Brookline High School
115 Greenough Street
Brookline, Massachusetts 02445

English Department
How to Choose Between *Responding to Literature* and *Points of View*

There are two mainstream curriculum choices for freshmen: **Responding** (honors) and **Points of View** (standard).

Responding is a good choice for kids who love to read and love to write. Teachers assume a certain facility with language. Students must be able to:

- tackle some complex and lengthy texts – for instance, Dickens and Homer -- at a quick pace: 30-35 pages per night. *Reluctant readers will really struggle here.*
- move from concrete observations to abstract ideas using texts from antiquity to the present.
- write competently -- and relatively independently – in a variety of modes: creative, analytical, personal.

Points of View has an academically challenging curriculum in which students:

- read challenging literature from antiquity to the present, and discuss ideas.
- complete the same variety of writing assignments, although complex assignments are often broken down into steps.
- move through texts at a slightly slower pace than Responding: 20-25 pages per night.
- receive more individual attention from the teacher because the classes are significantly smaller. Responding classes are generally capped at 25, while Points of View classes are capped at 18.
- focus on strategies for completing reading and writing assignments successfully.

Core texts for both of the above courses: The Oedipus Cycle, a Shakespeare play (Twelfth Night or Julius Caesar), and To Kill a Mockingbird. Students will also study short stories, poetry, grammar, and vocabulary. In addition to these core texts, students will read other books chosen by the teacher.

Please call or e-mail me if you have any questions.

Mary Burchenal
English Department Chair
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BROOKLINE HIGH SCHOOL
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Re: BHS Course Offerings in Mathematics
To: 8th Grade Parents
From: Joshua Paris joshua_paris@brookline.k12.ma.us
Math Department Chair 617-713-5168

I. Resources

The Math Centers

- The math centers are places where students can drop-in to get math help from a BHS math teacher.
- There are two math centers: One for 9th grade students (room 143) and one for upper class students (room 131).
- Each math center is staffed by two or three math teachers and is open every day from 7:30 AM – 8:15 AM.
- Students from all levels (from advanced to standard) attend the math centers.
- Students come to work on homework assignments, study for tests, get caught up when they've missed class time and generally enhance their overall mathematical understanding.
- The atmosphere in the math centers is very relaxed. Students feel comfortable asking for help.
- Groups of students from the same class come to the math centers to work on their assignments together.

Math department website in construction: https://sites.google.com/a/mathbhs.com/bhs-math/

II. Overview of the BHS Math Program

Program or Level	Gr. 9	Gr. 10	Gr. 11	Gr. 12
Standard	Geometry	Intro. Algebra 2	Algebra 2 Trig.	Pre-calculus
Honors	Geometry Honors	Algebra 2 Trig. Hon.	Pre-calculus Hon.	AP AB Calculus
Advanced	Geometry Advanced	Algebra 2 Trig. Adv.	Pre-calculus Adv.	AP BC Calculus
IMP	None	IMP2	IMP3	IMP4

Other Senior Options
- Honors Calculus
- Statistics
- AP Statistics
- A Human Math Experience (21st Century Fund)

III. Course Placement Suggestions

To begin their math experience at BHS freshmen will take one of three courses: **Geometry Advanced (MA1040), Geometry Honors (MA1030), or Geometry (MA1020)**. Each of these courses is designed to accommodate individual interests and capabilities. The best advice I could offer for determining the 'right' math course for your child is to follow the advice of his or her 8th grade teacher and counselor. They know your child's learning style very well, are familiar with the high school math program and can thus match your child with the most appropriate math course.

In terms of curriculum, the 9th grade math courses are very similar. However, they do differ in three ways:
- Pace
- Amount of formal geometric proof
- Amount of algebra

The primary difference in the courses, however, lies in the type of instruction that is utilized. The students in Advanced Geometry complete independent investigations on a daily basis and, thus, must possess a certain level of academic independence. In Geometry, on the other hand, the teachers use direct instruction much more frequently. Geometry Honors lies somewhere in the middle, incorporating both of these types of instruction. To help you see which course best meets the academic needs of your child I have included a description of a student who is likely to be successful in each of the courses. Please do not hesitate to contact me if you have any further questions.

