placement Program in Studio Art is intended for highly motivated students who are seriously interested in the study of art. Students should be aware that AP work involves significantly more commitment and accomplishment than the typical high school course. Students will learn to be proficient in a variety of areas including observational drawing, painting, color theory, printmaking, design, and mixed media.

The Advanced Placement course will address three major concerns: (1) a sense of quality in a student's work; (2) the student's concentration on a particular visual interest or problem; and (3) the student's need for breadth of experience in the formal, technical, and expressive means. Upon completing Advanced Placement Studio Art, students will submit a portfolio to The College Board for college credit.

Prerequisite: Students who are considering Advanced Placement in Studio Art – Drawing Portfolio must submit a portfolio in February as a prerequisite for this program.

822 Advanced Placement in Studio Art: Two-Dimensional Design Portfolio 12 Year Credits: 5

This Advanced Placement course in Studio Art Drawing 2 Dimensional Design Portfolio is intended for the highly motivated student who has successfully completed Advanced Placement in Studio Art Drawing Portfolio. The 2D Portfolio class is designed to entertain a very broad interpretation of drawing, painting, printmaking, design, and observational and abstract issues. Students who are seriously interested in the study of art should be aware that this course involves significantly more commitment and accomplishment than the typical high school art course. Students will need to work beyond scheduled periods, weekends, and after school. Upon completion of the course, students will submit a portfolio to the Advanced Placement College Board for credit.

Prerequisite: Advanced Placement in Studio Art - Drawing Portfolio

809 Ceramics 1 **9 – 12** **Year** **Credits: 5**

This introductory ceramics course exposes students to throwing on the pottery wheel and hand building techniques. Students learn to throw basic forms on the wheel, such as bowls and cylinders. Students will create various hand-built pieces including mugs, boxes, masks, and other functional and non-functional pieces. Students will learn how to apply underglazes and over glazes and learn various techniques in surface design. **No Prerequisite**

813 Ceramics 2 **10 – 12** **Year** **Credits: 5**

Ceramics 2 is designed for students who have completed Ceramics I and want to perfect and refine their abilities in ceramics. The wheelwork is more rigorous and more challenging assignments are given. New techniques will be introduced and applied in more complex ways than in Ceramics 1. New glazing techniques will also be introduced.

Prerequisite: Ceramics 1

819 Ceramics 3 Honors **11 - 12** **Year** **Credits: 5**

In Ceramics 3, students will continue to develop skills and knowledge in ceramic design concepts to create work at a highly advanced level. Students will develop skills and techniques in a variety of specialized wet clay methods with a conceptual focus, one of them being slab sculpture done in high relief exploring the human figure. Ceramics 3 will also incorporate advanced techniques in surface design and glazing. The students' work will demonstrate technical and aesthetic mastery in ceramic functional and abstract design. This body of work will be used for exhibition, and in the development of a ceramic portfolio.

Prerequisite: Ceramics 2

815 Photography 1 **9 – 12** **Year** **Credits: 5**

This introductory course in black and white photography includes all aspects of creating black and white images from exposure in the camera to darkroom techniques. Photographic history and aesthetics, in addition to more creative use of the camera, makes up the second half of this course. Students are required to provide their own 35mm camera with manual adjustments. **No Prerequisite**

817 Photography 2 **10 – 12** **Year** **Credits: 5**

This advanced course is for students who have successfully completed Photography 1. This course includes creative darkroom techniques, multiple negative prints, and other advanced photographic techniques. Photographic issues and artists will be discussed in depth, and a digital photography unit will be completed during the year. Students are required to provide their own 35mm camera with manual adjustments.

Prerequisite: Photography 1

729 Photography 3 Honors **11 - 12** **Year** **Credits: 5**

Building upon the technical training and aesthetic explorations of the Photography 2 course, Photography 3 will expand the scope and breadth of the students' skills as it stresses the creation of a confident individual vision and artistic voice. Photography 3 will incorporate long-term documentary research, multimedia/mixed media experimentation, and reflective writing and art analysis. Students will create work for exhibition, competition, and publication while working towards a high level of technical and aesthetic mastery.

Prerequisite: Photography 2

820 Sculpture 1 **9 – 12** **Year** **Credits: 5**

This course introduces the student to basic skills needed in sculptural and three-dimensional design. Students will develop concepts and technical skills through the use of a variety of materials including: paper, wood, plaster, clay, wire, and stone. Students will learn proper and safe use of the basic tools required to create works in 3D. Students will use historical and contemporary art as a departure point for designing works of their own. This is a beginning course; no previous experience is necessary.
No Prerequisite

805 Figure Sculpture **9 – 12** **Year** **Credits: 5**

In this class students will use the human and animal figure in clay, plaster, wood, wire and stone as a departure point for original and expressive works in three dimensions. Students will use both additive and reductive techniques to represent the figure realistically, expressionistically and abstractly. This course will build on prior knowledge of working in three dimensions and expand their knowledge of materials and techniques while focusing on the figure as a source for inspiration.

No Prerequisite

827 Sculpture 2 Honors **10 – 12** **Year** **Credits: 5**

This course builds upon the skills and knowledge acquired in Sculpture 1. Students will continue to develop skills in modeling and carving as well as exploring techniques in mixed media and personal pursuits in three dimensions. Projects will include a life size clay head, stone carving,, public sculpture as well as design projects in architecture, product design and fashion. Students will research ideas found in historical and contemporary art to be used as a departure point for their own original work Students will use this body of work for exhibition and the development of a portfolio.

Prerequisite: Sculpture 1

804 Mixed Media: Printmaking, Bookmaking and Collage **9 - 12** **Year** **Credits: 5**

Sources for imagery will include the human figure, landscape, abstraction, advertising and design. Printmaking techniques in wood block carving, collograph, monoprint and etching will be explored as well as combinations of techniques in collage to create original works of art inspired by contemporary art and art movements. Projects will include books, prints and mixed media works that will incorporate photographic imagery, painting, drawing and sculpting techniques. Students will be exposed to different trends in contemporary art and be encouraged to pursue their own interests.

MUSIC

858 Freshman Women's Choir **9** **Year** **Credits: 5**

The Women's Choir is open to women in grade 9. Previous singing experience is not necessary and no audition is required. In this, students will master choral repertoire written for women's voices, representing the various periods and styles of music, and the music of women composers. Emphasis is placed on development of choral sound, blend, balance, style, diction, phrasing, dynamics, tonal production support, and sight reading skills. The Women's Choir is a performance oriented ensemble. Participation in all scheduled performances is mandatory, including performances with the Chamber Singers, and Men's and Women's Chorales. Students will perform at festivals such as MICCA and ACDA, in addition to Singarama, Winter Concert, Spring Concert and the "POPS" Concert. Additional requirements include periodically assigned singing reviews. **No Prerequisite**

- **720 Freshman Women's Choir Honors** – *students must complete additional requirements as assigned by the instructor.*

859 Men's Chorale **9 -12** **Year** **Credits: 5**

The Men's Choir is open to all men in grades 9-12. Previous singing experience is not necessary and no audition is required. In this, students will master choral repertoire written for men's voices, representing the various periods and styles of music. Students will also study challenging repertoire for mixed voices to sing combined with women's Chorale. Emphasis is placed on development of choral sound, blend, balance, style, diction, phrasing, dynamics, tonal production support, and sight reading skills. The Men's Choir is a performance oriented ensemble. Participation in all scheduled performances is mandatory, including performances with the Chamber Singers, Women's Choir, and Women's Chorale. Students will perform at festivals such as MICCA and ACDA, in addition to Singarama, Winter Concert, Spring Concert and the "POPS" Concert. Additional requirements include periodically assigned singing reviews. **No Prerequisite**

- **834 Men's Chorale Honors** – *students must complete additional requirements as assigned by the instructor.*

719 Women's Chorale **10 -12** **Year** **Credits: 5**

The Women's Chorale is open to all women in grades 10-12. Previous singing experience is not necessary and no audition is required. In this ensemble, students will master choral repertoire written for women's voices, representing the various periods and styles of music, and the music of women composers. Students will also study challenging repertoire for mixed voices to sing combined with Men's Chorale. Emphasis is placed on development of choral sound, blend, balance, style, diction, phrasing, dynamics, tonal production support, and sight reading skills. The Women's Choir is a performance oriented ensemble. Participation in all scheduled performances is mandatory, including performances with the Chamber Singers, Women's Choir and Men's Chorale. Students will perform at festivals such as MICCA and ACDA, in addition to Singarama, Winter Concert, Spring Concert and the "POPS" Concert. Additional requirements include periodically assigned singing reviews. **No Prerequisite**

- **833 Women's Chorale Honors** – *students must complete additional requirements as assigned by the instructor. This option is only available to students in grades 10-12.*

996 Chamber Singers Honors **10 –12** **Year** **Credits: 5**

Chamber Singers is an auditioned choir that studies advanced level music literature from all time periods. Students are expected to consistently exhibit high level musical skills, including the ability to blend, sight read, and sing with impeccable intonation and well developed vocal technique. In addition to

learning music for this ensemble, students are expected to learn the literature performed by the other choral ensembles for combined performances. Participation in all scheduled performances is mandatory, including performances with the Men’s and Women’s Chorales, and Women’s Choir. Students will perform at festivals such as MICCA and ACDA, in addition to Singarama, Winter Concert, Spring Concert and the “POPS” Concert. Additional requirements include periodically assigned singing reviews.

