

# Barnstable High School



Program Of Studies

2023-2024

# Table of Contents

Letter to Students.....	3
Barnstable High School Mission Statement.....	4
Academic Outline.....	5
Course Selection Process.....	5
Academic Levels.....	5
Academic Requirements.....	5
Career Pathways.....	8
Additional Educational Opportunities.....	14
Project Excel.....	16
ACE ( <i>Academics and Career Explorations</i> ).....	17
Departments and Course Offerings.....	18
Art and Applied Technology .....	18
English .....	25
English Language Education (ELE).....	32
History, Social Sciences and Business.....	38
Mathematics and Computer Science.....	45
Music.....	52
Science and Engineering.....	56
Special Education.....	64
Wellness.....	68
World Languages.....	73
 Appendix - Barnstable High School Admission Policy for Vocational Technical Programs .....	 79

Dear BHS Students and Families,

We are excited to present the program of studies for Barnstable High School for the 23-24 school year. As we transition from the world we have known to the world we are becoming, it is more important than ever to empower students in their learning experiences by helping them develop skills, knowledge and a sense of purpose. We look to educate our students through meaningful, connected and relevant learning that will lead them to become thoughtful, productive members of a global society. In that vein, we have worked to clarify and expand on our career and college pathway programs to help make those connections.

We look forward to having you explore the pathway opportunities, complementary courses and hundred of unique course options that Barnstable has to offer. Students continuing on their educational journey in these fields or entering the global workforce upon graduation have the opportunity to get ahead of their competition here at Barnstable High School.

We encourage you to take time to explore the program of studies and to become familiar with the many options offered. Counselors and staff will work with students to help them identify their passions, interests and requirements to build a schedule that works for them.

All the best,

Liz Freedman  
Principal

# Barnstable High School Mission Statement

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

# Course Selection and Scheduling Process

Teachers, being the experts in the content area and having knowledge of the work of each student, provide recommendations for the next courses for all students. Teacher recommendation is based on student motivation, grades and effort in a previous course in the subject area. Students review the recommendations and collaborate with their school counselors if they would like changes to the recommendations. Students can choose additional elective courses in areas they have an interest in. School counselors have a broad view of the entire curriculum and the specific needs/interests of each student. Counselors help students make course selections based on the student's academic and career goals, the teachers' recommendations and the counselor's professional guidance in order to ensure high academic rigor and success. During the course selection process, parents/guardians are strongly encouraged to review their course selections with their students and contact their teachers and/or the school counselor, if they have questions about course options.

- 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 August**. It is understood that if a student wants to consider a schedule change, it is their responsibility to meet with their school counselor before the end of the school year. Once schedules are finalized at the end of the 2022-2023 school year, students must call or meet with a summer counselor to change a schedule in the main counseling office.
- Registration for ALL classes, including second semester classes, will be completed in the spring of 2022-2023 school year. As with all other courses, second semester classes cannot be changed once school starts.

## **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.

**AP LAB** - AP students will report to the academic lab (a designated space) for targeted support in their AP courses. Students will work on classroom assignments, projects, and homework from their AP class guided by an AP teacher. There will be a google classroom created for all enrolled students with each AP teacher creating resources in the classroom and using the stream to communicate what they should be focusing on during that directed time. This will allow the academic teacher to better support each student while also creating accountability and data demonstrating efficacy of the program. Ultimately, this course is designed to advance the skills and strategies required for student success in meeting the increasing challenges of college level coursework in Advanced Placement Classes. This class would be recommended for students taking their first AP class and available for those taking 3 or more.

**Honors (H)** – The courses are designed for highly motivated students. These courses are fast-paced and rigorous and require consistent effort and the ability to work independently. Students taking the courses at the Honors level will be expected to demonstrate abstract thinking skills, critical reading awareness, excellent research and writing skills, self-directed study skills, and high intellectual vigor and enthusiasm.

**College Preparatory (CP)** – These courses provide the preparation for four-year colleges. Students in CP courses will develop a strong foundation of content and skills based on the Massachusetts Curriculum Frameworks.

## **Academic Requirements**

### **Graduation Requirements (Grades 9-12)**

Starting with the class of 2026 all students will be required to earn 25 credits to graduate.

- 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

(17 credits) (need and additional 8 credits to graduate)

To be promoted to the next grade students need to earn:

- 5 credits to grade 10
- 10 credits to grade 11
- 18 credits to grade 12

In Grade 8, all students are required to take the course "Grade 8 Experience". In grades 9-12 all students are strongly encouraged to select a Wellness elective each year. The school will fulfill the physical education requirement in the event students do not choose a Wellness Elective for each year grades 9-12.

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

### **Classes of 2023-2025**

- 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

(17 credits) (need an additional 5 credits to graduate)

- 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 is calculated ONLY on courses students take in grades 9-12. Therefore, no courses taken in 8th grade, whether or not they have been awarded credit, will be calculated into student GPA.

**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. Certain Computer Science courses can substitute for a mathematics course.
<b>Science</b>	<b>3 Units of lab-based science</b>
	Coursework in technology/engineering courses may also count for MassCore science credit. Certain Computer Science courses can substitute for a laboratory science course.
<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.

## **Career Pathways at Barnstable High School**

Career Pathways\* take students on a journey into possible careers they would like to pursue after high school. Barnstable's programs offer students a rigorous curriculum coordinated with strategically designed opportunities that connect classroom instruction to real-life career choices. In many cases, students who successfully complete the requirements for their selected Pathways can graduate with industry certification and/or transferable college credits. Career Pathways may culminate in a Senior Internship experience.

95 percent of employers surveyed in a national study look for employees who speak more than 1 language, as you consider your pathway options including a full four year study of a language different from your own can lead to greater work opportunities, regardless of the field.

*\*A Four year study of a World Language with proficiency, supported by receipt of the Massachusetts Seal of Biliteracy in the target language, is recommended to enhance employability in all career pathways.*

*Courses below taken for college credit require a minimum grade*

### **Business, Entrepreneurship, & Finance**

**Description:** According to the U.S. Bureau of Labor Statistics, thirty-five percent of all jobs will be in business, marketing, finance, and sales by 2026. Students in this Innovation Pathway will be well-prepared to further their education, to start their own business, or both. The courses in this Pathway will help students develop an "entrepreneurial mindset," along with many technical skills necessary for success in the business world. Students who are interested in joining the small-business economy of Cape Cod, as well as students who want to become CEOs, will benefit from participation in this Pathway. Through various courses in this Pathway, students will have opportunities to earn college credit at Cape Cod Community College, be mentored by CEOs and graduate business students, and achieve multiple relevant certifications such as Digital Badges, COAs, OSHA, Certiport, National Testing, and others.

#### **Required Courses:**

**Business & Business Economics Principles**

**Marketing & Finance Principles**

**Management & Business Strategies**

**Entrepreneurship**

**Business, Finance & Entrepreneurship Internship OR School-Based Enterprise Internship**

#### **Recommended Courses:**

Money Management

Introduction to Accounting

Principles of Economics & Personal Finance

AP Economics

Courses in the Computer Science, Culinary Arts & Hospitality, Early Education & Care, Engineering, Environmental Science & Technology, Extended study of a World Language, Health Careers, Law, Society & Criminal Justice, Music, and/or Creative Careers Pathway, depending on interest.

### **Law, Society & Criminal Justice**

**Description:** This Pathway prepares students for careers in law and law enforcement, criminal justice, the military, firefighting, and many other public service occupations and is capped in senior year with the course Introduction to Criminal Justice (formerly known as Street Law and Society). There is considerable flexibility in



this pathway as students create their own program within the domains of the History and Social Science (U.S. Government and Politics, AP U.S. Government and Politics, Psychology, AP Psychology, U.S. History), Science (Forensics and Biotechnology, Advanced Forensics), Wellness (Beginning Fitness, Intermediate Strength Training and Fitness, Advanced Strength Training and Fitness), ELA (Writing for College, Creative Writing, Understanding Diversity, Senior Experience, Journalism), and World Language. Students in their senior year will have the opportunity to earn both CPR and Stop the Bleed certifications.

<b>Emergency Services</b>	<b>Psychology and Investigations</b>	<b>Law</b>
<p><b>Required Courses:</b>  <b>Introduction to Criminal Justice</b>  <b>US History</b>  <b>Wellness fitness classes</b></p> <p><b>Recommended Courses:</b>  AP U.S Government &amp; Politics  Psychology/AP Psychology  Forensics and Biotechnology  Advanced Forensics  Cybersecurity  World Language courses</p>	<p><b>Required Courses:</b>  <b>Introduction to Criminal Justice</b>  <b>US History</b>  <b>Psychology/AP Psychology</b>  <b>Biological/Physical Forensics</b></p> <p><b>Recommended Courses:</b>  Biology  AP U.S Government &amp; Politics  Cybersecurity  Forensics and Biotechnology  Advanced Forensics  World Language courses</p>	<p><b>Required Courses:</b>  <b>Introduction to Criminal Justice</b>  <b>US History</b></p> <p><b>Recommended Courses:</b>  AP U.S. Government &amp; Politics  Psychology/AP Psychology  Cybersecurity  Statistics/AP Statistics  World Language courses</p>
<p>All Law, Society &amp; Criminal Justice Pathway students should focus on strengthening their writing skills.  All Law, Society &amp; Criminal Justice Pathway students should consider taking 4 years of a World Language.</p>		

## **Computer Science**

**Description:** Computer Science jobs are among the highest paid and have the highest job satisfaction. There actually are more computing jobs than qualified people to fill them in the United States. According to recent research, there will be about 1,000,000 unfilled programming jobs by 2021. The Bureau of Labor Statistics projects growth rates between 12% and 37% in computing and information technology occupations from 2012 through 2022. With this expected growth in computing, it's easy to see that companies simply need more computer science graduates. With the growing demand for computer science professionals, our school wanted our students to be college and career ready in computer science. Students should not miss out on this opportunity that will be available when they graduate from college.

The goal of the pathway is to provide students with the fundamental knowledge of computer programming including basics of game design. This pathway also serves both as college preparatory courses for potential computer science majors and a foundation course for students planning to study in other majors, like engineering, physics, chemistry, and geology that require significant involvement with computing. Computer Science improves critical thinking skills and teaches you how to solve problems in a new way.

**Required Courses:**  
**Cybersecurity**  
**AP Computer Science Principles**  
**AP Computer Science A**

**Recommended Courses:**  
Statistics  
Applied Art  
PLTW Engineering  
Physics, Design Squad (8) or Robotics (8)  
Street Law & Society  
Business & Finance  
Digital Media  
World Language courses

## **Culinary Arts & Hospitality**

Description: Courses in this Pathway are designed to develop transferable workplace and practical skills in the fields of culinary arts and the hospitality industry. Students have opportunities to earn National Restaurant Association certifications in safe food handling, food preparation, and allergens. They learn about tourism and the retail industry along with business, entrepreneurship, and marketing through the ProStart curriculum. Students apply course content and practice skills in Barnstable High School's full-service on-site restaurant, The Bistro Café, as well as our own mobile food trailer which is fully equipped with a commercial kitchen. Students gain experience in multiple foodservice and hospitality roles and responsibilities as they plan and prepare for a variety of dining options including casual dining and grab-and-go. Projects include menu development, cooking, baking, job scheduling, inventory, teamwork, budgets, and nutrition...just to name a few. See the Wellness department section for specific course sequence and descriptions.

### **Required Courses:**

**Intro to Culinary Arts**

**Culinary Arts**

**Hospitality**

**Hospitality Internship**

### **Recommended Courses:**

Principles of Business & Business Economics

Principles of Marketing & Principles of Finance

Entrepreneurship

Principles of Management & Business Strategies

World Language courses

## **Education**

Description: Courses in this Pathway are designed as an interactive, hands-on experience. Students learn in the classroom and practice their skills first at the Cape Cod Child Development preschool located on-site at Barnstable High School and move on to elementary schools within the district or local preschools. Students prepare career portfolios which include competency-based skills checks, writing samples, lesson plans, and certification 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 college credit through our post-secondary articulation agreement with Cape Cod Community College. Students interested in becoming middle or high school teachers, counselors, social workers or school nurses will gain valuable career exploration and experience. See the Wellness department section for course sequence and descriptions.

### **Early Education & Care (birth to age 7)**

#### **Required Courses:**

**Child Development I**

**\*Child Development II**  
(infant to grade 3)

**Child Development III**

**Child Development**

**\*Internship**

### **Elementary/Middle/ High School (age 8 and older)**

#### **Required Courses:**

**Child Development I**

**\*Child Development II**  
(grades 4-12)

**\*Internship** (BHS Teaching Intern)

**Academic Mentor Internship II**

### **Social Work/Counseling**

#### **Required Courses:**

**Child Development I**

**Child Development II**

**\*Psychology and/or Understanding Diversity**

**\*Internship**

### **Healthcare/School Nurse**

#### **Required Courses:**

**Child Development I**

**Biology**

**\*Chemistry, Anatomy & Physiology, or Psychology**

**\*Certified Nursing Assistant**

**Recommended Courses:**

Psychology  
Integrated Physical Education  
Integrated Art  
Wellness Mentor  
Children's Literature  
World Language courses

*\*Can take these courses concurrently.*

**Engineering**

Description: From launching space explorations to delivering safe, clean water to communities, engineers find solutions to pressing problems and turn their ideas into reality. The PLTW Engineering pathway offers students the opportunity to learn real-world skills and solve real-world problems. These hands-on courses allow students to apply math, science, computer science, and design skills. All courses offered in the pathway count as advanced coursework in Massachusetts. All courses also offer students the opportunity to earn college credit and scholarship based on their coursework. Credit and scholarship opportunities are available based on course & pathway completion.

