

# Table of Contents

<b>Principal’s Letter .....</b>	<b>2</b>
<b>Barnstable Public Schools Core Values .....</b>	<b>3</b>
<b>Barnstable High School Mission Statement .....</b>	<b>3</b>
<b>School Counseling Department .....</b>	<b>4</b>
Comprehensive School Counseling Program .....	4
Course Selection Process .....	4
Academic Levels .....	5
Academic Requirements .....	5
Career Academies .....	7
Additional Educational Opportunities .....	8
Senior Internship	
Virtual Learning	
Other Programs	
<b>Departmental Offerings .....</b>	<b>10</b>
Art and Applied Technology .....	10
English .....	15
English Language Learners .....	21
History and Social Sciences .....	23
Information Technology .....	27
Mathematics .....	28
Music .....	33
Science .....	37
Special Education.....	42
Wellness .....	44
World Language .....	47



# *BARNSTABLE HIGH SCHOOL*

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Patrick Clark  
Principal

Scott Pyy  
Assistant Principal

January 2015

Dear Barnstable High School Student,

It is with great pride and excitement that we present you with the 2015-2016 Barnstable High School Program of Studies. We offer one of the most comprehensive academic programs in the Commonwealth and enjoy meeting the needs of all learners. Our fully licensed and highly qualified faculty is prepared to provide you with a world class educational experience.

Our work is the development of people, the greatest task in any community. We are confident this Program of Studies will guarantee that all graduates exit college and career ready, having met our rigorous learning expectations.

Please communicate with your current teachers and school counselor regarding the right course of studies for you. We encourage all college-bound students to challenge themselves with some Advanced Placement courses while at BHS, and we will continue to offer the enriching electives that make our school unique. As you know, we have greater options than many of the colleges to which our students are accepted. Graphic Design, Engineering and Robotics, Shakespeare, Certified Nursing, Student Police Academy, Hospitality and Food Service are but a few of the special courses in this Program of Studies.

Remember, we expect all BHS students to maximize their potential. Please review our Core Values and Mission Statement on the next page of this Program of Studies. You will find that our carefully crafted curriculum prepares students for what lies ahead and is aligned with state and industry standards.

Choose wisely and Have a Red Raider Day.

Sincerely,

Patrick Clark  
Principal

Jennifer Clark  
School Counseling Department Head



# **BARNSTABLE HIGH SCHOOL STATEMENT**

## **CORE VALUES**

- All children have the right to every opportunity to achieve their full potential.
- Each person deserves to be treated with dignity and respect.
- Integrity and personal responsibility are the hallmarks of our daily interactions.

## **MISSION**

Barnstable High School, in partnership with parents and community, promotes academic excellence and artistic expression and prepares a diverse student body to be creative, responsible, productive citizens.

We take **PRIDE** in our students and in our community.  
**Productive, Respectful, Involved, Diverse, Educated**

## **LEARNING EXPECTATIONS**

Barnstable High School Students will:

- think and read critically
- demonstrate technological literacy
- write and speak clearly
- attain, evaluate and apply information properly
- listen actively
- demonstrate creativity
- exhibit local and global responsibility
- maintain physical, social and emotional wellness

# School Counseling Department

## School Counseling Mission Statement

The School Counseling program at Barnstable High School promotes and assists academic, social, emotional, and career development for all students. As leaders, school counselors serve students in collaboration with parents, teachers, staff, and the community. Valuing diversity school counselors use a comprehensive approach to facilitate the development of all students to achieve personal excellence. Through the school counseling curriculum, school counselors promote 21<sup>st</sup> century learning expectations and rigorous performance standards to ensure that all students graduate career and college ready.

**School Counseling Department Staff** – The Barnstable High School Counseling Department consists of a department head, six school counselors, two part-time school adjustment counselors, two school psychologists, a career counselor and an online learning coordinator.

- **School counselors** work closely with all students on their caseload and follow Massachusetts Model for Comprehensive School Counseling, as described below.
- **School adjustment counselors** work closely with the school counselors in meeting the persona/social needs of students. They work with families to help secure services and help students to be able to better access the curriculum and experience academic success.
- **School psychologists** work with students with diverse educational needs and contribute to their educational planning and assist with testing for consideration of special education services.
- **The career counselor** develops programs and collaborates with staff and community members to help ensure all students are college and career ready.
- **The virtual learning coordinator** works with students in various online learning programs, including Virtual High School and Edgenuity. The virtual learning coordinator also works closely with school counselors and department heads to ensure students have every opportunity to complete graduation requirements and/or engage in enriching learning experiences.

## Comprehensive School Counseling Program

The Comprehensive School Counseling Program at Barnstable High School is based on the Massachusetts Model for Comprehensive School Counseling. School counselors take a systemic approach to deliver a standards-based curriculum to all students in grades 8-12 through individual counseling, small group counseling and classroom guidance lessons to facilitate student learning and development in three domains:

- Personal/Social Development
- Academic/Technical Achievement
- Workplace Readiness/Career Planning

When a student enters Barnstable High School she/he is assigned to a school counselor who works closely with that student, the family, the student's teachers and any additional support personnel over the years the student is at BHS. The counselor establishes a relationship with the student in 8<sup>th</sup> grade and develops a strong knowledge of the student's strengths, interests and needs in order to most effectively support the student throughout his/her time at BHS.

More information about Barnstable High School's School Counseling Program can be found at [www.barnstable.k12.ma.us/domain/245](http://www.barnstable.k12.ma.us/domain/245).

Two of the components in which school counselors work closely with students are in academic/technical achievement and in career planning and how those domains relate to course selection at Barnstable High School.

## Course Selection and Scheduling Process

School Counselors meet individually with each student to select the most appropriate courses in order to ensure high academic rigor and success. Teachers are asked to provide recommendations for all students in their classes. Counselors then meet with each of their students in February and the first of March to make course selections based on the student's academic and career goals, the teachers' recommendations and the counselor's professional guidance. Students will take home their course selections for parents and guardians to review.

Because of the complexity of the master schedule, students need to make thoughtful and appropriate course selections. Please note, **NO schedule changes will be permitted once school starts in September**. Scheduling concerns should be directed to your school counselor before the end of this school year.

## Academic Levels

Barnstable High School has high standards and expectations for **all** students at **all** levels. Course level placement for students is determined based on the individual needs of each student taking into consideration: teacher recommendations, grades, test scores, student interest, parent input, and the school counselor's professional guidance based on all factors. The academic levels available at Barnstable High school are listed below.

**Advanced Placement (AP)** – Intended for highly motivated students who wish to take challenging college-level courses while in high school. Students that are planning on attending a two or four year college will have the opportunity to experience a college-like class while receiving the support of highly qualified educators. Students who enroll in Advanced Placement courses are responsible for taking the AP College Board exam for that class and will incur a cost associated with that exam.

**Honors (H)** – Designed for highly motivated college-bound students who have strong academic skills. These courses are fast-paced and rigorous and require consistent effort and the ability to work independently.

**College Preparatory (CP)** – Intended for college-bound students and for those students who wish to keep their post secondary options open. Students in CP courses will develop a strong foundation of content and skills based on the Massachusetts Curriculum Frameworks. (To better accommodate all students within the CP designation, some classes are designed to meet individual learning styles through smaller class sizes and more individualized teaching/learning strategies. These classes have the specific designation of **CP1**).

**Multi-level** – Designed for heterogeneous groups. Credit is awarded at the CP or Honors levels. Students who elect to earn honors credit will be required to exhibit additional learning and/or skills as set by the department.

**Standard** – Students are enrolled in standard level courses based on their academic needs according to their Individual Education Plan (IEP).

## Academic Requirements

### Graduation Requirements

**A total of 22 credits are required with the specific requirements for each graduating class identified below:**

Classes of 2016 and 2017

- 4 credits of English
- 3 credits of History and Social Sciences, including U.S. History I and II
- 3 credits of Mathematics **\*Beginning with the class of 2016 - four years of math are required for any state college**
- 3 credits of Science - **All science courses are lab-based.**

Class of 2018

- 4 credits of English
- 3 credits of History and Social Sciences, including U.S. History I and II and World History
- 4 credits of Mathematics, including math in the senior year
- 3 credits of Science

Class of 2019

- 4 credits of English
- 3 credits of History and Social Sciences, including U.S. History I and II and World History
- 4 credits of Mathematics, including math in the senior year
- 3 credits of Science
- 1 credit of World Language
- 1 credit of the Arts\*

Classes of 2020 and Beyond

- 4 credits of English
- 3 credits of History and Social Sciences, including U.S. History I and II and World History
- 4 credits of Mathematics, including math in the senior year
- 3 credits of Science
- 2 credits of World Language (same language)
- 1 credit of the Arts

**All students are required to have physical education every year.**

\* Any 8th grader taking a course that is open to 9-12 graders will be awarded credit for that course. In addition, 8th graders taking algebra who then go on to take geometry in 9th grade, will be awarded credit for that algebra class. If a student chooses to repeat algebra in 9th grade, credit for the 8th grade class will not be awarded. **Courses that are specific to 8th grade will not incur credit.**

All courses awarded credit in grades 8-12 will appear on the student's official Barnstable High School transcript and will count towards graduation credits.

Grade point average and class rank are calculated ONLY on courses students take in grades 9-12. Therefore, no courses take in 8th grade, whether or not they have been awarded credit, will be calculated into GPA and class rank.

**Per Barnstable High School policy, the principal has the right to waive graduation requirements listed above.**

MCAS: A passing score on the MCAS exams in English Language Arts, science and mathematics is required to earn a diploma. A student scoring at the Needs Improvement level on either the MCAS ELA or math tests will need to demonstrate progress towards proficiency in those subjects during their junior and senior years. A plan will be developed with the student's counselor on how the student will demonstrate proficiency as needed.

**Mass Core**

The Commonwealth of Massachusetts recommends a specific program of studies for high school students to be prepared for college and a career.

<b>English/Language Arts</b>	<b>4 Units*</b>
<b>Mathematics</b>	<b>4 Units</b> Including the completion of Algebra II or completion of the Integrated Math equivalent. All students are recommended to take a math course during their senior year.
<b>Science</b>	<b>3 Units of lab-based science</b> Coursework taken in technology/engineering may count for MassCore science credit. Note: In June 2012, the Massachusetts Board of Higher Education (BHE) revised its admission standards to count technology/engineering coursework based on academic standards and taken for science credit as meeting the science admissions requirement.
<b>History/Social Science</b>	<b>3 Units</b> Including US History and World History.
<b>Foreign Language**</b>	<b>2 Units</b> Of the same language.
<b>Physical Education</b>	<i>As required by law</i> State law (M.G.L. c. 71,s. 3) states: "Physical education shall be taught as a required subject in all grades for all students." Health can be integrated into Physical Education, science, or taught as a stand-alone course.
<b>The Arts**</b>	<b>1 Unit</b>
<b>Additional Core Courses</b>	<b>5 Units</b> Business Education, Career and Technical Education (CTE), Health, Technology or any of the subjects above. Note: Most students majoring in CTE will take more than 5 units in a CTE program of study.
<b>22 Units - Is a minimum that students should take in high school</b>	
<b>Additional Learning Opportunities</b>	<b>Complete as many of the following as possible:</b> Advanced Placement (AP); Capstone or Senior Project; Dual Enrollment courses taken for both high school and college credit; Online courses; Service Learning; and Work-based Learning.

\*A unit represents a full academic year of study or its equivalent in a subject that covers all the standards contained in a specific Curriculum Framework.

\*\* Students enrolled in a state-approved Career and Technical Education program of studies have the option of opting out of Foreign Language and Art and still fulfill MassCore.

MassCore is the recommended program of study that Massachusetts high school students need in order to be better prepared for college and a career. Developed by a statewide advisory group from the K-12, higher education and business sectors, MassCore maintains flexibility for students and high schools while allowing districts to set additional graduation requirements. Courses included in MassCore should be rigorous, engaging, and based on appropriate Massachusetts Curriculum Frameworks high school level standards.

## **College Admission Requirements**

Admissions requirements vary among colleges. Students should consult with their counselors, Naviance and the school's website for the admissions requirements for a specific college or university and for specific programs.

Listed below are requirements for admission to Massachusetts's four-year public colleges.

- 4 credits of English
- 4 credits of mathematics including Algebra I, Geometry, Algebra II
- 3 credits of a laboratory science
- 2 credits of social science including United States History (many private colleges and universities require 3 credits)
- 2 credits of foreign language. Two credits of a single foreign language are a minimum. Three years or more are recommended.
- 3 credits of electives
- A GPA of 3.0 for Massachusetts Colleges and Universities. No applicant with a Grade Point Average below 2.0 may be admitted to a state college or university. The GPA must be achieved on all college prep courses completed at the time of application and is weighted for accelerated (Honors or Advanced Placement) courses. When students fall below the required Grade Point Average, a sliding scale is used for the combined verbal and mathematics scores on the SAT. More details about the SAT sliding scale are available from your school counselor or at [www.mass.edu/forinstitutions/admissions/admissionsstandards.asp](http://www.mass.edu/forinstitutions/admissions/admissionsstandards.asp).

## **Career Academies at Barnstable High School**

Barnstable High School Counselors are prepared to assist each student to make informed decisions about their future and develop career plans that lead them forward to post-graduate opportunities. Career Academies take students on a journey into possible careers they would like to pursue after high school. Barnstable is able to offer effective, high quality Career and Technical Education (CTE) programs that are aligned, not only with college and career readiness standards, but also with the needs of employers, industry, and labor. Barnstable's programs offer students a rigorous curriculum coordinated with strategically designed opportunities that connect classroom instruction to real-life career choices.

In some cases, students who successfully complete the requirements for their selected Academies can graduate with industry certification and/or transferrable college credits. Their coursework, certification, and/or college credits are "keys to success" that open doors of opportunity for our graduates. Courses associated with one of the Academies are designated "Academy Course". Career Academies may culminate in a Senior Internship experience.

**Early Education and Care:** Courses in this Academy are designed as interactive, hands-on experiences where students learn in the classroom and practice their skills at the Cape Cod Child Development Pre-School located on-site at Barnstable High School and elementary schools within the district. Students prepare career portfolios which include competency-based frameworks checklists, writing samples, lesson plans, and coursework documentation. Training in the growth and development of children from birth to five years and child psychology is put into action. Students learn the art of writing resumés, how to prepare for an interview with a potential employer, and marketable skills necessary for success in life. Upon successful completion of child development 3 students are eligible to apply for the Massachusetts Department of Early Education and Care teacher certification and possible college credit.

See page for course sequence and descriptions.

**Food Service and Hospitality:** Courses in this Academy are designed to develop transferrable workplace and practical skills in the fields of culinary arts and the hospitality industry. Students participate in ServSafe training, a food and beverage safety training and certification program, administered by the National Restaurant Association. They learn about tourism and the retail industry along with business, entrepreneurship, and marketing through the ProStart curriculum. Barnstable High School has a full-service on-site restaurant, The Bistro Café, where students experience real-world hospitality situations. Projects include menu development, cooking, baking, job scheduling, inventory, teamwork, budgets, nutrition...just to name a few. This is a science lab with benefits! See page for course sequence and descriptions.

**Health Care Academy:** This pathway is the perfect opportunity to gain experience in the medical professions. This is a rigorous program that aligns the world of science to the world of healing. Anatomy, physiology, medical terminology, along with site-based healthcare safety and health practices prepare students to work with real patients at an off-site facility. Barnstable students who successfully complete their coursework and medical terminology requirements can receive certification as a nursing assistant. This credential can lead to a career immediately after graduation or be the beginning of a medical career as a doctor, nurse, technologist and more! The knowledge gained in the science course of human anatomy and physiology contributes to success in the program, and is, therefore, a recommended course for this Academy.

**Environmental Technology:** Environmental Technology, sometimes called clean or green technology, includes the study of sustainable energy such as wind and solar power, monitoring air, soil and water quality and the management of natural



## **Edgenuity**

*Edgenuity* provides an exciting, engaging, online environment that is designed to capture students' attention and draw them into the interactive world of web-based education. This virtual solution for today's learners is a leading provider of core and elective instruction. *Edgenuity's* programs help students recover and accrue credits for graduation, and the rigorous curriculum is fully aligned to state and Common Core standards.

Through a completely online environment, the *Edgenuity* virtual classroom offers comprehensive course content that engages students in the learning process through animations, simulations, video-based presentations, online content, vocabulary development, and exploration activities that support each lesson. Students are referred to *Edgenuity* classes through their school counselor in conjunction with the department head for each subject.

## **Other Programs**

### **School Counseling Clerical Assistant**

*Grade 11-12*

*College Prep*

*1 Credit*

### **Complete Required Form**

The *School Counseling Clerical Assistant* course is for students who wish to assist in a house office or main school counseling office with tasks such as photocopying, delivering mail, preparing school counseling materials, office organization, and preparing mailings. The student should be able to take initiative, be well organized, and enjoy office work. Housemaster Approval is required.

### **Independent Study Program**

In *Independent Study* courses students can choose to take to enhance their high school experience. All independent study courses are given at either the CP or Honors level. NOTE: This course will NOT be given advanced placement credit. An independent study will not be offered if the course is offered within the curriculum, unless there are unusual circumstances. Please see your School Counselor if interested.

### **Dual Enrollment**

Students at Barnstable High School have the opportunity to take courses in college and apply them towards credit for high school graduation. *Dual Enrollment* courses will be given one high school credit at the honors level. The credit will be assigned in accordance with the college's system; i.e. three college credit hours equal one high school credit. These credits may appear on the student's transcript, provided the student submits a college transcript with the course title, grade, and credits allotted. The course(s) is/are computed in the class rank at the Honors level. The course(s) must be included on the transcript if they are needed for graduation. Students should be 16 years old to qualify for *Dual Enrollment* and should see their school counselor if they are interested.

### **The Alternative Learning Program**

The *ALP* is a unique alternative educational experience for students. This program provides a structured educational practice within an understanding and therapeutic environment. The *ALP* incorporates individual learning and attention to help address areas of immediate and/or emotional concern. In addition, the staff works to strengthen basic skills for the MCAS tests and to prepare students for possible entry into the mainstream. The *ALP* offers small structured classes in math, science, social studies, and English, as well as encouraging students to participate in mainstream elective classes. Students are referred to the *ALP* through their school counselor.

### **Project Excel**

This alternative program expands the opportunities for students to realize their academic and personal potential while earning credit. Students who may not be able to attend a traditional school day may complete their graduation requirements, including English IV, using alternative sources of credit. It is strongly recommended that students have at least 16 credits to be considered for *Project Excel*. Interested students should see their school counselor.

*We do not recommend this Program if you are planning on playing a Division I or II collegiate sport.*

# Art and Applied Technology

The Art and Applied Technology Department offers a selection of courses that enrich and culturally enhance the lives of our students. Each course provides an understanding of the visual, multi-media and industrial arts through studio/workshop activities, art appreciation, art criticism, and aesthetic theories. Each student personally develops artistic talents, heightens skills in visual problem solving and builds confidence in creative thinking abilities. All first level courses are for students of every skill level from beginning to advance.

**Note:** *Students who choose visual or multi-media arts as a career path should begin a foundational art class during their freshman year. This will assure the development of a competitive portfolio by senior year for college application.*

**\*\*Courses in the Art and Applied Technology Department do not satisfy NCAA eligibility requirements\*\*.**

## Art - Grade 8

2201

Grade 8

1 unit

*Grade 8 Art* is a basic studio art course, which emphasizes hands-on art making. Students will be able to demonstrate basic techniques for using art materials with an emphasis on drawing, painting, sculpture, color theory, and design. Art appreciation will focus on a variety of art mediums, styles, artists and periods. Art terminology and critical analysis will be introduced. Homework, tests, quizzes, a working sketchbook, and a positive effort are required.