Prerequisite: Permission of the instructor

896 Wind Ensemble Honors **9 – 12** **Year** **Credits: 5**

The Wind Ensemble is an auditioned ensemble receiving honor’s level credit. Performance repertoire will include masterworks for the wind band and advanced 20th century compositions. Emphasis is placed on independence of parts, technical proficiency, and musical interpretation. A minimum of one year’s experience in Symphonic Band is strongly recommended. The Wind Ensemble performs at Bandarama, the High School Winter Concert, the Spring Band Concert, the “POPS” Concert, graduations, and at various local, state, and national festivals. Participation in all scheduled performances is required.

Prerequisite: Permission of the instructor

864 Symphonic Band **9 – 12** **Year** **Credits: 5**

Symphonic Band is open to all qualified students in grades 9 – 12 who play woodwind, brass, or percussion instruments. The Symphonic Band studies music from many different historical periods and is dedicated to the development of individual instrumental technique and large ensemble skills. The Symphonic Band performs at Bandarama, the High School Winter Concert, the Spring Band Concert, the “POPS” Concert, graduation and at the MICCA Concert Festival. Additional concerts may be scheduled with guest artists. Periodically, the Symphonic Band will travel and participate in out-of-state festivals. Requirements: Participation in all scheduled performances is required; completion of quarterly playing reviews (1 per quarter); two brief writing assignments (1 per semester).

- **894 Symphonic Band Honors – students must complete additional requirements as assigned by the instructor.**

865 Concert Orchestra **9 – 12** **Year** **Credits: 5**

The Concert Orchestra is open to continuing string players in grades 9-12. The Orchestra performs string and full orchestra music from a range of historical periods and twentieth century, including jazz and eclectic styles. Students will study the different bowings, articulations, dynamics, keys and nuances associated with each composition. This ensemble performs at Stringarama, the High School Winter and Spring Concerts, the “POPS” Concert, and at the annual MICCA Concert Festival. Additional concerts may be scheduled with guest artists and for high school graduation. Periodically, the Concert Orchestra will travel and participate in out-of-state festivals. Requirements: Participation in all scheduled performances is required; completion of two semester playing reviews, two brief writing assignments (1 per semester), and in-class playing quizzes.

- **893 Concert Orchestra Honors** – students must complete a playing review each quarter, in addition to the criteria above.
- **899 Chamber Orchestra Honors** - entrance is by September audition and permission of the instructor; all students perform in Concert Orchestra and Chamber Orchestra for the year. Chamber Orchestra requires attendance at one additional mod per week. Individual playing reviews are held each quarter with required repertoire. In addition, students will play in small chamber ensembles for a Winter performance.

790 Advanced Placement Music Theory 10 – 12 Year Credits: 5

In this Advanced Placement Music Theory course, students develop the ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a musical score. The achievement of this goal is promoted by the integrated approaches to the development of skills in listening, sight-singing, music notation, composition, and analysis. A student's ability to read and write musical notation is fundamental to this course. It is assumed that students electing this course have acquired basic performance skills in voice or on an instrument.

Prerequisite: Music Technology, or Piano Lab 2, or choral or instrumental ensemble, and permission of the instructor of one of the 3 possible prerequisite courses.

835 Gospel Choir 9 – 12 Semester Credits: 2.5

This choral ensemble is dedicated to African American music traditions of the 20th century. This course is a performance-based class for students with an interest in studying Gospel music as well as its influences, including R&B and blues. Students will be taught how to authentically perform with appropriate vocal production and style. There will be discussion and listening of great singers/artists of blues, R&B, gospel and hip hop idioms. **No Prerequisite**

- **837 Gospel Choir Honors** – students must complete additional requirements as assigned by the instructor.

836 Guitar 9 – 12 Semester Credits: 2.5

Learn to play guitar! In this semester course offering, students will learn the basic fundamentals of playing the acoustic guitar. Students will learn to play basic chords and melodies, with an emphasis on classic pop and rock music, as well as American folk music. The course will also include instruction in reading and notating music. Guitars and method books will be provided. Students will be expected to practice outside of class, as they will be graded on their progress. This course is open to all students, regardless of their musical experience or background. Students need not know how to read music- we'll teach you! **No Prerequisite**

794 History of Popular Music 9 – 12 Semester Credits: 2.5

This course explores the history of popular music from the 1950s to the present day with an overview of earlier influences. There will be focus on diverse styles including: blues, jazz, swing, Motown, rhythm & blues, hip-hop, rap, Latin music, as well as other multi-cultural influences. Careers of significant musicians will be discussed; music listening will be a prevalent activity throughout the course. The course will begin with blues, gospel and American folk music; the latter portion of the course will include discussion of the social rebellion of the 60s and 70s up through modern-day rock and heavy metal. The relationship of social, political and cultural events and trends to the evolution of popular music, and the impact of popular music on daily life and culture are among the major themes that will be investigated throughout the course. There will be a variety of activities including lecture, discussion, reading, written work, and guided listening. The course content reflects basic pursuits of all musicians: creating, performing, and making connections. **No Prerequisite**

866 Music Technology 9 – 12 Year Credits: 5

Students in this course will use synthesizers, computer software and digital technology to develop skills in composing, arranging and recording music. Through the use of technology in conjunction with the basic fundamentals of music theory, students will be able to take their own musical ideas to a higher level of artistry. This course is open to all students in grades 9-12 regardless of their musical background. Successful completion of Music Technology is a prerequisite for AP Music Theory. **No prerequisite.**

840 Piano Lab 1 **9 – 12 Semester Credits:**
2.5

Learn to play piano! This course is designed for students with little or no experience with piano. The focus of this program is on reading and performing standard music notation, basic level piano repertoire, piano technique, sight-reading, improvisation, and basic harmony and music theory. Students will explore some of these topics through the use of the computer and music software. This course is open to all students, regardless of their musical experience or background. Students need not know how to read music- we'll teach you! **No prerequisite**

841 Piano Lab 2 Honors **9 – 12 Semester Credits:**
2.5

This course is a continuation of Piano Lab 1, and addresses all topics covered in Piano Lab 1 at a more advanced level. In addition, students will develop music composition skills using the lab's computer software. Successful completion of Piano Lab 2 is a prerequisite for AP Music Theory.

Prerequisite: Piano Lab 1, or permission of instructor

872 Pop and Rock Music 1980's - Today **9 – 12 Semester Credits:**
2.5

This course will explore rock and pop music from the 1980s to the present day. The class will be largely listening and discussion based, focusing on significant performing artist during this era. Some the styles of music that will be represented include hard rock, heavy metal, punk, grunge, hip hop, Latin and pop music. The associations of certain types of music to youth culture, race, and gender identity will be covered in depth. The impact of music becoming a more visual medium will also be explored. **No Prerequisite**

873 World Music **9 – 12 Semester Credits:**
2.5

In this one-semester course, students will be exposed to the exciting musical traditions of people throughout the world. Experimenting with authentic instruments, and learning hands-on from local artists, students will explore the music of Asia, Africa, South America, Celtic traditions, and European folk music. The class will also draw upon the cultural backgrounds of Belmont High School students. Field-trips and workshops to hear performances outside of school may be planned. **No prerequisite**

THEATRE

775 Theatre 101 (not offered in 13-14) **9 – 12 Year Credits: 5**

All things theatre! Regardless of what we choose to become, we will all play a variety of roles throughout our lifetime, requiring us to constantly adapt, express, react, improvise, and develop a personal voice. This course is a performance-based course that is designed to explore the skills and concepts necessary to create theatre. It includes an introduction to the elements of theatre performance, acting techniques, improvisation, production design and technical elements of theatre, directing, topics in contemporary theatre, critiquing, and collaborative playwriting. This course is also designed to enhance skills in reading, writing and concentration through the study of drama and human behavior. Students will explore these topics through study and performance of dramatic literature, individual and group projects, and writing and performing original works. Students' physical, vocal, imaginative skills will be developed through daily theatre exercises. They will develop greater self-confidence through theatre study, while

developing their presentation and performance skills. Students have the opportunity to participate in the New England theatre Conference in the fall.