**Required Courses:**

**PLTW Intro to Engineering and Design**  
**PLTW Principles of Engineering**  
**PLTW Computer Integrated Manufacturing**  
**PLTW Engineering Design and Development**

**Recommended Courses:**

Grade 8 Design Squad and/or Robotics  
PLTW Computer Science  
Statistics  
Chemistry (CP/H, AP)  
Physics (CP/H, AP)  
Pre-calculus  
World Language courses

**Environmental Science & Technology**

Description: The Environmental Science and Technology career pathway at Barnstable High School is a project-oriented, field-based curriculum designed to develop skills in collecting, analyzing, and communicating environmental data through authentic workplace experiences. Areas of concentration include Aquaculture/Hydroponics, Geographic Information System (GIS) digital mapping, water chemistry, energy efficiency, laboratory procedures, and natural resource conservation. This inquiry-based, hands-on program will prepare students to continue their education and/or enter the workforce in an environmental lab designed to model the operation of wastewater and drinking water treatment facilities. Student outcomes of the program include CPR/First Aid Training and certification, 40-hour HAZWOPER certification, and preparation to sit for the Massachusetts Water/Wastewater Operator Certification tests. In addition, students who successfully complete this pathway may be awarded up to 13 credits (4 Environmental Science courses) at Cape Cod Community College.

**Required Courses:**

**Intro to Environmental Science and Tech**  
**Environmental Science and Tech/Water Tech 1**  
**Environmental Science and Tech/Water Tech 2 - Environmental Impact**  
**Environmental Science and Tech/Water Tech 3 - Independent Study/Internship**  
**Biology (CP/H)**

**Recommended Courses:**

Biology (CP/H, AP)  
 Chemistry (CP/H, AP)  
 Physics (CP/H, AP)  
 Statistics  
 Marine Biology  
 AP Environmental Science  
 PLTW Computer Science  
 World Language courses

### **Health Careers/Certified Nursing Assistant**

Description: 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, Biotechnology, 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 CNA 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, lab technician 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 Pathway

#### **Required Courses:**

**Biology**  
**Health Careers and CNA**

#### **Recommended Courses:**

Anatomy & Physiology  
 Pathology & Biotechnology  
 AP Biology  
 Chemistry (CP/H, AP)  
 Physics (CP/H, AP)  
 Statistics  
 Psychology  
 World Languages  
 PLTW Computer Science

### **Music**

Description: The Barnstable High School music pathway provides students with the opportunity to prepare for a career in music and/or enhance their understanding of music through the sequential study of performance and technology. A variety of courses and co-curriculars are recommended for each pathway to ensure students receive a comprehensive and diverse experience. Each pathway also provides students with the opportunity to connect with our school and local community through performance opportunities as a member of an ensemble and/or music technology pathway. All students interested in pursuing a music pathway are encouraged to be an active member of the Tri-M Music Honor Society.

<b>Ensemble Performance</b>	<b>Contemporary Music</b>
<b><u>Required Courses:</u></b> <b>(5 years in at least one the following ensembles)</b>  <b>Concert Band</b> <b>Chamber Choir</b> <b>Concert Chorale</b> <b>String Orchestra</b>  <b>Recommended Courses/Activities:</b>	<b><u>Required Courses:</u></b> <b>Guitar 1</b> <b>Piano</b> <b>Music Technology 1</b> <b>Contemporary Music Ensemble 1</b> <b>Contemporary Music Ensemble 2</b>  <b>Recommended Courses:</b> <b>Grade 8 Guitar</b>

(5 consecutive years in the same ensemble) Piano  Audition for out-of-district SEMMEA/CCMEA Festivals  * Jazz Band * Vocal Jazz * Pep Band * Tri-M Music Honor Society World Language courses	Grade 8 Music Technology Piano Hip Hop: Influences and Trends Music Technology 2 Guitar 2 Guitar Ensemble  Present original compositions/audition for out-of-district SEMMEA/CCMEA Festivals  * Jazz Band * Vocal Jazz * Pep Band * Tri-M Music Honor Society World Language courses
* After-school, non-credit, co-curricular ensembles	

Creative Careers			
Description: <b>Creative Careers Pathway:</b> Creative careers are an important part of the growing global economy and consist of both fine and performing arts. Students electing to participate in the Creative Careers Pathway will have opportunities to engage in innovation, invention, explore new ideas, create, design, and produce works of art. Several routes are offered within the Creative Careers pathway including fashion design, studio art, journalism, art education, graphic design, animation, and film & television.			
Fashion Design	Studio Arts		Art Education
<b>Required Courses:</b> Fashion 1 Fashion 2 Fashion 3 Fashion 4  <b>Recommended Courses:</b> AP Studio Art Fine Arts Graphic Design Art Internship World Language courses	<b>Required Courses:</b> Fine Arts 1 Fine Arts 2 Fine Arts 3 Fine Arts 4  <b>Recommended Courses:</b> Art Integration AP Studio Art Art Internship World Language courses	<b>Required Courses:</b> Ceramics 1 Ceramics 2 Ceramics 3 Ceramics 4  <b>Recommended Courses:</b> Art Integration AP Studio Art Art Internship World Language courses	Any Creative Career Pathway  <b>With:</b>  Teaching Internship with an Art Teacher  <b>Recommended Courses:</b> Early Childhood Education Art Integration Children's Literature World Language courses

Graphic Design	Cartooning and Animation	Film & Television	Journalism
<b>Required Courses:</b> Graphic Design 1 Graphic Design 2 Graphic Design 3 Graphic Design 4  <b>Recommended Courses:</b> AP Studio Art Art Internship World Language courses	<b>Required Courses:</b> Cartooning & Animation 1 Cartooning & Animation 2 Cartooning & Animation 3 Independent Study  <b>Recommended Courses:</b> Digital Media AP Studio Art World Language courses	<b>Required Courses:</b> Digital Media Digital Media 2: B2BTV NEWS Digital Media 2: FILM  Production Assistant B2B Or Independent Study  <b>Recommended Courses:</b> Animation 1 Digital Photography World Language courses	<b>Required Courses:</b> Introduction to Journalism News Production  <b>Recommended Courses:</b> Digital Media 1 Digital Media 2: B2BTV NEWS Or Digital Photography 1 Digital Photography 2 World Language courses

## **Additional Educational Opportunities**

### **The BHS Experience**

Grade 8

*½ unit*

**2248**

Students will acquire skills and knowledge they will use to succeed throughout high school. Students will begin a comprehensive college and career planning process by engaging in interest inventories, goal setting, and purposeful high school course planning. Topics for learning will include: Orientation to Barnstable High School, Substance abuse prevention education, Social Emotional Learning, Bullying Prevention education and Healthy & Active Lifestyles. In addition, the course includes a physical education component where students will work to improve their movement skills and fitness levels. All 8th graders will be enrolled in this ½ year course.

### **Academic Mentor**

Grade 11, 12

*Honors*

*1 Credit*

**1899**

Academic Mentor is for students who want to help and support other students in the development of their academic skills. This is an opportunity to encourage fellow students to become more engaged in their academic experience through coaching, mentoring, and tutoring. Students are expected to participate in skills training covering basic work skills and professionalism, serve as a mentor, offer tutoring both one-on-one and in small groups, and support the instruction of the classroom teacher. Academic Mentors must be approved by the department head or curriculum coordinator and teacher. This opportunity is for juniors and seniors. **Students must have a strong academic, conduct, and attendance record to be approved for Academic Mentor.**

### **Senior Internship**

Grade 12

*Honors*

*2 Credits*

**0992**

This two-credit course meets during a double block of time throughout the school year and provides a work-based educational experience that allows students to learn about a particular occupation or industry by interning for an employer in our community. Internships help students understand how schoolwork, technical skills and personal skills are valued in the workplace. A capstone project will demonstrate the student's achievement of workplace skills and understanding of the industry. Students will also spend time in the classroom working on valuable employability skills. This class is graded with a letter grade. **Students must have a strong academic, conduct, and attendance record to be approved for a Senior Internship.**

### **Teaching Internship**

Grade 12

*Honors*

*1 Credit*

**19001**

This *Teaching Internship* experience meets for one block and provides many of the work-based learning opportunities as the two-credit course. This one-credit course is more appropriate for students considering the teaching profession and wishing to gain a valuable internship experience. Students are expected to create and execute lesson plans, conduct research, participate in administrative duties, and complete projects/activities for class. This class is graded with a letter grade. **Students must have a strong academic, conduct, and attendance record to be approved for a *Teaching Internship*.**

### Information Technology Help Desk - BHS Innovation Learning Library

0456

Grades 9-12

Honors

1 Credit

Help Desk students work closely with district technology staff and library staff to support technology use in the BHS Innovative Learning Library. Students acquire the skills to assist users of personal devices by troubleshooting issues and aiding in the use of applications and other technology equipment. Students who wish to participate in this course must go through a rigorous interview process and must be approved by the Director of Technology.

### The Senior Experience

1000

Grade 12

1 Credit

The Senior Experience is a year-long elective providing seniors the opportunity to engage in guided post-secondary planning with teachers and school counselors. Using the MyCAP (My Career and Academic Plan) process and MEFA platform, the Senior Experience course works to be an “equalizer between all populations of students with equal opportunity for career and college planning. Every child {in this course} has the opportunity to engage in activities promoting self-awareness, career-exploration, and career immersion. This course is designed to be student-directed and educator facilitated.”\* Students in this course will be provided with opportunities to meet with school counselors, recruiters, and other relevant post-secondary planning partners. If you would like to investigate the college, career, or military application process, learn about careers, and plan for sound financial decision-making, this course is for you.

#### Major topics of study will include the following:

- |                                |                             |
|--------------------------------|-----------------------------|
| *Career Research               | *Labor Market Research      |
| *Personal and Social Awareness | *Affordability Calculations |
| *Post High School Planning     | *Financial Literacy         |
| *Resume/Cover Letter           | *Grants and Scholarships    |
| *Responsible Decision Making   | *Relationship Skills        |

*\*Language adapted from DESE definition of MyCAP process*

## **Virtual Learning**

### **Virtual High School**

VHS courses range from advanced academic courses to specialized courses and unique electives. VHS courses can be considered rigorous and structured. A good candidate for a VHS course includes students who are motivated, organized, and passionate about the subject matter. VHS courses are delivered to students around the US and the world via the internet. The courses are seminar-based; students interact, exchange information, and participate in group discussions with their classmates and their teacher. Students can access their course at any time convenient to them, within a weekly schedule. Students and instructors never meet “live”; all discussions take place as postings within online discussion forums. Although students have the freedom to work on their courses at any time, they are still expected to participate in class and complete all assignments by their due dates, just as they would in any traditional course.

#### **Considerations for Virtual High School courses:**

- CP & Honors courses are semester length (15 weeks) and require 6 – 10 hours/week.
- AP courses are full year in length (33 weeks) and require 10 – 12 hours/week. \*Students enrolled in AP VHS courses WILL take the AP exam.
- AP and fall semester VHS courses begin in early September. Many popular courses, including AP level courses, will fill quickly. **To guarantee placement in a particular course, it is recommended that interested students speak to their school counselor before the end of the current school year to begin the referral process.**

**\*\*Courses may not satisfy NCAA eligibility requirements, nor be recognized by certain colleges.\*\***

## **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. The *Edgenuity* 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. There are a variety of assessments that test for mastery and provide immediate feedback for students and teachers. Edgenuity courses provide a variety of interactive tools and scaffolds including read-aloud text translation. Translation can be read aloud in seven different languages and text can be translated (text to text) in sixty different languages. Students are referred to *Edgenuity* classes through their school counselor in conjunction with the department head for each subject.

## **Other Programs**

### **Early College/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.

### **Independent Study Courses**

In *Independent Study* courses students can choose to take courses to enhance their high school experience. All independent study courses are given at either the CP or Honors level. 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.

## **PROJECT EXCEL: AN ALTERNATE EDUCATION PROGRAM**

### **DESCRIPTION**

Project Excel, the Alternative Education Department at Barnstable High School is designed for 11th and 12th grade students to have an alternate way of receiving their education. This program has evolved to allow students who have difficult and challenging situations (academically, behaviorally, emotionally, financially, and socially) to enter the program at Barnstable High School. Project Excel engages students from those at the greatest risk of dropping out to students who are moving at an accelerated rate.. Students complete their courses online with support from tutors and or attend Cape Cod Community College. Students must hold down a part / full time job or complete community service.

### **OFFERINGS**

**Project Excel** expands multiple opportunities for students to strive for academic and career readiness as well as personal care throughout pre and post school hours including the summer. It offers supervised programs that also allow students to explore personal interests that they do not have time for in the traditional school day. Eligible students will obtain required academic credits toward graduation through alternative and personalized scheduling.

Edgenuity is the online web based program used for students to complete courses towards graduation requirements. Project Excel allows access to a number of certificate granting programs, paid / unpaid internships, jobs / careers which may equate to work credits. Students may also opt to attend Cape Cod Community College through Dual Enrollment.



## **EXPECTATIONS**

All students will conduct themselves in accordance with the Barnstable High School code of conduct found in the BHS student handbook. We encourage each student to commit to each program with energy and resolve so they can reap the rewards through academic success and rewarding job / career opportunities.

**Project Excel** has been designed specifically for seniors. However, it is offered to students who have a minimum of 12 credits, medical concerns, are considered at-risk, and must be referred by a school counselor and or associate principal.

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

## ***ACE (Academics and Career Explorations)***

ACE is an initiative within the Barnstable Public Schools to serve Barnstable High School students who, for a variety of reasons, are not benefiting from the traditional school environment.

ACE operates after the regular school day (2:30-7:00/Monday through Friday) in order to better serve a broader base of students that have risk factors for dropping out of school. Such factors may include, but are not limited to:

ACE assists students in meeting DESE and BPS graduation requirements. This includes social emotional support, small class size, and multiple learning opportunities including service learning and work based learning,

ACE is considered a general education program and is not a special education placement.

Criteria for enrollment in ACE are neutral, fair, and non-discriminatory. Typically, students referred to ACE have not been successful in their current program of studies for at least two marking quarters and have exhausted all other sources of academic support services to no avail.

