

Belmont High School
Department of English

Graduation Requirements:

English – 4 years including Senior Thesis (AP English) or Capstone (English 12CP/H)
21 Credits

English 9: Coming of Age

This 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. Students study the beauty of evocative descriptive writing while reading and learn the fundamentals of extended literary analysis and analytical writing. Students also analyze short stories, 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. Several times a year, 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.

Course Levels: College Preparatory or Honors

Your student's English teacher will recommend either a college preparatory or honors course based on his or her assessment of your student's current level. A teacher's recommendation is often the best and most valid input into the course selection process as the recommendation is based on classroom experience and assessment of your student. As a department, we look at student data each year to calibrate our recommendations.

Factors to consider:

- *Literacy Skills:* How much support does your student need to effectively read and comprehend secondary source texts and primary sources? Think about whether your student can comprehend the author's word choices and sentence structure well enough to walk into class the next day and take a pop quiz.
- *Research and Writing Skills:* How much support does your student need to develop a written argument and support it with appropriate evidence? All 9th graders are learning how to write a logically developed thesis-driven essay for the first time. Students will learn to support a logical argument in which each claim builds on the preceding one.
- *Critical Thinking Skills:* How much support does your student need to relate specific people and events to broader historic patterns and themes? In college prep, more support is provided throughout the year, as well as time in class.
- Both honors and college prep classes prepare students for college level work with a common core curriculum
- Many students choose to take English 9CP so that they can give themselves time to get adjusted to high school, and then take English 10H the next year. The curricula are similar and there's not a "gap" that needs to be made up.

We have an exciting Creative Writing Elective course that students may take in grades 10-12

Lisa Hurtubise, Interim Director Department of English
lhurtubise@belmont.k12.ma.us 617-993-5945



Foreign Language Department



General Information about Information the Foreign Language program:

- Graduation requirement: 2 years
- More than 2 years is encouraged! Some colleges look for 3-4 years of the same language.
- Every language → options for 4 years
- Heritage speakers can take advanced levels → placement test required
- Mixed grade levels in classes (depends on starting point)

Language Choices:

- Begin a new language
- Continue the same language of study

The Foreign Language Course Selection sheet was handed out in language classes on earlier this week and will due back to your student's current Foreign Language teacher by **Monday, March 2**. This information will be helpful as the teachers make recommendations.

Recommendations:

Teachers recommend the courses that best matches the student's proficiency level, progress this year, and learning strengths and needs. The recommendation is based on the teacher's knowledge of your student from classroom experiences and assessments.

The recommendation will be for one of the following:

- 1st year course/ college prep
- 2nd year course/ college prep
- 2nd year course/ honors

If you or your student do not agree with the teacher's recommendation, your first step is to email or call the teacher to learn about the his or her reasoning. A conversation with the teacher is a necessary precursor to a course placement review request.

If you have any further questions, please contact:

Colleen Foley

Director of Foreign Language

cfoley@belmont.k12.ma.us

617 993-5955



Description of Foreign Language Course Levels

Modern Languages: *Chinese, French, and Spanish*

Level 1: This course begins the sequence of the study of the target language and culture. The course emphasizes the four skills of speaking, writing, reading and listening that are assessed in both written and oral formats. Students will learn vocabulary and structures to communicate about common topics primarily in the present tense. Students will use a variety of resources, including authentic language resources, to support the development of their language skills and cultural awareness. The students will be working towards being able to communicate in the target language at the Novice High level and entering the Intermediate Low level in some areas of communication by the end of the year. This means that they will be able to have short conversations and communicate about familiar topics using mostly the present tense.

***Level 1B (*Spanish only*):** This course is available for students who have passed Spanish 1 or the middle school program but need more time to master the novice outcomes. Students will continue to develop the skills of speaking, writing, reading and listening using foundational vocabulary and grammar structures. Students will use a variety of resources, including authentic language resources, to support the development of their language skills and cultural awareness in order to be well prepared to continue to a Spanish 2 course the following year. Just as in the Spanish 1 course, the students will be working towards being able to communicate in Spanish at the Novice High level and entering the Intermediate Low level in some areas of communication by the end of the year. This means that they will be able to have short conversations and communicate about familiar topics using mostly the present tense.