No prerequisite

792 The Modern Actor Honors (not offered in 13-14) **10-12** **Year** **Credits: 5**

The Modern Actor is a continuation of Theater 101, building understanding and application of more complex language and dramatic literacy skills. Students will be challenged through a variety of activities and projects that will integrate various styles of dramatic literature, and schools of acting and directing. They will refine techniques in voice, gesture, and movement. Emphasis will also be placed on refining improvisational skills, in an effort to access emotional depth of character while on stage, and develop greater emotional awareness. In addition, students will also work on projects that investigate the nature of drama, and its voice and intentions in the context of a variety of social and cultural issues. Students will have the opportunity to attend the New England Theatre Conference in the fall, the Emerson High School Festival in January, and BHS Diversity week in February/March.

Prerequisite: Theatre 101 (formerly Introduction to Theatre) or permission of the instructor

DANCE

789 Dance 101 (not offered in 13-14) **9-12** **Year** **Credits: 5**

Students will develop skills and techniques related to a variety of dance forms, including traditional ballet, jazz, modern, contemporary styles, as well as those from many different cultures and time periods. An emphasis on developing a positive body image and maintaining a healthy body are essential aspects of this course. Dance technique is easily integrated into workouts for a variety of sports. Classes will focus on dance and movement principles, kinesiology, strength building, dance history, choreography, injury prevention and stress reduction through this very expressive and creative art form.

Students in grades 10-12 may use a dance course to fulfill *either* a Fine and Performing Arts or a Physical Education graduation requirement. Students in grade 9 may only use this course to fulfill the Fine and Performing Arts graduation requirement.

No prerequisite.

"Use what talent you possess: the woods would be very silent if no birds sang, except those that sing the best."

Henry Van Dyke



Art

Music

Theatre

Dance

FOREIGN LANGUAGE DEPARTMENT

The Foreign Language Department offers courses in Chinese, French, Latin, and Spanish. These courses are divided into stages of language learning. The stages are NOVICE, INTERMEDIATE, and ADVANCED. Each stage has a list of communicative outcomes that a student must master before advancing to the next stage. All students are encouraged to study at least one language throughout their high school years in order to attain the maximum level of linguistic and cultural proficiency. Students must earn 10 credits of foreign language in order to fulfill the graduation requirement.

The communicative performance outcomes for each stage are listed below. All of these learning standards apply to the modern languages (Chinese, French, and Spanish), while those specific to Latin are noted with an asterisk (*). The stage that each course addresses is listed in italics under the name. Students may skip a course if they are able to demonstrate mastery of the outcomes. This option requires prior approval from the teacher and the Foreign Language Director.

SEQUENTIAL CHART

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|-----------------|-----------------|-----------------|
| Continuing <u>French</u> or <u>Spanish</u> from middle school | Level 2 CP | Level 3 CP | Level 4 CP | Level 5 CP |
| | Level 2 H | Level 3 H | Level 4 H | AP |
| Continuing <u>Chinese</u> or <u>Latin</u> from middle school | Level 2 CP | Level 3 CP | Level 3 H | Level 4 H |
| | Level 2 H | Level 3 H | Level 4 H | AP |
| Beginning a language | We offer Chinese 1, French 1, Latin 1 and Spanish 1/1B at the high school for students who choose to start a new language at any point during their high school program. The grade you are in when you start the language will determine the number of levels you can complete before graduation. | | | |
| Heritage speakers | Heritage speakers of Chinese, French or Spanish who choose to study their heritage language should contact the Director of Foreign Languages to take a placement test. The student will be placed in the course which best matches his/her language skills. | | | |
| <i>Foreign Language – 2 year requirement (10 credits)</i> | | | | |

Upon completion of the **NOVICE** stage of language learning, students will be able to:

- greet and respond to greetings;*
- introduce and respond to introductions;*
- ask and answer questions;*
- make and respond to requests;
- exchange information and knowledge;
- express opinions and ideas;
- express needs and emotions;
- follow directions;
- understand some ideas and familiar ideas;*
- obtain information and knowledge;*
- read and interpret signs, simple stories, poems and informational texts;*
- describe people, places and things;*
- write lists and short notes; and
- begin to present information in a brief report.*

Upon completion of the **INTERMEDIATE** stage of language learning, students have expanded their ability to perform all the functions of the Novice stage, and will also be able to:

- ask and respond to questions to clarify information;
- exchange opinions about people, activities, or events;
- discuss class reading;*
- follow directions such as for a recipe, a word maze or a logic problem;
- read authentic and adapted materials, such as short stories, narratives, advertisements, and brochures;
- understand important ideas and details in highly contextualized authentic and adapted texts;*
- understand learned expressions, sentences, questions and polite commands in messages;*
- identify themes in fictional and nonfiction works and relate them to personal experiences;*
- write simple paragraphs;
- write greeting cards, notes, letters and e-mails;*
- describe story elements of characters, events, and settings;* and
- give presentations on planned activities or on cultural topics.*

Upon completion of the **ADVANCED** stage of language learning, students have expanded their ability to perform all the functions of the Novice and Intermediate stages, and will also be able to:

- suggest possible solutions to a problem;
- discuss personal feelings and ideas and persuade someone to consider an alternative viewpoint;
- share personal reactions to authentic literary texts, such as letters, poems, plays, stories, novels, etc.;
- read articles in a magazine, journal, or newspaper and understand main ideas;
- read a literary text and understand the theme, characters and setting;*
- identify the characteristics of four major genres: non-fiction, fiction, drama, and poetry in the target literature;*
- comprehend narration in present, past, and future;*
- identify and understand feelings and emotions;*
- comprehend audio and video texts;
- understand telephone conversations or written correspondence;*
- develop and present solutions to problems;
- state and support opinions to convince or persuade a listener or reader;
- write letters requesting specific information;
- write e-mail correspondence with peers to compare and contrast interests; and
- write reviews about a story, play, movie or other form of literature.*



CHINESE

200 Chinese 1 *Novice* **9 – 12** **Year** **Credits: 5**

This course begins the sequence of the study of Mandarin Chinese with the focus on Chinese culture and basic language skills, such as Pinyin (a phonetic system that uses English letters) and simple sentence structures. Students will be able to ask and answer questions with Chinese speakers about themselves, their family, hobbies, clothing and class-related topics. Students are required to recognize the most frequently used characters; writing is not required. They will start using Chinese input software to type characters.

201 Chinese 2 *Intermediate* **9 - 12** **Year** **Credits: 5**

This course follows the successful completion of Chinese 1 (studied at the high school or at the middle school), and continues the study of Mandarin Chinese with a focus on culturally enriched conversation topics such as weather, directions, dining out and experience at a doctor's office. Students will be able to communicate fluently with native speakers on these topics, and read and write simple paragraphs with Chinese characters. Students will also utilize tools such as Chinese input software, pod-cast and other Internet-based resources to enhance their learning experiences.

202 Chinese 2 Honors *Intermediate* **9 - 12** **Year** **Credits: 5**

This is an intensive course for students who have successfully completed Chinese 1 (studied at the high school or at the middle school). This course continues the study of Mandarin Chinese with a focus on culturally enriched conversation topics such as weather, directions, dining out and experience at a doctor's office. Students will be able to communicate fluently with native speakers on these topics, and read and write simple paragraphs with Chinese characters. Students will also utilize tools such as Chinese input software, pod-cast and other Internet-based resources to enhance their learning experiences. This course is taught primarily in Chinese.

208 Chinese 3 *Intermediate* **9 - 12** **Year** **Credits: 5**

This course follows the successful completion of Chinese 2 or Chinese 2H, and continues the study of Mandarin Chinese in depth. Students will acquire conversation skills in every day topics such as vacation, community, going shopping and one's favorite TV programs. The emphasis will be put on speaking and listening. Cultural topics will also be introduced as they connect with the topics.

204 Chinese 3 Honors *Intermediate* **11 – 12** **Year** **Credits: 5**

This course follows the successful completion of Chinese 2 or 2 Honors and continues the study of Mandarin Chinese in depth. With culture heavily intertwined in the topics, students will further advance their language skills by discussing topics such as vacation, community, going shopping and one's favorite TV programs. Reading in characters is heavily emphasized. Original movies and related TV programs will be introduced as discussion topics. This course is taught primarily in Chinese.