All student referrals for ACE are made through the Administrator who leads the student's HUB.

Student progress data within ACE is monitored quarterly by BHS administration to determine continuation within the program, the return to the original placement, or to explore other options with the student and their parents/caregivers.

# 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, multimedia, 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. The arts cultivate a range of critically important skills for students, including creative thinking, the ability to see and value multiple perspectives, individual expression, and developing a discipline they can enjoy for the rest of their lives. All first level courses are for students of every skill level from beginning to advanced.

**Note: Students who choose visual or multimedia 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\*\*.***

## **Grade 8 Art – Introduction to Art**

**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, and techniques. Art terminology and critical analysis will be introduced. A variety of assessments are utilized and a working sketchbook, and a positive effort are required.

*Creative Skills, Self Awareness, Responsible Decision Making*

## **Grade 8 Art – Introduction to Art**

**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, and techniques. Art terminology and critical analysis will be introduced. A variety of assessments are utilized and a working sketchbook, and a positive effort are required. *Creative Skills, Self Awareness, Responsible Decision Making*

## **8th Grade Creative Technology**

**2203**

*Grade 8*

*½ Unit*

In this introductory survey course students will gain exposure to a range of creative opportunities in the art department Mac labs — creating their own digital images, animations and short films. Students will be utilizing the Adobe Suite of creative software. For students interested in taking *Cartooning and Animation*, *Digital Media*, and *Graphic Design* in subsequent years, this class is an opportunity to get a head start in digital art making.

*Creative Skills, Self Awareness, Responsible Decision Making*

## **Grade 8 3D Art**

**2202**

*Grade 8*

*½ Unit*

Grade 8 3D Art is a basic studio art course which emphasizes hands-on 3D art making. Students will be able to demonstrate basic techniques for using 3D art materials. Options may include: clay, papier-mache, wire, and mixed media. Art terminology and critical analysis will be introduced. A working sketchbook will be used to plan and refine creative ideas and be utilized to explain the creative process.

## **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. This course is intended as a way to explore the many different ways to enjoy and improve our artmaking and understanding of the art all around us.

*Creative Skills, Self Awareness, Research & Technology Skills*

**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. This course is intended as a way to deepen our understanding of the many different ways to enjoy and improve our artmaking and appreciation of the art all around us. *Creative Skills, Self Awareness, Research & Technology Skills*

**Fine Arts 3****0707**

Grades 11-12

Honors

1 Credit

**Prerequisite:** Completion of Fine Arts 2

Fine Arts 3 is an exciting, hands-on course where student artists are encouraged to explore, experiment and expand upon their previous art experiences. The two main focuses of the course are media exploration and finding our artistic voice. We will investigate a variety of traditional and non-traditional media and techniques including drawing, painting, printmaking, sculpture, photography, and installation. We will be looking at inspiring artists who are pushing the boundaries of contemporary art. Visiting artists will join us throughout the year to discuss their work and provide hands-on workshop experiences. Class and individual critiques will be honest and open to allow the student artist to grow and improve with each discussion. Artists will create a series of work throughout the year that is inspired by a single theme. *Creative Skills, Self Awareness, Social Awareness, Work Ethic and Professionalism*

**Fine Arts 4****0709**

Grade 12

Honors

1 Credit

**Prerequisite:** Completion of Fine Arts 3

Welcome to the final year in the ART STUDIO! This course is a home for inventive, introspective and industrious creative-types. Student artists will build upon the wide-array of traditional and non-traditional media and techniques introduced in Fine Arts 3 and challenge themselves to expand upon them in new ways. Students are encouraged to take risks and step out of their comfort zones. Artists will create a series of work throughout the year that reflects their personal interests through visual brainstorming, experimentation, class discussions and critiques. We will be looking at inspiring artists who are pushing the boundaries of contemporary art. Visiting artists will join us throughout the year to discuss their work and provide hands-on workshop experiences. Artists in this studio course are encouraged to push the boundaries of their past work in other art classes and find their own artistic voice. Artists will be creating thought-provoking artwork to build up their portfolios and potentially prepare for opportunities in the visual arts post-graduation. *Creative Skills, Self Awareness, Social Awareness, Work Ethic and Professionalism*

**Advanced Placement Studio Art: Drawing, 2D, & 3D****0744**

Grades 11-12

Advanced Placement

1 Credit

**Prerequisites include:** 1. Completion of 2 successive levels of an art course. 2. A recommendation by an Art and applied Technology Department faculty member 3. Required that students also enroll in another concurrent art class.

Advanced Placement Studio Art is intended for students seriously considering a career in the visual arts or those who would like to explore in depth their passion for making art. Students should be highly motivated, independent workers and prepared to do extensive work outside of school, including summer projects. The class will be organized around preparing a comprehensive portfolio that demonstrates a personal, in depth exploration of the conceptual and technical aspects of art making, to be submitted in May during the A.P. Exam period. *Creative Skills, Self Awareness, Social Awareness, Work Ethic and Professionalism*

**Ceramics 1****0710(CP), 0711(H)**

Grades 9-12

Multi-level

1 Credit

Ceramics 1 is offered as a foundation course that covers the basic hand building and wheel throwing aspects of working with clay. By exploring exciting functional and sculptural projects, students will gain an introductory understanding of clay, glazes, firing techniques and learn about relevant historical and contemporary ceramic art. Students will develop skills in art critique, exhibition and will be required to complete homework and written tests. *Creative Skills, Safety and Compliance*

**Ceramics 2****0713(CP), 0714(H)**

Grades 10-12

Multi-level

1 Credit

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

*Ceramics 2* is intended for students wishing to further their growth in all aspects of ceramics. Emphasis is placed on the application of knowledge taught in *Ceramics 1* through a variety of adventurous problem solving assignments. Students will be introduced to more professional skills like documenting work, writing artist statements and will continue to build a stronger relationship with critique and exhibition strategies. You'll learn more about the ceramic process and be exposed to more amazing contemporary and historical ceramic art as it relates to our projects. Homework and written tests will be required. *Creative Skills, Research & Technology, Work Ethic and Professionalism*

### **Ceramics 3**

**0716**

*Grades 11-12*

*Honors*

*1 Credit*

**Prerequisite:** *Completion of Ceramics 2*

*Ceramics 3* is designed for the student that is enthusiastic about clay working and is interested in continuing art as a life-long edification. Students will continue to develop professional skills in documenting work, writing artist statements, critique, exhibition strategies and a focus on developing a professional portfolio will become an emphasis. You'll learn more about the ceramic process and be exposed to more amazing contemporary and historical ceramic art as it relates to our projects. *Ceramics 3* students will participate in many aspects of studio management including clay/glaze preparation and kiln assistance. Homework and written tests will be required. *Creative Skills, Research & Technology, Work Ethic and Professionalism*

### **Ceramics 4**

**0718**

*Grade 12*

*Honors*

*1 Credit*

**Prerequisite:** *Completion of Ceramics 3*

*Ceramics 4* is designed for the student that is enthusiastic about clay working and is interested in continuing art as a life-long edification. Adept professionalism, strong self-motivation and keen technical skills will be expected. Students will continue to develop professional skills in documenting work, writing artist statements, critique and exhibition strategies. You'll learn more about the ceramic process and be exposed to more amazing contemporary and historical ceramic art as it relates to our projects. *Ceramics 4* students will participate in many aspects of studio management including clay/glaze preparation and kiln assistance. Homework and written tests will be required. *Creative Skills, Research & Technology, Work Ethic and Professionalism*

### **Cartooning and Animation 1**

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

*Grades 9-12*

*Multi-level*

*1 Credit*

Cartooning and Animation 1 is open to all students in grades 9-12. This foundation course introduces students to a variety of animation forms including: 2d computer software animation, flipbooks, stop motion and rotoscoping with a focus on the basic principles of animation. An iMac will be used frequently as students produce the majority of animations using Adobe Animate. Adobe Animate is a widely used design tool by industry pros for 2d animation, web development, mobile apps and games. In addition to animation, students will learn how to draw basic cartoons both traditionally and digitally using other Adobe software. Students will develop an online art portfolio to display their work throughout the year. A working art sketchbook will be required. *Creative Skills, Research & Technology, Work Ethic and Professionalism*

### **Cartooning and Animation 2**

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

*Grades 10-12*

*Multi-level*

*1 Credit*

**Prerequisite:** *Completion of Cartooning and Animation 1 with a passing grade for CP level.*

In the level 2 course, students will continue to develop their knowledge and skills in cartooning and animation. New and more advanced software tools and techniques will be introduced. Topics include character lip sync, inverse kinematic animation, an introduction to interactivity, and a continued focus on the principles of animation. In addition, the planning and development process will be emphasized. This will involve projects and assignments that relate to story development, storyboarding and character design. Students will maintain an online art portfolio to display their work throughout the year. A working art sketchbook will be required. *Creative Skills, Research & Technology, Work Ethic and Professionalism*

### **Cartooning and Animation 3**

**1726**

*Grades 11-12*

*Honors*

*1 Credit*

**Prerequisite:** *Completion of Cartooning and Animation 2*

Cartooning and Animation 3 is recommended for students interested in a possible career in animation and/or visual art related studies. At this level, students will create cartoons and animations that apply technical skills and explore personal creative direction. Students will be challenged to reflect stories, themes and messages in longer, more substantial pieces of work. Development of an art portfolio will begin and approaches to critical thinking will be introduced. A working art sketchbook will be required. *Creative Skills, Research & Technology, Work Ethic and Professionalism*

**Graphic Design 1****0730(CP), 0731(H)**

Grades 9-12

Multi-level

1 Credit

Graphic design is the communication of ideas or messages in a visual way. Graphic design work is all around us: magazines, websites, advertisements, book covers, album covers, product packaging, signs, posters, logos, newspapers and more! In this course, students will learn foundational knowledge and skills of graphic design such as typography, photo retouch and manipulation, illustration, layout design and brand identity. In addition, students will be introduced to the Elements and Principles of Art as well as the steps of the design process. Valuable computer skills are gained by completing hands-on design projects using an iMac and industry standard software including Adobe Photoshop and Illustrator. Students will have the opportunity to transfer selected work into physical formats using a variety of methods including inkjet and sublimation printing. A digital art portfolio will be maintained throughout the year to document and share work. *Creative Skills, Research & Technology, Work Ethic and Professionalism*

**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.*

Students will continue to develop their knowledge and skills in graphic design and dive deeper into the industry standard software, Photoshop and Illustrator. Students will also be introduced to Adobe's desktop publishing application, InDesign. At this level, students will have more opportunities to work on real-world projects, such as designing posters and other materials for school business and events. They will be challenged to produce meaningful visual concepts that communicate ideas, inspire and inform their audience. In addition, students will work to develop more complex design solutions for creative self-expression. Multiple approaches to art criticism will be explored. Students will continue to utilize inkjet and sublimation printers to transfer select digital work into physical formats. A digital art portfolio will be maintained throughout the year to document and share work. *Creative Skills, Research & Technology, Work Ethic and Professionalism*

**Graphic Design 3****0738**

Grades 11-12

Honors

1 Credit

**Prerequisite:** *Completion of Graphic Design 2*

Students will continue to develop their knowledge and skills in graphic design and dive deeper into the industry standard software, Photoshop, Illustrator and InDesign. They will continue to produce meaningful visual concepts that communicate ideas, inspire and inform their audience as well as develop complex design solutions for creative self-expression. Students will have the opportunity to explore 3-D design effects using Illustrator tools, isometric illustration and Adobe Dimension software. Some basic motion graphics techniques will be introduced. This level also provides opportunities to work on real-world projects, such as designing posters and other materials for school business and events. Multiple approaches to art criticism will be explored. Students will continue to utilize inkjet and sublimation printers to transfer select digital work into physical formats. A digital art portfolio will be maintained throughout the year to document and share work. *Creative Skills, Research & Technology, Work Ethic and Professionalism*

**Graphic Design 4****0739**

Grades 12

Honors

1 Credit

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

*Graphic Design 4* 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. *Creative Skills, Research & Technology, Work Ethic and Professionalism*

**Art Integration & Education 1****0734(CP), 0735(H)**

Grades 10-12

Multi-level

1 Credit

In *Art Integration & Education 1*, students work in partnership and collaborate with students with special needs in exploring creativity and art making. In this creative and highly interactive process, students will experience, generate and encourage mutual respect and equality. This course is a great introduction for students interested in a career in art education, art therapy, physical therapy, and/or special education. We will be experimenting with a variety of art media including drawing, painting, printmaking and sculpture. Guest speakers will join us to share their

experiences working with children and adults with special needs. Each student teacher will create lesson plans based upon their individual interests and teach them to the other student artists.