Level 2 College Prep: This course follows the successful completion of Level 1 (studied at the high school or at the middle school). There is a continued emphasis on speaking, writing, reading and listening, with a higher level of acquisition and use of vocabulary and grammar. There is a continued study of the target culture through the use of authentic language resources. Students develop decoding skills that support their work with authentic language resources. The target language is primarily used by the teacher and students are expected to also use the target language to communicate to the extent possible for the level. The immersion experience is slowly introduced as the year progresses and expectations for student use of the language increase over time. Over the course of the year, the students will be working towards being able to communicate effectively at the Intermediate Low level. This means that they will be able to have short conversations and communicate about familiar topics comfortably. They will be able to do this in both the present and past tenses by the end of the year.

Level 2 Honors: This course, taught almost exclusively in the target language, is for students who have successfully completed Level 1 and who are motivated and prepared to continue their study of the target language and culture at a more intense level. 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. Students will work with authentic language resources to support their skill development and cultural awareness and will be expected to demonstrate comprehension and critical thinking skills when working with and

Description of Foreign Language Course Levels

communicating about these resources. There is a strong emphasis on grammatical accuracy while communicating. The target language is used almost exclusively by the teacher and students are expected to also primarily use the target language to communicate in class. Over the course of the year, the students will be working towards being able to communicate effectively at the Intermediate Low level in all areas of communication and will be entering the Intermediate Mid level in some areas of communication. This means that they will be able to have short conversations and communicate about familiar topics comfortably in multiple time frames.

Latin

Latin 1: This course introduces the students to the classical language of the Romans. Fundamentals include Latin vocabulary, forms, and grammar needed to read stories based on history and popular myths. Students will begin to develop their understanding of Latin vocabulary and grammar while building their communication skills with the language. Students will build their capacity to communicate in Latin about topics that are personally relevant to them as well as historical aspects of Roman culture and customs.

Latin 2CP: This class reinforces and expands students' abilities to communicate in Latin as well as their cultural knowledge of the Roman world. The cultural component of this Latin sequence will continue with an emphasis on historical readings. Students will increase their understanding of Latin vocabulary and grammar with the goal of reading a progression of stories involving additional aspects of Roman culture. The stories become increasingly sophisticated in vocabulary, structure, and depth of meaning. The course focuses on the same topics as the Level 2 Honors class, however, students in the Level 2 College Prep class will not be assessed on all details of Latin grammar and syntax and will have additional supports in place for learning. Students will continue to develop their communication skills in Latin in order to interpret and share personal information and cultural information.

Latin 2 Honors: This class reinforces and expands students' abilities to communicate in Latin as well as their cultural knowledge of the Roman world. The cultural component of this Latin sequence will continue with an emphasis on historical readings. Students will increase their understanding of Latin vocabulary and grammar with the goal of reading a progression of stories involving additional aspects of Roman culture. The stories become increasingly sophisticated in vocabulary, structure, and depth of meaning. This course does cover the same topics as the 2 CP course, but at a quicker pace, more in depth, and with more of a focus on grammar. Students will continue to develop their communication skills in Latin in order to interpret and share personal information and cultural information.

Belmont High School Mathematics Department

4 years of mathematics required to meet graduation requirements at BHS.

Please contact Patty Soliozy, Director of Mathematics, at psoliozy@belmont.k12.ma.us with questions about the math program at BHS. Placement recommendations should be discussed with your student's math teacher during the placement process.

Students entering grade 9 will be recommended for one of the following courses:

402 Algebra 1 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.

410 Geometry This course requires successful completion of a full year of study in Algebra 1. The course blends the study of plane geometry with some exposure to solid geometry. The course curriculum is based on the Massachusetts State Frameworks for geometry with an emphasis on the development of logical inquiry through proofs. Students will focus on the study of triangles, parallel lines, quadrilaterals, circles and solids. Areas of plane figures and surface areas and volumes of solids are included. Transformations, tessellations and symmetry will be investigated. Right triangle trigonometry will be studied along with applications.