206 Chinese 4 Honors *Advanced* **12** **Year** **Credits: 5**

This course follows the successful completion of Chinese 3 Honors and offers students the opportunity to extend their studies of the Chinese language and culture in depth. Students will be able to further discuss topics such as traveling overseas, going to China and future goal and career planning. Students will be reading and writing only in Chinese characters with minimum help of Pinyin system. Extensive reading will be provided to help students understand the original materials. This course is taught primarily in Chinese.

| | | | | | |
|-----|-------------------|-----------------|----|------|------------|
| 207 | Chinese AP | <i>Advanced</i> | 12 | Year | Credits: 5 |
|-----|-------------------|-----------------|----|------|------------|

The Advanced Placement course in Chinese Language and Culture is a university level course for which students may receive university credit upon successful completion of the Advanced Placement examination at the end of the course. The material in this course represents the culmination of the previous years of study of the Chinese language and culture, and has as its goal the refinement of the ability to use the language to speak, write, read, and listen at an advanced level of discourse. Summer work required.

FRENCH

| | | | | | |
|-----|-----------------|---------------|--------|------|------------|
| 210 | French 1 | <i>Novice</i> | 9 – 12 | Year | Credits: 5 |
|-----|-----------------|---------------|--------|------|------------|

This course begins the sequence of the study of French language and culture. The course emphasizes the four skills of speaking, writing, reading and listening that are assessed in both written and oral formats. Correct pronunciation and intonation as well as sound-spelling correlation and sound discriminations that differentiate words are an important part of this beginning course.

| | | | | | |
|-----|-----------------|---------------------|--------|------|------------|
| 211 | French 2 | <i>Intermediate</i> | 9 – 12 | Year | Credits: 5 |
|-----|-----------------|---------------------|--------|------|------------|

This course follows the successful completion of French 1 (studied at the high school or at the middle school). There is a continued emphasis on speaking, writing, reading and listening, with an increasing level of difficulty in the areas of vocabulary and grammar. There is a continued study of culture in the French-speaking world through the use of short readings.

| | | | | | |
|-----|------------------------|---------------------|--------|------|------------|
| 212 | French 2 Honors | <i>Intermediate</i> | 9 – 12 | Year | Credits: 5 |
|-----|------------------------|---------------------|--------|------|------------|

This intensive course, taught almost exclusively in French, is for students who have successfully completed French 1 (studied at the high school or at the middle school). There is an overall emphasis on the skills of speaking, writing, reading and listening, with an expectation that the students will be able to express themselves both in writing and in speaking in a spontaneous manner.

| | | | | | |
|-----|-----------------|---------------------|---------|------|------------|
| 213 | French 3 | <i>Intermediate</i> | 10 – 12 | Year | Credits: 5 |
|-----|-----------------|---------------------|---------|------|------------|

This course follows the successful completion of French 2 or French 2 Honors. While continuing to emphasize speaking, writing, reading and listening, the length of discourse increases as students' progress through the sequence of French courses. In addition to reading selections from the textbook, students will be expected to read selections from authentic texts such as magazine articles and short stories.

| | | | | | |
|-----|------------------------|---------------------|---------|------|------------|
| 214 | French 3 Honors | <i>Intermediate</i> | 10 – 12 | Year | Credits: 5 |
|-----|------------------------|---------------------|---------|------|------------|

This is an intensive course that is taught almost exclusively in French. This course continues to study the French language and culture by means of the four skills of speaking, writing, reading and listening. Spontaneous "resumes" on French life are an integral part of this course. Emphasis is placed on personal writing and communication skills.

| | | | | | |
|-----|-----------------|---------------------|---------|------|------------|
| 215 | French 4 | <i>Intermediate</i> | 11 – 12 | Year | Credits: 5 |
|-----|-----------------|---------------------|---------|------|------------|

This course follows the successful completion of French 3 or French 3 Honors and continues the study of the French language and culture. While continuing to focus on the four skills of speaking, writing, reading and listening, students will be expected to increase their knowledge of idiomatic expressions as they reinforce the basic structural principles of the language.

romantic (Catullus, Horace). The aim of the course is not just to further the students' facility in translating Latin, but, through the texts, to deepen their understanding of the geography, politics, cultures, and history of the ancient Mediterranean.

234 Latin 3 Honors *Intermediate* **10 – 12** **Year** **Credits: 5**

This course follows the successful completion of Latin 2 honors or Latin 3 college prep. In this course, students read selections from the orations and letters of Cicero, from the histories of Sallust and Livy and from the Metamorphoses of Ovid. Constant attention is given to an appreciation of the Ciceronian and Ovidian literary styles, historical and mythological backgrounds and vocabulary building. This course begins the preparation for the Latin Advanced Placement examination.

237 Latin 4 Honors *Advanced* **11 – 12** **Year** **Credits: 5**

This course follows the successful completion of Latin 3 honors. In this course students apply the grammar and vocabulary they have learned in order to read, translate, understand, analyze, and interpret Latin in the original. Students will read selections from Catullus and Ovid as a means to analyze, interpret and understand both the linguistic and literary aspects of the texts. This course continues the preparation for the Latin Advanced Placement examination.

270 Advanced Placement Latin: Vergil *Advanced* **12** **Year** **Credits: 5**

This Advanced Placement course will prepare students to take the Vergil Advanced Placement examination in Latin. This is a college level course focused on the mastery of reading, translating, understanding, analyzing, and interpreting Latin in the original. Students will read Books 1 through 12 of Vergil's Aeneid as a means to analyze, interpret and understand both the linguistic and literary aspects of the text. Students must have successfully completed Latin 3 Honors in order to take this course.

SPANISH

240 Spanish 1 *Novice* **9 – 12** **Year** **Credits: 5**

This course begins the sequence of the study of Spanish language and culture. The course emphasizes the four skills of speaking, writing, reading and listening that are assessed in both written and oral formats. Sound discrimination, pronunciation and cultural awareness of the Spanish-speaking world are an important part of this beginning course.

241 Spanish 1B *Novice* **9 – 12** **Year** **Credits: 5**

This course is available for students who have passed Spanish 1 but need more time to master the novice outcomes (as described in the beginning of this section). Students will continue to work on the skills of speaking, writing, reading and listening in order to be well prepared to continue to Spanish 2 or Spanish 2 Honors the following year.

242 Spanish 2 *Intermediate* **9 – 12** **Year** **Credits: 5**

This course follows the successful completion of Spanish 1 (studied at the high school or at the middle school) or Spanish 1B. There is a continued emphasis on speaking, writing, reading and listening, with an increasing level of difficulty in the areas of vocabulary and grammar. There is a continued study of culture in the Spanish-speaking world through the use of short readings.

243 Spanish 2 Honors *Intermediate* **9 – 12** **Year** **Credits: 5**

This intensive course, taught almost exclusively in Spanish, is for students who have successfully completed Spanish 1 or Spanish 1B. There is an overall emphasis on the skills of speaking, writing, reading and listening, with an expectation that the students will be able to express themselves both in writing and in speaking in a spontaneous manner. There is a continued study of culture in the Spanish-speaking world through the use of short readings.

244 Spanish 3 *Intermediate* **10 – 12** **Year** **Credits: 5**

This course follows the successful completion of Spanish 2 or Spanish 2 Honors. While continuing to emphasize speaking, writing, reading and listening, the length of discourse increases as students' progress through the sequence of Spanish courses. In addition to reading selections from the textbook, students will be expected to read selections from authentic texts such as magazine articles and short stories.

245 Spanish 3 Honors *Intermediate* **10 – 12** **Year** **Credits: 5**

This is an intensive course that is taught almost exclusively in Spanish. This course continues to study the Spanish language and culture by means of the four skills of speaking, writing, reading and listening. Emphasis is placed on the acquisition of reading and writing skills through the use of Spanish and Latin American short stories.

246 Spanish 4 *Intermediate* **11 – 12** **Year** **Credits: 5**

This course follows the successful completion of Spanish 3 or Spanish 3 Honors and continues the study of the Spanish language and culture. The focus continues to be on the four skills of speaking, writing, reading and listening, but there is particular emphasis on reading and writing through the study of Spanish and Latin American short stories. History and cultural topics in art, literature and music are important elements in the course.

247 Spanish 4 Honors *Advanced* **11 – 12** **Year** **Credits: 5**

This is an intensive course that continues the study of the Spanish language using literature from the Spanish-speaking world as a springboard for both vocabulary and grammar study. Authors are studied in relation to their social and historical contexts. Students are expected to be able to use the material studied in the prerequisite courses in their writing, listening, and, speaking. The course is taught exclusively in Spanish. This course begins the preparation for the Spanish Advanced Placement examination.

248 Spanish 5 *Advanced* **12** **Year** **Credits: 5**

This course follows the successful completion of Spanish 4 or Spanish 4 Honors. Students will continue to develop their proficiency in Spanish through study of advanced grammatical structures and vocabulary themes. The course is conducted exclusively in Spanish. Students are expected to be able to integrate the tenses previously studied with new material.