In order to be successful in **Geometry Advanced** a student should:

- Really like thinking about problems and how to solve them
- Have very well developed analytical reasoning and computational skills
- Have really good math intuition
- Be able to pick up concepts quickly and easily
- Be able to solve complex problems by making connections between many concepts
- Be able to apply concepts to problems s/he hasn't seen before
- Understand math both conceptually and procedurally
- Want to work independently
- Not need or want a lot of direct instruction
- Be able to work cooperatively in small groups
- Say to the teacher, when s/he is stuck on a problem: "Don't tell me. Just give me a hint."
- Be super conscientious, mature and diligent in his/her approach to school

In order to be successful in **Geometry Honors** a student should:

- Like and need direct instruction
- Be able to reason well analytically
- Have good organizational and study skills
- Ideally say to the teacher, when s/he is stuck on a problem: "I don't get it, can you help me get started." But more often say, "Can you show me how to do it? "

In order to be successful in **Geometry** a student should:

- Need a very structured class environment
- Respond well to direct instruction
- Need time to develop analytical reasoning and algebraic skills
- Be a responsible and diligent student who is able to complete daily homework assignments

THE HIGH SCHOOL
115 Greenough Street
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To: 8th grade Parents
From: Ed Wiser – Curriculum Coordinator for Science 9-12
Ed_Wiser@brookline.k12.ma.us
617-713-5369
Re: Scheduling

Below is a condensed version of the first page of the BHS Course Catalog for Science. I have included it here to illustrate all pathways through our curriculum, and to stress that we do not track our students, and in fact many have gone from Physics 1 to AP Physics, in every conceivable pathway. Both courses below have the same Physics Topics in their curriculum, however the main differences between them (in addition to the example on the back) are:

- **Physics 1** is for ALL kids. An Honors Student in Humanities or Life Sciences is successful here.
- **Physics 1 H** is for ALL kids who want the challenge of deeper problem solving, and more complex critical thinking, as applied to Physical Science. Many types of learners are successful here.

There are Special Education courses as well, which as you know, must be scheduled via the Special Education Department.

Feel free to contact me for any questions. I am more than happy to assist you.

SCIENCE

The Science Department is committed to serving all Brookline High School students by presenting a well-rounded, sequential and content-rich program in a stimulating and challenging manner. The Science Department offers a wide range of courses in the basic disciplines at various levels, including Advanced Placement. In addition to this, students may take a variety of specialized 2nd year courses.

The **Physics – Chemistry – Biology – 2nd Year Elective** sequence represents the recommended order of courses. However, a different sequence may be appropriate in certain cases.

Physics Courses
Physics I
Physics I H

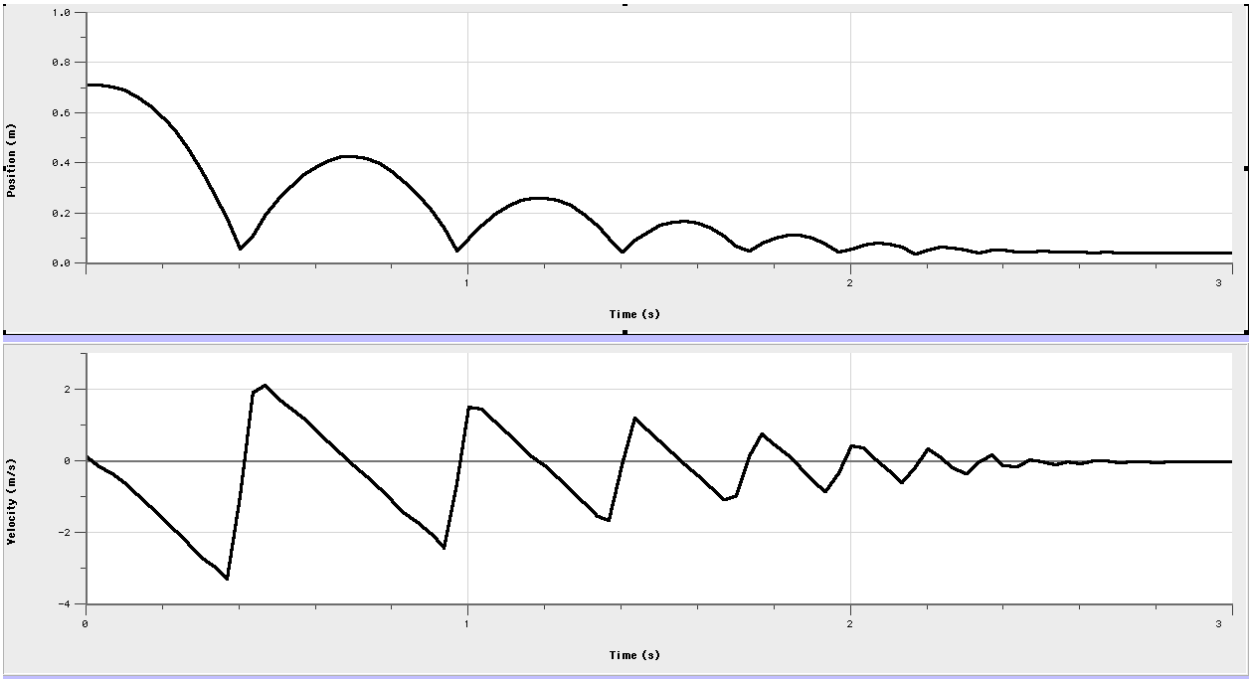
Chemistry Courses
Chemistry I
Chemistry I – LBC (S/H)
Chemistry I H