406 Geometry Honors This course requires a strong background in algebra since algebraic concepts are integrated throughout the course. Major subject areas include lines, angles, polygons, trigonometry, planes, congruence, similarity, circles, areas, volumes, constructions, probability, coordinate proofs and applications. A primary aim of the course will be the development of logical inquiry through geometric proofs. Proofs will focus on triangles, parallel lines, transformations, and symmetry. Applications of geometry to art, architecture, and science are also included in this course. Additionally in the area of probability students will understand independence and conditional probability and use them to interpret data, use probability rules to compute probabilities of compound events in a uniform probability model.

439 Algebra 2 H1 This course requires a strong background in Algebra and Geometry. It stresses both the structure and computations necessary to solve problems in algebra and trigonometry. The course involves an intensive study of equations, inequalities, functions, polynomials, matrices, logarithms, exponents, and linear programming. The pace of this course is demanding requiring students to work independently and to apply concepts to open ended problems.

Most typical MathPathways:

- Algebra 1, Geometry, Algebra 2, PreCalculus*
- Algebra 1, Geometry and Algebra 2**, PreCalculus, Calculus
- Geometry, Algebra 2, PreCalculus, Calculus*
- Algebra 2, PreCalculus, Calculus, AP Statistics* or Ind Study

*Or Senior Electives, **Two Math classes in the same year

Belmont High School
Science and Technology/Engineering Department

Graduation Requirements:

- Grade 9: Physics (CP or Honors)
- Grade 10: Chemistry (CP or Honors)
- Grade 11: Biology (CP, Honors or AP)
- Grade 12: Science or Technology/Engineering Elective (CP, Honors, or AP)

Grade 9:

Physics

This is a conceptual Physics course that emphasizes concepts in physics which are seen in everyday life. One of the primary goals of the course is to help students understand the application of these concepts to problem-solving. A significant portion of the course will stress the development of conceptual understandings of physical laws and relationships. Topics addressed in this course include: mechanics, electricity, magnetism, heat and waves. Students will be prepared to successfully complete the Introductory Physics MCAS test.

Physics Honors

This is an honors level course for ninth grade students with a strong interest and ability in science and mathematics. Most assignments, tests, and class work deal with problem solving using mathematical relationships. Problem-solving and strong mathematical skills are required for this course. Students are expected to be comfortable with using algebra to solve problems and must be able to work independently and be self motivated. Topics addressed in this course include: mechanics, electricity, magnetism, heat and waves. Students will be prepared to successfully complete the Introductory Physics MCAS test.

Prerequisite: 8th Grade Teacher's Recommendation based on Science, Math and work skill readiness.

Course Levels: College Preparatory or Honors? Your student's Science teacher will recommend either a college preparatory or honors course based on his or her assessment of your student's current level, with particular attention to the 8th grade Physics unit. A teacher's recommendation is often the best and most valid input into the course selection process as the recommendation is based on classroom experience and assessment of your student. As a department, we look at student data each year to calibrate our recommendations. The goal is to place the student in the course where they will deeply learn the most physics next year. The Science teacher will also consider the student's current math course and performance, as Honors Physics success depends on fluency with Algebra.

Factors to consider:

- Both Honors and College Prep classes prepare students for college level work with a common core curriculum. All students will take the Physics MCAS in June.
- Math level and performance - students who are most successful in Honors Physics have taken Algebra I in 8th grade.
- Pacing and Independence - Honors Physics is faster with an emphasis on the mathematical relationships in physics, flexibility in problem-solving, less review, and a higher degree of self-advocacy expected.
- Students who take College Prep as a 9th grader and excel can absolutely enroll in Honors Chemistry as a 10th grader and possibly then AP Bio as an 11th grader, based on their skill development and teacher recommendations.

Turn over to see what else the Sci/Tech Department has to offer your student beyond Physics!

Science and Technology/Engineering Electives to look forward to:

- Anatomy and Physiology (H)
- Chemistry (AP)
- Disease, Forensics and Technology (CP)
- Environmental Science (AP)
- Neurobiology (H)
- Physics (AP)
- Science Ethics (CP/H)
- Zoology (CP)
- Intro to Robotics (H)
- Design and 3-D Printing (H)
- Intro to Computer Science (H)
- Computer Science Principles (AP)
- Computer Science A (AP)

A constantly evolving and lengthy list of student run Sci/Tech Clubs including:

Science Team, Environmental Club, Coding Club, Robotics, Women in Science, Engineering and Design Club, Science Experiment Club...