250 Advanced Placement Spanish *Advanced* **12** **Year** **Credits: 5**

The Advanced Placement course in Spanish Language is a university level course for which students may receive university credit upon successful completion of the Advanced Placement examination at the end of the course. The material in this course represents the culmination of the previous years of study of the Spanish language and culture, and has as its goal the refinement of the ability to use the language to speak, write, read and listen at an advanced level of discourse. Summer work required.



MATHEMATICS DEPARTMENT

We live in a time of extraordinary and accelerating change. New knowledge and ways of doing and communicating mathematics continue to emerge and evolve. Quantitative information available only to limited numbers of people a few years ago is now widely disseminated through popular media outlets. In this changing world, those who understand and can do mathematics will have significantly enhanced opportunities and options for shaping their futures.

There is a common foundation of mathematics that must be learned by all students. This does not imply that all students are alike. Students exhibit different talents, abilities, achievements, needs, and interests in mathematics. Nevertheless, all students must have access to the highest-quality mathematics instructional programs. A society in which only a few have the mathematical knowledge needed to fill crucial economic, political, and scientific roles is not consistent with the values of a just democratic system or its economic needs.
Principles and Standards for School Mathematics, copyright 2000.

SEQUENTIAL CHART

Grade 9

- Algebra 1
- Geometry (CP and H)

Grade 10

- Algebra 2 (CP and H)
- Geometry (CP and H)

Grade 11

- Algebra 2 (CP and H)
- Pre-Calculus (CP and H)
- Statistics (AP)

Semester Offerings:

- Advanced Algebra
- Trigonometry
- Matrices and Probability
- Surveys, Statistics and Data Analysis
- Introduction to Programming (not offered '13-'14)
- Computer Spreadsheet Applications (not offered '13-'14)

Grade 12

- Pre-Calculus (CP and H)
- Calculus
- Calculus AB (AP)
- Calculus BC (AP)
- Statistics (AP)

Semester Offerings:

- Advanced Algebra
- Trigonometry
- Matrices and Probability
- Surveys, Statistics and Data Analysis
- Introduction to Programming (not offered '13-'14)
- Computer Spreadsheet Applications (not offered '13-'14)

Mathematics – 4 year requirement (20 credits)

Completion of any two semester courses is equivalent to a full year course which is credited toward graduation requirement

| | | | | |
|------------|------------------|----------|-------------|-------------------|
| 402 | Algebra 1 | 9 | Year | Credits: 5 |
|------------|------------------|----------|-------------|-------------------|

This course emphasizes algebraic language, structure, concepts and skills. Major topics include: extending the properties of exponents to rational exponents, reasoning quantitatively and using units to solve problems, writing expressions in equivalent forms to solve problems including quadratic factoring, performing arithmetic operations on polynomials, creating equations that describe relationships, solving equations and inequalities in one variable, solving systems of equations including quadratics, representing and solving equations and inequalities graphically, understanding functions and function notation, interpreting and building functions and their graphs to model and solve problems, analyzing functions using different representations, constructing and comparing linear, quadratic and exponential models. Additionally in the area of statistics students will learn to summarize, represent and interpret single variables as well as two variable data sets, compute and interpret linear fits and distinguish between correlation and causation.

Successful completion of this course prepares the student for Geometry - 410.

485 Trigonometry* **11-12 Semester Credits: 2.5**

This course covers some of the same topics regarding trigonometry as Pre-Calculus - 426, but proceeds at a more deliberate pace. Students receive more one-on-one instruction and teachers adapt materials and assessment. Students taking this course must have completed Algebra 2. The curriculum begins with right triangle trigonometry and then moves into the unit circle and trigonometric functions, followed by graphs and applications of trigonometric functions. Graphing calculators will be used periodically and are required.

*Students planning to take Pre-Calculus 426 following this course must take both Advanced Algebra 484 and Trigonometry 485.

486 Introduction to Programming(not offered '13-'14) **11 – 12 Semester Credits: 2.5**

This course is an introduction to object-oriented programming using Java, a widely-used computer language in today's computing world. The course will begin with a short history of hardware and software developments leading up to today's object oriented languages and the HTML environment that hosts Java applications. Java-specific topics include: syntax, variables, data types operations, input and output, functions, parameters and classes. The course will be beneficial for students interested in pursuing a career in computer science or those just interested in being exposed to the concepts in programming. Upon successful completion of the course, students will be able to write programs that process input and output and use computer algorithms to manipulate data and make data-based decisions. Class will be project-based. Previous computer experience is not a prerequisite; however, students are required to have completed Algebra 2. Students will be expected to spend additional time in the computer lab or using remote access.

487 Computer Spreadsheet Applications(not offered '13-'14) **11 – 12 Semester Credits: 2.5**

This course introduces some of the advanced features available in computer spreadsheets (specifically Excel) that can be used to store, manipulate and analyze mathematical data to solve problems and make data-driven decisions. Topics will include basic data entry, spreadsheet functions, chart functions, database functions, and automation using Visual Basic. The course will benefit any student who expects to encounter data driven projects in their future studies or careers. Upon successful completion of the course, students will be able to create a spreadsheet that uses advanced features of Excel. Class will be project-based. Previous computer experience is not a prerequisite; however, students are required to have completed Algebra 2. Students will be expected to spend additional time in the computer lab or using remote access.

480 Matrices and Probability **11 – 12 Semester Credits: 2.5**

This course is designed to appeal to a wide variety of students including those wishing to study such fields as Behavioral Sciences, Political Science, or Psychology. Technological applications of the computer, Internet, and the graphing calculator are emphasized. Project-based assignments are used in assessment as well as tests. Topics in this curriculum include structure, manipulation, operations, and problem solving with matrices, working with determinants as well as coding and decoding using Hill Ciphers. In the area of probability topics include fundamental counting theory, permutations, combinations, Venn diagrams and conditional probability, integrated with application problems, programming and projects. Game theory, graph/network theory, and spreadsheets may be included at the discretion of the teacher. Mathematics skills will be reinforced throughout the course. Students taking this course must have successfully completed Algebra 2. The graphing calculator is required, and is used extensively.

481 Surveys, Statistics and Data Analysis **11 – 12 Semester Credits: 2.5**

This course is designed to appeal to a wide variety of students including those wishing to study such fields as Behavioral Sciences, Political Science, or Psychology. Technological applications of the computer, Internet, and the graphing calculator are emphasized. Project-based assignments are used in assessment as well as tests. Topics in this curriculum include sampling methods, survey design, one variable statistics, correlation and confidence intervals. Mathematics skills will be reinforced throughout the course. Students taking this course must have successfully completed Algebra 2. The graphing calculator is required, and is used extensively.

Students should have a strong background in Honors Pre-Calculus entering this course. BC Calculus is the equivalent of a fast-paced college course in calculus. Topics include parametric equations, vector theory, sequences and series, polar derivatives, derivatives of algebraic functions and applications of differential calculus, integration and applications of the definite integral, transcendental functions, methods of integration, infinite series, and Euler's method. Graphing calculators are used throughout this course. This course culminates in students taking the AP exam, which requires the use of a graphing calculator.

The Advanced Placement Calculus BC exam is expected of all students in this course.

476 Geometry Tutor

10 – 12

Year

Credits: 2

This course is designed to support students who have demonstrated a need for additional instruction and practice in order to insure success in their geometry course. Students will not enroll in this course on their own. They will be placed in this course by the Mathematics Director based on the multiple factors from past performance. This is a required course. Student progress will be monitored throughout the year on an individual basis.

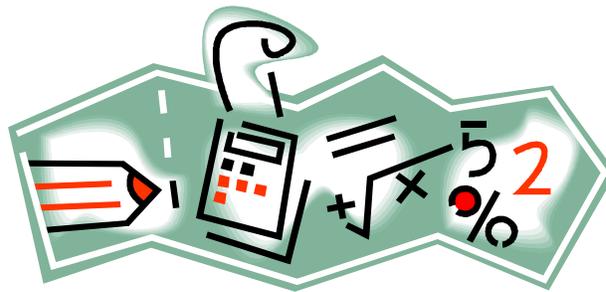
413 Algebra 2 Tutor

10 – 12

Year

Credits: 2

This course is designed to support students who have demonstrated a need for additional instruction and practice in order to insure success in their algebra 2 course. Students will not enroll in this course on their own. They will be placed in this course by the Mathematics Director based on the multiple factors from past performance. This is a required course. Student progress will be monitored throughout the year on an individual basis.



PHYSICAL EDUCATION DEPARTMENT

Students must earn 2 credits per year in Physical Education. Ninth graders must take Wellness in order to fulfill the Physical Education requirement for that year. Eleventh grade students must take Positive Decision-Making & Life Skills and earn one additional Physical Education Credit. Physical Education requirements for students in grades 10 - 12 can be fulfilled through one of three options or a combination of these options. These options are available both during the school day and after regularly scheduled school hours.