Biology Courses
Biology I
Biology I - BSCS Conceptual Biology (S/H)
Biology I H

2nd Year Electives
Physics II H
AP Physics - B
AP Physics - C
Chemistry II H
AP Chemistry
Biology II **H**
AP Biology
AP Environmental Science
Anatomy & Physiology (S/H)
Astronomy (S/H)
Marine Biology (S/H)
Genetics (S/H)
Forensics (S/H)
Engineering by Design H
Body/Mind H

A Sample of the difference between Physics 1 and Physics 1 Honor:

In this experiment a 0.1 kg ball was bounced below a downward pointed Motion Detector. The graphs on this page show the distance and velocity data.



Physics 1	Physics 1 Honor
• What is the Potential Energy of the ball at the seven high points? • What is the Kinetic Energy of the ball at the seven points just before hitting the floor? • Where does the energy go? If the ball's specific heat capacity is 900 J/(kg C°), what is its total temperature change (assume the floor gained no thermal energy)? • What would these graphs look like if the ball were made of perfectly elastic material? What would its temperature change be after 7 bounces?	In addition to all questions in the left column: • What should the graphs of total energy, including thermal energy, look like? • What would these graphs look like if the ball were made of clay? What would a graph of its temperature change look like over time? • What would these graphs look like if the ball were made of *Flubber* (200% bouncy)? What would its total energy graph be now? What would a graph of its temperature change be now?

BROOKLINE HIGH SCHOOL
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February 2013

Dear Parents of 8th Graders:

At Brookline High School, in most subjects, we level classes. We designate some classes 'standard' and some 'honors' (and at the upper grades, in some subjects, we add 'AP'). The purpose of this letter is to explain how and why we do this, and to help you to understand the placement recommendation made by your child's current Social Studies teacher for 9th grade.

The main differences between standard and honors in 9th-grade Social Studies are described in the following chart, originally composed by Andrew Cook at Heath School:

	Standard	*Honors*
Class Size	18 maximum	25 maximum
Nightly Homework Reading	3-4 textbook pages	5-6 textbook pages
Writing Assignments	Shorter (2-3 pages) and less frequent	Longer (4-5 pages) and more frequent
Use of non-textbook sources for reading and instruction	Part of curriculum; shorter and fewer primary and secondary sources	Part of curriculum; longer and more difficult primary and secondary source selections
Class support and scaffolding of assignments	Class work and assignments typically have more structure – explicit steps to follow, more in-class work	Greater expectation of independence – less in-class support and structure
Pace and depth	Slightly slower with less depth	Slightly faster with more depth

As you can see, the main structural difference between standard and honors World History is class size. That reflects the fundamental philosophical difference between standard and honors instruction – in a word, independence. While we work on content literacy skills at every grade and level, in honors classes, we assume that students can read independently with a fair degree of comprehension and accuracy. Likewise, we assume that students have facility in applying concepts to cases and in generalizing from specifics. Teachers in standard classes, by contrast, will work more frequently and explicitly on skill development. They will break down and supervise reading, note taking, and writing. Formal essays will have lots of parts completed in class. And teachers will spend lots of time monitoring the progress of individual students. Hence the

smaller classes. In honors, teachers assume that students have the literacy, conceptual, and organizational skills to work much more independently, and with less direct supervision of progress – hence the larger classes.