## Art - Grade 8

2200

Grade 8

½ unit

*Grade 8 Art* is a basic studio art course, which emphasizes hands-on art making. Students will be able to demonstrate basic techniques for using art materials with an emphasis on drawing, painting, color theory, and design. Art appreciation will focus on a variety of art mediums, styles, artists and periods. Art terminology and critical analysis will be introduced. Homework, tests, quizzes, a working sketchbook, and a positive effort are required.

## Fine Arts 1

0700(CP), 0701(H)

Grades 9-12

Multi-level

1 Credit

*Fine Arts 1* is open to all students at any grade or skill level. This is a basic foundation course, which sequences into our advanced level visual arts program. This course emphasizes training in the basic visual techniques for using art materials and concepts with a strong emphasis upon drawing, painting, composition, and color theory. A survey of art history and appreciation focuses on a variety of art mediums, styles, and periods. Approaches to art criticism and terminology will be introduced. Homework, written tests, quizzes, and a working sketchbook are required.

## Fine Arts 2

0704(CP), 0705(H)

Grades 10-12

Multi-level

1 Credit

Prerequisite: Completion of *Fine Arts 1* with a passing grade for CP level. A grade of B- or better is required for Honors level. *Fine Arts 2* is a broadening and deepening of the skills and concepts found in drawing, painting, color theory, sculpture, and printmaking. Creative and experimental approaches will be fostered through life observation, landscape, figurative, and conceptual approaches. Art history and appreciation in related project areas are highlighted. Art criticism techniques and portfolio development will continue to be practiced. Homework, written tests, quizzes, and a working sketchbook will be required.

## Fine Arts 3

0707

Grades 11-12

Honors

1 Credit

Prerequisite: Completion of *Fine Arts 2* with a grade of B- or better.

*Fine Arts 3* will continue the sequence and intensity in visual art study and practice. Refinement of techniques in painting, drawing, printmaking, and sculptural materials will be emphasized. Basic artistic anatomy will be revisited with reference to figurative and portrait work. Continued study in art history, appreciation and criticism will be assigned. Students will be required to develop and maintain an art portfolio of original works, which can be submitted for consideration to institutes of higher learning. Homework and written tests are required. Sketchbooks for assigned life observation drawings and other preparation studies will be required.

## Fine Arts 4

0709

Grade 12

Honors

1 Credit

Prerequisite: Completion of *Fine Arts 3* with a grade of B- or better.

*Fine Arts 4* is a structured, creative and challenging studio curriculum for the advanced art student. The course intent is to prepare students for visual art college and/or life edification in the arts. Continued study in art history, appreciation, and advanced criticism will be assigned. Students will be required to develop and maintain a portfolio of original works, which can be submitted for consideration to institutes of higher learning. Each individual will be required to maintain an art sketchbook

with assigned life observation drawings as well as personal interest art studies. Homework, written tests, quizzes, and critiques will be required.

### **Advanced Placement Art History**

**0729**

*Grades 11-12                      Advanced Placement                      1 Credit*

Prerequisite: Completion of *English II Honors* with a grade of B+ or better. *Note: AP Art History can be counted towards the graduation requirements as a history and social sciences credit.*

*AP Art History* is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history. In the course, students examine major forms of artistic expression from the ancient world to the present and from a variety of cultures. They learn to look and analyze works of art within their historical context, and to articulate what they see or experience in a meaningful way. A meaningful way to experience works of art is learning to frame an understanding that relates how and why works of art communicate visual meaning. *All students are required to take the AP exam.* The main objectives of AP curriculum in Art History are to develop in students: the ability to apply fundamental art and art historical terminology; an appreciation for the process of making and displaying art; an understanding of purpose and function of art; the ability to analyze works of art in context of historical evidence and interpretation, examining such issues as politics, religion, patronage, gender and ethnicity; an understanding of cross-cultural and global nature of art; the ability to perform higher order thinking skills and articulate visual and art historical concepts in verbal and written forms

### **Ceramics 1**

**0710(CP), 0711(H)**

*Grades 9-12                      Multi-level                      1 Credit*

*Ceramics 1* is offered as a foundation course in all basic aspects of working with clay. Various hand construction methods and throwing on the potter's wheel will be the main focus areas. Skill in the preparation of clays, glazes, kiln firing procedures, and ceramic sculpture will be emphasized. Art critiques and visual theories will be introduced. Homework, written tests, and research papers will be required.

### **Ceramics 2**

**0713(CP), 0714(H)**

*Grades 10-12                      Multi-level                      1 Credit*

Prerequisite: Completion of *Ceramics 1* with a passing grade for CP level. A grade of B- or better is required for Honors level. *Ceramics 2* is intended for the ceramics student wishing to further his/her growth in all aspects of pottery making. Emphasis is placed on the application of theories taught in *Ceramics 1* through a variety of problem solving assignments. Art history and appreciation in related project areas will be highlighted. Art critique techniques continue to be explored. Development of art portfolios will continue. Homework, written tests, and research papers will be required.

### **Ceramics 3**

**0716**

*Grades 11-12                      Honors                      1 Credit*

Prerequisite: Completion of *Ceramics 2* with a grade of B- or better.

*Ceramics 3* is designed for the art student that is considering ceramics as a career choice or planning to continue art as a life-long edification. Special projects requiring advanced technical skills will be assigned in a format requiring independent study and self-motivation. The responsibility of assisting in setting up and firing gas, electric, and raku kilns are a course requirement. Continued study in art history, appreciation, and criticism will be assigned. Students will be required to develop and maintain a portfolio of original works, which can be submitted for consideration to institutes of higher learning. Homework, written tests, and research papers will be required.

### **Ceramics 4**

**0718**

*Grade 12                      Honors                      1 Credit*

Prerequisite: Completion of *Ceramics 3* with a grade of B- or better.

*Ceramics 4* is designed for the art student that is considering ceramics as a career choice or planning to continue art for life-long edification. Students work extensively on developing an advanced degree of wheel-throwing and hand-building skills. Students are required to develop and maintain a portfolio of original ceramic works that can be submitted for consideration to institutes of higher learning. Students will be expected to participate in the studio management of the ceramics room. Homework, tests, quizzes, and research papers will be required.

### **Cartooning and Animation 1**

**1721(CP), 1722(H)**

*Grades 9-12                      Multi-level                      1 Credit*

Cartooning and Animation 1 will teach students how to utilize the computer to create short films and animations. Students will learn to use programs such as iMovie, Flash and Photoshop to produce their work. Other topics such as illustration, character design, story development, and an introductory survey of cartooning and film history will be covered. Homework, written tests, quizzes, and a working sketchbook will be required.

### **Cartooning and Animation 2**

**1723(CP), 1724(H)**

*Grades 10-12                      Multi-level                      1 Credit*

Prerequisite: Completion of Cartooning and Film Making 1 with a passing grade for CP level. A grade of B- or better is required for Honors level.

Cartooning and Animation 2 will be a continuation of Cartooning and Film Making 1. Students will continue to develop their film and animation skills by learning more advanced tools and techniques. Each semester will bring a new project, which the student will write, storyboard and use computer software for production. Drawing will be a large part of the class, focusing on posing, layout of scenes and silhouette drawings. Art critique techniques will continue to be explored. Research papers, quizzes, reading assignments, written tests, and a working sketchbook will be required.

### **Cartooning and Animation 3**

**1726**

*Grades 11-12 Honors 1 Credit*

Prerequisite: Completion of Cartooning and Film Making 2 with a grade of B- or better.

Cartooning and Animation 3 is the advanced final step in cartooning and animation. At this level, students will produce cartoons and short animations that not only apply their technical skills, but also challenge them to heavily consider and incorporate the principles of design and principles of animation. Throughout the semester, students will research and work to accurately represent the movements of their subjects, malleability of materials, creating moods within their cartoons and animations. Drawing will be a large part of the class as well as writing and keeping a notebook. Homework, research papers, quizzes, written tests, and a working sketchbook will be required.

### **Graphic Design 1**

**0730(CP), 0731(H)**

*Grades 9-12 Multi-level 1 Credit*

*Graphic Design 1* is open to all students in grades 9-12. This foundation course introduces students to design concepts/principles with related skills focusing on typography, color theory, scanning, digital art, printing, and computer skills. Students will complete hands-on projects with the IMac computer as an artistic and visual production tool for both print and web design. *Adobe Photoshop, Illustrator, and InDesign* software serve as the basis for layout, illustration, and image manipulation. Development of an art portfolio will begin and approaches to critical thinking will be introduced. Homework, research, written tests and a working art sketchbook will be required.

### **Graphic Design 2**

**0732 (CP), 0733(H)**

*Grades 10-12 Multi-level 1 Credit*

Prerequisite: Completion of *Graphic Design 1* with a passing grade for CP level. A grade of B- or better is required for Honors level.

*Graphic Design 2* students will develop more complex and attractive design solutions for creative self-expression. A developed working knowledge of the commercial printing process will be emphasized. Further art portfolio development will be encouraged through individual exploration of photography, illustration, printmaking techniques, layout, and typography. Historical perspectives and approaches to art criticism will be continued. A sketch/process book will be required in addition to homework, research and written tests.

### **Graphic Design 3**

**0738**

*Grades 11-12 Honors 1 Credit*

Prerequisite: Completion of *Graphic Design 2* with a grade of B- or better.

*Graphic Design 3* focuses on both personal creative directions and commercial projects related to print and web design. This course is strongly recommended for students interested in a possible career in graphic design and/or visual art related studies. IMac computers will be used for creating, editing and manipulating photographs, photo collages and illustrations. Use of the Adobe CS products will enable students to develop skills in Photoshop, Illustrator, digital photography strategies, scanning procedures and integrating personal artwork. Students will be required to develop and maintain an art portfolio of original work, which can be submitted for consideration to institutes of higher learning. Continued study in graphic design art history, art appreciation and critiquing will be assigned. Sketchbooks, research, and homework will be required to assist with concept development.

### **Art Integration & Education 1**

**0734(CP), 0735(H)**

*Grades 10-12 Multi-level 1 Credit*

*Art Integration & Education 1* is designed for students interested in a career in art education, art therapy, physical therapy, and/or special education. Each student will be required to work in partnership with and/or assist developmentally delayed students. In this creative and highly interactive process, students will experience, generate and encourage mutual respect and equality. This course will include drawing, painting, printmaking, and sculpture as material processes. Each student will be required to write lesson plans and present short lessons. Homework, research, written tests and a journal will be required.

*Note: For the class of 2015 only, students who are simultaneously enrolled in a BHS art class have the option of receiving a Wellness credit for Art Integration and Education.*

### **Art Integration & Education 2**

**1714**

*Grades 11-12 Honors 1 Credit*

Prerequisite: Completion of *Art Integration & Education 1* with a grade of B- or better.

*Art Integration & Education 2* is a continuation course designed for students interested in a career in art education, art therapy, physical therapy and/or special education. Students will have more responsibility and directive interaction with developmentally delayed students. Coursework regarding lesson plans, increased teaching time and research will be required.

Students will continue to be acquainted with a variety of theories and explanations for various disabilities. In this creative and highly interactive process, students will continue to generate and encourage mutual respect and equality. This course will include drawing, painting, printmaking, and sculpture as material processes. Homework, research, written tests/quizzes, and a journal will be required.

*Note: For the class of 2015 only, students who are simultaneously enrolled in a BHS art class have the option of receiving a Wellness credit for Art Integration and Education.*

### **Fashion Design 1**

**1605(CP), 1606(H)**

Grades 9-12                      Multi-level                      1 Credit

*Fashion Design 1* is an introduction to fashion design as an art form and industry. Students will cover the basics of illustration, machine and hand sewing, reading and constructing patterns, career possibilities, and fashion history. The course will begin with an introduction to the sewing machine, reading patterns, fashion terms and illustration through figure drawing and fashion figure studies. Students will be assessed on sewing and illustration projects, weekly homework, tests and quizzes. *Students will be required to keep a working sketchbook and participate in the planning and execution of this year's fashion show in April. Honors students are required to complete several individual projects in addition to class work.*

### **Fashion Design 2**

**1608 (CP), 1609(H)**

Grades 10-12                      Multi-level                      1 Credit

Prerequisite: Completion of *Fashion Design 1* with a passing grade for CP level. A grade of B- or better for Honors level. *Fashion Design 2* will look at fashion from concept to construction and beyond. Students will focus on designing and illustrating original garments as well as sewing and constructing them. Students will experiment with new media, materials, and designs, while synthesizing what has been previously learned in the former fashion design class. Students will combine multiple industry patterns to create original fashion garments. *All students will work on creating a minimum of 5 sewn garments.* The study of historical and contemporary fashion designers and illustrators will focus on the 20<sup>th</sup> and 21<sup>st</sup> centuries. Students will be introduced to presentation boards, flats, and advanced drawing and design techniques. Assessments will be made on all sewing and illustration projects, weekly homework, tests and quizzes. *Students will be required to keep a working process book and participate in the planning and execution of this year's fashion show in April. Honors students are required to complete several individual projects in addition to class work.*

### **Fashion Design 3**

**1612**

Grades 11-12                      Honors                      1 Credit

Prerequisite: Completion of *Fashion Design 2* with a grade of B- or better. *Fashion Design 3* will look at fashion from concept to construction and beyond. Students will focus on designing and illustrating original garments as well as sewing and constructing them. Students will experiment with new media, materials, and designs while synthesizing what has been previously learned in the former fashion design classes. Students will be encouraged to drape to create original patterns and fashion garments. The study of historical and contemporary fashion designers and illustrators will focus on the 20<sup>th</sup> and 21<sup>st</sup> centuries. Students will be required to create presentation boards, flats, and more advanced drawing and design techniques to accompany each sewn project. *Students will work on creating a minimum of 6-7 sewn garments including a recycled piece. Students will be assessed on sewing and illustration projects, weekly homework, tests and quizzes. Students will be required to keep a working process book and participate in the planning and execution of this year's fashion show in April.*

### **Digital Media Production**

**1728(CP), 1729(H)**

Grades 9-12                      Multi-level                      1 Credit

*Digital Media Production* is an introduction to multiple formats of digital art including graphic design, motion graphics, digital photography and videography. Students will have hands on experience with computer application such as *Adobe Creative Suites (Photoshop, Illustrator, and InDesign), Final Cut Pro, and After Effects.* Students will learn to apply the fundamentals of artistic layout and design using different types of media to create effective, informing, and entertaining presentations and images. Technically, students will learn to manage different file formats, file size and image resolution using a variety of image capturing devices. Students who take this course will be prepared for our sequential Video Production and Broadcasting Studio Production courses. This class is excellent for anyone wanting to go in to the film industry, journalism, public relations, or multi-media communications.

### **Video Production**

**1730(CP), 1731(H)**

Grades 10-12                      Multi-level                      1 Credit

Prerequisite: Completion of *Digital Media Arts* with a passing grade for CP level. A grade of B- or better for Honors level. *Video Production* expands on the videography section of the Digital Media Technology course giving students the opportunity to learn how to tell stories using industry standard video and audio equipment. Students will learn how to create and edit short films, music videos, commercials, news broadcasts, and television programs using Final Cut Pro. Developing their skills as digital storytellers, students will experience the entire production process including scriptwriting, storyboarding, filming and editing. They should also be proficient in writing reflective and analytical essays, screenplays, and scripts. Students should be creative independent learners who work well in teams. Students will be introduced to the concept of media literacy and what it means to be an educated consumer of media in the 21<sup>st</sup> century.

**Broadcasting Studio Production****1732(CP), 1733(H)**

Grades 10-12      Multi-level      1 Credit

Prerequisite: Completion of *Digital Media Arts* with a passing grade for CP level; a grade of B- or better for honors level. *Broadcast Studio Production* focuses on broadcast journalism section of the *Video Production* course. This creative, hands-on course emulates the fast paced, deadline driven world of network news where students are the official team that creates the daily broadcast of *BHS Today*, which airs on both Channel 22 and the web. Students take turns as studio and field reporting teams as they rotate through numerous roles in a television studio including director, camera operator, teleprompter, graphics and news anchor. Students will continue to study the various facets of broadcast studio production using *Photoshop*, *After Effects*, and *Final Cut Pro*. Students should be creative, independent learners who also work well in teams. They should also be proficient in writing reflective and analytical essays, screenplays and scripts.

**Broadcasting Technical Assistant****1734**

Grades 10-12      College Prep      1 Credit

Prerequisite: Students wishing to be considered for this opportunity must be proficient in using digital video cameras, editing on *Final Cut Pro*, and knowledgeable in all facets of studio production. Proficiency in other programs like *Photoshop*, *Motion* and *Compressor* are a plus. The instructor must approve and sign the application prior to registration.

The *Broadcasting Technical Assistant* will play an active part in the day to day operations of the BHS Film and Broadcasting studio. He/she will be engaged in filming, editing, producing *BHS Today*, our daily news program, and other activities as assigned by the instructor. The instructor will supervise and evaluate the completion and quality of those tasks to award credit.

**Production Assistant for B2B TV 22****1628**

Grades 10-12      College Prep      1 Credit

Prerequisite: Students wishing to be considered for this opportunity must be proficient in using digital video cameras, editing on *Final Cut Pro*, and knowledgeable in all facets of studio production. Proficiency in other programs such as Adobe Creative Suite is a benefit. Contact Mr. Jim Gilbert for approval to take this course. The instructor must approve and sign the application prior to registration. The technical assistant will play an active part in the day to day operations of **B2B TV - Channel 22** educational television station that reaches out to community members in Barnstable from grades PK to 12. He/she will be engaged in filming, editing, producing segments for educational programming, and other activities as assigned by the coordinator. The coordinator will supervise and evaluate the completion and quality of those tasks to award credit.

**Woodworking Technology 1****0753**

Grades 9-12      College Prep      1 Credit

*Woodworking Technology 1* covers all types of woodworking power tools in detail. Students gain knowledge and the confidence needed to operate each tool safely and effectively. Students experience topics including wood and related materials, laying out, cutting and forming of stock, joinery and finishing skills. *Shop safety is an emphasized priority. All students are required to pass strict machine tests and safety requirements before operating equipment. Any student unable to pass the required safety tests will not be allowed to operate the required machinery.* Homework and research will be required. *Note: Students unsure of passing required machine testing should consider enrolling in "Woodcarving" as an alternate course.*

**Woodworking Technology 2****0755**

Grades 10-12      College Prep      1 Credit

Prerequisite: *Woodworking Technology 1* with a passing grade.

*Woodworking Technology 2* students will study and build various styles and periods of furniture. Different types of woods, wood joints and finishes are explored. Both mass production and individual projects are assigned. Homework and research will be required. Students continue the knowledge/confidence needed to operate each tool safely and effectively. *All students must pass required safety tests before operating equipment and/or machinery. Any student unable to pass the required safety tests will not be allowed to operate specific machinery.*

**Wood Carving****1702**

Grades 9-12      College Prep      1 Credit

*Wood Carving* covers all types of woodworking hand tools including some portable power tools and methods used in woodcarving. Students experience various topics including wood and related materials, laying out, cutting/forming of stock, and finishing skills. They will be able to experience how to whittle, chip, and carve. Students gain knowledge and the confidence needed to operate each tool safely and effectively. Shop safety and proper use of the tools will be emphasized. *All students will be required to pass strict machine tests and safety requirements before operating equipment. Any student unable to pass the required safety tests will not be allowed to operate specific machinery.*

# English

Barnstable High School's English Department provides course offerings that will encourage our students to be critical and creative thinkers, effective communicators, and lifelong learners. Together, thinking, reading, composition and oral communication skills will enable students to become full participants in an evolving, multi-cultural, technological world. We are committed to our students' discovery of reading as an insight into the human condition and as a pleasurable experience. The courses provide our students with a comprehensive approach to skills building and application.

In compliance with the Massachusetts State Curriculum, the ELA curriculum meets the state's 8 – 12 frameworks. The MCAS test is given in grades 8 and 10. Those who score below proficient will be placed in courses that will move them towards proficiency in order to graduate. The recommended program of studies according to Massachusetts Department of Elementary and Secondary Education includes four "units" of English.