SEQUENTIAL CHART

| <u>Grade 9</u> | <u>Grade 10</u> | <u>Grade 11</u> | <u>Grade 12</u> |
|--------------------------|--|--|--|
| <p><u>- Wellness</u></p> | | <p>Core</p> <p>- Positive Decision Making / Life Skills</p> | |
| Elective Courses | | | |
| | <ul style="list-style-type: none"> Cardiovascular Fitness & Conditioning - Muscular Strength Training & Body Toning - Team Sports & International Games - Recreational Sports & Backyard Games - Interscholastic Athletics - . Independent Study in Physical Education | <ul style="list-style-type: none"> Cardiovascular Fitness & Conditioning Muscular Strength Training & Body Toning - Team Sports & International Games - Recreational Sports & Backyard Games - Interscholastic Athletics - . Independent Study in Physical Education | <ul style="list-style-type: none"> Cardiovascular Fitness & Conditioning Muscular Strength Training & Body Toning - Team Sports & International Games - Recreational Sports & Backyard Games - Interscholastic Athletics - . Independent Study in Physical Education |

Physical Education – 4 year requirement (8 credits)
Wellness & Positive Decision Making /Life Skills required

COMPREHENSIVE HEALTH & FITNESS EDUCATION: REQUIRED COURSES

| | | | | |
|------------|-----------------|----------|-------------|-------------------|
| 905 | Wellness | 9 | Year | Credits: 2 |
|------------|-----------------|----------|-------------|-------------------|

Wellness is a required course for all freshmen that meets twice per week for a full year. The course will include classroom wellness activities and lab (Health and Physical Education). The course has a specific focus for each quarter.

- Topic 1 – The Rudiments of Health-Related Fitness: Improving Your Physical Fitness.
- Topic 2 – The Hexagon of Wellness: An Introduction to the Wellness Concept.
- Topic 3 – Serious Health Issues: Understanding and Assessing Personal Risk and Consequences.
- Topic 4 – Total Wellness: Balancing Within the Hexagon of Wellness.

| | | | | |
|------------|---|-----------|-----------------|------------------|
| 907 | Positive Decision-Making & Life Skills: Current Teen Health Issues | 11 | Semester | Credit: 1 |
|------------|---|-----------|-----------------|------------------|

Positive Decision-Making & Life Skills is a required course for all juniors that meets twice per week for one semester. This course is an extension of the Wellness 1 course. It is a one semester course targeted to juniors. It is designed to develop more mature decision making skills than discussed in Wellness 1. The course will cover current information and pressing health issues facing teens today. The two cornerstones of the course will be decision making, particularly in the areas of risky behaviors, and also life skills. Topics that will be covered are substance use and abuse, human sexuality, healthy relationships, stress management, dealing with your emotions in healthful ways, dealing with a loss, and disease prevention through physical fitness and nutrition.

In grades 10-12, students have the four options outlined below to earn Physical Education Credit:

• **Option 1: Physical Education & Wellness Electives**

934 Cardiovascular Fitness & Conditioning 10 -12 Semester Credit: 1

This course will focus on Cardiovascular Fitness & Conditioning. Students will work to improve their heart health and overall cardiovascular fitness levels through individualized cardiovascular fitness plans. Students will use heart rate monitors and pedometers to assess and monitor their cardiovascular fitness levels and workouts during the course. The course will offer challenging aerobic workouts and conditioning through circuit training, interval training, cross training, game play, group fitness games and activities, agility and speed training, as well as how to safely use cardiovascular equipment within a fitness center. It will emphasize the principles of carrying out a physically active lifestyle to achieve Lifetime fitness. All fitness levels welcome.

935 Muscular Strength Training & Body Toning 10 -12 Semester Credit: 1

This course builds off of the basic principles of strength training covered in Wellness 1. Students will review how to safely use and adjust all fitness equipment. Students will use prior knowledge to learn more advanced strength training and body toning exercises and techniques. Each student will design a personalized strength training/body toning program and set goals for themselves. Students will continually assess their progress and their programs to improve overall muscular fitness levels to achieve their goals. There will be an emphasis on using correct form and technique while using both machines and free weights in the fitness center. Students will also be introduced to functional training. It will target the core muscles through the use of resistance bands, medicine balls, stability balls, and other like equipment. Students will also assess their heart rates levels to adjust the intensity of their workouts.

936 Team Sports & International Games 10 -12 Semester Credit: 1

This course provides students an opportunity to improve their physical fitness levels through group game play of varying team sports and international games. It also encourages students to adopt a physically active lifestyle by participating in a variety of physical activities. This course includes team sports such as Soccer, Basketball, Flag Football, Floor Hockey, Baseball/Softball and international games such as Cricket, Team Handball, Korfball, Handball (Irish), and Rounders. Basic game concepts and skills will be taught. Team strategies will be covered, as well as the history of the sports and games. No experience in these sports and activities is necessary to join the course. All abilities welcomed.

937 Lifetime Sports 10 -12 Semester Credit: 1

This course provides students an opportunity to improve their physical fitness levels through participation in individual and group play of various recreational sports and backyard games. It also encourages students to adopt a physically active lifestyle by participating in a variety of lifetime activities. This course includes recreational sports/lifetime activities such as Tennis, Volleyball, Badminton, Pickleball, Ultimate Frisbee and backyard games such as Bocce Ball, Croquet, and Whiffle Ball games. Basic game concepts and skills will be taught. Team strategies will be covered, as well as the history of the sports and games. No experience in these sports and activities is necessary to join the course. All abilities welcomed.

939 Sports Medicine/ CPR & First Aid 11 & 12 Semester Credit:1

The sports medicine course is designed to provide an opportunity for the students of Belmont High School to learn some of the fundamentals of the Athletic Training Profession. The class will cover the basics of anatomy and pathologies, as well as injury prevention, recognition, treatment and rehabilitation. As well as in and out of class studies students will be required to complete observation hours in each of the in season sports.

• **Option 2:
Interscholastic Athletics Season Credit: 1**

Students receive 1 credit for each completed athletic season.
(Fall Athletics, Winter Athletics and Spring Athletics)

Note A student /athlete who is cut from a BHS Athletic team will be given two weeks from the date of the cut to submit an Independent Study proposal for an out of school athletic team. The out of school athletic team must meet the equivalent number of practices & contest of the current BHS program as well as the duration of the season in order to be approved.

- **Option 3:**

| | | | |
|------------|--|-----------------|-------------------|
| | Independent Study in Physical Education for Non-School Physical Activity Programs | Semester | Credit: 1 |
| 950 | Independent Study in Physical Education Semester Long | Semester | Credit: 1 |
| 952 | Independent Study In Physical Education Full Year | Year | Credits: 2 |

Students may submit a request to be allowed to fulfill the Physical Education requirement by participating in an outside fitness program. Independent Study in Physical Education may not replicate the existing curriculum at Belmont High School. Working out at a gym will no longer be an approved PE Independent Study as a student may take Cardiovascular Fitness and Training and /or Muscular Strength Training & Body Toning which are offered during the regular school day at BHS. These programs must have duration of at least 15 consecutive weeks per semester and meet twice per week. Each individual session must be at least one hour in duration. In order to elect this option, students must complete an Independent Study proposal. The final deadline for full year and first semester Independent Study proposals is the first Monday in the month of June. The final deadline for second semester Independent Study proposals is the first Friday in January after the December break. Please refer to the Independent Study Proposal process outlined on page 6 of this program for more information. **In order to receive credit for the independent study, students are responsible for submitting written verification of the required hours completed for their independent study to the Director of Physical Education no later than one week prior to the end of the semester.**

SCIENCE AND TECHNOLOGY ENGINEERING

Students entering Belmont High School as freshmen are required to take four years of science. The four years of course work must include Physics, Chemistry, and Biology, in that order. Courses are intended to develop skills in critical analysis, problem solving, inquiry/research, effective communication of scientific ideas, and responsible citizenship. Most colleges and universities expect students to complete one year of biology, chemistry, and physics in high school. Students may take more than one science course in grades 11 and/or 12 with the approval of the Director of Science.

Students take the Massachusetts Comprehensive Assessment System (MCAS) science test near the end of their grade 9 science course. Passing is required for graduation competency. Those who wish to take an SAT II in science should seek information and registration forms from the guidance office. SAT II test preparation courses are given through Belmont Community Education.

In order to receive Advanced Placement (AP) credit for any AP Science course, students must take the AP exam in May. Test information and registration forms are available in the guidance office. If a student chooses not to take the AP exam, honors credit will be assigned to the course.