Please do not hesitate to reach out if I can answer any questions you may have:

Elizabeth Baker
Director, Department of Science and Technology/Engineering
617-993-5975
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Belmont High School
Department of Social Studies and Community Service

Graduation Requirements:

- Grade 9: World History (CP or Honors)
- Grade 10: American History (CP or Honors) or AP United States History
- Grade 11: Modern World History (CP or Honors) or AP European History
- 40 Hours of Community Service

Grade 9: World History

World History surveys the major events of western and non-western history from 200 C.E. - 1500 C.E. Students in this course will investigate the impact of religion, geography, art, politics and economics on different civilizations in India, China, Japan, Europe, West and North Africa, the Middle East, and Latin America. Building on their understanding of world geography and civilizations from middle school, students study these topics by researching and exploring guiding questions such as, “How does religion dictate action?”, “How is power gained, used and challenged?” and “How do economic and cultural exchanges impact societal development?”

Course Levels: College Preparatory or Honors

Your student’s Social Studies teacher will recommend either a college preparatory or honors course based on his or her assessment of your student’s current level. A teacher’s recommendation is often the best and most valid input into the course selection process as the recommendation is based on classroom experience and assessment of your student. As a department, we look at student data each year to calibrate our recommendations.

Factors to consider:

- *Literacy Skills:* How much support does your student need to effectively read and comprehend secondary source texts and primary sources?
- *Research and Writing Skills:* How much support does your student need to develop a written argument and support it with appropriate evidence?
- *Critical Thinking Skills:* How much support does your student need to relate specific people and events to broader historic patterns and themes?
- Both honors and college prep classes prepare students for college level work with a common core curriculum
- Students who take college prep as a 9th grader and excel can enroll in honors as a 10th grader and possibly AP as an 11th grader based on their skill development and teacher recommendations

Social Studies Electives to look forward to:

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|------------------------|---------------------------------|
| ● American Pop Culture | ● Psychology |
| ● Economics | ● Social Justice by the Numbers |
| ● Global Leadership | ● You and the Law |
| ● Modern World Issues | |

Please do not hesitate to reach out if I can answer any questions you may have:

Deborah McDevitt, Director

Department of Social Studies and Community Service

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617-993-5985

BHS Visual & Performing Arts

Reference Sheet for Incoming Ninth Graders (2020-21)

Note: Students are not guaranteed placement in their first-choice elective. It is very important to be thoughtful in selecting second and third-choice electives.

CURRICULAR OFFERINGS (No fee required)

Music:	Band - <i>Symphonic Band</i>	(Honors, full year)
	Chorus - <i>Concert Chorale</i>	(Honors, full year)
	Orchestra - <i>Concert Orchestra</i>	(Honors, full year)
	Beginning Instrumental Music	(CP, full year)
	Latin Percussion Ensemble	(CP, full year)
	Electronic Music	(CP, one semester)
	Guitar Workshop	(CP, one semester)

Visual Art:	Drawing & Painting 1	(CP, full year)
	3D Art 1	(CP, full year)
	Photography 1	(CP, full year)
	Animation 1	(CP, one semester)
	Digital Art 1	(CP, one semester)

Theater:	Acting 1	(CP, one semester)
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CO-CURRICULAR ACTIVITIES (VPA After-School Activities fee applies)

Theater:	<i>Performing Arts Company</i>	(Fall Play, Spring Musical, etc.)
	Improv Comedy	(Audition Required)
Music:	Marching Band*	(Band Camp participation required)
	Jazz Ensemble*	(Audition required)
	Chamber Music*	(No audition)
	A Cappella vocal groups*	(No audition)

**Students must be enrolled in Symphonic Band, Concert Chorale, Concert Orchestra or Latin Percussion Ensemble in order to participate in after-school music activities.*

Questions?

Arto Asadoorian, Director of Visual & Performing Arts

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