*Social Awareness, Creative Skills, Work Ethic and Professionalism*

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

**1714**

*Grades 11-12*

*Honors*

*1 Credit*

**Prerequisite:** *Completion of Art Integration & Education 1*

*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.*

*Social Awareness, Creative Skills, Work Ethic and Professionalism*

### **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 fashion illustration, machine and hand sewing, reading and constructing patterns, career possibilities, and fashion history. The course will begin with an introduction to the art elements and design principles, and will focus on the design and drawing process. Students will then be introduced to hand and machine sewing in addition to alternative textile construction methods. Students will focus on taking designs from conception to completion, to then be featured in the spring fashion show. The later portion of the year will focus on pattern reading and traditional garment construction using sewing and overlock machines. 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 additional work for each unit of study. *Social Awareness, Creative Skills, Collaboration and Communication, Work Ethic and Professionalism**

### **Fashion Design 2**

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

*Grades 10-12*

*Multi-level*

*1 Credit*

**Prerequisite:** *Completion of Fashion Design 1*

*Fashion Design 2 will look at fashion from concept to construction with a focus on industry standard practices. Students will focus on designing and illustrating original garments as well as sewing and constructing them. All garments will be worked on from concept to construction using mood boards, design drawings, presentation boards and technical flats. Students will experiment with new media, materials, and designs, while synthesizing what has been previously learned in the former fashion design class with new construction and sewing techniques. Assessments will be made on all sewing and illustration projects, weekly fashion history responses, 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 additional work for each unit of study.* *Social Awareness, Creative Skills, Collaboration and Communication, Work Ethic and Professionalism**

### **Fashion Design 3**

**1612**

*Grades 11-12*

*Honors*

*1 Credit*

**Prerequisite:** *Completion of Fashion Design 2*

*Fashion Design 3 will look at fashion from concept to construction with a continuing focus on industry standard practices. Students will focus on designing and illustrating original garments as well as sewing and constructing them. Students will be encouraged to work more independently and focus on more complex construction. Students will be required to create mood boards, presentation boards, flats, and more advanced drawings and designs to accompany each sewn project. The main focus for the year will be placed on creating a cohesive collection of work to be presented at the spring fashion show. Students will be assessed on sewing and illustration projects, weekly fashion history 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.*

*Social Awareness, Creative Skills, Collaboration and Communication, Work Ethic and Professionalism*

### **Fashion Design 4**

**1614**

*Grade 12*

*Honors*

*1 Credit*

**Prerequisite:** *Completion of Fashion Design 3*

*Fashion Design 4 will allow students to focus on designing, illustrating and constructing a cohesive senior runway collection. Students will work independently and will be required to create mood boards, presentation boards and*

flats as part of a senior collection presentation to be displayed at the annual fashion show. Fashion 4 students are required to show a minimum of five looks in a stand alone runway walk during the fashion show. Students will be assessed on planning, sewing, and illustration. 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.

*Social Awareness, Creative Skills, Collaboration and Communication, Work Ethic and Professionalism*

### **Digital Media 1**

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

*Grades 9-12*

*Multi-level*

*1 Credit*

*Video Production 1* is an introduction to multiple formats of digital art including graphic design, motion graphics, videography, and visual effects. Students will have hands-on experience with the professional editing software in *Adobe's Creative Suite*. Students will learn to apply the fundamentals of artistic layout and design using different types of media to create effective, informing, and entertaining Videos 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 either our *Digital Media Production 2 Film Focus* or *News/TV Focus* courses. This class is excellent for anyone wanting to go into the film industry, journalism, public relations, or multimedia communications.

*Social Awareness, Creative Skills, Collaboration and Communication, Work Ethic and Professionalism*

### **Digital Media 2: FILMMAKING**

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

*Grades 10-12*

*Multi-level*

*1 Credit*

**Prerequisite:** *Completion of Digital Media Production 1 with a passing grade for CP level. \*Only upperclassmen are permitted to take both Digital Media Production 2 Filmmaking & B2BTV News in the same academic year.*

*Video Production 2: FILMMAKING* expands on the videography section of the Digital Media Production 1 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, and public Service Announcements using *Adobe Premiere Pro*. Developing their skills as digital storytellers, students will experience the entire production process including script writing, storyboarding, filming and editing. They should also be proficient in writing reflective and analytical essays, 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 21st century.

*Social Awareness, Creative Skills, Collaboration and Communication, Work Ethic and Professionalism*

### **Digital Media 2: B2BTV NEWS**

**1732(CP), 1733(H)**

*Grades 10-12*

*Multi-level*

*1 Credit*

**Prerequisite:** *Completion of Digital Media Production 1 with a passing grade for CP level;. \*Only upperclassmen are permitted to take both Digital Media Production 2 Filmmaking & B2BTV News in the same academic year.*

*Digital Media Production 2: B2BTV NEWS* focuses on the broadcast journalism section of the Digital Media Production 1 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 monthly broadcast of *BHN Barnstable High News*, 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 *Premiere Pro*. Students should be creative, independent learners who also work well in teams. They should also be proficient in writing reflective and analytical essays and scripts.

*Social Awareness, Creative Skills, Collaboration and Communication, Work Ethic and Professionalism*

### **Production Assistant for B2BTV 22**

**1618**

*Grades 12*

*Honors*

*1 Credit*

**Prerequisite:** *Completion of Video Production 1 and both Video Production 2 Filmmaking and Video Production 2 B2BTV News.*

Students wishing to be considered for this opportunity must be proficient in using digital video cameras, editing on *Premiere 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 and Mr. Farrell for approval to take this course. The instructor must approve and sign the application prior to registration. The production 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. *Social Awareness, Creative Skills, Collaboration and Communication, Work Ethic and Professionalism*

**Woodworking Technology 1****0753(CP), 0754(H)**

Grades 9-12      Multi-level      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 a priority and students must demonstrate their competency to safely operate each machine before they will be allowed to operate the equipment independently. Homework and research will be required.

*Creative Skills, Safety & Compliance Skills***Woodworking Technology 2****0755(CP), 0756(H)**

Grades 10-12      Multi-level      1 Credit

**Prerequisite:** *Passing Woodworking Technology 1*

*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. Shop safety is still a priority and before students will be allowed to operate any machine they must demonstrate their competency. Homework and research will be required.

*Creative Skills, Safety & Compliance Skills***Digital Photography 1****1740(CP), 1741(H)**

Grades 10-12      Multi Level      1 Credit

**Prerequisite:** *Students must have successfully completed one of the following courses: Cartooning and Animation 1, Graphic Design 1, Fine Arts 1 or Digital Media 1*

This is a hands-on, project-based course where we will learn about the fundamentals of composition and design utilizing the Canon DSLR digital cameras. Cellphone photography and editing with a variety of phone applications will be infused into the curriculum as well. Students will be taking pictures throughout the school, in specific classrooms, outdoors, and in the community. Additionally, students will gain experience in framing, lighting, peer photo critique, as well as responsibly and effectively posting on social media.

*Creative Skills, Collaboration & Communication Skills***Digital Photography 2****1744(CP), 1749(H)**

Grades 11-12      Multi Level      1 Credit

**Prerequisite:** *Students must have successfully completed Digital Photography 1*

*This is an advanced digital photography course for students that have completed Digital Photography 1. Students will build upon their camera skills and techniques that they have learned in DP1. The course focus will explore studio and on location techniques that will enhance their photography in the fields of advertising, product photography, fashion, nature, photojournalism and fine art. Students will learn and research various artists in these fields, emulating their styles, while creating their own unique vision. Real world photography will be explored through guest*

*speakers and field trips.**Creative Skills, Collaboration & Communication Skills***Engineering Art — Art that Moves****1742(CP), 1743(H)**

Grades 10-12      Multi-level      1 Credit

**Prerequisite:** *Completion of an entry level art class or engineering class*

If you look out into the Astro Park you will see the beautiful wind sculptures that move and change with each passing breeze. This course is designed for students who would like to explore this kind of idea — using the techniques and tools of engineering to make pieces that have an art objective — to create something beautiful, fascinating, that tells a story, or has a message. You will learn to use the techniques, tools, and practices of engineering to make artwork that can move, create sound, and light up. Students will use and become familiar with tools including the laser cutter and 3D printer, as well as utilizing traditional woodworking and artist's tools.

If you are interested in seeing more kinetic works of sculpture you can google the work of Reuben Margolin, or Theo Jansen's Strandbeests.

*Creative Skills, Collaboration & Communication Skills*



# 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, multicultural, technological world. We are committed to our students' discovery of reading as an insight into the human condition and as a pleasurable experience.

The goal of the English Department is to encourage and enable all students to:

- read with deeper understanding
- explore texts at literal, interpretive, and critical levels
- expand their repertoire of writing styles and genres
- write with increased insight, evidence, and clarity
- incorporate evidence to support their opinions and arguments
- increase their vocabulary
- overcome their errors in grammar, spelling, and punctuation through individualized correction
- become clearer, more articulate, and more confident oral communicators
- develop more sensitive listening skills
- become media literate students and citizens
- reflect on their development as thinkers, readers, writers, speakers, and listeners in order to better understand their own strengths and areas for growth
- become more organized, more diligent, more responsible, and more reflective as students and as citizens

To be successful in an increasingly global community, students need to enhance their communication skills – written, oral, group, interpersonal, and multimedia communication. New technology is not diminishing but increasing the role of literacies in the 21st century. The ability to speak and write clearly and persuasively, to know one's audience and purpose, to be sensitive to cultural and disciplinary contexts, to listen carefully, and to engage in articulate, deep discussions are essential skills for the 21st century.

English courses are offered with the intent of not only challenging the intellectually curious but also providing a good background of understanding for all. English classes maintain a balance between the content of the discipline – literature and rhetoric – and the skills of language arts – reading, writing, speaking, and listening – that are important across all content areas.

Writing instruction focuses on intermediate writing skills, general writing knowledge and procedures, such as the writing process, and more interdisciplinary forms and genres of writing. Students are expected to gain mastery of more complex genres as they move through school, including expressive or creative writing, expository genres, argument, and interpretive writing.

All students must pass English 9, 10, 11 and 12 to fulfill the English requirements for high school graduation. In grade 12, students will be able to choose among several genre-focused options. Juniors may take any of those classes as electives, but not as core courses.

## **Course Progression**

<b>Grade 8</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
English Grade 8	English 1	English 2	English 3: American Literature or AP Language and Composition	English 4 Course Options
Required	Required	Required	Required	Required

## English Course Levels

The MCAS test is given in grades 8 and 10. Those who score below proficient may be placed in courses that will move them towards proficiency in order to graduate. By state mandate, the Grade 10 test must be passed in order to graduate. The recommended program of studies according to the Massachusetts Department of Elementary and Secondary Education includes four years of English in grades 8-12. Appropriate student placement is crucial for success. Reading and writing skills, work ethic, and motivation are factors of a successful placement.

All students may take English courses at the College-prep level. In order to be prepared for college-level reading and writing, students taking the courses at the College-prep level should expect to read a diverse selection of texts and write in a variety of genres in class and at times for homework. All students in College-prep classes will be working on critical reading and analytical writing skills, digital literacy and research skills, vocabulary development, and public speaking skills.

Students taking the courses at the Honors level will be expected to demonstrate abstract thinking skills, critical reading awareness, excellent research and writing skills, self-directed study skills, and high intellectual vigor and enthusiasm. Students should expect to independently read and critically analyze a significant quantity of sophisticated literature and supplemental readings and engage in critical analysis, synthesis, and evaluation in increasingly abstract response genres in their writing.

### English Grade 8

**2351**

*Grade 8* *College Prep* *1 unit*

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, lectures, oral presentations, and independent reading/writing.

### English Grade 8

**2350**

*Grade 8* *Honors* *1 unit*

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, lectures, oral presentations, and independent reading/writing.

### Grade 8 Literacy Strategies

**2310**

*Grade 8* *College Prep* *½ unit*

The purpose of the Literacy Strategies class is to provide direct instruction in reading and writing strategies to students reading and writing below grade level, with a focus on comprehension and vocabulary. Being an active reader, monitoring comprehension, understanding the structure of fiction and nonfiction text, summarizing, determining importance, identifying main ideas and themes, making inferences and connections, understanding author's craft, and vocabulary development are the main components of this intervention. Students will practice advanced reading strategies for academic texts, study strategies and test-taking techniques for classroom and standardized tests, oral presentation skills, writing for high school, and college readiness. In addition, this course will infuse fluency work and advanced instruction in word attack skills as needed.

### Literacy Strategies - Grades 9-10

**1210**

*Grade 9-10* *College Prep* *½-1 credit*

The purpose of the Literacy Strategies class is to provide direct instruction in reading and writing strategies to students reading and writing below grade level, with a focus on comprehension and vocabulary. Being an active reader, monitoring comprehension, understanding the structure of fiction and nonfiction text, summarizing, determining importance, identifying main ideas and themes, making inferences and connections, understanding author's craft, and vocabulary development are the main components of this intervention. Students will practice advanced reading strategies for academic texts, study strategies and

test-taking techniques for classroom and standardized tests, oral presentation skills, writing for high school, and college readiness. In addition, this course will infuse fluency work and advanced instruction in word attack skills as needed.

### **Grade 8 Literacy Skills**

**2312**

*Grade 8 College Prep ½ unit*

The purpose of the Literacy Skills class is to provide direct, explicit, multi-sensory instruction in foundational literacy skills, including phonics and spelling, to those students who require a more intensive instructional approach. Instruction in word attack skills is provided in order to address gaps or weaknesses in reading skills. Students will work to increase their oral reading fluency by taking part in repeated readings or other oral reading opportunities with a focus on accuracy, phrasing, and expression. Because weakness in word attack and fluency impacts reading comprehension, comprehension instruction is also a focus in this class, touching on many of the same comprehension skills and strategies addressed in the Reading Strategies course listed above. In addition to whole class direct instruction, students will receive individual feedback and support with applying skills and strategies during student teacher conferencing.

### **Literacy Skills - Grades 9-10**

**1211**

*Grade 9-10 College Prep 1 credit*

The purpose of the Literacy Skills class is to provide direct, explicit, multi-sensory instruction in foundational literacy skills, including phonics and spelling, to those students who require a more intensive instructional approach. Instruction in word attack skills is provided in order to address gaps or weaknesses in reading skills. Students will work to increase their oral reading fluency by taking part in repeated readings or other oral reading opportunities with a focus on accuracy, phrasing, and expression. Because weakness in word attack and fluency impacts reading comprehension, comprehension instruction is also a focus in this class, touching on many of the same comprehension skills and strategies addressed in the Reading Strategies course listed above. In addition to whole class direct instruction, students will receive individual feedback and support with applying skills and strategies during student teacher conferencing.

### **Academic English - Grade 8**

**1119**

*Grade 8 College Prep 1 Unit*

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

This course is designed primarily for students for whom English is not their first language. Students work to increase their knowledge of oral and written English vocabulary, syntax, and grammar in order to enhance reading, writing, and communication skills needed to comprehend and complete academic coursework in all subject areas. Students participate in small group and individualized learning activities based on academic goals which they set on a weekly basis.