SEQUENTIAL CHART

| <u>Grade 9</u> | <u>Grade 10</u> | <u>Grade 11</u> | <u>Grade 12</u> |
|--|--|--|--|
| | | Core | |
| <ul style="list-style-type: none"> - Physics (CP/H) <hr style="width: 100%;"/> | <ul style="list-style-type: none"> - Chemistry (CP/H) | <ul style="list-style-type: none"> - Biology (CP/H) - Biology (AP) | <ul style="list-style-type: none"> Required Elective |
| | | Elective Courses | |
| <ul style="list-style-type: none"> - Introduction to Design and Engineering (Semester Course) | <ul style="list-style-type: none"> - Introduction to Design and Engineering - Engineering Design and Technology (CP/H) - Computer Aided Design and Electronics (H) - Physics B (AP) <hr style="width: 100%;"/> | <ul style="list-style-type: none"> - Chemistry (AP) - Astronomy (CP) - Physics B (AP) - Disease, Forensics and Technology (CP) - Engineering Design and Technology (CP/H) - Computer Aided Design and Electronics (H) <hr style="width: 100%;"/> | <ul style="list-style-type: none"> - Chemistry (AP) - Physics B (AP) - Astronomy (CP) - Zoology of Aquatic and Terrestrial Organisms (not offered in '13-'14) - Anatomy and Physiology (H) - Neurobiology (H) - Environmental Science (AP) - Disease, Forensics and Technology (CP) - Engineering Design and Technology (CP/H) - Computer Aided Design and Electronics (H) - Science Ethics and Controversies (CP) <hr style="width: 100%;"/> |

Science – 4 year requirement (20 credits)
Three core sciences plus one elective)

inventors and architects to solve open-ended problems. Students learn and use a wide variety of materials, tools, and technologies to construct working prototypes for all projects. Spatial understanding, technical communication, creative design, building and drawing by hand, rather than through computer technologies, are areas of focus. Topics include: engineering design, technical drawing (in both 2D and 3D), mechanisms, electro-mechanical systems, and electronic circuits. Students taking the Honors option are expected to do more independent work. There will be additional components to homework and projects where the student will be asked to go deeper into the content, skills, and processes presented in the course.

Prerequisite: None

735 Computer Aided Design and Electronics Honors

10 – 12

Year

Credits 5

This course is an honors level design course. After completion of this course, students will learn how to model their designs using a modern three-dimensional, parametric design software program, “ProEngineer,” and create basic programs to control lights and motors in a physical computing environment. Students will also learn how to use a rigorous design process to ensure the full development of their ideas.

Throughout the course, students will work in collaborative teams on the virtual construction of parts and assemblies using the design software. In the electronics portion of the course students will learn to program controllers that will allow them to add sensors, lights, and motors to their designs. Assessment in this course will be accomplished through regular skill quizzes, small projects, and a capstone project which will involve the virtual design, physical construction, and programming of a single module in a large chain reaction.

This course is appropriate for anyone with an interest in design using technical tools, including people considering careers as technical artists, industrial designers, engineers, architects, etc.

SOCIAL STUDIES DEPARTMENT

Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides a coordinated study drawing upon such disciplines as history, anthropology, economics, geography, law, philosophy, political science, psychology, sociology, as well as appropriate content from the humanities. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an increasingly interdependent world.

Students must select the sequential program of World History in grade 9 (200 A.D. – 1500 A.D.), American Studies in grade 10 (1865 - Present) and Modern World History in grade 11 (1500 A.D. - Present). In selecting this sequence, students will learn not only historical concepts and patterns but also will develop writing and research skills necessary for the true comprehension of the social studies. During each course the research skills will be further operationalized in a Research Scope and Sequence which includes: the Freshman Research Paper in grade 9; the Sophomore Research Paper in grade 10, and the Junior Thesis in grade 11. All students in grade 11 must successfully complete the Junior Thesis in order to pass the course. Each succeeding course will build upon the knowledge and skills mastered through the previous one. In addition to the three year required core, students may choose from a variety of electives.

Students who enroll in Honors Social Studies courses are expected to: be self directed, have advanced writing and reading comprehension skills, have independent researching skills, have the ability to make inferences and discuss abstract ideas, possess strong self-advocacy skills, independently make up absent work in a timely fashion, and consistently turn in assignments on time. Summer reading and a written assessment may be required.

Departmental Statement on the AP Exam: Social Studies students enrolled in AP courses are expected to take the AP exam in the Spring. If you do not register and take the exam, the “AP” distinction can not appear on your transcript. In its place the course name with an “Honors” distinction will appear on your transcript, as both AP and Honors courses are weighted equally for purposes of GPA calculation. If you are unable to take the exam for any reason please make arrangements with your teacher or the Director of Social Studies ahead of time. All special circumstances will be held in confidence.

SEQUENTIAL CHART

| <u>Grade 9</u> | <u>Grade 10</u> | <u>Grade 11</u> | <u>Grade 12</u> |
|-------------------------|--|--|--|
| Core | | | |
| - World History (CP/H) | - American Studies (CP/H) - U.S. History (AP) | - Modern World History (CP/H) - European History (AP) | |
| Elective Courses | | | |
| | - You & the Law | - U.S. History (AP) - You & the Law - Facing History & Ourselves (not offered in '13-'14) - Community Service - Beginning Economics (H) - Economics (AP) - Current Issues and Global Politics (H) - Global Leadership | - U.S. History (AP) - European History (AP) - You & the Law - Facing History & Ourselves (not offered in '13-'14) - Community Service - Beginning Psychology (H) - Psychology (AP) - Economics (AP) - Beginning Economics (H) - Current Issues and Global Politics (H) - Global Leadership |

Social Studies – 3 year requirement (15 credits)

Social Studies Department Level Differentiations

| Skills Checklist | College Prep Students should be able to do all of the following <i>with teacher support and scaffolding</i> : | Honors Students should be able to do all of the following <i>independently</i> : | Advanced Placement Students should be able to do all of the following <i>independently</i> : |
|-----------------------------|---|---|--|
| Reading | <ul style="list-style-type: none"> ○ Identify main ideas and relevant details ○ Identify author's intent/bias ○ Reading is focused predominately on core curriculum with primary source material largely read and discussed in class | <ul style="list-style-type: none"> ○ Identify main ideas and relevant details ○ Identify author's intent/bias ○ Reading is focused on core curriculum and additional supplementary sources | <ul style="list-style-type: none"> ○ Identify main ideas and relevant details ○ Identify author's intent/bias ○ Independently relate main ideas to broader historical concepts and themes ○ Comprehend primary sources independently ○ Synthesize large amounts of reading materials from a college level textbook at a fast pace |
| Research | <ul style="list-style-type: none"> ○ Locate appropriate primary and secondary sources to support a thesis ○ Synthesize research to answer a critical thinking question | <ul style="list-style-type: none"> ○ Locate appropriate primary and secondary sources to support a thesis ○ Synthesize research to answer a critical thinking question | <ul style="list-style-type: none"> ○ Locate appropriate primary and secondary sources to support a thesis ○ Apply and synthesize research to create and answer a critical thinking question |
| Analytical Skills | <ul style="list-style-type: none"> ○ Identify, comprehend and apply abstract concepts ○ Relate specific people and events to broader historical patterns and themes | <ul style="list-style-type: none"> ○ Identify, comprehend and apply abstract concepts ○ Relate specific people and events to broader historical patterns and themes | <ul style="list-style-type: none"> ○ Identify, comprehend and apply abstract concepts ○ Relate specific people and events to broader historical patterns and themes ○ Analyze historical documents and formulate sophisticated, multi-faceted arguments based on textual support |
| Writing Expectations | <ul style="list-style-type: none"> ○ Develop a written argument and support it with appropriate examples ○ Draw written conclusions from multiple sources of information ○ Directed questions are previewed and writing is supported during class time with graphic organizers and prewriting activities | <ul style="list-style-type: none"> ○ Develop a written argument and support it with appropriate examples ○ Draw written conclusions from multiple sources of information ○ Assignments are supported with graphic organizers | <ul style="list-style-type: none"> ○ Develop a written argument and support it with appropriate examples ○ Draw written conclusions from multiple sources of information ○ Communicate a written understanding of the complex relationships among historical concepts and evaluate their relative importance to historical event(s) and themes |
| Mastery of material | <ul style="list-style-type: none"> ○ Master core material ○ Focus is on comprehension with a balance between formative and summative assessments | <ul style="list-style-type: none"> ○ Master some material not presented or reviewed in class ○ Focus is on comprehension plus analysis with a balance between formative and summative assessments | <ul style="list-style-type: none"> ○ Master extensive material not presented or reviewed in class ○ Focus is on formal, summative assessments |

610 World History 9 Year Credits: 5

World History surveys the major events of western and non-western history from 200 C.E. - 1500 C.E. Students in this course will acquire an appreciation of and investigate the impact that religion, geography, art, politics and economics, had on the culture of the various civilizations.