This difference is substantial, and for some kids, it makes all the difference. That said, keep in mind what's common: the curriculum, the textbook, and the faculty. First, all students at BHS, regardless of level, will study the classical civilizations of the pre-modern era: China, India, Christian Europe, and Islam. Each will learn about the improbable rise of the West and its consequences from the Age of Exploration and the conquest of the New World to the scientific revolution and Enlightenment. Second, all 9th graders at BHS will be using the same reasonable, though still imperfect, textbook. Third, everybody in the Social Studies Department teaches both honors and standard classes. We don't have designated 'honors' teachers or 'standard' teachers. (For example, all of this year's AP US History teachers also currently teach standard classes; one of them has two 9th grade standard sections.)

The goal of level placement is to get the challenge in the sweet spot. There's nothing more demoralizing for a young person than to sit in a room watching other kids discuss something they don't understand. Second to this is the agony of sitting in a room while kids learn painstakingly how to master something you already know how to do. We level so that kids can get the challenge where they need it – so that they can be stimulated and provoked and can experience success after a reasonable amount of effective effort.

Your child's current Social Studies teacher is the expert on his or her progress and current abilities in the subject. The district gives you the authority to override their judgment, but that's not a decision to make lightly. I particularly urge you to give me a call should you be considering making that decision. And, of course, feel free to get in touch any time you have questions or concerns about your child's education in Social Studies.

Best Wishes,

Gary Shiffman
Social Studies Curriculum Coordinator
gary_shiffman@brookline.k12.ma.us
617-713-5045

Visual Arts Courses 2013-2014

Begin (Level 1)	Drawing 1	Painting 1	Comic Drawing
	Jewelry and Metals 1	Printmaking 1	Ceramics 1
	Digital Design Studio 1	Sculpture 1	TV Production 1
	Photography 1	Art Studio	Animation 1
	Documentary Film Making 1	Digital Video 1	
	Drawing for Understanding in Field Science		

Some Notes from "A Recipe for Artful Schooling" by Eric Booth (Educational Leadership February 2013)

INTRINSIC MOTIVATION

You can't compel someone to create, or make a new, personally relevant connection, or learn from experience—the fundamental acts of learning—through extrinsic motivators. they must choose to invest themselves to truly learn and understand. This need for creative engagement applies to all fields, including science, technology, engineering, and mathematics, as well as the arts.

…. in arts education we dedicate a lot of energy to nurturing intrinsic motivation.

It requires an act of courage by students to bypass all the entrenched systems of reward and punishment to engage in activities that have no correct answers and that reveal something about who they are.

THE ESSENTIAL SKILLS OF CREATIVITY

BRAINSTORMING

"If you want to get a great idea, first get a lot of ideas." Good arts educators develop not only student's capacity for multiplicity, but also their pleasure in the process. As students learn to play with generating lots of possibilities, using this skill comes to feel good.

DIVERGENT THINKING

Divergent thinking is the capacity to come up with original, unexpected, or surprising ideas. It doesn't merely celebrate the originality aspect of creativity but rather highlights the ideas that are unexpected *and* valuable.

METAPHORIC THINKING

Metaphoric thinking connects two unusually disconnected categories of things in a way that provokes meaning. A good metaphor makes a ringing impression.

All strong communicators use metaphors effectively.

FLEXIBLE THINKING

Artists are flexible thinkers. They seamlessly go back and forth between considering parts and wholes.

Artists are also masters at playing with multiple points of view.

MULTISENSORY ENGAGEMENT

The arts remind us that the human body is more than a gizmo for transporting a head.

Good arts educators guide students to learn by doing something physically, "on your feet," ….

EMPATHY

Arts educators can provide teachers with practical tools to address empathy. When students make things together in a well-prepared project, taking modest risks together, documenting the process, and switching roles along the way, they interact in new ways.

BHS World Language Placement for Grade 9 (02/01/13)

Agnes_Alberola@brookline.k12.ma.us
617-713-5094

All students need at least two years of WL (in the same language) to graduate from BHS.
Most colleges want to see a progression of at least three years of a WL.
The vast majority of our students take four years of WL.
Don't wait until Sophomore year to begin.

1) Students can begin any language at BHS:
WL0100 Chinese I
WL1100 French I
WL5100 Japanese I
WL3100 Latin I
WL4101 Beginning Spanish I (two teachers and small class size)
WL4130 Beginning Spanish (1&2) Honor (See #2 below)

2) Students who have successfully studied a WL for at least two years can go in an accelerated Spanish program.
WL4130 Beginning Spanish (1&2) Honor. In that class, students cover the first two years of the language in one year.