### **Academic English - Grades 9-12**

**1112**

*Grades 9-12 College Prep 1 Credit*

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

This course is designed primarily for students for whom English is not their first language. Students work to increase their knowledge of oral and written English vocabulary, syntax, and grammar in order to enhance reading, writing, and communication skills needed to comprehend and complete academic coursework in all subject areas. Students participate in small group and individualized learning activities based on academic goals which they set on a weekly basis.

### **English 1**

**0110**

*Grade 9 College Prep 1 Credit*

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, lectures, oral presentations, and independent reading/writing.

### **English 1**

**0100**

*Grade 9 Honors 1 Credit*

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 2**

**0131**

*Grade 10*

*College Prep*

*1 Credit*

The curriculum for this course 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 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 2**

**0130**

*Grade 10*

*Honors*

*1 Credit*

English 2 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 the 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 work, may do more independent reading, writing and research, and do so at a brisk intellectual pace.

## **English 3: American Literature**

**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 3: American Literature**

**0133**

*Grade 11*

*Honors*

*1 Credit*

At a reasonably brisk pace, students will study and write about the development of American philosophy and writing styles 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.

## **Advanced Placement Language and Composition**

**1118**

*Grade 11/12*

*Advanced Placement*

*1 Credit*

**Recommendation:** *Completion of English 2 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 on the first day of school. **All students are required to take the AP exam.**

**English 4: World Literature****0126 (CP), 0125(H)***Grade 12 (Grade 11 elective)**Multi-level**1 Credit*

The aim of the course is to enlarge student understanding of the varieties of human experience by attending to stories from countries and cultures different from our own. While students will be asked to read carefully and to write about the literature in an analytical manner, the underlying task will be for students to imagine living according to a different set of “rules” or cultural assumptions as they read literature from different cultures and countries (in translation if not originally written in English). Students will write at least one formal analytical essay each quarter. The college application process, with an emphasis on the common application and the college essay, will be reviewed, and a senior research project will be completed. Honors students will be assigned extra readings and assessments each quarter.

**English 4: Drama as a Literary Genre****1100(CP), 1101(H)***Grade 12 (Grade 11 elective)**Multi-level**1 Credit*

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 and musical theatre project will culminate in in-house field trips. 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 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. The college application process, with an emphasis on the common application and the college essay, will be reviewed, and a research project will be completed. Honors students will be assigned extra readings and assessments each quarter.

**English 4: Horror and Science Fiction****1130(CP), 1131(H)***Grade 12 (Grade 11 elective)**Multi-level**1 Credit*

Horror forces us to question our sense of safety and the stability of the human psyche. Science fiction brings us to a galaxy far, far away or to future worlds which can tell us something about our own time. We will be reading about ancient monsters and future worlds. Possible authors include: Mary Shelley, Ray Bradbury, Stephen King, Edgar Allen Poe, Nathaniel Hawthorne, Ambrose Bierce, Shirley Jackson, and Clive Barker. Students will write their own horror or sci-fi story. Class discussion, participation, and a consistently productive work ethic are essential for success in this class. The college application process, with an emphasis on the common application and the college essay, will be reviewed, and a research project will be completed. Honors students will be assigned extra readings and assessments each quarter.

**English 4: Understanding Diversity****1120(CP), 1121(H)***Grade 12 (Grade 11 elective)**Multi-level**1 Credit*

This class will allow students to investigate the importance of human connections. Students will use novels, non-fiction texts, video, and social media in order to discover universal similarities and celebrate diversities. They will analyze the themes of tolerance, diversity and human rights in discussion, writing and research. Students will be exposed to the Anti-Defamation League (ADL) and it's The World of Difference curriculum. The college application process, with an emphasis on the common application and the college essay, a group research project, primary source presentation, community service and literary analysis are the various forms of assessment in the course. Honors students will be assigned extra readings and assessments each quarter.

**English 4: Creative Writing****1113(CP), 1114(H)***Grade 12 (Grade 11 elective)**Multi-level**1 Credit*

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 an 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. 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.

**Advanced Placement English Literature****0140**

Grades 12      Advanced Placement      1 Credit

**Recommendation:** Completion of English 2 or 3 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.**

**General Interest Courses**

The following English courses provide additional opportunities for students to explore personal interests and/or options for a future career. The curricula for these courses emphasizes 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.

**Children’s Literature****1212**

Grade 10-12      Multi-level      1 Credit

This course surveys the development of children’s literature from oral folktales through nursery rhymes, literary folk tales, modern fantasy, realistic fiction, and informational books. Students learn about poetry, prose, illustrations, fiction, and literary genres, study the dynamics of reading aloud, and explore creative techniques for presenting literature.

**News Production****0138 (CP), 0139 (H)**

Grades 10-12      Multi-level      1 Credit

**Recommendation:** A grade of B- in the previous English class.

This year-long, hands-on course is designed to introduce students to the field of journalism and enable them to produce *Insight*, the school’s comprehensive student news source. Students will learn how to write and edit a variety of stories, from breaking news to student profiles, while learning first-hand about the journalism industry, including ethics and press rights and responsibilities. With the oversight of the instructor, students will publish the quarterly magazine *Insight* as well as weekly on BHSInsight.com and Instagram. Students are responsible for all content, design, advertising, and photography. Those seeking to improve their graphic design, business, photography and writing skills in a real-world publishing environment are encouraged to join. The course includes participation in a variety of contest and conference opportunities, including the New England Scholastic Press Association’s annual conference and awards ceremony at Boston University in May.

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

10-12      Multi-level      1 Credit

**Recommendation:** A grade of B- in the previous English class.

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. 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 such as writing, photography, art and graphic design. Students interested in taking Yearbook should be, above all, self-motivated and possess a superior work ethic.

**English 4: Drama as a Literary Genre****1100(CP), 1101(H)**

Grade 11 elective      Multi-level      1 Credit

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, theater 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 theater, the relationship between art and culture, and the dramatization of scenes. A performance poetry project and musical theater project will culminate in in-house field trips. 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 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. The college application process, with an emphasis on the common application and the college essay, will be reviewed, and a research project will be completed. Honors students will be assigned extra readings and assessments each quarter.

#### **English 4: Horror and Science Fiction**

**1130(CP), 1131(H)**

*Grade 11 elective*

*Multi-level*

*1 Credit*

Horror forces us to question our sense of safety and the stability of the human psyche. Science fiction brings us to a galaxy far, far away or to future worlds which can tell us something about our own time. We will be reading about ancient monsters and future worlds. Possible authors include: Mary Shelley, Ray Bradbury, Stephen King, Edgar Allen Poe, Nathaniel Hawthorne, Ambrose Bierce, Shirley Jackson, and Clive Barker. Students will write their own horror or sci-fi story. Class discussion, participation, and a consistently productive work ethic are essential for success in this class. The college application process, with an emphasis on the common application and the college essay, will be reviewed, and a research project will be completed. Honors students will be assigned extra readings and assessments each quarter.

#### **English 4: Understanding Diversity**

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

*Grade 11 elective*

*Multi-level*

*1 Credit*

This class will allow students to investigate the importance of human connections. Students will use novels, non-fiction texts, video, and social media in order to discover universal similarities and celebrate diversities. They will analyze the themes of tolerance, diversity and human rights in discussion, writing and research. Students will be exposed to the Anti-Defamation League (ADL) and it's The World of Difference curriculum. The college application process, with an emphasis on the common application and the college essay, a group research project, primary source presentation, community service and literary analysis are the various forms of assessment in the course. Honors students will be assigned extra readings and assessments each quarter.

#### **English 4: Creative Writing**

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

*Grade 11 elective*

*Multi-level*

*1 Credit*

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 an 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. 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 Senior Experience**

**1000**

*Grade 12*

*1 Credit*

The Senior Experience is a year-long elective providing seniors the opportunity to engage in guided post-secondary planning with teachers and school counselors. Using the MyCAP (My Career and Academic Plan) process and MEFA platform, the Senior Experience course works to be an "equalizer between all populations of students with equal opportunity for career and college planning. Every child {in this course} has the opportunity to engage in activities promoting self-awareness, career-exploration, and career immersion. This course is designed to be student-directed and educator facilitated."\* Students in this course will be provided with opportunities to meet with school counselors, recruiters, and other relevant post-secondary planning partners. If you would like to investigate the college, career, or military application process, learn about careers, and plan for sound financial decision-making, this course is for you.

Major topics of study will include the following:

\*Career Research

\*Labor Market Research

\*Relationship Skills

\*Personal and Social Awareness

\*Affordability Calculations

\*Responsible Decision Making

\*Post High School Planning

\*Financial Literacy

\*Grants and Scholarships

\*Resume/Cover Letter

*\*Language adapted from DESE definition of MyCAP process*

# **English Language Education (ELE)**

The English Language Education (ELE) Program at Barnstable High School is committed to the core value that all children have the right to every opportunity to achieve their full potential. The ELE program provides explicit, systematic and sustained English language instruction to promote academic achievement. The program curriculum is aligned with the ESL WIDA standards and the Massachusetts Curriculum Frameworks.

## **Newcomer Program**

### **EL Newcomer Social and Instructional Language-Grade 8**

**1194**

Grade 8 College Prep 1 Unit

*Recommendation: This course is for English Learners in their first year of schooling in Massachusetts. Students with a 1.0 to 2.5 overall WIDA score or at the discretion of the Director of EL.*

This course is designed for newcomer students with Levels 1 and 2 English proficiency who need additional development of literacy skills and academic concepts. Social and Instructional Language incorporates proficiencies necessary to deal with the general English language of the classroom and the school, both orally and in writing. 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. Students will master entering skills in English, such as the ability to ask and answer direct questions, to graphically represent language of the content areas, to follow and give simple commands, and to exhibit mastery of English phonological patterns and simple tense syntax. Additionally, they will be introduced to higher level language functions including the ability to produce and comprehend increasingly complex grammar and vocabulary, and strategies to improve reading comprehension and written language.

### **EL Newcomer Social and Instructional Language- Grades 9-12**

**1195**

Grades 9-12 College Prep 1 Credit

*Recommendation: This course is for English Learners in their first year of schooling in Massachusetts. Students with a 1.0 to 2.5 overall WIDA score or at the discretion of the Director of EL.*

This course is designed for newcomer students with Levels 1 and 2 English proficiency who need additional development of literacy skills and academic concepts. Social and Instructional Language incorporates proficiencies necessary to deal with the general English language of the classroom and the school, both orally and in writing. 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. Students will master entering skills in English, such as the ability to ask and answer direct questions, to graphically represent language of the content areas, to follow and give simple commands, and to exhibit mastery of English phonological patterns and simple tense syntax. Additionally, they will be introduced to higher level language functions including the ability to produce and comprehend increasingly complex grammar and vocabulary, and strategies to improve reading comprehension and written language.

### **EL Newcomer Language of Math- Grade 8**

**1196**

Grade 8 College Prep 1 Unit

*Recommendation: This course is for English Learners in their first year of schooling in Massachusetts. Students with a 1.0 to 2.5 overall WIDA score or at the discretion of the Director of EL.*

This course is designed for newcomer students with Levels 1 and 2 English proficiency who need additional development of literacy skills and academic concepts. In the Language of Math, teachers explain mathematical concepts and operations using additional supports including manipulatives, graphic organizers, simplification and paraphrasing of instructional language, and direct teaching of key vocabulary and mathematical phrases in English. Students will learn to write and comprehend word problems and analyze real-world examples in order to participate independently in mathematics instruction in English.

### **EL Newcomer Language of Math- Grades 9-12**

**1197**

Grades 9-12 College Prep 1 Credit

*Recommendation: This course is for English Learners in their first year of schooling in Massachusetts. Students with a 1.0 to 2.5 overall WIDA score or at the discretion of the Director of EL.*



This course is designed for newcomer students with Levels 1 and 2 English proficiency who need additional development of literacy skills and academic concepts. In the Language of Math, teachers explain mathematical concepts and operations using additional supports including manipulatives, graphic organizers, simplification and paraphrasing of instructional language, and direct teaching of key vocabulary and mathematical phrases in English. Students will learn to write and comprehend word problems and analyze real-world examples in order to participate independently in mathematics instruction in English.

#### **EL Newcomer Language of Science-Grade 8**

**1198**

Grade 8

College Prep

1 Unit

*Recommendation: This course is for English Learners in their first year of schooling in Massachusetts. Students with a 1.0 to 2.5 overall WIDA score or at the discretion of the Director of EL.*

Language of Science provides explicit instruction in key science vocabulary, guided reading in science, and reinforcement of content-related concepts such as *summarize*, *similar*, *demonstrate* and *conclude*. Language forms and functions necessary to complete academic tasks in science are taught in the context of a science lesson.

#### **EL Newcomer Language of Science-Grades 9-12**

**1199**

Grades 9-12

College Prep

1 Credit

*Recommendation: This course is for English Learners in their first year of schooling in Massachusetts. Students with a 1.0 to 2.5 overall WIDA score or at the discretion of the Director of EL.*

Language of Science provides explicit instruction in key science vocabulary, guided reading in science, and reinforcement of content-related concepts such as *summarize*, *similar*, *demonstrate* and *conclude*. Language forms and functions necessary to complete academic tasks in science are taught in the context of a science lesson.

## **Beginner Program**

#### **EL Social and Instructional Language-Grade 8**

**1186**

Grade 8

College Prep

1 Unit

*Recommendation: This course is for English Learners in their second or third year of schooling in Massachusetts. Students with a 1.0 to 2.5 overall WIDA score or at the discretion of the Director of EL.*

This course is designed for students with Levels 1 and 2 English proficiency who need additional development of literacy skills and academic concepts. Social and Instructional Language and Literacy incorporates proficiencies necessary to deal with the general English language of the classroom and the school, both orally and in writing. 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. Students will master entering skills in English, such as the ability to ask and answer direct questions, to graphically represent language of the content areas, to follow and give simple commands, and to exhibit mastery of English phonological patterns and simple tense syntax. Additionally, they will be introduced to higher level language functions including the ability to produce and comprehend increasingly complex grammar and vocabulary, and strategies to improve reading comprehension and written language. Students become prepared to access grade-level content courses in English.