Appropriate student placement is crucial for success in English courses. Reading and writing skills, work ethic, and motivation are factors of a successful placement. *Level changes are difficult once the school year has begun and may impact the curriculum received and student schedule.* Give thoughtful consideration to choices and discuss options with parents, School Counselor, and English teacher. The ELA Curriculum Coordinator must approve all course and level changes. English teachers will verify appropriate English course selection and level placement.

**Required Summer Reading Program** - All Barnstable High School students are **required** to participate in the BHS Summer Reading Program. They are held accountable for their reading upon their return in the fall. **Not completing this assignment may significantly impact students' first quarter grades.** Titles and assignments are available through the school's website and the ELA department. Local libraries have been notified of the selected titles. Students must be prepared to present evidence of their reading in discussion groups in the fall. **Late summer registrants are to pick up the reading lists from, the website, their school counselor, the BHS registrar, or from one of the local libraries.**

## General Interest Courses

The following are English courses that may give additional opportunities for students to explore personal interests and/or options for a future career. The curricula for these courses emphasize a "hands-on approach" to the course's content, giving the students application practice of those skills deemed essential in these career pathways. Many core courses may also provide these experiences; however, **those listed below are electives that do not satisfy English graduation requirements.** These courses may be taken in addition to the core requirements in English.

- *Newspaper and Journalism Studies*, grades 10-12, Multi-level
- *Yearbook*, Multi-level

## **English – Grade 8**

**2350**

*Grade 8 Honors*

Recommendation: Completion of Grade 7 content area course with a grade of A- or better *and/or* teacher recommendation. Grade 8 Honors classes are designed for highly motivated students with strong academic skills. Students in honors classes must be prepared for: increased rigor, faster pace, greater depth of content area, consistent effort, and the ability to work independently. The curriculum follows the state frameworks and standards. Frequent rehearsals of skill applications are given to incorporate reading comprehension, literary analysis and writing skills into their knowledge base. Note-taking skills and productive study habits will be consistently reinforced. Vocabulary and grammar will be presented in a variety of ways. Instructional methods may include small and large group discussions, cooperative learning, lecture, oral presentations, and independent reading/writing.

## **English - Grade 8**

**2351**

*Grade 8 College Prep*

The curriculum follows the state frameworks and standards. Frequent rehearsals of skill applications are given to incorporate reading comprehension, literary analysis and writing skills into their knowledge base. Note-taking skills and productive study habits will be consistently reinforced. Vocabulary and grammar may be presented in a variety of ways as to reflect the varied skill levels of the college preparatory student. Instructional methods may include small and large group discussions, cooperative learning, lecture, oral presentations, and independent reading/writing.

**Advanced Literacy I**

Grade 8

College Prep

½ unit

**2310***Students may be placed in this course by their teacher and counselor.*

The Advanced Literacy course is designed to advance literacy skills and strategies required for student success in meeting the increasing challenges of high school coursework, college expectations, and career readiness. Students participating in Advanced Literacy engage in activities relating to: reading complex academic texts; identifying literary patterns; writing across content areas; grammar study; active listening; presentation skills; critical thinking; study skills; test taking strategies for academic and standardized tests; vocabulary enrichment; and executive functions. The Advanced Literacy curriculum requires students to be involved in and responsible for their learning. Students participate in learning labs and select online study modules designed to coincide with individualized learning goals unique to each student's education and career path. The interactive study modules and literacy labs provide students with challenging coursework which requires students to analyze and reflect upon their work and achievement. At the end of each literacy module, students complete an assessment, reflection, and a project of their choice to demonstrate their learning.

**Advanced Literacy II****1115**

Grades 9 – 12

College Prep

1 credit

*Students may be placed in this course by their teacher and counselor.*

The Advanced Literacy course is designed to advance literacy skills and strategies required for student success in meeting the increasing challenges of high school coursework, college expectations, and career readiness. Students participating in Advanced Literacy engage in activities relating to: reading complex academic texts; using critical lenses; advanced grammar; narrative, expository, argument, persuasive and analytical writing across content areas; note-taking strategies; the research process; public speaking and presentation skills; critical thinking; study strategies and test taking techniques for academic and standardized tests; SAT Preparation; and college reading skills. The Advanced Literacy curriculum requires students to be involved in and responsible for their learning. Students participate in learning labs and select online study modules designed to coincide with individualized learning goals unique to each student's education and career path. The interactive study modules and literacy labs provide students with challenging coursework which requires students to analyze and reflect upon their work and achievement. At the end of each literacy module, students complete an assessment, reflection, and a project of their choice to demonstrate their learning.

**English I****0100**

Grade 9

Honors

1 Credit

Recommendation: Completion of *Grade 8 English* with a grade of A- or better and/or teacher recommendation.

This course is for the highly motivated independent learner who possesses strong comprehension skills, well organized note-taking skills, productive study habits, and demonstrates strong analytical skills. The curriculum reflects the recommended state standards in the Language Arts Framework document. Students are introduced to all genres of literature as well as extensive exposure to vocabulary and grammar. Literary analysis essays are based on the elements of literature. This level offers the college-bound student rigorous units of study. Class format emphasizes small and large group discussion, oral presentations, lecture, writing partnerships, and independent reading/writing.

**English I****0110**

Grade 9

College Prep

1 Credit

Recommendation: Completion of *Grade 8 English* with a grade of C- or better and/or teacher recommendation.

The curriculum follows the state frameworks and standards. More frequent rehearsals of skill applications are given to incorporate reading comprehension, literary analysis and writing skills into their knowledge base. Note-taking skills and productive study habits will be consistently reinforced. Vocabulary and grammar may be presented in a variety of ways as to reflect the varied skill levels of the college preparatory student. Instructional methods may include small and large group discussions, cooperative learning, lecture, oral presentations, and independent reading/writing.

**English I****0120**

Grade 9

College Prep 1

1 Credit

Recommendation: Eighth grade English teacher recommendation.

This course is designed to follow the state recommended Language Arts Frameworks at a pace and through instructional methods that suit students' needs to develop language art skills. The relationship between reading and writing is stressed using some adapted titles from the freshman curriculum, supplemental titles, and by modifying the District's writing program. Instructional methods include reinforcement of acceptable behavior as well as the instruction and rehearsal of the necessary language arts skills via small group discussions and the use of audiovisual related resources. In an effort to implement auditory, visual, and kinesthetic stimuli, the course hopes to develop those channels of communication infrequently and/or ineffectively used by the College Preparatory 1 students.

*This course does not satisfy NCAA eligibility requirements.*

**English II**

**0130**

*Grade 10 Honors 1 Credit*

Recommendation: Completion of *English I Honors* with a grade of B- or better and/or teacher recommendation. *English II Honors* reflects the state recommended standards in the English Language Arts Frameworks document. Tenth grade students will complete the state mandated MCAS battery in the spring of their sophomore year. Results from these tests will become a part of their permanent file. By state mandate, these tests must be passed to graduate. Students in this honors level course should be highly motivated and possess skills necessary to understand, analyze, and appreciate literature. The honor students' attitude and performance reflect the dispositions of independent learners. They are conscientious in attending to all assignments within the units of study and responsible in meeting all class expectations. Major units of study reflect extensive vocabulary skills and effective language manipulation through writing, speaking, and performance. The texts read and studied include state recommended classical literature as well as young adolescent literature. While the core curriculum is the same for all levels, the students in the honors level course do more in-depth study of works, may do more independent reading, writing and research, and do so at a brisk intellectual pace.

**English II**

**0131**

*Grade 10 College Prep 1 Credit*

The curriculum for this course follows the state frameworks and prepares students to pass the MCAS Exam. Students will be expected to further develop their reading comprehension, reading analysis, composition, and study skills. A variety of instructional methods are used to meet the objectives of the course and attend to the varied ability levels of the CP students in the class.

**English II**

**0132**

*Grade 10 College Prep 1 1 Credit*

Recommendation: Ninth grade English teacher recommendation. This course will attend to the same objectives presented in the English language arts curriculum for all tenth-grade students. However, titles may be adaptations and activities and instructional methods may reflect the varied learning styles and abilities of the CP1 student. More group/class reading response activities may be done for assessment. Reading comprehension, vocabulary, and spelling skills, and basic composition skills will be stressed. As tenth graders, CP1 students will also be expected to take the state competency test (MCAS) in the spring of their sophomore year. Class time will be spent practicing skills that will be needed to complete the test. Results of these tests will become part of their permanent academic file. By state mandate, these tests must be passed to graduate.  
*This course does not satisfy NCAA eligibility requirements..*

**Advanced Placement Language and Composition**

**1118**

*Grade 11 Advanced Placement 1 Credit*

Recommendation: Completion of *English II Honors* with a grade of B- or better and/or teacher recommendation. The *AP English Language and Composition* course is designed to help students become skilled writers who compose for a variety of purposes. This class focuses on composition and reading for composition style rather than literary analysis. Students will be identifying, examining, and emulating writing styles. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way conventions and the resources of language contribute to effectiveness in writing. Course content is designed to help students acquire the knowledge and skills needed to meet college level expectations as well as to deal successfully with the questions of the Advanced Placement examination. Students are expected to be independent learners and to take initiative in class discussion. After registering for the course, students must attend a meeting in which summer preparatory work will be explained. The summer writing assignments will be due August 15. *All students are required to take the AP exam.*

**English III**

**0133**

*Grade 11 Honors 1 Credit*

Recommendation: Completion of *English II Honors* with a grade of B- or better and/or teacher recommendation. At a reasonably brisk pace, students will study and write about the development of American philosophies and writing styles from the seventeenth through the twentieth century. The works of major American writers will be studied in depth. The writing required in this class is designed for the mature writer who has demonstrated a mastery of essay writing skills, is self-motivated, and able to respond positively to constructive criticism. The course emphasizes two areas: developing a strong personal voice and improving literary analysis skills. Students are expected to be active participants in peer editing activities and class discussion. In addition to the regularly assigned literary compositions, students will complete a research paper and the college placement essay folder.

**English III**

**0134**

*Grade 11 College Prep 1 Credit*

This course builds upon previous ELA instruction with an emphasis on American Literature. Students are expected to be proficient in literary analysis skills, reading comprehension skills, and composition skills. Students are expected to be prepared

for each class and assume a positive attitude toward learning. Students will be expected to work independently as well as in cooperative study groups. Students complete both a research paper and the college placement essay folder.

### **English III**

**0135**

*Grade 11 College Prep 1 1 Credit*

Recommendation: *English II* teacher recommendation.

This course offers a structured approach to the language arts objectives in the junior English curriculum. Emphasis is placed on basic reading comprehension skills, vocabulary and spelling, basic composition skills, introductory literary analysis skills, group discussion skills, and cooperative task group skills. A variety of methodologies may be used to meet the varied learning styles and abilities of the college preparatory level 1 students in the class. Strong emphasis will be placed on attitudes, behaviors, and skills that will assist the students' future academic courses or the world of work.

*This course does not satisfy NCAA eligibility requirements.*

### **Creative Writing**

**1113(CP), 1114(H)**

*Grades 11-12 Multi-level 1 Credit*

Recommendation: Completion of *English III* with a grade of C- and/or teacher recommendation.

This is a course for students with demonstrable skills in writing creatively and an interest in literature of all genres. The desire to write creatively is expected. The course includes analysis of the works of professional writers, modeling a variety of styles, a study of different writing techniques and genres, as well as practice in writing essays, poetry, letters and short stories. Students must be willing to write daily, to share writing with others and to accept constructive criticism on their work from peers as well as the teacher. Instructional methods include the use of journals and writers' notebooks, peer editing, readings on writing, and working with peers, in small and large groups. Each student must submit a work to the class culminating in a class book. A major literary analysis paper is also required. In addition to writing for class, students are required to submit two pieces of their work for publication in *Kaleidoscope*, the school's literary magazine. Students are encouraged to work with or as part of the magazine's staff as well. The college essay will be a component of the fall semester. *Does not meet grade 12 English requirements if taken as a grade 11 elective.*

### **Advanced Placement English Literature**

**0140**

*Grade 12 Advanced Placement 1 Credit*

Recommendation: Completion of *English III Honors* or *AP English Language and Composition* with a grade of B- or better and teacher recommendation.

This course is designed for the mature student who has already demonstrated an aptitude for interpreting literature and for written and oral expression. Course content is designed to help students acquire the knowledge and skills needed to meet college level expectations as well as to deal successfully with the questions of the Advanced Placement examination. Readings for the course are drawn from a variety of genres, styles, periods and countries; writing assignments focus on literary analysis. Students are expected to be independent learners and to take initiative in class discussion. After registering for the course, students must attend a meeting in which summer preparatory work will be explained. Students are required to complete summer reading from an AP summer reading list and a writing assignment that will be due August 15th. *All students are required to take the AP exam.*

### **English IV**

**0125**

*Grade 12 Honors 1 Credit*

Recommendation: Completion of *English III Honors* with a grade of B- or better and/or teacher recommendation.

This world literature course is an examination of diverse cultures. Students will have superior independent reading and comprehension skills, above-average writing skills, strong discussion and participation skills, and a consistently productive work ethic. The college application process will be reviewed in the fall, with an emphasis on the common application and the college essay. A research project and a senior project will also be completed.

### **English IV**

**0126**

*Grade 12 College Prep 1 Credit*

This world literature course examines the themes of family and self-discovery. Students will have average to superior independent reading and comprehension skills, effective discussion and participation skills, and a consistent and productive work ethic. The college application process will be reviewed in the fall, with an emphasis on the common application and the college essay. A research project and a senior project will also be completed.

### **English IV**

**0127**

*Grade 12 College Prep 1 1 Credit*

Recommendation: *English III* teacher recommendation.

This course emphasizes the basic elements of English language arts: reading, writing, vocabulary, spelling, and listening and speaking, through the use of short stories, fiction and non-fiction, poetry, and drama. It builds on those skills developed in

*English I, II, and III.* Special attention is given to reading comprehension, writing and discussion skills, and the positive productive behaviors and attitudes necessary for success in the world of work or in academic studies after graduation. The college application process will be reviewed in the fall; a college application essay may be assigned. Methods of instruction vary to suit the different learning styles and interests of the students in the class. A research and senior project will also be completed.

*This course does not satisfy NCAA eligibility requirements.*

**English IV: Drama & Theatre Arts**

**1100(CP), 1101(H)**

*Grade 12 Multi-level 1 Credit*

Recommendation: Completion of *English III* with a grade of C- and/or teacher recommendation.

This course is an introduction to the nature and genre of drama, treating plays as literary and theatrical texts. The course will provide students with a general introduction to the structure, varieties, and evaluation of drama, theatre etiquette and how to evaluate a play, and the basic elements and processes involved in the production of a theatrical presentation. The class will involve reading, research, writing about drama, and active participation including performance. Projects may include the study of improvisation, pantomime, storytelling, and American musical theatre, the relationship between art and culture, and the dramatization of scenes. A performance poetry project will culminate in an in-house field trip during the first semester, and a musical theatre project will culminate in an in-house field trip during the second semester. In addition, because a play is only completely realized when performed, this course aims to consider questions of performance that open up the texts in special ways. Therefore, a field trip each semester to see and review a professional production of a play is an important part of the course curriculum. Writing assignments comprise a major portion of the course work.

*This course does not satisfy NCAA eligibility requirements.*

**English IV: Asian Literature/Studies**

**0108(CP), 0109(H)**

*Grades 11-12 Multi-level 1 Credit*

What do chess, fiber optics, kung fu, anime, the seismograph, and the number zero all have in common? Or bonsai, plastic surgery, the compass, and the kite? All originated in Asia, in India, China, or Japan. In this interdisciplinary course students will explore the history and contributions of Asian countries in order to gain an understanding of Asian literature and Asian arts, economics, religions and philosophies. Students will also explore the changing dynamics of modern Asia. Learning activities will include research, independent reading, guest speakers, films, and discussions.

**\* This course can be taken for English or History and Social Sciences.**

**English IV: British Literature**

**1108(CP), 1109(H)**

*Grade 12 Multi-level 1 Credit*

This survey course provides an overview of British literature from *Beowulf* through contemporary works. Students will have average to superior independent reading and comprehension skills, average to above-average writing skills, effective to strong discussion and participation skills, and a productive to consistently productive work ethic. The college application process will be reviewed in the fall, with an emphasis on the common application and the college essay. A research project and a senior project will also be completed.

**English IV: Shakespeare**

**1104 (CP), 1105 (H)**

*Grade 12 Multi-level 1 Credit*

In this course, the classroom becomes a theatre and students discover Shakespeare by exploring the plays through performance. Students will also learn to identify and explain elements of Shakespearean drama, literary and poetic devices, methods of characterization, and the historical context and themes of the plays. Shakespeare students are also involved in some way, either in front of the curtain or behind it, in the Drama Club's annual Shakespeare production. The writing curriculum also includes the college essay and persuasive and literary essays. In addition, students will write reviews of the plays we see, film analyses, creative essays, and a longer (10-page) research paper in the spring. Because seeing the plays performed makes Shakespeare come alive as no other experience can, we try to take two trips per year to see Shakespeare performed on stage.

**English IV: Understanding Diversity**

**1120(CP), 1121(H)**

*Grade 12 Multilevel 1 Credit*

This class will allow students to investigate the importance of building relationships. The readings (mainly non-fiction) will allow students to discover universal similarities and celebrate diversities. Students will analyze tolerance, diversity and human rights through readings, discussion, writing and research. Students will be exposed to the Anti-Defamation League (ADL) and its The World of Difference curriculum. They will have an opportunity to apply for ADL peer leader training. Once trained, selected students will visit freshman classes and facilitate discussions on the topics of diversity in order to help the younger students with identity development and understanding of adolescent culture as a whole.

**\*\*The following courses DO NOT fulfill senior graduation requirements.\*\***

**Yearbook**

**1116 (CP), 1117(H)**

*Grades 11-12 Multi-level 1Credit*

Recommendation: Completion of *English II* or *English III* and/or teacher recommendation. Students must also be accepted for a position in the class by completing an application, submitting two teacher recommendations, and sitting for an interview with the teacher before the course selection sheet is submitted.

*Yearbook* is a full-year, in-school business responsible for the production of the *Barnacle*, Barnstable High School's official yearbook. In this course, students learn about many aspects of business management, from organizing, advertising, and, running sales campaigns; constructing and living within a budget; rising to the challenge of meeting intractable deadlines; and trouble-shooting and problem-solving. The yearbook students use and develop their creative, journalistic, and computer skills to design a comprehensive, imaginative record of the year at Barnstable High School. Because students are responsible for the design, layout, and content of the yearbook, they draw upon the artistic skills they have developed over their careers as students in areas as writing, photography, art and graphic design. Students interested in taking *Yearbook* should be, above all, self-motivated and possessed of a superior work ethic. Any other skills needed to do well as a member of the staff can be learned. *This course does not satisfy NCAA eligibility requirements.*

### **Newspaper and Journalism Studies**

**0139**

*Grades 10-12*

*Honors*

*1 Credit*

Recommendation: A grade of B- in the previous English class, plus the submission of writing samples. The instructor, prior to the deadline for scheduling, must sign the course selection sheet. Admission to the course is determined by the instructor via the application process. The instructor submits the class roster to guidance for scheduling confirmation.

This yearlong, hands-on course is designed to introduce students to the field of journalism and enable them to write for and produce *Insight*, the school's student newspaper. Students will learn how to write and edit a variety of stories while learning first-hand about the newspaper industry, including journalism ethics and freedom of the press. With the oversight of the instructor, students will publish *Insight* and are fully responsible for the newspaper's content, design, advertising, and photography. Students will use Adobe InDesign, a computer-based design program, to publish the newspaper. The course will also include participation in the New England Scholastic Press Association's annual conference and awards ceremony at Boston University. Students with an interest and demonstrated proficiency in writing, photography, graphic design and business management are encouraged to apply.