This program of study will require students to read a prescribed text with an abundance of ancillary materials. Student assessment will respond to a variety of learning styles and specific social studies skills and content areas, with a specific emphasis on writing and research skills. Students will write a Freshman Research Paper to continue to develop their researching skills and methods for historical writing.

612 World History Honors 9 Year Credits: 5

World History surveys the major events of western and non-western history from 200 C.E. - 1500 C.E. Students in this course will acquire an appreciation of and investigate the impact that religion, geography, art, politics and economics, had on the culture of the various civilizations.

This program of study will require students to read a prescribed text, with an abundance of ancillary materials. Student assessment will respond to a variety of learning styles and specific social studies skills and content areas. Students will write a Freshman Research Paper to continue to develop their researching skills and methods for historical writing.

Students taking this course should have the recommendation of their eighth grade social studies teacher.

620 Modern World History 11 Year Credits: 5

Modern World History surveys the major historical events of the Global Community from 1600 A.D. to the present. A multi-discipline approach including politics, economics, geography, religion, art, literature, and philosophy will be utilized to gain a broader insight into the cultural development of the world.

This program of study will require students to read a prescribed text with an abundance of ancillary materials. Student assessment will respond to a variety of learning styles and specific social studies skills and content areas, with a specific emphasis on writing and research skills. All students in grade 11 must successfully complete the Junior Thesis in order to pass the course.

622 Modern World History Honors 11 Year Credits: 5

Modern World History surveys the major historical events of the Global Community from 1600 A.D. to the present. A multi-discipline approach including politics, economics, geography, religion, art, literature and philosophy will be utilized to gain a broader insight into the cultural development of the world.

This program of study will require students to read a prescribed text with an abundance of ancillary materials. Student assessment will respond to a variety of learning styles and specific social studies skills and content areas. All students in grade 11 must successfully complete the Junior Thesis in order to pass the course.

Students taking this course should have the recommendation of their tenth grade social studies teacher.

630 American Studies 10 Year Credits: 5

The content of this course encourages a deeper understanding of the major historical events in American History from 1865 to the present. The central themes of the class include the role and responsibility of local and national government, the essence and evolution of the American Dream and American identity, and America's place in world affairs. Units of study include Reconstruction and the American West, Progressivism, the Roaring 20s, the World Wars, cultural changes of the late 20th century, the Cold War and the Vietnam War. Teachers will emphasize the roles of art, literature, economic and social trends, and politics in the development of American culture.

This program of study will require students to read a prescribed text with an abundance of ancillary materials. Student assessment will respond to a variety of learning styles and specific social studies skills and content areas with an emphasis on writing and research skills. Students will write a research paper to continue to develop their researching skills and methods for historical writing.

Summer reading is required for this course. Students must have the assignment completed by the first day of school and be prepared to be assessed on all of the readings during the first week of school.

632 American Studies Honors 10 Year Credits: 5

The content of this course encourages a deeper understanding of the major historical events in American History from 1865 to the present. The central themes of the class include the role and responsibility of local and national government, the essence and evolution of the American Dream and American identity, and America's place in world affairs. Units of study include Reconstruction and the American West, Progressivism, the Roaring 20s, the World Wars, cultural changes of the late 20th century, the Cold War and the Vietnam War. Teachers will emphasize the roles of art, literature, economic and social trends, and politics in the development of American culture.

This program of study will require students to read a prescribed text with an abundance of ancillary materials. Student assessment will respond to a variety of learning styles and specific social studies skills and content areas with an emphasis on writing and research skills. Students will write a research paper to continue to develop their researching skills and methods for historical writing.

Summer reading is required for this course. Students must have the assignment completed by the first day of school and be prepared to be assessed on all of the readings during the first week of school.

Students taking this course should have the recommendation of their ninth grade social studies teacher.

ELECTIVES

638 Advanced Placement Psychology and Neuroanatomy Honors 12 Year Credits: 11

This course is a collaborative effort between the social studies and science departments and is only open to seniors. Students are simultaneously enrolled in the two courses. This course is designed to be the equivalent of an introductory college course in laboratory-based psychology.

In the social studies course students focus on the behavioral, cognitive, social, psychodynamic, trait and humanistic paradigms of psychology. In the science course students study the anatomical and physiological basis of behavior. This includes a comprehensive study of the anatomy and physiology of the human brain and nervous system. Students are required to have successfully completed one biology course and one chemistry course. Much of the work of this course is done in the lab. Students are prepared to take the Advanced Placement examination in Psychology. This course may not be taken with Beginning Psychology Honors

Summer reading is required for both the science course and the social studies course with an accompanying assessment.

675 Global Leadership 11 –12 Year Credits: 5

Global leadership is a year-long course that will appeal to students who have an interest in both community service and global affairs. Students will examine human rights issues and the role of service leaders in the global community. They will forge relationships with schools and other organizations abroad and use these relationships to discuss issues of intercultural communication. Building off of these learning experiences, students will design a global action project that will allow them to make a difference around one issue for which they are passionate. The course will use technology such as blogs, email, social bookmarking websites, podcasts, and videos as well as other sources like journal and news articles.

655 You & the Law 10 –12 Year Credits: 5

The law affects all of us each day in ways we may not even notice and there's much more to law than what we see on TV. This course is designed to untangle the law and our legal system, exploring how law impacts our lives, and evaluate our system's strengths and weaknesses. Topics of study include the purpose of laws and how they're made; the role of judges, juries and lawyers; crime and punishment; constitutional protections against police searches and interrogation; discrimination; personal injury law; and our rights as consumers. The course also involves regular analysis of legal issues in the news. Students can expect to participate in simulations, mock trials, oral presentations, debates, individual writing assignments and group activities. A field trip to a correctional facility is usually part of the course.

659 Facing History and Ourselves (not offered in 13-14) 11 –12 Semester Credits: 2.5

This course is for students who have an interest in connecting their own life and personal story to historical events for life-long lessons. Through an in-depth examination of conformity, prejudice, stereotyping and discrimination, students will understand modern history in the context of their own lives. This course will explore the role of the individual in society, with a focus on the many influences that led to the Holocaust and other modern-day genocides. Students will be exposed to the material through engaging readings, extensive primary source materials, video, other media and the life experiences of their classmates. Students are assessed through personal reflection, writing and project-based work.

663 Beginning Psychology Honors 12 Year Credits: 5

The principal aim of this course is to give students a basic understanding into the field of psychology and to examine motivation, learning, behavior, development, perception and cognitive process in humans and animals. The course will also seek to answer questions such as Why some people are more hostile than others?: How our experiences shape our future?, Why have certain human tragedies repeated time and time again?, and How is one's personality determined? Through a rigorous workload which utilizes discussion, lectures, group work, presentations, readings, and movies students will have a very concrete understanding of introductory psychological concepts, ideas, and practices. Students may take only one Psychology class (Beginning Psychology, or AP Psychology).

A recommendation from a Junior Social Studies teacher is required.

670 Community Service 11 – 12 Year Credits: 5

This course is designed as a practicum for students who want an opportunity to contribute directly to the community in which they live. The major part of a student's participation consists of a placement in the field for 4 hours per week. Students will have a wide range of placement opportunities in Belmont and beyond, including schools, nursing homes, hospitals, and shelters.

Additional weekly requirements for the course will include a classroom session, and reflective journals and essays. Each class will design and implement one group service project a year, which requires students to identify a cause of their own choosing, examine feasibility, develop strategies to implement the project and see it through to completion. Past projects have included collection and distribution drives for the Lost Boys of Sudan, a t-shirt fundraiser for the Herman Taylor III Memorial Fund, and an afternoon of activities for a local shelter. Grading will be

based on a combined evaluation by the teacher and the placement agency. This course may be taken only once, either in the junior or senior year.

This course does not count toward the community service requirement (40 hours) for graduation.

661 Current Issues and Global Politics Honors

11 –12

Year

Credits: 5

This course analyzes the major issues and concerns on a national and international level. Units reviewed include: domestic and global terrorism and the war on terror, crime and punishment, theory and application of major political and economic ideologies, military conflict, foreign policy, and international trade and environmental concerns. Throughout the year, class time is used to examine major news items that arise. Students will examine these issues conduct research to gain further knowledge of the subjects, evaluate the arguments of opposing sides, and form their own ideas and opinions.

Those enrolled in this course are required to use resources beyond the classroom, such as credible websites, online videos and podcasts, and printed works. The course will culminate with a final project that presents an international issue not reviewed during the year.