#### **EL Social and Instructional Language-Grades 9-12**

**1180**

Grades 9-12

College Prep

1 Credit

*Recommendation: This course is for English Learners in their second or third year of schooling in Massachusetts. Students with a 1.0 to 2.5 overall WIDA score or at the discretion of the Director of EL.*

This course is designed for students with Levels 1 and 2 English proficiency who need additional development of literacy skills and academic concepts. Social and Instructional Language and Literacy incorporates proficiencies necessary to deal with the general English language of the classroom and the school, both orally and in writing. 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. Students will master entering skills in English, such as the ability to ask and answer direct questions, to graphically represent language of the content areas, to follow and give simple commands, and to exhibit mastery of English phonological patterns and simple tense syntax. Additionally, they will be introduced to higher level language functions including the ability to produce and comprehend increasingly complex grammar and vocabulary, and strategies to improve reading comprehension and written language.

**EL Language of Math- Grade 8****1188**

Grade 8 College Prep 1 Unit

*Recommendation: This course is for English Learners in their second or third year of schooling in Massachusetts. Students with a 1.0 to 2.5 overall WIDA score or at the discretion of the Director of EL.*

This course is designed for students with Levels 1 and 2 English proficiency who need additional development of literacy skills and academic concepts. In the Language of Math, teachers explain mathematical concepts and operations using additional supports including manipulatives, graphic organizers, simplification and paraphrasing of instructional language, and direct teaching of key vocabulary and mathematical phrases in English. Students will learn to write and comprehend word problems and analyze real-world examples in order to participate independently in mathematics instruction in English.

**EL Language of Math- Grades 9-12****1184**

Grades 9-12 College Prep 1 Credit

*Recommendation: This course is for English Learners in their second or third year of schooling in Massachusetts. Students with a 1.0 to 2.5 overall WIDA score or at the discretion of the Director of EL.*

This course is designed for students with Levels 1 and 2 English proficiency who need additional development of literacy skills and academic concepts. In the Language of Math, teachers explain mathematical concepts and operations using additional supports including manipulatives, graphic organizers, simplification and paraphrasing of instructional language, and direct teaching of key vocabulary and mathematical phrases in English. Students will learn to write and comprehend word problems and analyze real-world examples in order to participate independently in mathematics instruction in English.

**EL Language of Science-Grade 8****1187**

Grade 8 College Prep 1 Unit

*Recommendation: This course is for English Learners in their second or third year of schooling in Massachusetts. Students with a 1.0 to 2.5 overall WIDA score or at the discretion of the Director of EL.*

Language of Science provides explicit instruction in key science vocabulary, guided reading in science, and reinforcement of content-related concepts such as *summarize*, *similar*, *demonstrate* and *conclude*. Language forms and functions necessary to complete academic tasks in science are taught in the context of a science lesson.

**EL Language of Science-Grades 9-12****1182**

Grades 9-12 College Prep 1 Credit

*Recommendation: This course is for English Learners in their second or third year of schooling in Massachusetts. Students with a 1.0 to 2.5 overall WIDA score or at the discretion of the Director of EL.*

Language of Science provides explicit instruction in key science vocabulary, guided reading in science, and reinforcement of content-related concepts such as *summarize*, *similar*, *demonstrate* and *conclude*. Language forms and functions necessary to complete academic tasks in science are taught in the context of a science lesson.

## Intermediate Program

**EL Language of History and Civics -Grade 8****1170**

Grade 8 College Prep 1 Unit

*Recommendation: This course is for English Learners with a 2.5 to 3.5 overall WIDA score or at the discretion of the Director of EL.*

EL Language of History and Civics students will explore the topics of history, geography and civics of the United States as a medium to continue to develop their vocabulary usage, linguistic complexity, and language control to achieve communicative and academic competence. 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. The writing focus is on the process of writing, including drafts, proofreading and editing. EL Language of History students will develop thinking and language skills through interactive learning. Higher-level thinking strategies will be emphasized to allow students to become independent learners.

**EL Language of History and Civics -Grades 9-12****1174**

Grades 9-12

College Prep

1 Credit

*Recommendation: This course is for English Learners with a 2.5 to 3.5 overall WIDA score or at the discretion of the Director of EL.*

EL Language of History and Civics students will explore the topics of history, geography and civics of the United States as a medium to continue to develop their vocabulary usage, linguistic complexity, and language control to achieve communicative and academic competence. 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. The writing focus is on the process of writing, including drafts, proofreading and editing. EL Language of History students will develop thinking and language skills through interactive learning. Higher-level thinking strategies will be emphasized to allow students to become independent learners.

**EL Language of ELA-Grade 8****1172**

Grade 8

College Prep

1 Unit

*Recommendation: This course is for English Learners with a 2.5 to 3.5 overall WIDA score or at the discretion of the Director of EL.*

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

**EL Language of ELA-Grades 9-12****1176**

Grades 9-12

College Prep

1 Credit

*Recommendation: This course is for English Learners with a 2.5 to 3.5 overall WIDA score or at the discretion of the Director of EL.*

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

## **Advanced Program**

**EL Advanced Language of ELA-Grade 8****1200**

Grade 8

College Prep

1 Unit

*Recommendation: This course is for English Learners with a 3.2 or above in literacy and overall WIDA scores or at the discretion of the Director of EL.*

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

**EL Drama and Theater- Grades 9-10****1191**

Grades 9-10

College Prep

1 Credit

*Recommendation: This course is for English Learners with a 3.2 or above in literacy and overall WIDA scores or at the discretion of the Director of EL.*

EL Language of Drama and Theater Arts students will explore Drama and Theater Arts topics as a medium to 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 and dramatization, students will explore how to use English in socially and culturally appropriate ways according to audience, purpose, and setting. Students will improve reading, listening, speaking, and writing skills, mastering dialogue and dramatic presentation, while also sharpening academic skills such as summarizing and predicting. Students will develop and perform student-written plays, as well as complete academic critical analysis of plays read, viewed, and performed.

#### **EL Literature and Film- Grades 11-12**

**1190**

*Grades 11-12 College Prep 1 Credit*

*Recommendation: 11th and 12th graders who have completed EL Language of ELA and/or EL Drama and Theater and have literacy scores of 3.2 or above combined with 3.5 overall scores, or at the discretion of the Director of EL.*

EL Literature and Film students will dive deeply into novels, biographies, and film with a strong emphasis on critical reading comprehension and the process of creating extended writing pieces. Literary works and films will be compared and contrasted in writing and in oral presentation. Students will develop voice, persuasive techniques and figurative language.

### **Students with Interrupted Formal Education (SIFE) Program**

#### **SIFE Foundational Literacy- Grade 8**

**1203**

*Grade 8 College Prep 1 Unit*

*Recommendation: This course is for students identified as SIFE and who have WIDA scores 2.0 or below.*

Foundational Literacy is for students who may have experienced gaps in their schooling and/or need foundational skills in reading and writing. Students learn reading strategies in order to advance their reading comprehension skills. Students at this level are beginning to develop academic language through listening and speaking. The course will provide support for students in developing basic academic concepts and critical thinking skills using content that reflects students' lives, interests and culture.

#### **SIFE Foundational Literacy- Grades 9-12**

**1204**

*Grades 9-12 College Prep 1 Credit*

*Recommendation: This course is for students identified as SIFE and who have WIDA scores 2.0 or below.*

Foundational Literacy is for students who may have experienced gaps in their schooling and/or need foundational skills in reading and writing. Students learn reading strategies in order to advance their reading comprehension skills. Students at this level are beginning to develop academic language through listening and speaking. The course will provide support for students in developing basic academic concepts and critical thinking skills using content that reflects students' lives, interests and culture.

#### **SIFE Foundational Math- Grade 8**

**0328**

*Grade 8 College Prep 1 Unit*

*Recommendation: This course is for students identified as SIFE and who have WIDA scores 2.0 or below.*

Foundational Math is for newcomers who may have experienced gaps in their schooling and/or are in need of fundamental skills in number sense and geometric reasoning. Students will learn mathematical strategies in order to advance their algebraic reasoning. Students will take this course in addition to their assigned grade level math course.

#### **SIFE Foundational Math- Grades 9-12**

**0329**

*Grades 9-12 College Prep 1 Credit*

*Recommendation: This course is for students identified as SIFE and who have WIDA scores 2.0 or below.*

Foundational Math is for newcomers who may have experienced gaps in their schooling and/or are in need of fundamental skills in number sense and geometric reasoning. Students will learn mathematical strategies in order to advance their algebraic reasoning. Students will take this course in addition to their assigned grade level math course.

#### **SIFE Foundational Science- Grade 8**

**1201**

*Recommendation: This course is for students identified as SIFE and who have WIDA scores 2.0 or below.*

Foundational science is for newcomers who may have experienced gaps in their schooling and/or are in need of fundamental skills in key science vocabulary, guided reading in science, and reinforcement of content-related concepts such as *summarize*, *similar*, *demonstrate* and *conclude*. Language forms and functions necessary to complete academic tasks in science are taught in the context of a science lesson.

**SIFE Foundational Science- Grades 9-12****1202**

Grades 9-12

College Prep

1 Credit

*Recommendation: This course is for students identified as SIFE and who have WIDA scores 2.0 or below.*

Foundational science is for newcomers who may have experienced gaps in their schooling and/or are in need of fundamental skills in key science vocabulary, guided reading in science, and reinforcement of content-related concepts such as *summarize*, *similar*, *demonstrate* and *conclude*. Language forms and functions necessary to complete academic tasks in science are taught in the context of a science lesson.

# History, Social Science, and Business

The History, Social Science, and Business curriculum at BHS is aligned with the vision and frameworks established by the Massachusetts Department of Elementary and Secondary Education. Our purpose is to prepare students with the knowledge and skills to become thoughtful and active participants in a democratic society and a complex world. We believe the future of democracy depends on our students' development of content knowledge, historical reading and writing skills, and civic dispositions that will enable them to embrace democracy's potential.

The Business, Entrepreneurship, and Finance Pathway offers students the opportunity to build and apply skills that will help them succeed personally and professionally. The courses in this Pathway are designed to help students develop an entrepreneurial mindset and the many technical skills necessary for success in the business world. Students who are interested in joining the small-business economy of Cape Cod, as well as those who want to become CEOs, will benefit from participation in this Pathway. Through several of the courses in the Pathway, students have the opportunity to earn college credit at Cape Cod Community College. Additionally, students in the Pathway are encouraged to participate in DECA, a competition-based extracurricular club at BHS that prepares student leaders and entrepreneurs in marketing, finance, hospitality, and management in high schools and colleges around the world.

All students need three History credits in World History, U.S.I, and U.S.II. to qualify for graduation. Advanced Placement United States History will fulfill the United States History graduation requirement.

## **Early American History and Civics**

**2353**

Grade 8 College Prep 1 Unit

This course will explore the roots and foundations of democracy and the development of government in the United States. Students will study the rights and responsibilities of citizenship and the institutions of government at the federal, state, and local levels. Students will develop both historical thinking and media literacy skills in order to evaluate and apply historical and contemporary data. In the second half of the year, students will apply their knowledge and skills to student-led, nonpartisan civic action projects. Additional supplemental research and projects will be required throughout the year.

*Civic Competencies, Analytic Reading and Reasoning, Organization and Time Management*

## **Early American History and Civics**

**2352**

Grade 8 Honors 1 Unit

This course will explore the roots and foundations of democracy and the development of government in the United States. Students will study the rights and responsibilities of citizenship and the institutions of government at the federal, state, and local levels. Students will develop both historical thinking and media literacy skills in order to evaluate and apply historical and contemporary data. In the second half of the year, students will apply their knowledge and skills to student-led, nonpartisan civic action projects. Additional supplemental research and projects will be required throughout the year. This honors course is for the highly motivated and independent learner.

*Civic Competencies, Analytic Reading and Reasoning, Organization and Time Management*

## **World History - From the Age of Reason to the Nuclear Age**

**0228**

Grade 9 College Prep 1 Credit

Students will act as historians as they decipher both primary and secondary sources to understand modern world history content. Units of study begin with the Scientific Revolution and the Enlightenment and continue onto the Era of Revolutions; Industrialization and Imperialism; Nationalist Movements in Latin America, Africa, China, and India; World War I; the Russian Revolution; the Great Depression, the Rise of Dictators and World War II; the Cold War Era; and the Contemporary World. The study of current world events will be interspersed throughout the year. Supplemental research, reading, and projects will be required.

*Civic Competencies, Analytic Reading and Reasoning, Organization and Time Management*

## **World History - From the Age of Reason to the Nuclear Age**

**0229**

Grade 9 Honors 1 Credit

This course is for the highly motivated and independent learner. Students will act as historians as they decipher both primary and secondary sources to understand modern world history. Units of study begin with the Scientific Revolution and the Enlightenment and continue onto the Era of Revolutions; Industrialization and Imperialism; Nationalist Movements in Latin America, Africa, China, and India; World War I; the Russian Revolution; the Great Depression, the Rise of Dictators and World War II; the Cold War Era; and the Contemporary World. The study of

current world events will be interspersed throughout the year. Supplemental research, reading, and projects will be required. *Civic Competencies, Analytic Reading and Reasoning, Organization and Time Management*

**Advanced Placement Human Geography** **0275**  
Grade 9 Advanced Placement 1 Credit

AP Human Geography presents students with the curricula equivalent of an introductory college-level course in human geography or cultural geography. The AP Human Geography content is presented thematically and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. The goal for the course is for students to become more geo-literate, more engaged in contemporary global issues, and more informed about multicultural viewpoints. Students will see geography as a discipline relevant to the world in which they live; as a source of ideas for identifying, clarifying, and solving problems at various scales; and as a key component of building global citizenship and environmental stewardship. ***This is a college-level class. All students are required to take the national AP exam in May. There will be a short required summer assignment.***

*Civic Competencies, Analytic Reading and Reasoning, Organization and Time Management, Technical and Creative Writing*

**U.S. History 1 - Union and Disunion** **0242**  
Grade 10 College Prep 1 Credit

This course will examine the historical and intellectual origins of the United States. Students will act as historians as they decipher both primary and secondary sources to analyze the origins of the Revolution and the Constitution; Democratization and Expansion; Economic Growth; Social, Political, and Religious Change; the Civil War and Reconstruction; Industrialization and Immigration; and Progressivism and World War I. Students are expected to assess historical data by evaluating its relevance, content, and reliability in order to arrive at informed conclusions on the basis of factual evidence. Supplemental readings, projects, and research are required.