*This course does not satisfy NCAA eligibility requirements.*

# English Language Learners

The English Language Learner Program at Barnstable High School provides instruction and support in English language development, American culture, and learning strategies to English Language Learners (ELLs) through speaking, listening, writing and reading development. ELL curriculum is infused with Common Core and WIDA standards. Respect for and information about the students' culture is woven throughout our curriculum.

## **ELL Beginner – Social Instructional Language**

**1173**

*Grades 8-12*                      *College Prep*                      *1 Credit*

This course is designed for students with level 1 or 2 English Proficiency and focused on the acquisition of Social and Instructional Language skills required to access mainstream curriculum and to participate socially and academically in American schools. Students learn to communicate about themselves, family, feelings and special interests. They acquire vocabulary to function in their immediate school environment and in their community. Instruction in linguistic complexity and language control focuses on sentence structures in the affirmative, negative and question forms. They learn to read and comprehend fiction and non-fiction materials. Stimulated by reading, pictures, film and class discussion, students follow the sequence of the writing process in their beginning writing developments.

## **ELL Beginner—Language of Math**

**1175**

*Grades 8-12*                      *College Prep*                      *1 Credit*

This course is designed for students with level 1 to 2 English proficiency who need to develop the academic vocabulary and content-specific language structures necessary to master math. Students will practice oral and literacy skills needed to access grade-level mathematics content.

## **ELL Beginner—Language of Science**

**1177**

*Grades 8-12*                      *College Prep*                      *1 credit*

This course is an experiential language class designed for students with level 1 to 2 English proficiency who need to develop the academic vocabulary and content-specific language structures necessary to master Environmental Science and Biology. Students will practice oral and literacy skills as well as learning strategies necessary to access grade-level science content. Topics will included: levels of organization in multicellular organisms, habitats, biotic and abiotic factors, climate, scientific measurement, data analysis and lab safety.

## **ELL Beginner—Literacy**

**1181**

*Grades 8-12*                      *College Prep*                      *1 credit*

This course is designed for students with level 1 to 2 English proficiency who would benefit from targeted literacy instruction. Through a combination of web-based support and teacher guidance, students will increase 1) Phonemic Awareness 2) Phonics 3) Fluency 4) Vocabulary 5) Comprehension using content-based passages.

## **ELL Intermediate**

**1174**

*Grades 8-12*                      *College Prep*                      *1 credit*

Recommendation: Level 3 English proficiency.

The focus of the intermediate level ELL course is on expanding the students' vocabulary, as well as increasing their competence in linguistic complexity and language control. Students develop the ability to listen critically and to express a point of view during class discussions. Strong emphasis is placed on reading and writing to facilitate participation in general education classes. Students move from simplified to original material, working on comprehension, inference and prediction. Writing focus is on the process of writing, including drafts, proof reading and editing. ELL Intermediate students will develop thinking and language skills through interactive learning. Literature genres will be explored including folk tales, journals, short stories, dramas, novels and poetry.

## **ELL Intermediate—Literacy**

**1183**

*Grades 8-12*                      *College Prep*                      *1 credit*

This course is designed for students with level 2 to 3 English proficiency who would benefit from continued targeted literacy instruction. Through a combination of web-based support and teacher guidance, students will increase fluency, vocabulary and comprehension using content-based passages.

## **ELL Advanced**

**1176**

*Grades 8-12*                      *College Prep*                      *1 credit*

Recommendation: Level 4 English proficiency

ELL Advanced students will continue to develop their vocabulary usage, linguistic complexity and language control to achieve communicative and academic competence. Higher level thinking strategies will be emphasized to allow students to become independent learners. Through interactive learning, students will explore how to use English in socially and culturally appropriate ways according to audience, purpose and setting. Student will improve grammatical competence by mastering

conditional verb tenses, complex passive voice will sharpen skills such as summarizing and predicting. They will develop an organized critical essay with emphasis on original thought and analysis.

**In order to meet the educational needs of all English Language Learners, individual academic plans may be developed.**

# History and Social Sciences

The History and Social Sciences program at Barnstable High School is diverse and comprehensive. Students are provided the opportunity to choose from a wide variety of courses that will meet their needs and learning styles within an atmosphere that is challenging and caring. The department endeavors to prepare students to:

1. Think like historians and social scientists by using inquiry methods to analyze information and synthesize ideas.
2. Demonstrate civic competence.
3. Identify the enduring traditions in American society and the contributions of various cultural and ethnic groups.
4. Appreciate the interdependence of nations and people in a global society.
5. Develop clear oral and written communication skills.

All students need three History and Social Sciences credits, including both U.S.I, U.S.II and World History to qualify for graduation. Advanced Placement United States History will fulfill the United States History graduation requirement. The recommended program of studies according to Massachusetts Department of Elementary and Secondary Education includes World History, United States History I, and United States History II.

## **Early American History and Civics**

**2352**

*Grade 8*

*Honors*

Recommendation: Completion of 7<sup>th</sup> grade history and ELA courses with grades of A- or better and teacher recommendation. This course will explore the roots of American democracy so that students will understand the philosophies that shape our constitutional government. Units include the Original Americans, European Exploration and Conquest, the Colonies, the Revolution, and the Constitutional Era. In addition, students will investigate how the Constitution has been applied in specific cases, and will be able to explain and model the rights and responsibilities of citizenship. Students will often be asked to examine content through close readings of primary and secondary sources. This honors course is for the highly motivated and independent learner, and independent research and projects will be required.

## **Early American History and Civics**

**2353**

*Grade 8*

*College Prep*

Recommendation: Teacher recommendation.

This course will explore the roots of American democracy so that students will understand the philosophies that shape our constitutional government. Units include the Original Americans, European Exploration and Conquest, the Colonies, the Revolution, and the Constitutional Era. In addition, students will investigate how the Constitution has been applied in specific cases, and will be able to explain and model the rights and responsibilities of citizenship. Students will often be asked to examine content through close readings of primary and secondary sources. Supplemental research and projects will be required.

## **Advanced Placement Human Geography**

**0275**

*Grade 9-10*

*Advanced Placement 1 credit*

Recommendation: Completion of 8<sup>th</sup> grade history and ELA courses with an A average and teacher recommendation. This year-long course is for highly motivated students and is designed to provide a learning experience equivalent to that obtained in most semester-based college-level introductory courses on human geography. The course is aligned with the *AP Human Geography Course Description* published by the College Board. As an introduction to the study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface, the course will help students develop a geographic perspective with which to view the landscape and understand current events. Topics covered include population, migration, culture, language, religion, ethnicity, political geography, economic development, industrialization, agriculture, urban geography and resource management. Students will also learn about and apply the methods and tools geographers use in their science and practice. *There will be a mandatory summer assignment and all students are required to take the AP exam in May.*

## **World History**

**0229**

*Grade 9*

*Honors*

*1 Credit*

Recommendation: Completion of 8<sup>th</sup> grade history and ELA courses with grades of A- or better or teacher recommendation. This course is for the highly motivated and independent learner. This course will explore different eras of world history with an emphasis on global connections across cultures and time. Students will act as historians as they decipher both primary and secondary sources to understand the big issues of world history such as the rise and decline of empires, the rise of democratic thought, the development of the first global economy, the age of revolution, the industrial revolution, and imperialism. As a result, students will develop an understanding of the roots of the modern world. Supplemental and independent research, reading, and projects will be required.

## **World History**

**0228**

Grade 9

College Prep

1 Credit

Recommendation: Completion of 8<sup>th</sup> grade history and ELA courses with grades of C- or better or teacher recommendation. This course will explore different eras of world history with an emphasis on global connections across cultures and time. Students will act as historians as they decipher both primary and secondary sources to understand the big issues of world history such as the rise and decline of empires, the rise of democratic thought, the development of the first global economy, the age of revolution, the industrial revolution, and imperialism. As a result, students will develop an understanding of the roots of the modern world. Supplemental research, reading, and projects will be required.

**World History**

**0227**

Grade 9

College Prep I

1 Credit

Recommendation: Teacher recommendation. This course will explore different eras of world history with an emphasis on global connections across cultures and time. Students will act as historians as they decipher both primary and secondary sources to understand the big issues of world history such as the rise and decline of empires, the rise of democratic thought, the development of the first global economy, the age of revolution, the industrial revolution, and imperialism. As a result, students will develop an understanding of the roots of the modern world. A special focus will be on the development of literacy skills, and supplemental research, reading, and projects will be required.

**Advanced Placement World History**

**0230**

Grades 10-12

Advanced Placement

1 Credit

Recommendation: Completion of *World History Honors* and *English I Honors* with grades of at least B+, or completion of AP Human Geography or teacher recommendation.

The *AP World History* course offers motivated students the opportunity to take a college level introductory world history course. This course covers world history from 6000 BC to today, using 5 chronological periods. Large themes such as trade, technology, and interaction among societies and empires will be the focus as students perform the work of historians, including analyzing documents, looking at how societies change over time, and making comparisons among civilizations. Students should be able to handle a large workload and have strong reading and writing skills. *All students are required to take the national AP exam in May.*

**U.S. History I**

**0241**

Grade 10

Honors

1 Credit

Recommendation: Completion of *World History Honors* and *English I Honors* with grades of B- or better or teacher recommendation.

This course is designed for motivated students who will examine in depth the historical and intellectual origins of the United States. Students will analyze the Revolutionary and Constitutional eras as well as the framework of American democracy. Students will study America's westward expansion, the establishment of political parties, the market revolution, the causes and consequences of the Civil War, industrialization, and progressive reform. Supplemental readings, projects, and research are required.

**U.S. History I**

**0242**

Grade 10

College Prep

1 Credit

This course is designed to help students examine the historical and intellectual origins of the United States. Students will analyze the Revolutionary and Constitutional eras as well as the framework of American democracy. Students will study America's westward expansion, the establishment of political parties, the market revolution, the causes and consequences of the Civil War, industrialization, and progressive reform. Supplemental readings, projects, and research are required.

**U.S. History I**

**0243**

Grade 10

College Prep I

1 Credit

This course is designed to help students explore the Revolutionary and Constitutional eras as well as the framework of American democracy. Students will study America's westward expansion, the establishment of political parties, the market revolution, the causes and consequences of the Civil War, industrialization, and progressive reform. Supplemental readings, projects, and research are required.

*This course does not satisfy NCAA eligibility requirements.*

**Advanced Placement U.S. History**

**0240**

Grades 11-12

Advanced Placement

1 Credit

Recommendation: Completion of *Advanced Placement World History* or *U.S. History I Honors* and *English II Honors* with grades of at least B+ or teacher recommendation.

This course is designed for the motivated student who wishes to undertake an introductory college course in U.S. history. Students will acquire the analytical skills and factual knowledge necessary to deal critically with topics in U.S. history from the Pre-Columbian societies of the Americas to the political, economic, social, and cultural issues America faces in the

contemporary world. This course progresses at an accelerated pace, and requires extensive reading, discussion, and writing. *There will be a mandatory summer assignment and all students are required to take the AP Exam in May.*

### **U.S. History II**

**0245**

*Grade 11 Honors 1 Credit*

Recommendation: Completion of *U.S. History I Honors* and *English II Honors* with grades of B- or better or teacher recommendation.

This course continues the American story from 1900 to the present. Students will analyze America's growing role in the world and the various factors that led to America's entry into World War I and II. Students will also study the causes and course of important economic and political changes during the 20<sup>th</sup> century and more recent events and trends that have shaped modern-day America. Supplemental readings, projects, and research are required.

### **U.S. History II**

**0246**

*Grade 11 College Prep 1 Credit*

This course for the college-bound student is aimed at fostering a better understanding of America from 1900 to the present. Students will analyze America's growing role in the world and the various factors that led to America's entry into World War I and II. Students will also study the causes and course of important economic and political changes during the 20<sup>th</sup> century and more recent events and trends that have shaped modern-day America. Supplemental readings, projects, and research are required.

### **U.S. History II**

**0247**

*Grade 11 College Prep 1 1 Credit*

This course is designed to help students explore the history of the U.S. from 1900 to the present. Students will analyze America's growing role in the world and the various factors that led to America's entry into World War I and II. Students will also study the causes and course of important economic and political changes during the 20<sup>th</sup> century and more recent events and trends that have shaped modern-day America. Supplemental readings, projects, and research are required.

*This course does not satisfy NCAA eligibility requirements.*

### **Advanced Placement Psychology**

**0239**

*Grades 11-12 Advanced Placement 1 Credit*

Recommendation: Completion of prior advanced placement or honors history and English classes with grades of B+ or better or teacher recommendation.

This course is designed to provide the motivated student with a learning experience equivalent to a college introductory psychology course. The course will introduce students to the major "schools" of psychology and will continue with units on research methods, biological bases of behavior, sensation and perception, states of consciousness, learning processes, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders, and social psychology. Extensive reading, writing, and discussion are required. It is recommended that students have taken, or take concurrently with this course, Biology, Human Anatomy, and Statistics. NOTE: *Advanced Placement Psychology* is NOT the same course as *Psychology Honors*; therefore, level changes may not occur. *There will be a mandatory summer assignment and all students are required to take the AP exam in May.*

### **Psychology**

**0251**

*Grades 11-12 Honors 1 Credit*

Recommendation: Completion of prior honors history and English classes with grades of B- or better or teacher recommendation.

This course will cover theorists and theories of human behavior. Focus is placed on careers and ethical principles, research methods, recent research on the brain, learning, memory, motivation and emotion, developmental stages, personality theories, psychological tests and disorders, methods of therapy, stress and health, and group behavior. This course requires strong reading, writing, and research skills. College-bound students will find this course to be very helpful as an introduction to *Psychology 101* that many take in their first year of college.

### **Psychology**

**0250**

*Grades 11-12 College Prep 1 Credit*

This course covers the fundamental principles of psychology and aims to help students better understand themselves and others. Focus is placed on careers and ethical principles, research methods, recent research on the brain, learning, memory, motivation and emotion, developmental stages, personality theories, psychological tests and disorders, methods of therapy, stress and health, and group behavior. College-bound students will find this a course to be very helpful as an introduction to *Psychology 101* that many take in their first year of college.

### **Cultural Perspectives in U. S. History**

**0215(CP), 0216(H)**

*Grades 11-12 Multi-level 1 Credit*

This course will investigate the rich cultural contributions of various ethnic groups to American society and culture. Emphasis is on the experiences of African, Hispanic, Native, and Asian Americans. Students will analyze the past and present

relationship of these groups with the federal government and the concept of “the American Dream.” Students will also explore the identity issues that have been unique to both involuntary and voluntary immigrants throughout American history. Projects, primary and secondary source readings, and research will be assigned throughout the course.

### **Principles of Economics and Finance**

**0268(CP), 0269(H)**

*Grades 11-12 Multi-level 1 Credit*

Recommendation: A strong interest in statistics, data-driven research and current events.

We live in a world that presents us with great opportunity – and hard choices. Economics, as the study of how society allocates scarce resources, is important to each of us, whether we study it formally or not. This course is an introduction to economic ways of thinking that will help you see the world with fresh insight. This course is designed to prepare students for introductory or intermediate level economics courses in college. Students in this course will gain an understanding of basic economic and financial principles and strong emphasis will be placed on the foundations of economic study such as: supply & demand, market structures, the role of incentives, public policies, trade, and industry behavior. Students should expect a wide variety of readings and data driven projects throughout the year that will require them to apply these economic principles to their own lives.

### **Advanced Placement Economics**

**0262**

*Grades 11-12 Advanced Placement 1 Credit*

Recommendation: Completion of prior advanced placement or honors history and English classes with grades of B+ or better or teacher recommendation.

This course prepares the motivated student for intermediate and advanced economic college courses, and is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with economics and economic systems. Students will learn to assess economic data, examining its relevance, reliability and importance, and will learn to weigh the evidence and interpretations presented in economic scholarship. The course places special emphasis on the study of national income, price level determination, economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. NOTE: *Advanced Placement Economics* is NOT the same course as Principals of Economics and Finance; therefore, level changes may not occur. Students will be prepared for **both** the AP Microeconomics and AP Macroeconomics tests and *all students are required to take both AP Exams in May.*

### **Asian Studies**

**0273(CP), 0274(H)**

*Grades 11-12 Multi-level 1 Credit*

What do chess, fiber optics, kung fu, anime, the seismograph, and the number zero all have in common? How about bonsai, plastic surgery, the compass, and the kite? All originated in Asia, in India, China, or Japan. In this interdisciplinary course students will explore the history and contributions of Asian countries in order to gain an understanding of Asian literature and Asian arts, economics, religions and philosophies. Students will also explore the changing dynamics of modern Asia. Learning activities will include research, independent reading, guest speakers, films, and discussions.

**\*This course can be taken for either English or History and Social Sciences Credit.**

### **Advanced Placement United States Government and Politics**

**0207**

*Grade 12 Advanced Placement 1 Credit*

Recommendation: Completion of prior advanced placement or honors history and English classes with grades of B+ or better or teacher recommendation.

This course is designed to give the motivated student an analytical perspective on government and politics in the United States, and includes both the study of general concepts used to interpret U.S. politics and an analysis of specific examples. Topics covered include the Constitutional Underpinnings of U.S. Government; Political Beliefs and Behaviors; Political Parties, Interest Groups and Mass Media; Institutions of National Government; Public Policy; and Civil Rights and Liberties. Extensive reading, writing, and discussion are required. Students selecting this course should be personally interested in politics and the political process and are expected to read a reputable daily national news source such as the *Wall Street Journal* or the *Washington Post*. *All students are required to take the AP exam in May.*

### **Police Academy and Street Law**

**1598(CP), 1599(H)**

*Grade 12 Multi-level 1 Credit*

This course is designed for students with an interest in or a career goal of law enforcement. Specialists from the Barnstable Police Department provide demonstration and instruction in the practices of today’s law enforcement officer. Topics include the police department hierarchy, the duties of the patrol officer and police detective, the various methods of policing, crime analysis data, laws and issues regarding alcohol use, and the inner workings of the Barnstable County House of Correction. In addition, students will learn about law, democracy and human rights through strategies that promote problem-solving, critical thinking, corporative learning and conflict resolution. Students will be asked to analyze, evaluate and resolve legal disputes. Current legal issues will be examined as they relate to the course topics.

# Information Technology

Technology training prepares our students to succeed in today's institutes of higher education and the workforce. College and career readiness mandates the acquisition of important technology skills in today's ever-changing technological society. At Barnstable High School our goal is to offer courses that integrate technology into the curriculum, as well as specific IT Courses that delve deeper into the technology skills that our students need, and that the Massachusetts Common Core and National Technology Standards identify.

Our courses educate students with a solid foundation in both the practical and theoretical aspects of today's technology, and beyond. Broad-based content and transferable skills will be emphasized along with the attitudes necessary to pursue educational and career goals. Courses are designed to include multiple uses of technology, with an emphasis on research, management, collaboration, creation and publication in order to understand and solve problems. Critical thinking skills will be developed in tandem with technical skills.

## **Information Technology**

**2212**

*Grade 8*

*½ unit*

Computer skills are basic necessities in today's world of work and higher education.

This course will be delivered through a learning management system in order to discover the learning that takes place within a hybrid model of teaching. This course covers the history of computer, basic skills and knowledge of infrastructure, networking (CLOUD), hardware (PC/Apple/Android), including mobile technologies and educational apps, with consideration of other software application including open source. Students will explore further the use of Google Apps in preparation of high school coursework and development of an online portfolio. Students will explore emerging technologies and investigate careers in Information Technology.

## **IT Essentials and Explorations**

**1673(CP), 1674(H)**

*Grades 9-12*

*Multi-level*

*1 Credit*

Computer skills are basic necessities in today's world of work and higher education.