3) Students who have studied a WL in grade 8 can continue studying the same language:
Please use the recommendation indicated by the grade 8 teacher. Changes made in September may not be possible due to classes being full.

For Spanish, the most typical recommendations are:
WL4220 Intermediate Spanish II
WL4230 Intermediate Spanish II Honor
WL4240 Intermediate Spanish II Advanced (used to be named AP)

For French, the most typical recommendations are:
WL1220 French II
WL1230 French II Honor
WL1240 French II Advanced (used to be called AP)

For Chinese, the most typical recommendations are:
WL0200 Chinese II
WL0230 Chinese II Honor

4) Heritage speakers or native speakers can sometimes study that language at BHS. They need to contact Agnès Albérola to decide if we offer the right course for them and which level would be best.

5) Students who want to take two WL:
In rare instances, students might be able to take two languages at BHS, provided that no new classes need to be created to accommodate these additional students, and provided that the two language classes fit in the students' schedule without prejudice to the inclusion of required courses. Make sure to let your elementary school guidance counselor know which language is the first choice. In case of conflicts, priority will go to students' first choice.

1/14/2013	Japanese	Chinese	Spanish	French	Latin
A successful learner has or should be developing…	Good fine motor skills for writing characters, strong reading skills, visual learning skill, enjoy learning unique culture. Loves learning Japanese pop culture and history.	Good fine motor skills for writing characters, strong reading skills, visual learning skills	Strong verbal skills, good listening comprehension, and understanding of grammar	Strong verbal skills, good listening comprehension, an understanding of grammar	Good reading comprehension skills (analysis of grammatical relationships and context.) Enjoyment of learning new words.
Challenges	From the start: Recognition, memorization, and writing of characters are crucial.	Memorization and writing of characters are crucial.	Responding to speaking prompts in Spanish and getting used to a grammar that is different from English (verb tenses, etc.)	Responding to speaking prompts in French, getting used to a grammar that is different from English, and to a pronunciation that does not correspond to the spelling	Extracting meaning from a language w/ grammar different from English: endings of words change according to grammatical function.
Writing Skills	Very important: memorization and production of characters starting the first month. Grammar rules are relatively simple compared to romance langauges.	Very important: memorization and production of characters starting the first month. Visual clues are provided in early stages.	Attention to a different spelling and grammar is needed	Attention to a different spelling and grammar is needed	Writing assignments are usually translations based on material covered in class. A few original compositions.
Reading Skills	Recognition of characters starting first month.	Recognition of characters starting first month.	Relatively easy thanks to words similar to English and similar word order.	Relatively easy thanks to words similar to English and similar word order.	Students use grammar (cases) and context to understand reading. Students learn many English SAT-words based on Latin roots. Relatively easy: 60-80% of English words come from Latin
Listening Skills	Many cognates and words that are simliar to English. Own alpahbet for foreign words.	No words similar to English (cognates) to help guess the meaning.	Heavily emphasized, most of the instruction and activities are in Spanish. Many words similar to English.	Heavily emphasized, most of the instruction and activities are in French. Many words similar to English.	Hearing and reading Latin read aloud supports learning. Most directions are given in English. Many English cognates introduced.
Speaking Skills	Most Japanese sounds are also found in English and pronunciation is very simple for English speakers. No tones used to differentiate between words..	Most Chinese sounds are also found in English. Tones (voice going up/down) can change the meaning of a word. Students will use pinyin (English letters) to pronounce Chinese words.	Heavily emphasized, a willingness to talk is an asset. Spanish is generally easy to pronounce for English speakers.	Heavily emphasized, a willingness to talk is an asset. French has sounds that are not used in English, so the pronunciation presents a challenge.	Learning to read Latin aloud is easy because it is phonetic, and close to English pronunciation. Students learn some phrases and ask/answer simple questions in Latin.
Assessments	Initial emphasis on reading and writing but quickly emphasis on speaking and listening builds. Using Japanese in authentic situations is critical.	Reading characters; at first writing in pinyin, but later writing in characters; speaking; listening	4 skills are assessed in situations that reflect "real life."	4 skills are assessed in situations that reflect "real life."	Reading comprehension, vocabulary and grammatical relations are assessed in situations that reflect "real Roman life"..