*Civic Competencies, Analytic Reading and Reasoning, Technical and Creative Writing*

**U.S. History 1 - Union and Disunion** **0241**  
Grade 10 Honors 1 Credit

This course is designed for the highly motivated and independent learner. Students will examine in depth the historical and intellectual origins of the United States and will act as historians as they decipher both primary and secondary sources to analyze the origins of the Revolution and the Constitution; Democratization and Expansion; Economic Growth; Social, Political, and Religious change; the Civil War and Reconstruction; Industrialization and Immigration; and Progressivism and World War I. Students are expected to assess historical data by evaluating its relevance, content, and reliability in order to arrive at informed conclusions on the basis of factual evidence.

Supplemental readings, projects, and research are required.

*Civic Competencies, Analytic Reading and Reasoning, Technical and Creative Writing*

**Advanced Placement World History** **0230**  
Grades 10-12 Advanced Placement 1 Credit

AP World History is designed to be the equivalent of a *two-semester* introductory college world history course. This course covers world history from 8000 BCE to today, using six 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. ***This is a college-level class. All students are required to take the national AP exam in May.***

*Civic Competencies, Analytic Reading and Reasoning, Organization and Time Management, Technical and Creative Writing*

**U.S. History 2 - The Roaring 20th Century** **0246**  
Grade 11 College Prep 1 Credit

This course is aimed at fostering a better understanding of America from World War I to the present. Students will examine both primary and secondary sources as they analyze America's growing role in the world. Units of study include the Role of Economics in Modern U.S. History, Modernity, Responses to Fascism and Communism, the Cold War and Civil Rights at Home, and Globalization. Students are expected to assess historical data by evaluating its relevance, content, and reliability in order to arrive at informed conclusions on the basis of factual evidence. In the second half of the year, a student-led nonpartisan civic action project will be required.

Supplemental readings, projects, and research will be assigned throughout the year.

*Civic Competencies, Analytic Reading and Reasoning, Organization and Time Management, Technical and Creative Writing*

**U.S. History 2 - The Roaring 20th Century** **0245**

Grade 11 Honors 1 Credit

This course continues the American story from 1900 to the present. Students will examine both primary and secondary sources as they analyze America's growing role in the world. Units of study include the Role of Economics in Modern U.S. History, Modernity, Responses to Fascism and Communism, the Cold War and Civil Rights at Home, and Globalization. Students are expected to assess historical data by evaluating its relevance, content, and reliability in order to arrive at informed conclusions on the basis of factual evidence. In the second half of the year, a student-led nonpartisan civic action project will be required. Supplemental readings, projects, and research will be assigned throughout the year.

*Civic Competencies, Analytic Reading and Reasoning, Organization and Time Management, Technical and Creative Writing*

**Advanced Placement U.S. History**

**0240**

Grades 11-12 Advanced Placement 1 Credit

AP U.S. History is designed to be the equivalent of a *two-semester* introductory college U.S. history course. 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. ***This is a college-level class. There will be a mandatory summer assignment and all students are required to take the AP Exam in May.***

*Civic Competencies, Analytic Reading and Reasoning, Organization and Time Management, Technical and Creative Writing*

**Principles of Economics and Personal Finance**

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

Grades 11-12 Multi-level 1 Credit

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

Economics is the study of how society allocates scarce resources, and is important in our everyday lives whether we study it formally or not. This course is designed as an introduction to economic ways of thinking that will help students see the world with fresh insight and prepare them for introductory level courses in both microeconomics and macroeconomics in college. Students in this course will gain an understanding of fundamental economic concepts such as supply and demand, market structures, the role of incentives and public policy, trade, the labor market, and industry behavior. Additionally students will apply these concepts to their own lives as they study how to make choices about college loans, credit cards, investments, and personal budgeting, thus beginning to make their own personal financial goals. Students should expect a mix of traditional reading and assessments along with many data-driven research projects throughout the year that will give them a chance to fully personalize their own learning. ***Students who successfully complete this course with a B- (80) or better will earn college credit at Cape Cod Community College. This course is part of the Business, Entrepreneurship, and Finance Pathway.***

**Psychology**

**0250(CP), 0251(H)**

Grades 11-12 Multi-level 1 Credit

This course covers the fundamental principles of psychology and aims to help students better understand themselves and others by focusing on theorists and theories of human behavior. Units include 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 course to be very helpful as an introduction to *Psychology 101* that many take in their first year of college.

**Sociology**

**0253(CP), 0254(H)**

Grades 11-12 Multi-level 1 Credit

Sociology is the study of social life, social change, and the social causes and consequences of human behavior. This course will investigate the structure of groups, organizations, and societies and how people interact within these contexts. Sociology focuses on groups rather than individuals. Topics will include cultural diversity, conformity, social stratification, racial and ethnic interactions, deviance and social control, inequality, family structures and various social issues. As our population grows more diverse, the need to understand the norms of other cultures, their social institutions, and the collective human behaviors of past and present societies has become essential. This is especially important for high school students, because as you grow older you will meet people from many parts of the world. Having insight and an appreciation for people from different cultures who practice different social norms and customs will make these encounters much more rewarding.

**Advanced Placement European History**

**0226**

Grades 11-12 Advanced Placement 1 Credit



This course is designed to be the equivalent of a *two-semester* introductory college course in European history. In this course students will learn about the cultural, economic, political and social developments that have shaped today's world through the study of European history from the year 1450 to present, utilizing four chronological periods and six themes: Interaction of Europe and the World; Poverty and Prosperity; Objective Knowledge and Subjective Visions; States and Other Institutions of Power; Individual and Society; and National and European Identity. **This is a college-level class. All students are required to take the AP exam in May.**  
*Analytic Reading and Reasoning, Technical and Creative Writing*

### Advanced Placement Psychology

0239

Grades 11-12      Advanced Placement      1 Credit

AP Psychology is designed to be the equivalent of an introductory college course in psychology. This 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. NOTE: *Advanced Placement Psychology* is NOT the same course as *Psychology Honors*; therefore, level changes may not occur. **This is a college-level class. All students are required to take the AP exam in May.**

*Analytic Reading and Reasoning, Technical and Creative Writing*

### Advanced Placement Economics

0262

Grades 11-12      Advanced Placement      1 Credit

AP Economics is designed to be the equivalent of a *two-semester* college introductory course. 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. The AP Program offers two exams in economics—one in microeconomics and one in macroeconomics. A separate score is reported for each. **All students are required to take both AP Exams in May.** NOTE: *Advanced Placement Economics* is NOT the same course as *Principles of Economics and Finance*; therefore, level changes may not occur. **This course is integral to the Business, Entrepreneurship, and Finance Pathway. This is a college-level class. All students are required to take the AP exam in May.**

*Analytic Reading and Reasoning, Personal Financial Management*

### Advanced Placement United States Government and Politics

0207

Grade 12      Advanced Placement      1 Credit

AP U.S. Government and Politics is designed to be the equivalent of an introductory semester-based college course. This course will provide the motivated student an analytical perspective on government and politics in the United States. Students will read and analyze U.S. foundational documents, Supreme Court decisions, and other texts and visuals. 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. **This is a college-level class. All students are required to take the AP exam in May.**

*Civic Competencies, Analytic Reading and Reasoning, Organization and Time Management, Technical and Creative Writing*

### Introduction to Criminal Justice

1274(CP), 1275(H)

Grade 12      Multi-level      1 Credit

This course is designed for students with an interest in criminology and law enforcement. Students will learn about law, democracy, and human rights through strategies that promote problem-solving, critical thinking, cooperative learning, and conflict resolution. Members of the Barnstable Police Department, as well as other law enforcement agencies, will provide demonstrations in the practices of today's law enforcement officers. Students will be introduced to the inner workings of the Barnstable Police Department, the Barnstable District and Superior Courts, and the Barnstable County House of Corrections. Students will receive Stop the Bleed training, general First Aid training, and CPR certification. This is the capstone course for the Law, Society, and Criminal Justice Pathway.

*Civic Competencies, Career Readiness and Employability*

### Black Studies

1266(CP), 1267(H)

Grades 11-12      Multi-level      1 Credit

This course is designed to introduce students to the major themes, issues, and debates in the Black experience from African origins until today. Some of the specific topics covered include ancient African kingdoms, colonial and antebellum slavery, the abolition movement, the free black experience, the Civil War, emancipation, Jim Crow segregation, racial violence, black culture, the modern freedom struggle, popular culture, political movements, and the contemporary experience. History, literature, art, and music will inform the curriculum.  
*Civic Competencies, Analytic Reading and Reasoning, Technical and Creative Writing*

### **Global Issues for Global Citizens**

**1276(CP), 1277(H)**

*Grades 10-12 Multi-level 1 Credit*

This student-driven, service-learning course will explore a variety of political, economic, historic, environmental, and social issues facing global citizens today, from Cape Cod to Cambodia. Students will collaborate to research issues and take informed action in the school and local community. Topics include Human Rights, the Challenges of Nuclear Weapons, War Zones, Immigration, Climate Change, Scarcity of Resources, and Terrorism.  
*Civic Competencies, Analytic Reading and Reasoning, Technical and Creative Writing*

## **Business, Entrepreneurship, and Finance Pathway**

### **Money Management**

**1286(CP), 1287(H)**

*Grades 9-10 Multi-level 1 Credit*

Learn how to take charge of your money and build wealth. In this course, you will gain the smarts you will need to make major purchases such as a car and a house, along with ways to protect your money with insurance and by investing, with a focus on hands-on projects. Throughout the course, students are presented with problem-solving situations for which they must apply academic and critical-thinking skills.  
*Personal Finance Management, Social Emotional Learning*

### **Introduction to Accounting**

**0666(CP), 0667(H)**

*Grades 10-12 Multi-level 1 Credit*

This course is highly recommended for students planning to major in any field of business and/or accounting in college. Accounting introduces students to and expands their knowledge of the fundamental accounting principles and procedures used in businesses. Students will learn the basic accounting practices and procedures for operating a business. Concepts taught will include journalizing and posting transactions, preparation of financial statements, petty cash, and payroll through a computerized simulation program as well as participate in the course-long project of analyzing the financial records of the BHS School-based Enterprises. In addition, students will learn about ethics and social responsibility in business and accounting.

### **Business & Business Economics Principles (formerly Introduction to Business) 1278(CP), 1279(H)**

*Grades 10-12 Multi-level 1 Credit*

#### **Principles of Business**

The first half of this course will be *Principles of Business*, a project-based business course, develops student understanding and skills in such areas as business law, economics, financial analysis, human resources management, information management, marketing, operations, and strategic management. Through the use of four projects, students acquire an understanding and appreciation of the business world. They develop a business analysis report, conduct an environmental scan of the local business community, and investigate business activities. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Authentic interaction with business owners in the community is an integral component of the course. Current technology will be used to acquire information and to complete the projects.

#### **Business Economics**

The second half of the course will be *Business Economics*, a project-based business course. Students expand their understanding that businesses are influenced by external factors that are often beyond their control. Consumer spending, government policies, economic conditions, legal issues, and global competition are addressed through practical, current applications to everyday societal and business life. Decision matrices are introduced, and the importance and costs of quality are stressed. Students develop their knowledge and skills in such areas as economics, entrepreneurship, operations, and professional development. Throughout the course, students will be presented with current economic problems for which they are asked to determine solutions, often through the application of decision matrices. ***Students who successfully complete this course with a B- (80) or better will earn college credit at Cape Cod Community College.***

*Recommended Extracurricular Connection:* DECA is a major component of this course and participation in the DECA District level competition is highly encouraged.

**Marketing & Finance Principles** (formerly Marketing and Finance Strategies)      **1288(CP), 1289(H)**  
Grades 11-12      Multi-level      1 Credit

### **Principles of Marketing**

The first half of this course is *Principles of Marketing*, a project-based business course that develops student understanding and skills in the functional areas of marketing: channel management, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students acquire an understanding and appreciation of each of the marketing functions and their ethical and legal issues. Decision matrices are employed to aid in market planning. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Authentic interaction with business owners in the community is an integral component of the course.

### **Principles of Finance**

The second half of this course is *Principles of Finance*, which furthers student understanding of two specific business activities—managerial accounting and finance—that were introduced in an earlier High School of Business™ course, *Principles of Business*. Through team activities and a semester-long corporate investment project, students make connections between accounting and finance. The Stock Market game will help reinforce key concepts throughout the semester. Students acquire an understanding of financial statements, calculate financial ratios, and make corporate financial management decisions based on their analysis of that financial data. In addition, students apply the concepts of operating and overhead costs, internal accounting controls, and budgets to their class business. Lastly, cost/benefit analysis is introduced as an element of financial planning and decision-making.

*Prerequisites:* Introduction to Business (Principles of Business and Business Economics) OR Teacher Recommendation

*Recommendations:* Students are strongly encouraged to enroll in DECA and participate in the club's activities, which include competition and fundraisers.

**Management & Business Strategies**      **1256(CP), 1257(H)**  
Grades 11-12      Multi-level      1 Credit

### **Principles of Management**

Get an up-close look at managing. You'll learn first-hand how to manage projects and people—and how to do it ethically and legally. This course includes individual and group work as you conquer problems in the different areas of management, such as human resources management, risk management, project management, and knowledge management.