This project based course will expose students to current and emerging technologies. This course is delivered as modular units in order to expose students to a multitude of technologies. Projects may involve but are not limited to understanding social media in a professional/marketing setting, the design process and 3D printing, coding languages such as Python, HTML5 and other App development programs (Apple and Android), review of mobile technologies, augmented reality, gaming and computer simulations. Students will explore how computer technologies are intertwined in education, work and entertainment environments.

## **Information Technology Help Desk**

**0456**

*Grades 9-12*

*Honors*

*1 Credit*

Help Desk Students assist the District Ed Tech Team in support of computer use and maintenance of network, hardware, software, printers, and other technologies.

- Students work closely with district Ed Tech personnel in completing work orders.
- Students may be called upon to assist teachers in lab settings.
- Students must choose an independent learning project to further develop their individual interest in information technology.

Students who wish to participate in this course must go through a rigorous interview process and must be approved by the Director of Technology.

# Mathematics

A strong foundation in mathematics is essential for students to meet the demands of an ever changing and challenging global society. The math program at Barnstable High School emphasizes problem solving, mathematical reasoning, effective communication, as well as application of content to real world contexts; skills students will need for study beyond high school, for careers, higher education and effective citizenship. The content, instructional materials, and approaches for each course reflect the standards outlined by the Massachusetts Mathematics Curriculum Frameworks and the Massachusetts Comprehensive Assessment System (MCAS).

While we offer students a comprehensive mathematics curriculum, it is essential that students play an active role in their learning. Success in mathematical studies is dependent on strong work ethic, active involvement in class and regular homework completion. Our goal is to help students learn and make sense of the mathematics that will help them achieve academic success.

The math department strongly recommends that all students take four years of math beginning in their 9<sup>th</sup> grade year, which is a graduation requirement beginning with the class of 2018. **Please note: The minimum admissions requirement for state colleges and universities beginning with the college freshman class entering the fall of 2016 requires students to complete 4 math courses (Algebra 1 & 2, Geometry/Trigonometry, or comparable coursework) including mathematics during the final year of high school.** This should be taken into consideration when planning your course of study in mathematics.

## General Math

0392

Grade 8-10 *College Prep*

This course is designed to build students' arithmetic skills, improve mathematical vocabulary and to develop and apply concepts through modeling. Students will study (1) number systems, (2) measurement and data, (3) geometry, (4) equations and expressions and (5) ratios through instructional strategies which promote and support language development.

## Pre-Algebra

2354

Grade 8 *College Prep*

This course builds on students' previously developed arithmetic skills and expands their algebraic thinking skills to provide students with a solid foundation for *Algebra I* and beyond. There are three critical areas of focus in *Pre-Algebra*: (1) expressions and equations; (2) introduction to functions; and (3) 2- and 3-dimensional geometry. Through these areas of focus, students will explore slope as a rate of change; writing and solving linear equations and systems of equations; multiple representations of functions; angle relationships related to parallel lines and triangles; and using the Pythagorean Theorem to analyze various geometric figures on the coordinate plane.

## Algebra - Grade 8

2355

Grade 8 *Honors* *1 Credit*

Prerequisite: Completion of 7<sup>th</sup> grade *Pre-Algebra* with a content grade of A- or better, effort grade of 3 or better, and teacher recommendation.

This course is intended to prepare students for further study in *Geometry* and *Algebra II*. This course will focus on five key areas: (1) linear equations and inequalities; (2) analyzing, solving and using functions (linear, exponential and quadratic); (3) extending the laws of exponents to square and cube roots; (4) 2- and 3-dimensional geometry; and (5) applying linear models to data that represent a linear trend. Students will interpret and translate among various forms of linear equations and inequalities; interpret functions that are represented graphically, numerically, symbolically, and verbally; solve systems of equations and inequalities that include quadratic expressions; compare quadratic functions with linear and exponential functions; angle relationships related to parallel lines and triangles; and using the Pythagorean Theorem to analyze various geometric figures on the coordinate plane; and use regression techniques to describe linear relationships.

## Algebra I

0310

Grade 9 *Honors* *1 Credit*

Prerequisite: Completion of *Pre-Algebra* with a recommended grade of B+ or better and teacher recommendation.

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades and prepare students for further study in *Geometry* and *Algebra II*. This course will focus on four key areas: (1) linear equations and inequalities; (2) analyzing, solving and using functions (linear, exponential and quadratic); (3) extending the laws of exponents to square and cube roots; and (4) applying linear models to data that represent a linear trend. Students will interpret and translate among various forms of linear equations and inequalities; interpret functions that are represented graphically, numerically, symbolically, and verbally; solve systems of equations and inequalities that include quadratic expressions; compare quadratic functions with linear and exponential functions; and use regression techniques to describe linear relationships.

**Algebra I****0302**

Grade 9 College Prep 1 Credit

Prerequisite: Completion of *Pre-Algebra* with a recommended grade of C or better or completion of *Grade 8 Algebra*.

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades and prepare students for further study in *Geometry* and *Algebra II*. This course will focus on four key areas: (1) linear equations and inequalities; (2) analyzing, solving and using functions (linear, exponential and quadratic); (3) extending the laws of exponents to square and cube roots; and (4) applying linear models to data that represent a linear trend. Students will interpret and translate among various forms of linear equations and inequalities; interpret functions that are represented graphically, numerically, symbolically, and verbally; solve systems of equations and inequalities that include quadratic expressions; write and solve exponential equations; and use graphical representations to make judgments about models. **Students who pass the course with a final grade below C- will be required to take *Intermediate Algebra* prior to taking *Algebra 2*.**

**Algebra I****0316**

Grade 9 College Prep 1 1 Credit

Prerequisite: Completion of *Pre-Algebra* and recommendation of 8th grade math teacher.

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades and prepare students for further study in *Geometry* and *Algebra II*. This course will focus on four key areas: (1) linear equations and inequalities; (2) analyzing, solving and using functions (linear, exponential and quadratic); (3) extending the laws of exponents to square and cube roots; and (4) applying linear models to data that represent a linear trend. Students will interpret and translate among various forms of linear equations and inequalities; interpret functions that are represented graphically, numerically, symbolically, and verbally; solve systems of equations and inequalities; write and solve both quadratic and exponential equations; and use graphical representations to make judgments about models. **Students who pass the course with a final grade below C- will be required to take *Intermediate Algebra* prior to taking *Algebra 2*.**

*This course does not satisfy NCAA eligibility requirements.*

**Integrated Geometry****0370**

Grades 9-10 College Prep 1 Credit

Prerequisite: Teacher recommendation and completion of *Algebra 1* and/or *Geometry*.

This course integrates the subjects of both Algebra and Geometry into one course. Students will learn the topics of Geometry while thoroughly reviewing essential Algebra concepts. The Geometry topics covered in this class include but are not limited to patterns and logic, parallel and perpendicular lines, triangle relationships, transformations, right triangle trigonometry and circles. This is a 'hybrid' course web-based with in-class teacher support. This allows students to progress through the units at their own pace.

**Geometry****0330**

Grades 9-10 Honors 1 Credit

Prerequisite: Completion of *Algebra 1 Honors* with a recommended grade of B or better or completion of *Grade 8 Algebra* with a recommended grade of B or better and recommendation of math teacher.

This course will formalize and extend students' geometric experiences from the middle grades. Students will explore geometric relationships through the perspective of geometric transformations. This course will focus on six key areas: (1) congruent triangles; (2) similar triangles and proportional reasoning; (3) circumference, area, and volume; (4) Pythagorean Theorem applied to the coordinate plane; (5) circles and special segments; and (6) geometric probability. Students will: explore triangle congruence through translations, reflections, and rotations; solve problems about triangles, quadrilaterals and other polygons; explain similarity through dilations; apply similarity in right triangles to understand right triangle trigonometry, special right triangles, and the Pythagorean Theorem; prove basic theorems about circles; compute and interpret theoretical and experimental probability; and use the coordinate system to verify properties of quadrilaterals and slopes of parallel and perpendicular lines.

**Geometry****0332**

Grades 9-10 College Prep 1 Credit

Prerequisite: Completion of *Algebra 1 CP* with a passing grade or completion of *Grade 8 Algebra* with a grade of C or better.

This course will formalize and extend students' geometric experiences from the middle grades. Students will explore geometric relationships through the perspective of geometric transformations. This course will focus on six key areas: (1) congruent triangles; (2) similar triangles and proportional reasoning; (3) circumference, area, and volume; (4) Pythagorean Theorem applied to the coordinate plane; (5) circles and special segments; and (6) geometric probability. Students will: explore triangle congruence through translations, reflections, and rotations; solve problems about triangles, quadrilaterals and other polygons; explain similarity through dilations; apply similarity in right triangles to special right triangles and the Pythagorean Theorem; compute and interpret theoretical and experimental probability; and use the coordinate system to verify properties of quadrilaterals and slopes of parallel and perpendicular lines.

**Geometry****0334**

Grades 10 College Prep 1 1 Credit

Prerequisite: Completion of *Algebra 1 CPI* with a passing grade.

This course will formalize and extend students' geometric experiences from the middle grades. Students will explore geometric relationships through the perspective of geometric transformations. This course will focus on six key areas: (1) congruent triangles; (2) similar triangles and proportional reasoning; (3) circumference, area, and volume; (4) Pythagorean Theorem applied to the coordinate plane; (5) circles and special segments; and (6) geometric probability. Students will: explore triangle congruence through translations, reflections, and rotations; solve problems about triangles, quadrilaterals and other polygons; explain similarity through dilations; apply similarity in right triangles to special right triangles and the Pythagorean Theorem; compute theoretical and experimental probability; and use the coordinate system to verify slopes of parallel and perpendicular lines.

*This course does not satisfy NCAA eligibility requirements.*

**Intermediate Algebra 0314**

Grades 11-12 College Prep 1 1 Credit

Prerequisite: Completion of *Geometry CP* with a passing grade.

*Intermediate Algebra* is required for students who did not achieve a C- or better in *Algebra 1*. Topics in this course will include key topics from *Algebra 1* and more advanced topics to prepare students for study in *Algebra 2*.

*This course does not meet NCAA eligibility requirements.*

**Intermediate Algebra 0315**

Grade 11 College Prep 1 1 Credit

Prerequisite: Completion of *Geometry CP* with a passing grade.

*Intermediate Algebra* is required for students who did not achieve a C- or better in *Algebra 1*. This course will review key topics from *Algebra 1* and introduce more advanced topics to prepare students for study in *Algebra 2*.

*This course does not satisfy NCAA eligibility requirements.*

**Algebra II 0319**

Grades 10-11 Honors 1 1 Credit

Prerequisite: Completion of *Geometry Honors* with a B- or better.

This course will extend students' previous work with functions to include logarithmic, polynomial, rational and radical functions. The *Algebra II* curriculum will focus on four key areas: (1) relating arithmetic of rational expressions to arithmetic of rational numbers; (2) expanding understandings of functions and graphing to include trigonometric functions, (3) synthesizing and generalizing functions to extend understanding of exponential functions to logarithmic functions; and (4) relating data display and summary statistics to probability and exploring a variety of data collection methods. Students will: explore similarities between the system of polynomials and the system of integers; make connections between division of polynomials and division of multi-digit integers; identify zeros of polynomials including complex zeros of quadratic polynomials; make connections between zeros of polynomials and solutions for polynomial equations; explore the effects of transformations on graphs of diverse functions; identify appropriate types of functions to model a situation; and identify different ways of collecting data and the role that experimental design plays in the conclusions that can be drawn.

**Algebra II 0317**

Grades 11-12 College Prep 1 1 Credit

Prerequisite: Completion of *Geometry Honors* or *CP* with a passing grade, and a C- or better in *Algebra 1* or a passing grade in *Intermediate Algebra CP*.

This course will extend students' previous work with functions to include logarithmic, polynomial, rational and radical functions. The *Algebra II* curriculum will focus on four key areas: (1) relating arithmetic of rational expressions to arithmetic of rational numbers; (2) expanding understandings of functions and graphing to include trigonometric functions, (3) synthesizing and generalizing functions to extend understanding of exponential functions to logarithmic functions; and (4) relating data display and summary statistics to probability and exploring a variety of data collection methods. Students will: explore the system of polynomials; multiply and divide polynomials; identify zeros of polynomials including complex zeros of quadratic polynomials; make connections between zeros of polynomials and solutions for polynomial equations; explore the effects of transformations on graphs of diverse functions; identify appropriate types of functions to model a situation; and identify different ways of collecting data and the role that experimental design plays in the conclusions that can be drawn.

**Algebra II 0309**

Grades 11-12 College Prep 1 1 Credit

Prerequisite: Completion of *Geometry* with a passing grade, and a C- or better in *Algebra 1* or a passing grade in *Intermediate Algebra CPI*.

This course will extend students' previous work with functions to include logarithmic, polynomial, rational and radical functions. The *Algebra II* curriculum will focus on four key areas: (1) relating arithmetic of rational expressions to arithmetic of rational numbers; (2) expanding understandings of functions and graphing to include trigonometric functions, (3) synthesizing and generalizing functions to extend understanding of exponential functions to logarithmic functions; and (4) relating data display and summary statistics to probability and exploring a variety of data collection methods. Students will:

explore the system of polynomials; multiply and divide polynomials; identify zeros of polynomials including complex zeros of quadratic polynomials; make connections between zeros of polynomials and solutions for polynomial equations; identify appropriate types of functions to model a situation; and identify different ways of collecting data and the role that experimental design plays in the conclusions that can be drawn.

*This course does not meet NCAA eligibility requirements.*

### **Advanced Pre-Calculus**

**0353**

*Grades 10-11 Honors 1 Credit*

Prerequisite: Completion of *Algebra II H* with a recommended grade of A- or better and/or teacher recommendation.

This course is intended to prepare students for further study in *Advanced Placement Calculus BC* or *Advanced Placement Calculus AB*. Topics will include the study of polynomial, trigonometric and rational functions and their graphs, complex numbers, conic sections, logarithmic and exponential functions, and major concepts of differential calculus: limits and derivatives. These concepts will be presented geometrically, numerically, analytically and verbally. Emphasis will be placed on student use of graphing calculators as a method to reinforce concepts and interpret and confirm results. A College Board approved calculator is required (TI-83 or TI-84 recommended).

### **Pre-Calculus**

**0340**

*Grades 11-12 Honors 1 Credit*

Prerequisite: Completion of *Algebra II Honors* with a recommended grade of B- or better.

This course is intended to prepare students for further study in either *Advanced Placement Calculus* or *Calculus Honors*. Topics will include the study of graphs of functions, polynomial and rational functions, trigonometric functions and their graphs, vectors and parametric equations, complex numbers, conic sections, and exponential and logarithmic functions. Students will also be exposed to problems similar to those found on the SAT II Math subject test.

### **Pre-Calculus**

**0342**

*Grade 12 College Prep 1 Credit*

Prerequisite: Completion of *Algebra II* with a recommended grade of C- or better.

This course is intended to prepare students for a future study of Calculus and will also provide students with the foundational skills necessary for other college level math courses. Topics covered in this course will include relations and functions with a concentration on absolute value, greatest integer, square root, rational, polynomial, trigonometric, exponential, and logarithmic functions along with their graphs and inverses. Also included in this course will be the study of conic sections, polar coordinates, and complex numbers.

### **Advanced Placement Statistics**

**0349**

*Grades 10-12 Advanced Placement 1 Credit*

Prerequisite: Completion of *Algebra I Honors* with at least a B+ or completion of *Algebra II* with at least a B- or teacher recommendation.

This course will follow the curriculum published by the College Board. Students will be introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The four main themes are: Exploring Data, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference. These themes will be explored through the use of technology, projects and laboratories, cooperative group problem-solving and writing. A TI-83 or TI-84 is highly recommended for this course. *Students will be required to take the Advanced Placement test in May.* Please note that summer work will be assigned.

### **Statistics**

**0354**

*Grades 11-12 Honors 1 Credit*

Prerequisite: Completion of *Algebra II H* or *Pre-Calculus H* with a recommended grade of C- or better or teacher recommendation.

This course will introduce students to the major ideas of working with data using statistical analysis. Topics will include Gathering, Exploring, and Understanding Data, Exploring the Relationship between Variables, Anticipating Patterns, and Statistical Inferences. Students will be required to do projects and labs in addition to their regular classroom activities. In addition, the use of technology will be incorporated into the lessons. A TI-83 or TI-84 is highly recommended for this course.

### **Statistics**

**0362**

*Grade 11-12 College Prep 1 Credit*

Prerequisite: Completion of *Algebra II CP* with a passing grade.

This course is for students who plan to attend college for non-math and science majors. Topics will descriptive stats with an emphasis on uni-variate data, both categorical and quantitative including the normal model, bi-variate data and linear regression, and experimental design including sampling strategies, designing surveys, bias and designing experiments. This is an ideal course for students planning a career in business, psychology, political science, sociology, law, forensics, education, nursing, and other health-related fields.

**Advanced Placement Calculus AB****0350**Grade 12                      *Advanced Placement*                      *1 Credit*Prerequisite: Completion of *Pre-Calculus Honors* with a recommended B+ or better or teacher recommendation.

*AP Calculus AB* is comparable to a first year calculus course offered at the college level. The course will develop students' understanding of the major concepts of calculus – limits, derivatives and integrals and their Applications. These concepts will be presented geometrically, numerically, analytically and verbally. Students will be able to recognize the connection between these representations. Emphasis will be placed on student use of graphing calculators as a method to reinforce concepts, develop connections, and interpret and confirm results. A TI-83 or TI-84 is highly recommended for this course. *Students will be required to take the Advanced Placement test in May.* Please note that summer work will be assigned.

**Advanced Placement Calculus BC****0351**Grade 12                      *Advanced Placement*                      *1 Credit*Prerequisite: Completion of *AP Calculus AB* with a recommended grade of B- or better or completion of *Advanced Pre-Calculus Honors* with a recommended grade of B+ or better or teacher recommendation.

*AP Calculus BC* is an extension of *AP Calculus AB*, offering a review of the major topics from *AP Calculus AB* including limits, derivatives, and integrals. Additional topics will include advanced integration techniques and applications, polar, parametric and vector functions, polynomial approximations and series. Concepts, results and problems will be expressed graphically, numerically, analytically and verbally, to emphasize the connections among these representations. Students should be well-versed in the use of the graphing calculator. A TI-83 or TI-84 is highly recommended for this course. *Students will be required to take the Advanced Placement Calculus BC test in May.* Please note that summer work will be assigned.

**Calculus****0352**Grade 12                      *Honors*    *1 Credit*Prerequisite: Completion of *Pre-Calculus* with a recommended grade of B- or better or teacher recommendation.

This course is intended to prepare students for further study of mathematics at the college level. Topics will include derivatives and their applications, techniques of differentiation, limits, definite integrals, Fundamental Theorem of Calculus, rules of integration, and differential equations. There is extensive use of the graphing calculator in this course and it is recommended that students purchase their own TI-84.

**AP Computer Science A****0347**Grade 10-12                      *Advanced Placement*                      *1 Credit*Prerequisite: Completion of *Algebra II CP* with a passing grade with a B- or better or teacher recommendation.

*AP Computer Science* is an approximate equivalent to a one- to two-semester, university-level introductory computer science curriculum. By taking this class, students will be able to design, implement, and analyze solutions to problems; use and implement commonly used algorithms; develop and select appropriate algorithms and data structures to solve new problems; write solutions fluently in an object-oriented paradigm; write, run, test, and debug solutions in the Java programming language, utilizing standard Java library classes and interfaces from the AP Java subset; read and understand programs consisting of several classes and interacting objects; read and understand a description of the design and development process leading to such a program; and understand the ethical and social implications of computer use.

**Foundations in College Mathematics****0338**Grade 12                      *College Prep*    *1 Credit*Prerequisite: Completion of *Algebra II CP* with a passing grade.

This course will build on students' mathematical skills in an effort to prepare them for college placement exams and further mathematical study at the college level. Students will develop a deeper understanding of the concepts taught with a focus on problem solving through real-world Applications. This course satisfies the requirements of a fourth year of math for students needing to satisfy their EPP (Educational Proficiency Plan.)

*This course does not meet NCAA eligibility requirements.*

# Music

The primary goal of the Barnstable High School music department is to provide students with the skills and opportunities necessary to achieve their goals in the study of music. Instrumental and choral classes are designed to develop individual and ensemble performance skills. Other music electives are designed to provide students with additional opportunities in the study of music theory, technology and history. Students must be in a large performing ensemble that meets during the school day in order to participate in corresponding after school classes (i.e. Band/Jazz Lab, Chamber Choir/Vocal Jazz). **There are no fees to participate in any music class at BHS.** Students are able to take any music class and still fully participate in athletics, clubs and other academic disciplines.

*\*\*Courses in the Music Department do not satisfy NCAA eligibility requirements\*\*.*

## In-School Band Ensembles

### **Symphonic Band**

**0781(CP), 0782(H)**

*Grades 8-12 Multi-Level 1 Credit*

Recommendation: Successful completion of the BIS Band program, 1 year in BHS Band or permission from the teacher. *Concert band* is open to all 8-12 students who have played an instrument in band at BIS or BHS. The goal of this course is to enable students to become more proficient performers through the study of music theory, history and the performance of various styles of music. In order to successfully complete this course, students must practice their instrument outside of school. Students enrolled at a honors level are required to learn the All-Cape/S.E. District audition piece for their particular instrument. *Students in Concert Band are required to participate in two after school performances; the winter concert and spring concert.* Marching band is not a requirement for Concert Band.

***After-School/Evening Performances REQUIRED***

### **Wind Ensemble**

**0779**

*Grades 8-12 Honors 1 Credit*

Requirement: Students must audition the prior year to be accepted into the BHS Wind Ensemble.

*Wind Ensemble* is open to all 8-12 woodwind, brass, and percussion students with prior experience in band. *Wind Ensemble* offers a more rigorous course of study in band literature. All students enrolled are required to *learn* the All-Cape/S.E. District audition piece for their particular instrument. All students in *Wind Ensemble* are strongly encouraged to audition for All-Cape and S.E. District. *Marching Band* is not a requirement for *Wind Ensemble*. In order to successfully complete this course, students must practice independently at home or after school. *Students in Wind Ensemble are required to participate in two after school performances; the winter concert and spring concert in addition to other possible festivals and competitions.*

***After-School/Evening Performances REQUIRED***

## In-School Chorus Ensembles

### **Concert Chorale**

**0796(CP), 0797(H)**

*Grades 8-12 Multi-Level 1 Credit*

Recommendation: Successful completion of at least 1 year of the BIS or BHS *chorus program*.

*Concert Chorale* is open to all 8-12 students who have a desire to sing. While there is no required previous experience, students should be serious about improving their musicianship and vocal technique. *Grade 9 – 12 students enrolled at the honors level are required to learn the All-Cape/S.E. District audition piece for their particular instrument. All students in Concert Chorale are strongly encouraged to audition for All-Cape and S.E. District.*

***After-School/Evening Performances REQUIRED***

### **Chamber Choir**

**1773**

*Grades 10-12 Honors 1 Credit*

Requirement: Audition required during previous year.

*Chamber Choir* is an auditioned chorus for students with advanced singing experience. Students should be committed to improving their musicianship and vocal technique. Students work on advanced choral literature at an accelerated pace. This ensemble will participate in a variety of performances and music festivals.

## **In-School Orchestra Ensemble**

### **String Orchestra**

**0789(CP), 0790(H)**

*Grades 8-12 Multi-Level 1 Credit*

Recommendation: Successful completion of at least 1 year of the BIS or BHS *String Orchestra* and/or permission from the teacher. All students who do not have prior experience on a string instrument must receive permission from the teacher in order to enroll in the class

The Barnstable High School *String Orchestra* is a performance class and is designed to provide the string instrument student with more rigorous performance opportunities. This course will provide students with the opportunity to experience numerous musical styles of both “classical” and contemporary literature while pursuing their interest in playing an orchestral string instrument. *Students enrolled at the honors level are required to learn the All-Cape/S.E. District audition piece for their particular instrument. All students in String Orchestra are strongly encouraged to audition for All-Cape and S.E. District. After-School/Evening Performances REQUIRED*

## **General Music Classes**

### **Introduction to Music Theory and Literature**

**0778(CP), 0777(H)**

*Grades 9-12 Multi-Level 1 Credit*

Students enrolled in this class will acquire intermediate music literacy skills and, if desired, be prepared to enroll in AP Music Theory. Students opting to take AP Theory who do not enroll in this class will need written permission from the music department head. Topics studied will include music theory, literature, sight reading, sight singing, musical analysis, and part writing. Students will use a variety of software programs including Finale, Garageband, and Smart Music.

### **Advanced Placement Music Theory**

**0776**

*Grades 10-12 Advanced Placement 1 Credit*

Recommendation: The ability to read and notate music and all scales. **Students must take an entrance exam to enroll in AP Music Theory.**

The purpose of this course is to teach the theoretical concepts of music that are covered in a first-year college music theory class. The course is designed to prepare students to take the A.P. exam given each spring. The content of the course will cover the basic and advanced concepts of theory tested in this exam as well as the accompanying ear training. Students will also compose original pieces of music, and analyze scores.

### **Beginning Guitar**

**1781(CP), 1782(H)**

*Grades 8-12 Multi-level 1 Credit*

This course is designed for students with little or no prior experience to develop proficiency playing guitar. Students will learn to play chords, single note melodies and scales. Students will explore a variety of genres and styles, including: rock, pop, folk, alternative, indie, metal, blues, jazz, classical, bossa nova, latin, etc. Both flat-picking and finger-picking techniques will be explored. Standard music notation, music theory, and performance skills will also be taught in order to strengthen students’ overall music literacy and comprehension. *Students are not required to bring their own guitar to class, but would greatly benefit from having access to one at home on which to practice.*

### **Guitar II**

**1757(CP), 1758(H)**

*Grades 9-12 Multi-level 1 Credit*

Recommendation: Successful completion of *Beginning Guitar* or permission from the teacher.

This course is designed for students who have successfully completed *Beginning Guitar* and/or who have an intermediate knowledge (at least 1 year of private study) of playing the guitar. Students will learn fretboard navigation, moveable chords, moveable scales and modes, and more complex single note melodies. As a continuation of *Beginning Guitar*, students will continue to explore a variety of genres and styles. Advanced flat-picking and finger-picking techniques will be explored. Music notation, music theory, and performance skills will be taught in order to strengthen overall music literacy and comprehension. *Students are not required to bring their own guitar to class, but would benefit from having access to one at home on which to practice.*

### **Guitar Ensemble**

**1753**

*Grades 10-12 Honors 1 Credit*

Recommendation: Successful completion of *Guitar II* and teacher’s approval or at least two years of private guitar instruction and teacher’s approval.

This course is designed for students who have successfully completed the *Guitar II* curriculum, and/or who have a deep understanding of fundamental guitar performance skills. The Barnstable High School Guitar Ensemble is a performance class – students enrolled in the class will meet as a large ensemble, with an emphasis on developing group ensemble skills. Artistic expression and technical skills will be the focus of the course. Students will perform a wide-variety of music literature, ranging from “classical” to contemporary styles. Students will be required to participate in at least 1 after-school/evening performance per semester, which will be assessed as major components of student learning. *Students are not required to bring their own guitar to class, but would greatly benefit from having access to one at home on which to practice.*  
**After-School/Evening Performances REQUIRED**

**Music Technology**

2206

Grade 8

½ unit

This course is open to all 8<sup>th</sup> graders. Students will learn basic music editing/composition skills through software based instruction. Basic skills in music theory, piano and music history will also be acquired. No prior experience with music technology is necessary to enroll in this course.

**Music Technology**

1795(CP), 1796(H)

Grades 9-12

Multi-level

1 Credit

This course is designed for students with an interest in pursuing the structure, design, and theory of music through the use of technology. Students enrolled in this course will be given the opportunity to gain hands-on experience composing, arranging, and recording music through the use of sequencing, recording, and notation software. Emphasis will be placed on developing music awareness and literacy, as well as personal enjoyment. Students will be introduced to various styles including: rock, hip-hop, techno, bossa nova, latin, etc.

**Piano**

1759(CP), 1760(H)

Grades 9-12

Multi-level

1 Credit

The purpose of this course is to provide instruction in piano and keyboard instruments. Beginning and experienced students are eligible. *Students are **not** required to have a piano or keyboard at home to practice on, although this would greatly benefit student progress.* The course is designed to develop increased proficiency in the areas of technique, reading music and chord symbols. Emphasis will be placed on the understanding of music notation (music symbols and terminology) and music theory (how music works). Students will be evaluated through class participation, written self-assessments, assigned work and level of progress.

**After-School Performing Ensembles**

**The following music classes may be taken for Pass/Fail credit. These courses that earn a P/F are not calculated in GPA/rank**

**Color Guard**

1791

Grades 8-12

Honors

½ Credit

This first semester course is open to all students at any grade level. The color guard performs with the Red Raider Marching Band at home football games, parades and competitive shows. An emphasis is placed on dance and flag work to enhance the music being played. All practices are after school.

*After School/ Evening Music Class (Semester I).*

**Marching Band**

1755

Grades 8-12

Honors

½ Credit

Requirement: Student must be enrolled in *Symphonic Band* with at least 1 year of experience on their instrument. *Marching Band* is an after school performing ensemble open to all 8-12 band students enrolled in *Symphonic Band*. This is a challenging yet fun aspect to band performance! *Marching Band* has the following requirements: attend a week of band camp in August, attend multiple after school rehearsals each week, perform at home football games, perform at 3 marching band competitions, perform at 3 parades (Veterans, Thanksgiving, Memorial Day). The majority of marching band events take place from September-November, with one additional parade on Memorial Day. Please contact Mr. Schroeter with any questions regarding marching band.

*After-School Program (Semester I) Evening Performances REQUIRED*

**Jazz Lab Band**

0801

Grades 8-12

Honors

½ Credit

Requirement: Students accepted by audition only. It is highly recommended that wind and drum set players be enrolled in *Symphonic Band* to achieve the necessary music reading and technical skills along with ensemble experience. Students without the required skills and experience will not be accepted.

The *Jazz Lab Band* is a more intense after school jazz ensemble covering a variety of jazz styles including blues, swing, Latin, jazz-rock, ballads, etc. This ensemble performs at the Barnstable Jazz Night, Cabaret, IAJE Jazz Festivals, and the Berklee International Jazz Festival.

*After School/ Evening Music Class (Semester II).*

**Vocal Jazz Ensemble**

1780

Grades 10-12

Honors

½ Credit

Requirement: Concurrent enrollment in *Chamber Choir*, *Vocal Jazz* is by audition only during the previous year.

The *Vocal Jazz Ensemble* is an after school ensemble that meets afterschool and is selected from students in the chamber chorus. The materials covered will mainly focus on the Swing and Latin idioms. Emphasis is placed on ensemble performance, appropriate stylistic interpretation, solo styles, and improvisation. The vocal jazz ensemble performs at school events and jazz festivals.

*After School/ Evening Music Class (Semester I).*

**Show Choir**

**1777**

*Grades 8-12 Honors ½ Credit*

Requirement: Concurrent enrollment in one of the choruses. *Students accepted by audition only.*

The *Show Choir* is an after school ensemble that performs at the annual Cabaret showcase. Material covered focuses on music from the Broadway, pop, and jazz idioms.

*After School/ Evening Music Class (Semester II).*

**Winter Guard**

**0804**

*Grades 9-12 Honors ½ Credit*

*Winter Guard* is an after school ensemble and an outgrowth of the Fall *Color Guard*; any student in one of the performing music ensembles is invited to participate. Particular attention is placed on more advanced techniques in equipment handling, dance, and drill execution. Winter guard is a competitive unit traveling to four to five weekend shows.

*After School/ Evening Music Class (Semester II).*

**Winter Percussion**

**0794**

*Grades 9-12 Honors ½ Credit*

*Winter Percussion* is an after school ensemble and an outgrowth of the fall *Marching Band*; any student in one of the performing music ensembles is invited to participate. Students play music of an advanced nature placing emphasis on individual performance within the percussion ensemble. *Winter Percussion* is a competitive unit traveling to four to five weekend shows.

*After School/ Evening Music Class (Semester II).*

# Science

The science program at Barnstable High School offers a wide variety of core and elective courses. These courses provide students with opportunities to increase their understanding of science in order to develop scientific literacy, as well as critical thinking, problem solving, and inquiry skills. **All of the courses are classified as lab sciences**, meaning that students will be engaged in investigations to develop a greater understanding of the physical, chemical and biological world around us.

## Science and Technology

2357

Grade 8 College Prep

Topics include cells, genetics, the human body, basic chemistry and properties of matter, energy and motion, as well as the related Technology/Engineering Standards. All students will take the grade eight science MCAS test in June. This is a laboratory course.

## Science and Technology

2358

Grade 8 Honors

Recommendation: Completion of 7<sup>th</sup> grade science with a grade of A- or better and teacher recommendation. Topics include cells, genetics, the human body, basic chemistry and properties of matter, energy and motion, as well as the related Technology/Engineering Standards. All students will take the grade eight science MCAS test in June. Students who take the Honors Level should be prepared for increased rigor, exploring content in greater depth and at a faster pace, and be capable of showing a consistent effort and completing work independently. This is a laboratory course.

## Robotics

2359

Grade 8 College Prep ½ unit

Intro to Robotics introduces students to engineering concepts following a STEM (Science, Technology, Engineering, and Math) model with many hand-on projects. Students will design and build systems using computer aided design (CAD), traditional shop tools, laser cutter, and 3D printer that incorporate the principles of electronics, physics, and computer programming to gain an enriched understanding of the contemporary mechanical world. This is a laboratory course.

## Introductory Physics

0400

Grade 9 Honors 1 Credit

Recommendation: Completion of *Grade 8 Science* with an A average and Grade 8 teacher recommendation. We strongly recommend completion of *Algebra I* with a grade of B or better.

This course incorporates a large number of laboratory experiences that are designed to address the Introductory Physics standards of the Massachusetts State Frameworks and students are expected to take MCAS test in June. The skills of measuring, recording data, collecting and organizing information, interpreting data and drawing conclusions are developed throughout this course. Students are expected to use their skills in mathematics as they work on independent and group projects.

## Introduction to Environmental Science

0406

Grade 9 College Prep 1 Credit

*Environmental Science* is an introductory course that addresses many of the standards in the Massachusetts State Frameworks for Life Science. A major goal of this course is to understand problems that involve interactions between humans and their environment, and to examine solutions to these problems. Topics include: the study of complex relationships between organisms and their environments, human's use of natural resources, and the effects of human actions on the local and global ecosystems. This is a laboratory course.

## Biology

0441

Grades 9-10 Honors 1 Credit

Recommendation: Completion of *Physical Science Honors* and *English I Honors* and *Algebra I* with a B- or better. Grade 9 students must have received an A in 8<sup>th</sup> grade science and have completed *Algebra I* with a B or better, along with teacher recommendation.

This is a comprehensive biology course for college-bound students who are self-motivated, have higher order thinking skills, and have strong verbal skills. Students are expected to carry out open-ended investigations and independent projects. This course is designed to address the Standards outlined in the Massachusetts State Frameworks for Life Science. *All students taking biology will be expected to take the MCAS test in the spring in order to fulfill the state science requirement.* This laboratory science course content goes beyond CP biology.

## Biology

0442

Grade 10

College Prep

1 Credit

This laboratory science course is designed to address the standards outlined in the Massachusetts State Frameworks for Life Science. *All students taking biology will be expected to take the MCAS test in the spring in order to fulfill the state science requirement.* Topics include: characteristics of living things; cell structure and function; reproduction of cells and organisms; genetics and evolution; human biology; and interactions in ecology.

**Advanced Placement Biology**

**0440**

Grades 10-12

Advanced Placement

1 Credit

Recommendation: Completion of *Biology Honors* and *Chemistry Honors* with a grade of B- or better or a grade of A in *Biology Honors* with a solid understanding of basic chemistry or teacher recommendation.

This course is designed to be the equivalent of a college introductory course usually taken by biology majors during their first year. The course will be extensive in both coverage of material and depth of content. As a result, some topics must be covered during the summer before the school year begins. Students will be expected to design and perform laboratory experiments, the results of which will be presented both orally and in writing. *Students are required to take the national Advanced Placement Biology Examination in May*

**Chemistry**

**0451**

Grades 10-12

Honors

1 Credit

Recommendation: Completion of *Biology Honors* with a grade of B- or better or *Physical Science Honors* with an A with permission of *Chemistry* instructor and *Algebra I Honors* with a B or better and current enrollment in *Algebra II Honors* or higher math.

This class is designed for serious students with demonstrated high performance in math and makes regular use of higher-order algebra skills. Tenth grade students in this course may take the MCAS test in chemistry as *Chemistry* thoroughly prepares students for this test. Skill development stresses safe manipulation of lab equipment and chemicals, report writing, mathematical problem solving, use of reference tables and graphs, and study skills.

**Chemistry**

**0452**

Grades 11-12

College Prep

1 Credit

Recommendation: Completion of *Biology* and *Geometry* with a grade of C or better. It is *strongly* recommended that students be currently enrolled in *Algebra II* or higher math.

Students taking this course should have good ability to solve mathematical word problems. Good study skills, the ability to think abstractly, and the willingness to complete daily homework assignments are necessary requirements for success. Skill development stresses safe manipulation of lab equipment and chemicals, report writing, mathematical problem solving, use of reference tables and graphs, and study skills.

**Advanced Placement Chemistry**

**0450**

Grades 11-12

Advanced Placement

1 Credit

Recommendation: Completion of *Chemistry* and *Algebra 2*. This course is designed for the serious student who has demonstrated high performance in *Chemistry*. Students follow the Advanced Placement curriculum and *are required to take the AP Chemistry exam in May*. *Chemistry* at this level builds on high school chemistry, but extends well beyond the scope of that course in all three arenas: theoretical, analytical, and laboratory. As such, a college level text and laboratory manual are used. Following the *AP Chemistry* exam, students are expected to work on independent projects, the results of which will be presented both orally and in writing.

**AP Physics 1: Algebra Based**

**0448**

Grades 10-12

Advanced Placement

1 Credit

Recommendation: Completion of *Algebra II* and *Geometry* with a B- or better.

This course is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits.

*Students are required to take the AP Physics 1 Examination in May.*

**AP Physics 2: Algebra Based**

**0449**

Grades 11-12

Advanced Placement

1 Credit

Recommendation: Completion of *AP Physics 1* with a grade of B- or better.

This course is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. *Students are required to take the AP Physics 2 Examination in May.*

**Physics**

**0463**

Grades 11-12

College Prep

1 Credit

Recommendation: Completion of with *Algebra II* with a C- or better and *Geometry* with a C- or better. Physics at this level is offered for students who wish to enhance their science background. The major emphasis of the course is on Newtonian mechanics. Students who complete the course with an average of A- or greater will be well prepared to take *AP Physics* the following year.

### **Coastal Studies**

**0473(CP), 0474(H)**

*Grades 10-12 Multi-level 1 Credit*

Recommendation: Completion of *Environmental Science* and *Biology* or teacher recommendation.

*Coastal Studies* is a multidisciplinary, multilevel elective course that emphasizes the Cape and its environment. The course requires fieldwork, using sites on campus including Dunn Pond, which provides an introduction to many concepts common to both fresh and salt-water ecosystems. The first half of the year focuses on the ecology of the Cape, current land use, and how this is related to our coastal environment. During the second half of the year, the focus will be on local and global marine sciences. Students must be able to work well individually and in groups. All students are required to complete a yearlong project. *Students who are taking the course for honors credit will also be expected to do additional readings and complete an additional project that will be formally presented.*

### **Ecology**

**0476 (CP), 0477(H)**

*Grades 10-12 Multi-level 1 Credit*

Honors Recommendation: Completion of *Biology Honors* with a grade of B- or better or *Biology* with an A. CP

Recommendation: *Biology CP*

This course examines the essence of ecology: the interactions between organisms and their environment, through lecture, discussion, guest speakers, hands-on labs and project-based investigations. Key topics include comparisons of terrestrial and aquatic ecosystems, interactions between populations, establishment of communities, effects of invasive species, and global ecological issues. Students taking the course for Honors credit are expected to do extra reading and written work and will be required to complete an independent project each term.

### **Marine Biology**

**0445(CP), 0446(H)**

*Grades 10-12 Multi-level 1 Credit*

Pre-requisite: Completion of *Biology* with a passing grade

Honors Recommendation: Completion of *Biology Honors* with an 85% or higher or completion of *Biology* with a 95% or higher.

This course builds upon & extends biological concepts developed during earlier science courses. Students will take an in-depth look at the characteristics of the world's oceans & the organisms that live there by exploring each ocean zone from the deep sea to coral reefs & everything in between. Students will investigate the structure, functions, behaviors, adaptations, & classifications of a variety of plant & animal which live in the marine environment, including but not limited to: sharks, whales, seals, polar bears, deep sea fishes, & turtles. Students will investigate the impact of humans on that system & the connection of all living things to each other. Laboratory activities will include dissections, experimentations, data collection, & data analysis that develop scientific thinking skills & incorporate technology & inquiry based learning and projects; includes field trips to Boston, Provincetown, Woods Hole, & guest lecturers. Students taking this course for honors credit are required to do an independent project each term.

### **Forensics and Biotechnology**

**1452(CP), 1453(H)**

*Grades 10-12 Multi-level 1 Credit*

Honors Recommendation: Completion of *Biology Honors* with a grade of B- or better or *Biology* with an A. CP Prerequisite: *Biology with a passing grade.*

This course is designed for the student who is interested in the process of identifying, collecting and analyzing evidence to identify possible suspects from a crime scene. This course focuses on the scientific methods of collecting and processing possible evidence. Biotechnology techniques, such as gel electrophoresis will be utilized in analyzing evidence. Analytical skills, laboratory methods and problem solving techniques will be emphasized in this course. Students in this course are expected to be self-motivated, enthusiastic and have a strong interest in the field. Students taking this course for Honors credit are expected to do extra reading and written work.

### **Pathology and Biotechnology**

**1455(CP), 1456(H)**

*Grades 11-12 Multi-level 1 Credit*

Honors Recommendation: Completion of *Biology Honors* with a B or better. CP Recommendation: Completion of *Biology* and *Anatomy and Physiology*

This is a course for serious students wanting to pursue a career in science, particularly a medical or microbiology field. The class will focus on the causes, mechanisms, and morphologies of human diseases. Through lectures, labs, and research, this class will introduce students to topics in pathology such as an introduction to human pathology, bacteria, viruses, and other pathogenic microorganisms. Diseases studied will include infectious diseases such as Anthrax, Cholera, Ebola, HIV, Mad-Cow Disease, Plague, and Lyme. Students will regularly using biotechnology techniques such as micro-pipetting, gel electrophoresis, gram staining, restriction digests, bacterial transformation, ELIZA assays, and PCR. Students will also investigate careers in pathology by exploring basic duties and skills required of pathologists including conducting research,

analyzing biological and anatomical evidence, and collection of specimens. It is a lab-based course that offers a rigorous and demanding curriculum and will include the exploration of biotechnology through labs and discussions.

### **Intro to Engineering Design**

**1458(CP), 1459(H)**

Grades 9-12      Multi-level      1 Credit

Recommendation: Completion of *Algebra 1*.

Intro to Engineering Design is a project-based course designed to introduce students to the world of Engineering. Students will have an opportunity to engage in hands-on real world problems in order to see how science, mathematics, and engineering are a part of everyday life. All projects will include the use of an eight step engineering process and closely follow the *Engineering the Future* curriculum set forth by the Boston Museum of Science. Projects will include a variety of Engineering Specialties to help introduce the student to the wide range of engineering career pathways available to them. *Students taking this course will be prepared to take the Technology/Engineering MCAS test in the Spring in order to fulfill the state science requirement.*

### **Advanced Engineering Design**

**1461**

Grades 10-12      Honors      1 Credit

Engineering Design is an advanced class designed to follow *Intro to Engineering Design*. Therefore, completion of Intro to Engineering with a minimum grade of a B(83) or better is required. Areas of focus may include Automobile Design and Remotely Operated Vehicles (ROV's) which will include the use of 3D printing and material Laser Cutting. This is an Honors level class with the expectation of several independent projects that will parallel classroom activity

### **Advanced Placement Environmental Science**

**0429**

Grades 11-12      Advanced Placement      1 Credit

This course is designed to be the equivalent of a one semester introductory college laboratory course in environmental science. The course content is interdisciplinary in nature with a strong central focus on field work. Students will build on their past science experiences to more thoroughly understand the interrelationships of the natural world, to identify and evaluate the relative risks associated with environmental problems and to examine alternative solutions for resolving and preventing problems. Students will work cooperatively in the lab and develop skills to complete formal lab reports and an organized notebook. A year long formal project and presentation will also be completed. *Students are required to take the Advanced Placement Environmental Science Examination in May.*

### **Human Anatomy & Physiology**

**0478(CP), 0479(H)**

Grades 11-12      Multi-level      1 Credit

Honors Recommendation: Completion of *Biology Honors* with a B- or better or *Biology* with an A. *Chemistry* is strongly recommended.

CP Prerequisite: Completion of *Biology* with a grade of C or better.

This course is designed for the student who is interested in a second-year biology course and is a great opportunity for any one interested in the human or animal health care professions. Course work focuses on the systems of the human body. Laboratory investigations require an in-depth examination of these systems and *dissections are required*. The student is expected to be self motivated, enthusiastic and have a strong interest in the field. Students taking the course for Honors credit are expected to do extra reading and written work. They are also expected to carry out several observations at the Cape Cod Hospital or other medical facilities and write up reports on the observation and shadowing experiences. (CTE Course)

### **Contemporary Science Topics**

**0467**

Grades 11-12      CP1      1 credit

This course examines how science has impacted our world in both positive and negative ways. Topics covered may include major health issues (cancer, diabetes, food allergies), recycling, alternative energy and water sources, the organic movement, modern farming, food-borne illnesses, food and water supply shortage, vaccinations, obesity, contagious diseases, global climate change, forensic science and ethical issues around DNA testing and fingerprinting. Students will be engaged in discussions, lab experiments and projects that explore current science issues. *This course does not satisfy NCAA eligibility requirements.*

### **Introduction to Astronomy**

**0471**

Grade 12      Honors      1 Credit

Recommendation: Completion of *Algebra I & II* at the same level with a grade of B or better in each of these courses.

*Astronomy* is a senior elective for students who are truly motivated to learn and investigate the science describing the inner workings of the cosmos. Topics include the nature of light, telescopes, constellations, stellar evolution, galaxies, black holes, nebulae, star clusters, planets, asteroids and comets, basic particle physics and cosmology. Students are encouraged to attend evening Star Parties at Sandy Neck Beach and *The Cobb Astro Park when funding permits*. Students will also be given the opportunity to attend professional astronomy lectures at the *Harvard-Smithsonian Center for Astrophysics* in Cambridge, and the *Museum of Science* in Boston. *All students will be required to develop and participate in educational outreach programs for the benefit of students in local elementary schools and the general public.* Students who are successful in this course demonstrate an appreciation of the connection between math and science, have a solid work-ethic, and actively participate in all class room and outside activities.

**Introduction to Astronomy****0464***Grade 12 College Prep 1 Credit*

This course covers the same topics described in the Honors course above, but with a more conceptual and less mathematical approach. As described above, all students will be expected to develop and participate in educational outreach programs as well as participate in other outside activities.

**Science Lab Assistant****0409(CP), 0408(H)***Grades 11-12 Multi-level 1 Credit*

The *Science Laboratory Assistant* course is for students who are interested in helping a science teacher set up and clean up laboratory materials, inventory equipment, and do other tasks as required by the supervising science teacher. Students must be responsible and have basic skills necessary to use science measuring equipment, such as balances and graduated cylinders, with care and precision. Knowledge of spreadsheet programs is also helpful. This course should be scheduled during the teacher prep period to allow direct supervision of student work. Students in this course will receive pass or fail as a grade. **A student cannot also schedule an Internship or a Study Hall** during the same school year if this course is scheduled. Housemaster Approval and a contract with the supervising teacher are required. *This course does not satisfy NCAA eligibility requirements.*

**Medical Terminology/Certified Nursing Assistant****0593***Grade 12 Honors 1 Credit*

This course is a work/study experience that is recommended for students who are interested in entering health careers. After sufficient skills practice and content instruction, students will spend several full days at a local long term care facility providing care for patients at the facility under the direction of a registered nurse. While providing students with a basic understanding of patient care, this course also offers an introductory level in medical terminology (online portion). Upon successful completion of the CNA portion of the course, students are provided the opportunity to sit for the Massachusetts Nurse Aide Competency Evaluation. Students who successfully complete the course are also eligible to apply for one general education credit at Cape Cod Community College. (CTE course)

# Special Education

Barnstable High School provides a variety of Special Education services and programs. Some remain constant from year to year while others are changed annually to meet the changing needs of students. **As stipulated by Chapter 603 CMR 28.00 Special Education Regulations, students are eligible for special education and related services only upon the recommendation of a Special Education evaluation team.** The frequency, duration, and type of service are recommended at the team meeting in response to the individual needs of each student. Students, parents, or staff may initiate requests for Special Education evaluation, an essential step prior to convening a team meeting. *These courses do not satisfy the NCAA requirements.*

## **Learning Lab**

**2299(8<sup>th</sup>), 1842(9-12)**

*Grades 8-12*

*1 Credit (1/2 unit 8<sup>th</sup>)*

Explicit instruction to help students gain an understanding of their individual learning styles while enhancing their ability to self-advocate for their needs to successfully access the general curriculum of the high school. Direct instruction will be given in the areas of study skills including previewing/reviewing new material, test-taking strategies and planning long-term assignments, with an emphasis on study and organizational skills. Academic support will also be provided in the areas of math, writing, and reading comprehension.

Students are expected to self-report upcoming tests and assignments for their general curriculum classes. Individualized coaching will be provided to students in order to assist them in planning, organizing, completing and handing in assignments on time.

## **Specialized Reading**

**2311(8<sup>th</sup>), 0834(9-12)**

*Grades 8-12*

*1 Credit (1/2 unit 8<sup>th</sup>)*

A highly structured, teacher-directed, multi-sensory approach to decoding and encoding. This is appropriate for students with dyslexia or other language-based learning disabilities, which affect word recognition and spelling skills. Students progress individually through a systematic reading program.

## **Academic Achievement Center**

**2309(8<sup>th</sup>), 1846(9-12)**

*Grades 8-12*

*1 Credit (1/2 unit 8<sup>th</sup>)*

Learning support in a small group setting that is based on behavioral principles. Students are enrolled in general education courses, but require specialized support to address social/emotional needs as they arise. The school social worker is available to consult with staff and students and provides direct services to students as needed.

## **Substantially Separate Programs**

Barnstable Public Schools offers a wide range of alternative learning programs for students identified with intellectual, developmental, physical and health disabilities. Instruction and related services are individualized in order to support students to achieve at their highest independent level. Different programs offer instruction in the areas of Communication, Functional Academics, Occupational Therapy, Physical Therapy, Integrated Physical Education, Integrated Art, ADL skills, weekly swimming, monthly community trips, pre-vocational skills development, and work experience opportunities within the school setting. There is a strong Community-Based component of these programs. Students further participate in Enrichments and mainstream academics based on recommendations made by the Special Education Team.

## **Community Based Transition Program**

This program is designed for students between the ages of 18 and 22. Students will engage in functional academics, life skills classes, community experiences, in-school work experiences, and supported work and competitive employment opportunities. The focus will be on transition planning and preparing students for post-secondary options and the responsibilities of adulthood. Staffing requirements will reflect the support individual students need to be successful in the workplace, either as part of a crew or in an individual supported/competitive employment position.

**Small Group Instruction**

This program of instruction is for students who have experienced academic difficulty and are not able to access the general education curriculum due to weak reading, writing, and/or math skills. The curriculum addresses skills-based reading, writing, and math, and parallels that presented in mainstream classes which adhere to the Massachusetts Curriculum Frameworks. Students receive explicit and individualized instruction that is designed to help them become strong self-advocates, and to help them achieve at their highest independent level. In addition, students work on improving organization and study skills, thereby increasing their ability to acquire, integrate, store, retrieve and express knowledge.

<b>Standard English 8</b>	<i>Grade 8</i>		<b>2300</b>
<b>Standard English I</b>	<i>Grade 9</i>	<i>1 Credit</i>	<b>0825</b>
<b>Standard English II</b>	<i>Grade 10</i>	<i>1 Credit</i>	<b>0826</b>
<b>Standard English III</b>	<i>Grade 11</i>	<i>1 Credit</i>	<b>0827</b>
<b>Standard English IV</b>	<i>Grade 12</i>	<i>1 Credit</i>	<b>0828</b>
<b>Standard Math 8</b>	<i>Grade 8</i>		<b>2301</b>
<b>Standard Algebra</b>	<i>Grade 9</i>	<i>1 Credit</i>	<b>1814</b>
<b>Standard Geometry</b>	<i>Grade 10</i>	<i>1 Credit</i>	<b>1815</b>
<b>Standard Math III</b>	<i>Grade 11</i>	<i>1 Credit</i>	<b>0831</b>
<b>Standard Math IV</b>	<i>Grade 12</i>	<i>1 Credit</i>	<b>0832</b>

# Wellness

Wellness education is an integral part of a student's total education including physical, intellectual, and social/emotional development. Our program includes skill development and experiences that culminate in personal assessment, planning for healthy lifestyle patterns, and in some instances, specific career training, and exploration.

The Wellness department offers several options for students to explore careers and earn certification in two areas. Our Child Development program prepares students for the State of Massachusetts Department of Early Education and Care Teacher certification. The Foods and Nutrition program leads students to certification in *ServSafe* and *Prostart*.

The recommended program of studies according to Massachusetts Department of Elementary and Secondary Education is for physical education for every student every year.

*Courses in the Wellness Department do not satisfy NCAA eligibility requirements.*

## **Grade 8 Wellness**

**2250**

*Grade 8*

*½ unit*

Students meet twice a week throughout the year; once for physical education and once for health. The Physical Education portion of the course focuses on activities that improve cardiovascular endurance, strength, flexibility, cooperation, and sportsmanship. Health topics include life skills such as decision-making, positive communication, healthy relationships, and human growth and development during adolescence.

## **Wellness 1**

**1631(CP), 1632(H)**

*Grade 8-9*

*1 Credit*

Students spend equal amounts of time on both the physical education and health components of this course. Physical education activities encourage students to practice and improve skills for both traditional sports and non-traditional activities. Learning and applying skills to enhance a life long fitness program are emphasized. Current health issues that affect teens are examined such as, goal setting, nutrition and resisting high risk behaviors. Students will have the opportunity to learn the skills needed to achieve and maintain fitness goals, establish and nurture positive relationships and feel effective and confident.

## **Sports and Well Being**

**1540(CP), 1541(H)**

*Grade 9-10*

*Multi-level*

*1 Credit*

Each quarter will have a different theme: **Sports, Nutrition, Fitness and Stress**; Students will participate in **Sports** with a focus on skill development, communication and cooperation. The **Nutrition** portion will provide students with the crucial information they need for their life stage and allow students a chance to practice some hands on recipe creation. The **Fitness** theme will introduce students to basic fitness strategies for comprehensive wellness. Students will have the opportunity to put their skills into practice as each student will create and implement a plan to improve his/her overall fitness. The **Stress** unit will allow students to investigate the causes of stress and provide a skills based approach to managing stress through time management, goal setting, conflict resolution and communication.

## **Beginning Fitness**

**1637(CP), 1638(H)**

*Grades 9-12*

*Multi-level*

*1 Credit*

This course is designed for students looking for introductory knowledge of total fitness. Activities are geared to improve cardiovascular fitness, strength and flexibility. Students learn various muscle groups and their functions, aspects of flexibility and nutrition through yoga, basic weight training and cardiovascular fitness activities. First aid and CPR/AED certification will be a portion of the classroom component. Student assessment is based on daily participation in all activities and written assignments to complete a fitness portfolio.

## **Intermediate Strength Training and Fitness**

**1571(CP), 1572(H)**

*Grades 10-12*

*Multi-level*

*1 Credit*

Prerequisite: Completion of *Beginning Fitness* with a passing grade for CP level. A recommended grade of B- or better is required for honors level.

This course is designed for students looking for introductory knowledge of total fitness. Activities are geared to improve cardiovascular fitness, strength, endurance, and agility. Students learn the various muscle groups and their functions, aspects of flexibility, nutrition, agility and speed development, as well as cardio vascular fitness. Student assessment is based on daily participation in all activities and written assignments to complete a fitness portfolio.

## **Advanced Strength Training and Fitness**

**1575(CP), 1576(H)**

*Grades 11-12*

*Multi-level*

*1 Credit*

Prerequisite: Completion of *Intermediate Strength Training and Fitness* with a passing grade for CP level. A recommended grade of B- or better is required for honors level.

This class is designed for the student who wishes to continue his/her study of personal fitness training. It is recommended for athletes who want to design a sports specific workout to enhance their performance. The course includes an in-depth study of each muscle group and the associated activities to strengthen each. Students are expected to design a personal fitness program.

### **Team Sports Plus**

**1582(CP), 1583(H)**

*Grades 10-11 Multi-level 1 Credit*

This course is for the student who wishes to learn sport specific skills and strategies. Students learn skills for and official rules of traditional sports as well as how to adapt/change sports according to skill levels of the players, equipment and space requirements. Activities include flag football, basketball, soccer, tanaka ball, ultimate games, softball, volleyball, tennis, team handball and floor hockey. Students taking this class at an Honors level are required to do additional reading, more in depth writing projects and class presentations.

### **Physical Education Integration and Education**

**1585(CP), 1586(H)**

*Grades 10-12 Multi-level 1 Credit*

This course is for the student who is interested in teaching physical education techniques to developmentally disabled students. Students must be accepted for the course after sitting for an interview with the teacher before the course selection sheet is submitted. Students are required to work in partnership with and assist a developmentally disabled student in physical education activities. The course will include identifying developmentally appropriate practice, organizing and supervising games, and adapting activities to the needs of all students. Students will learn how to write lesson plans and teach class for one unit.

### **Living Well Beyond BHS**

**1543(CP), 1544(H)**

*Grade 11-12 Multi-level 1 Credit*

Each quarter will have a different theme: **Stress, Nutrition, Fitness and Recreational Sports and Activities**. All units will include a focus on how students apply the information in their current high school schedules as well as how the skills can be utilized in their future schedule whether it is college, career, military service or some combination of these. The **Stress** term will include the physical and emotional effects of stress, stress management strategies, and planning ahead to reduce stress through time management, and budgeting. After a review of the basics, the **Nutrition** term will focus on healthy foods teens will eat, navigating through a cafeteria and supermarket and basic food preparation safety. The **Basic Fitness** term will have students create an individualized plan to improve core strength, flexibility and endurance, successfully navigate a fitness center and investigate fitness opportunities for life. Through **Recreational Sports and Activities**, students will research the local opportunities for recreation and participate in individual and group leisure activities that are both traditional and nontraditional.

### **Social Issues**

**1590(CP), 1591(H)**

*Grades 11-12 Multi-level 1 Credit*

Geared toward the student gaining readiness skills for life after high school, this course studies ongoing issues in our society. Topics include media literacy, gender differences, relationships, stress management, character development, identity, and stereotyping. Relevant current events are interwoven into the curriculum. Students are expected to have an open mind, a respect for differences in opinions and a willingness to participate in class discussions. A low impact exercise element will be a regular component of this course.

### **Child Development 1**

**0581(CP), 0582(H)**

*Grades 9-12 Multi-level 1 Credit*

This course is an overview of growth and development from conception through adolescence. Units of study focus on the areas of fine and gross motor skill development, language acquisition, cognitive, social and emotional development during infancy and early childhood. A low impact exercise element will be a regular component of this course.

Second semester learning activities include a mini internship at the Cape Cod Child Development on West Main Street facility. This preschool is attached to Barnstable High School. Hands on activities include planning age appropriate activities for young children and spending time observing infants, toddlers and preschool children. Students are required to complete an orientation and accompanying paperwork for the internship portion of this course. (CTE Course)

### **Child Development 2**

**0583(CP), 0584(H)**

*Grades 10-12 Multi-level 1 Credit*

Prerequisite: Completion of *Child Development 1* with a passing grade for CP level. A recommended grade of B- or better is recommended for Honors level.

This course is recommended for the student who is interested in a career working with children. Students work with infants, toddlers and preschool children in the Cape Cod Child Development on West Main Street planning age appropriate lessons, teaching the lessons to small groups of young children and evaluating the lesson. All aspects of Early Childhood Education are covered. This course also provides a student with an opportunity for certification through the Department of Early Education and Care if he/she chooses Child Development 3 the following year. A combination of both courses will give students the ability to accrue college credit. (CTE Course)

**Child Development 3**

Grade 12

Multi-level

1 Credit

**0585(CP), 0586(H)**

Prerequisite: Completion of *Child Development 2* with a recommended grade of B- or better.

This course is recommended for students planning on entering the teaching profession or preparing to work in the child care field. Upon successful completion of this course students are eligible to apply for the Massachusetts Department of Early Education and Care teacher certification. Class sessions focus on the childcare field as a career and portfolio preparation. Continued internship work with preschool and elementary school children will allow students to increasingly hone their skills in working with early learners. (CTE Course)

**Child Development 3**

Grade 12

Honors

2 Credits

**0647**

Prerequisite: Completion of *Child Development 2* with a recommended grade of B- or better.

This two credit course meets during a double block of time throughout the school year and provides work/study experience in a community facility with young children. This course is recommended for students planning on entering the teaching profession or preparing to work in the child care field. Class sessions focus on the childcare field as a career and portfolio preparation. Upon successful completion of this course students are eligible to apply for the Massachusetts Department of Early Education and Care teacher certification and become eligible for 3 college credits through our post secondary articulation agreement with Cape Cod Community College. (CTE Course)

**Becoming a Foodservice Professional**

Grades 9-12

Multi-level

1 Credit

**1596(CP), 1597(H)**

Two National Restaurant Association programs, *ServSafe* (safe food handling) and *ProStart* (school-to-career culinary arts) are the focus of this course. Topics include nutrition and consumer education with a focus on kitchen safety, food borne illness and safe food handling practices. Occasional food and cooking labs reinforce the course content through practical experience. Eligible students take the *ServSafe* certification test in May. (CTE Course)

**Hospitality**

Grades 11- 12

Multi-level

1 Credit

**1568(CP), 1569(H)**

Prerequisite: Completion of *Becoming a Foodservice Professional* with a passing grade for CP level. A recommended grade of B- or better is required for Honors level. *ServSafe* Certification required for either level.

This course focuses on the operations of the hospitality industry through project based learning activities. Students explore specific jobs and careers in the hospitality industry and the history of hospitality and tourism. Students learn and practice strategies for professionalism in the workplace. Skills learned include customer relations, finance, accounting, and marketing and management techniques. Students will gain hands on experience as they prepare and serve food in the BHS Bistro learning lab. (CTE Course)

**Hospitality Internship**

Grades 11- 12

Multi-level

2 Credits

**1629(CP), 1630(H)**

Prerequisite: Completion of *Becoming a Foodservice Professional* with a passing grade for CP level. A recommended grade of B- or better is required for Honors level. *ServSafe* Certification required for either level.

This two credit course meets during a double block of time throughout the school year. The course provides for work/study experience and allows students more time to investigate and experience the hospitality industry through additional experiential learning activities in the BHS Bistro learning lab or community restaurants. (CTE Course)

# World Language

All foreign language courses require that the student invest a considerable amount of time and effort on a daily basis in order to perfect pronunciation, master vocabulary, and correctly manipulate grammatical structures. The main emphasis is on the classroom experience as each course pays particular attention to the four basic language skills: speaking, listening, reading, and writing. This is accomplished via the use of audio material, videos, class and individual presentations, readings, some formal writing, and use of target language in the classroom. All taught spoken languages focus on communicative proficiency. Students will also learn about the geography and culture of countries where the languages are spoken. It is recommended that the student consult the bulletin of the college of their choice to be certain that language entrance requirements are met. **Any student who wishes to change from the CP level to Honors level must see the department head for information. An entrance exam is required.**

## **Chinese – Mandarin I** **0514**

*Grades 8-12*                      *Unleveled*                      *1 Credit*

This class is open to grade 8 students who have a grade of 90 or higher in grade 7 English and an effort grade of 3 or better. This is a High School level class and as such brings with it high school level rigor. This course introduces students to Chinese language and culture. *Chinese - Mandarin I* emphasizes basic grammar and syntax, simple vocabulary, written characters and spoken tones so that students can read, write, speak and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions of the Chinese people. Culture is introduced through the art, literature, customs and history of Chinese-speaking people. By the end of the year students will be able to greet and make introductions using appropriate words and expressions, describe themselves and their immediate world and sustain a short conversation.

## **Chinese – Mandarin II** **0517**

*Grades 9-12*                      *Honors*                      *1 Credit*

Prerequisite: Completion of *Chinese - Mandarin I* with a grade of B- and teacher recommendation.

This course intensifies previous study to continue the development of the four language skills, speaking, listening, reading and writing. In addition to core thematic content students will read simple selected works from authentic sources such as magazines, short stories and poetry. By the end of the year, students will be able to describe familiar situations including weather, school, home health, transportation and clothing. Focused use of Mandarin is expected.

## **Chinese-Mandarin III** **0577**

*Grades 10-12*                      *Honors*                      *1 Credit*

Prerequisite: Successful completion of Chinese-Mandarin II Honors with grade B- and teacher recommendation.

This course expects greater fluency from students through strengthened speaking, listening, reading and writing of Mandarin within the context of thematic units presented through poems, literature, folktales and legends. By the end of the year students will be able to produce more complex grammatical structures and sentence patterns, and initiate communicative and interpersonal communications.

## **Chinese-Mandarin IV** **0579**

*Grades 11-12*                      *Honors*                      *1 Credit*

Prerequisite: Successful completion of Chinese-Mandarin III Honors with grade B- and teacher recommendation.

The course expects fluency from students through themes in current events, literature and film. By the end of the year students will be able to produce complex grammatical structures and sentence patterns, initiate and close interpersonal communication and identify target aspects of the target culture.

## **Greek, Classical I** **0505**

*Grades 8-12*                      *Unleveled*                      *1 Credit*

This class is open to grade 8 students who had a grade of 90 or higher in grade 7 English and an effort grade of 3 or better. This is a High School level class and as such brings with it high school level rigor. *Classical Greek* is a two year program that complements the study of Classical Latin and English, especially since it enhances SAT verbal scores. In this course the students will learn the vocabulary and structure needed to study Greek mythology and the history and culture of ancient Greece as well as selections from various authors.

## **Greek, Classical II** **0505(CP), 0506(H)**

*Grades 9-12*                      *Multi-level*                      *1 Credit*

Prerequisite: Successful completion of *Classical Greek I*.

This course completes the two year sequence of grammar and vocabulary needed to further discover the mythology and culture of the classical Greek world. The cultural focus will be a survey of ancient Greek literature. Much of the course will make connections and comparisons to the modern world via the fine arts, math, social studies, the sciences and language arts.

## **French I** **0522**

Grades 8-12

Unleveled

1 Credit

This class is open to grade 8 students who had a grade of 90 or higher in grade 7 English and an effort grade of 3 or better. This is a High School level class and as such brings with it high school level rigor, The student is expected to master the sound system and to acquire the essential word attack skills in order to be able to speak, read, and understand French with a minimum of teacher assistance. Listening and speaking will be stressed in class to be followed by written and oral practice at home. By the end of the year students will be able to greet and make introductions using appropriate words and expressions, describe themselves and their immediate environment sustaining a short conversation. The class is conducted in the target language with minimal use of English.

**French II**

**0510**

Grades 9-12

Honors

1 Credit

Prerequisite: Completion of *French I* with a grade of B- and teacher recommendation.

This course continues the study of vocabulary and grammar begun in the first year and stresses the development of reading skills in French. Students read to expand vocabulary and to discuss the material in the language. They begin to study grammar at the intermediate level and continue to learn about the customs and culture of French speaking countries. By the end of the year students will be able to exchange information, such as greetings and leave taking, and talk about themselves in familiar contexts such as daily routines, to read and listen for context and understanding and participate in discussions using the target language. The class is conducted in the target language.

**French II**

**0511**

Grades 9-12

College Prep

1 Credit

Prerequisite: Completion of *French I* and teacher recommendation.

Additional topics of basic grammar and vocabulary are studied. Students begin the intermediate level of language learning where the knowledge of grammar is expanded and reading and writing skills are further developed. Students continue to learn about the customs and culture of other French speaking countries. By the end of the year students will be able to exchange essential information, such as greetings, leave takings, talk about themselves in familiar contexts. The class is conducted in the target language.

**French III**

**0520**

Grades 10-12

Honors

1 Credit

Prerequisite: Completion of *French II Honors* with a grade of B- and teacher recommendation.

Students complete the formal study of grammar and continue to practice oral expression. The course will be conducted in French. Students will also read a selection of literature in its entirety as well as learn about the French impressionist artists. Writing skills will also be emphasized. By the end of the year students are expected to be able to communicate uses all tenses and discuss culturally relevant themes.

**French III**

**0521**

Grades 10-12

College Prep

1 Credit

Prerequisite: Completion of *French II CP* and teacher recommendation.

Students will continue the formal study of grammar, continue to practice reading for comprehension and further develop writing skills. The customs and culture of French speaking countries are an important aspect of this course. The course will be conducted in French. By the end of the year students are expected to communicate in present, past and future tenses about familiar themes.

**French IV**

**0525**

Grade 12

Honors

1 Credit

Prerequisite: Completion of *French III Honors* with a grade of B-.and teacher recommendation.

Reading short stories, poems, and excerpts of selected authors provides the material for expansion of vocabulary, furthering the development of reading skills and composition. Students continue to learn about the art and music of various French speaking countries. Selected topics of grammar and vocabulary are reviewed and expanded to maintain speaking and writing skills. Outside reading plus oral and written reports are required. The class is conducted in French. By the end of the year students will be able to communicate about culturally relevant themes as well as sustain extemporaneous conversations.

**French IV**

**0526**

Grade 12

College Prep

1 Credit

Prerequisite: Completion of *French III CP*.

Students will continue the formal study of grammar on an intermediate level and will also explore further topics in French culture. Selections of French literature will be read. Further emphasis will also be given to speaking and listening comprehension skills. The class is conducted in French. By the end of the year students will be able to communicate about cultural themes and personally relevant topics.

**Advanced Placement French Language and Culture**

**0529**

Grade 12

Advanced Placement

1 Credit

Prerequisite: Completion of *French III Honors* with a recommended grade of B and teacher recommendation  
The *AP French Language and Culture* course is intended for qualified students who are interested in completing studies comparable in content and in difficulty to a full year course in advanced French composition and conversation at the third year college level. Students will be able to engage in spoken and written interpersonal communication; synthesize information from a variety of authentic audio, visual and written resources; plan and produce spoken and written presentations; demonstrate understanding of the practices, products and perspectives of francophone cultures; and compare the francophone cultures with the cultures of the United States orally and in writing with reasonable fluency and accuracy. *All students are required to take the AP exam.*

### **Latin I**

**0544**

*Grades 8-12 Unleveled 1 Credit*

This class is open to grade 8 students who had a grade of 90 or higher in grade 7 English and an effort grade of 3 or better. This is a High School level class and as such brings with it high school level rigor. This course is the first in a two year program during which all grammatical concepts will be completed. Students will learn to develop reading comprehension and translation abilities. Students will also learn about cultural aspects of the ancient classical world of Rome, such as the early history of Rome and mythology. Students will be encouraged to make comparative connections between the ancient and modern worlds.

### **Latin II**

**0545**

*Grades 9-12 Honors 1 Credit*

Prerequisite: Completion of *Latin I* with a grade of B- and teacher recommendation.

This course provides an intensive study of grammatical concepts. The development of reading and translation abilities will be enhanced through readings of authentic Latin texts. Cultural aspects will focus on the history and mythology of Republican Rome.

### **Latin II**

**0546**

*Grades 9-12 College Prep 1 Credit*

Prerequisite: Completion of *Latin I* and teacher recommendation.

This continues the format begun in *Latin I* with a continual presentation of the fundamentals of Latin grammar and acquisition of vocabulary needed to read or translate adapted versions of Latin authors. This class is conducted in English but there will be an increasing emphasis on responding, thinking and writing in Latin. There will be a continuation of discussions about Roman culture, history, and classical mythology.

### **Latin III**

**0547**

*Grades 10-12 Honors 1 Credit*

Prerequisite: Completion of *Latin II CP* with a grade of B- and teacher recommendation

This course will focus on adapted and authentic Roman literature while continuing the study of vocabulary and grammar begun in the first year. Readings will include a survey of the Hercules legends, letters of Pliny, and the writings of Republican Romans such as Caesar and Cicero. Students will continue to expand their knowledge of Roman history, mythology and daily life.

### **Latin III**

**0548**

*Grades 10-12 College Prep 1 Credit*

Prerequisite: Completion of *Latin II CP*.

This course completes the formal study of grammar and core vocabulary acquisition. The student begins to read substantial texts of Latin literature from authors such as Tacitus, Vergil, and Ovid. Literary appreciation and techniques of literary analysis will be introduced.

### **Latin IV**

**0539**

*Grades 10-12 College Prep 1 Credit*

Prerequisite: Completion of *Latin III CP* and teacher recommendation.

Students in this advanced class will read a variety of Latin authors, including Vergil, Horace, Catullus and Ovid, after a brief review of basic vocabulary and grammar. Prose and poetry selections will be explored at both the literal level and with an eye towards understanding Latin as *Latin*. Critical as well to this class will be further reading and research into Roman culture, daily life, history and mythology.

### **Advanced Placement Latin**

**0543**

*Grade 12 Advanced Placement 1 Credit*

Prerequisite: Completion of *Latin III* Honors with a recommended grade of B-.

The *Advanced Placement Latin* course is intended for qualified students who are wishing to complete studies comparable in content and difficulty to a full year course in Latin literature at the college level. Emphasis is on refining the student's ability to read and understand Latin poetry and prose and to comprehend and interpret readings from the Vergil's *Aeneid* and Caesar's *De Bello Gallico*. Following a review of grammar and syntax, students begin an intensive reading and analysis of Rome's greatest pieces of literature. Included in the curriculum is a study of literary techniques and poetic devices used by the authors, examination of content, context and style, and literary importance of the *works*. *All students are required to take the AP exam.*

### **Spanish I**

**0554**

*Grades 8-12 Unleveled 1 Credit*

This class is open to grade 8 students who had a grade of 90 or higher in grade 7 English and an effort grade of 3 or better. This is a High School level class and as such brings with in high school level rigor The student is expected to master the sound system and to acquire the essential word attack skills in order to be able to speak, read, and understand Spanish with a minimum of teacher assistance. Listening and speaking will be stressed in class to be followed by written and oral practice at home. This class is conducted largely in the target language with minimal use of English.. By the end of the year students will be able to greet and make introductions using appropriate words and expressions, describe themselves and their immediate world sustaining a short conversation.

### **Spanish II**

**0555**

*Grades 9-12 Honors 1 Credit*

Prerequisite: Completion of *Spanish I* with a grade of B- and teacher recommendation.

This course is conducted in Spanish, students deepen mastery of communicative proficiency (oral and written). Students read and write with more frequency in order to expand vocabulary and participate in discussions of themes including family and customs. By the end of the year students are expected to be able to exchange essential information, such as greetings, their immediate lives, routines and extracurricular and academic activities.

### **Spanish II**

**0556**

*Grades 9-12 College Prep 1 Credit*

Prerequisite: Completion of *Spanish I* and teacher recommendation.

This course is conducted in Spanish and will help students further develop their skills in the area of communicative proficiency (oral and written). By the end of the year students are expected to exchange essential information and compare cultural characteristics of the Spanish speaking world with their own.

### **Spanish III**

**0560**

*Grades 10-12 Honors 1 Credit*

Prerequisite: Completion of *Spanish II CP* with a grade of B- and teacher recommendation.

Students continue the formal study of grammar, continue their development of oral expression, reading for comprehension, and writing skills. The class is taught in the target language. Students will continue to learn more about the Hispanic world and culture. By the end of the year students are expected to be able to communicate in the present, past, future and use the perfect and conditional tenses and the subjunctive.

### **Spanish III**

**0561**

*Grades 10-12 College Prep 1 Credit*

Prerequisite: Completion of *Spanish II CP* with a grade of B-.

Students build on previous knowledge in developing proficiency. The class is conducted in the target language. By the end of the year students will be able to communicate in the present, past, and future and examine connections between their culture and the Hispanic speaking world.

### **Spanish IV**

**0565**

*Grade 12 Honors 1 Credit*

Prerequisite: Completion of *Spanish III Honors* with a grade of B-and teacher recommendation.

Reading short stories, poems and excerpts of selected authors provides the material for discussion and compositions. The class is taught in Spanish. Students will be examining the history and art of various Hispanic countries. Selected topics of grammar are reviewed and expanded to reinforce the four basic language skills. Outside reading and classroom presentations are required. By the end of the year students will be able to initiate and maintain conversations, identify main ideas in authentic sources, deliver and write well thought out reports.

### **Spanish IV**

**0566**

*Grade 12 College Prep 1 Credit*

Prerequisite: Completion of *Spanish III CP* and teacher recommendation

Class is conducted in target language. Students continue the formal study of grammar at an intermediate level through the exploration of cultural topics. Students will develop an understanding of the relationship between Hispanic and North American cultures. Authentic videos and movies in Spanish will be used as the foundation for the development of vocabulary, listening and writing skills. By the end of the year students will be able to write short compositions, present oral reports, understand main ideas in authentic sources, and carry on a conversation.

**Advanced Placement Spanish Language and Culture**

**0559**

*Grade 12                      Advanced Placement                      1 Credit*

Prerequisite: Completion of *Spanish III Honors* with a recommended grade of B- and teacher recommendation

The *Advanced Placement Spanish Language and Culture* course is intended for qualified students who are interested in completing studies comparable in content and in difficulty to a full year course in advanced Spanish composition and conversation at the third year college level. Students will be able to engage in spoken and written interpersonal communication; synthesize information from a variety of authentic audio, visual and written resources; plan and produce spoken and written presentations; demonstrate understanding of the practices, products and perspectives of Hispanic cultures; and compare the Hispanic cultures with the cultures of the United States orally and in writing with reasonable fluency and accuracy. *All students are required to take the AP exam.*

**Spanish I for Native Speakers**

**0567**

*Grades 8-12                      Unleveled                      1 Credit*

Prerequisite: Department Head permission

Designed for heritage learners of Spanish, from those who can speak and comprehend Spanish but are not able to read or write fluently to those who are more proficient. The course focuses on the development of communicative competence in reading, writing, speaking, and listening, as well as on understanding Hispanic cultures and issues of identity of heritage speakers in the United States.