### **Business Strategies**

Here's where it all comes together. In this course you will run your own business. Using the smarts gained in previous High School of Business™ courses, you'll start by writing a real business plan. Then you'll put that plan to action by opening and operating a business. You will tackle problems real business professionals face, such as interviewing, hiring and supervising staff, keeping financial records, evaluating results, and much more. Along the way you'll find out how the areas of a company (marketing, finance, management, etc.) work together.

*Prerequisite:* Students must have taken at least one course in the BFE Pathway.

*Recommended:* Students are strongly encouraged to enroll in DECA and participate in the club's activities including competition and fundraisers.

**Entrepreneurship**      **1264(CP)/1265(H)**  
Grades 9-11      Multi-level      1 Credit

This course will ignite your imagination as you develop business skills and grow your entrepreneurial mindset. Organized around highly engaging learning experiences and project-based learning, this curriculum helps you develop critical, career-ready skills that will prepare you to succeed in the workplace, start your own business, and/or further your education. Units include Operation Mindset, Testing an Opportunity, Building a Competitive Edge, Creating Your Biggest Fans, and Making a Profit. Towards the end of the year, students will have opportunities to pitch their business opportunities to judges in local, regional, and national competitions. DECA is a major component of this course and participation in the DECA District level competition is highly encouraged.

***Students who successfully complete this course with a B- (80) or better will earn college credit at Cape Cod Community College.***

*Employability and Career Readiness, Creative Skills, Research and Technology Skills*

## **Internships**

**Business, Finance & Entrepreneurship Internship**      **1003(CP,1c),1004(H,1c),1005(CP,2c),1006(H,2c)**

Grades 11-12                      Multi-Level                      1 Credit/2 Credits

*A 100 hours Capstone Project is required.*

This 100 hour industry immersion internship is the Capstone project for the Business, Finance & Entrepreneurship Innovation Pathway. Students will be immersed in the world of businesses and experience the various departments of one of our local companies here on Cape Cod. Students will participate in work readiness training prior to the start of the internship and will be expected to engage in ongoing reflection opportunities including journal writing, MyCAP entries, and the use of the Work-based Learning Plan. There will be an end-of-experience student product (oral presentation, written report, video, etc.)

*Recommended:* Students are also strongly encouraged to participate in DECA and participate in the club's activities, including competition and fundraisers.

*Prerequisites:* Introduction to Business (Principles of Business and Business Economics), Marketing & Finance Strategies (Principles of Marketing and Principles of Finance) and/or Management & Operational Strategies (Principles of Management & Business Strategies).

### **School-based Enterprise Internship**

**1007(CP),1008(H)**

Grades 10-12                      Multi-level                      1 Credit

Retailing provides students the opportunity to become familiar with the skills required for job entry in the many customer service and marketing based industries while focusing on strategies and issues that owners, managers and employees are faced with. During this course, students will have the opportunity to help run our School-based enterprises. Students will learn about entrepreneurship, management, marketing and finance. All students will have an opportunity to learn, practice and develop: POS point of sales, customer relations, buying & merchandising, inventory management, production & operations, and loss prevention. Activities will include operating: The Hawk's Nest, The Kettle- our spirit vending machine, The Entrepreneurial Hub- our student & staff consignment department, and our custom apparel business. Students will be required to complete the weekly Work-based Learning Plan and a Learning Objectives Reflection. A Business, Finance & Entrepreneurship Innovation Pathway course.

*Recommended:* Students are also strongly encouraged to participate in DECA and participate in the club's activities, including competition and fundraisers.

*Prerequisites:* Introduction to Business (now: Principles of Business and Business Economics) OR Entrepreneurship AND Teacher Approval.

# Mathematics & Computer Science

The BHS Math Department agrees with the Massachusetts Department of Education vision of the mathematically proficient student in the 21st Century. “The mathematical skills and understanding that students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the standards are able to identify problems, represent problems, justify conclusions, and apply mathematics to practical situations. They gain an understanding of topics and issues by reviewing data and statistical information. They develop reasoning and analytical skills and make conclusions based on evidence that is essential to both private deliberation and responsible citizenship in a democratic society. They understand mathematics as a language for representing the physical world.”

The math program at Barnstable High School is aligned with the current 2017 Massachusetts Curriculum Framework for Mathematics. Students will develop, apply and extend the academic development, social & emotional learning, and employment & career readiness skills, as described by the Portrait of the Graduate, throughout their mathematical experiences at BHS.

**Please note:** The BHS graduation requirement and minimum admissions requirement for state colleges and universities requires students to complete 4 units of math including completion of Algebra II or the Integrated Mathematics equivalent, including math their senior year. Students may substitute one unit of Computer Science (AP Computer Science Principles or AP Computer Science A). This should be taken into consideration when planning your course of study in mathematics.

## **Pre-Algebra**

**2354**

*Grade 8 College Prep 1 Unit*

This course builds on students' previously developed arithmetic skills and expands their algebraic thinking skills to provide students with a solid foundation for *Algebra 1* 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. (TI-30XIIS recommended)

*Collaboration and Communication, Research and Technology Skills, Organization and Time Management Skills, Analytic Reading and Reasoning Skills*

## **Pre-Algebra**

**2360**

*Grade 8 Honors 1 Unit*

**Prerequisite:** *Completion of 7th grade math*

This course builds on students' previously developed arithmetic skills and expands their algebraic thinking skills to provide students with a solid foundation for *Algebra 1* 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. (TI-30XIIS recommended).

*Collaboration and Communication, Research and Technology Skills, Organization and Time Management Skills, Analytic Reading and Reasoning Skills*

## **Algebra Grade 8**

**2355**

*Grade 8 Honors 1 Credit*

**Prerequisite:** *Completion of 7<sup>th</sup> grade Pre-Algebra*

This course is intended to prepare students for further study in *Geometry* and *Algebra 2*. 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. (TI-30XIIS recommended) *Collaboration and Communication, Research and Technology Skills,*

**Grade 8 Applied Math (supports Pre-Algebra)****2313**

Grade 8 College Prep ½ Unit (elective)

Students may be placed in this course by their teacher and counselor. Students who have scored Not Meeting Expectations or Partially Meeting Expectations on their Grade 7 Math MCAS will have priority when enrolling in this course. This Applied Math course is designed to advance math skills and strategies required for student success in meeting the increasing challenges of high school coursework and college and career readiness.

This course is designed to take in conjunction with *Pre-algebra*. Students will review the fundamental skills that are necessary to expand their algebraic reasoning and apply their knowledge to real life applications. The Applied Math curriculum requires students to be involved in and responsible for their learning. Students participate in activities that support the standards for mathematical practice; make sense of problems and persevere in solving them, reason abstractly, critique the reasoning of others, and model with mathematics. MCAS preparation and online practice will be implemented in the curriculum. ***This course does not satisfy the math graduation requirement.*** (TI-30XIIS recommended)

*Collaboration and Communication, Research and Technology Skills, Organization and Time Management Skills, Analytic Reading and Reasoning Skills, Responsible Decision Making*

**Applied Math 9 (supports Algebra 1)****0388**

Grade 9 College Prep 1 Credit (elective)

Students who have less than a C- in Pre-Algebra will be recommended for this course. This Applied Math course is designed to advance math skills and strategies required for student success in meeting the increasing challenges of high school coursework, college expectations, and career readiness. The Applied Math 9 curriculum will support standards taught in Pre-Algebra and Algebra 1. Students will participate in activities that support the standards for mathematical practice; make sense of problems and persevere in solving them, reason abstractly, critique the reasoning of others, and model with mathematics. ***This course does not satisfy the math graduation requirement.***

*Collaboration and Communication, Research and Technology Skills, Organization and Time Management Skills, Analytic Reading and Reasoning Skills, Responsible Decision Making*

**Applied Math 10 (supports Geometry)****0399**

Grade 10 College Prep 1 Credit (elective)

*Students who have less than a C- in Algebra 1 and score Not Meeting Expectations or Partially Meeting Expectations on their MCAS will be recommended for this course.* This Applied Math course is designed to advance math skills and strategies required for student success in meeting the increasing challenges of high school coursework, college expectations, and career readiness. The Applied Math 10 curriculum will support standards taught in Algebra 1 and Geometry and provide students with MCAS test preparation. Students will participate in activities that support the standards for mathematical practice; make sense of problems and persevere in solving them, reason abstractly, critique the reasoning of others, and model with mathematics.

***This course does not satisfy the math graduation requirement.***

*Collaboration and Communication, Research and Technology Skills, Organization and Time Management Skills, Analytic Reading and Reasoning Skills, Responsible Decision Making*

**Topics in Algebra - Grade 8****03021**

Grade 8 College Prep 1 Unit

Topics in Algebra is for newcomers who have experienced gaps in their schooling and are in need of fundamental skills in number sense and algebraic reasoning. Students will learn mathematical strategies in order to advance the fundamental skills necessary to be successful in Algebra 1. *Collaboration and Communication, Research and Technology Skills, Organization and Time Management Skills, Analytic Reading and Reasoning Skills*

**Topics in Algebra - Grades 9-10****03024**

Grades 9-10 College Prep 1 Credit

Topics in Algebra is for newcomers who have experienced gaps in their schooling and are in need of fundamental skills in number sense and algebraic reasoning. Students will learn mathematical strategies in order to advance the fundamental skills necessary to be successful in Algebra 1. *Collaboration and Communication, Research and Technology Skills, Organization and Time Management Skills, Analytic Reading and Reasoning Skills*

**Math 1****03022**

Grades 9-11

College Prep

1 Credit

**Prerequisite:** *Topics in Algebra or qualifying placement score*

Math 1 is designed for beginner English Language Learners. This course will focus on six critical areas; extend understanding of numerical manipulation to algebraic manipulation, synthesize understanding of function, deepen and extend understanding of linear relationships, apply linear models to data, establish criteria for congruence based on rigid motions and apply the Pythagorean Theorem to the coordinate plane. Students who enroll in this course will be expected to work collaboratively with their peers, demonstrate understanding of knowledge through presentations and common assessments.

**Math 2****03023**

Grades 9-11

College Prep

1 Credit

**Prerequisite:** *Math 1 or qualifying placement score*

Math 2 is designed for beginner English Language Learners. This course will focus on five critical areas; extend the laws of exponents; compare key characteristics of quadratic functions and linear functions, create and solve equations and inequalities, extend work with probability and establish criteria for similarity of triangles based on dilations and proportional reasoning. Students who enroll in this course will be expected to work collaboratively with their peers, demonstrate understanding of knowledge through presentations and common assessments.

**Algebra 1****0302**

Grade 9

College Prep

1 Credit

**Prerequisite:** *Completion of Pre-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 2*. 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.** (TI-30XIIS recommended)

*Collaboration and Communication, Research and Technology Skills, Organization and Time Management Skills, Analytic Reading and Reasoning Skills*

**Algebra 1****0310**

Grade 9

Honors

1 Credit

**Prerequisite:** *Completion of Pre-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 2*. 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. (TI-30XIIS recommended) *Collaboration and Communication, Research and Technology Skills, Organization and Time Management Skills, Analytic Reading and Reasoning Skills*

**Geometry****0332**

Grades 9-10

College Prep

1 Credit

**Prerequisite:** *Completion of Algebra 1*

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...(TI-30XIIS recommended)  
*Collaboration and Communication, Research and Technology Skills, Organization and Time Management Skills, Analytic Reading and Reasoning Skills, Responsible Decision Making*

## Geometry

0330

Grades 9-10

Honors

1 Credit

**Prerequisite:** *Completion of Algebra 1 or completion of Grade 8 Algebra* 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. (TI-30XIIS recommended)

*Collaboration and Communication, Research and Technology Skills, Organization and Time Management Skills, Analytic Reading and Reasoning Skills, Responsible Decision Making*

## Intermediate Algebra

0314

Grades 10-12

College Prep

1 Credit

**Prerequisite:** *Completion of Geometry CP.*

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 I.

***This course does not meet NCAA eligibility requirements.***

*Collaboration and Communication, Research and Technology Skills, Organization and Time Management Skills*

## Algebra 2

0317

Grades 11-12

College Prep

1 Credit

**Prerequisite:** *Completion of Geometry Honors or CP, Algebra 1 or Intermediate Algebra.*

This course will extend students' previous work with functions to include logarithmic, polynomial, rational and radical functions. The *Algebra 2* 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; and identify appropriate types of functions to model a situation. (TI-84 recommended) *Collaboration and Communication, Research and Technology Skills, Organization and Time Management Skills, Analytic Reading and Reasoning Skills, Responsible Decision Making*

## Algebra 2

0319

Grades 10-11

Honors

1 Credit

**Prerequisite:** *Completion of Geometry*

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; and identify appropriate types of functions to model a situation..(TI-84 recommended) *Collaboration and Communication, Research and Technology Skills, Organization and Time Management Skills, Analytic Reading and Reasoning Skills, Responsible Decision Making*



**Pre-Calculus****0342**

Grade 11-12

College Prep

1 Credit

**Prerequisite:** *Completion of Algebra 2*

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. (TI-84 recommended) *Collaboration and Communication, Research and Technology Skills, Organization and Time Management Skills*

**Pre-Calculus****0340**

Grades 11-12

Honors

1 Credit

**Prerequisite:** *Completion of Algebra 2* 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. (TI-84 recommended) *Collaboration and Communication, Research and Technology Skills, Organization and Time Management Skills*

**Advanced Placement Pre-Calculus****0344**

Grades 10-12

Advanced Placement

1 Credit

**Prerequisite:** *Completion of Algebra 2 H*

AP Pre-Calculus will provide students with the mathematical background to enter a STEM field in post high school education. In this course, students explore everyday situations and phenomena using mathematical tools and lenses. The framework focuses on four key units of study that colleges expect students to demonstrate to qualify for credit or placement. AP Precalculus is a well-balanced and meaningful course that will be beneficial for every student regardless of their intended future plans. The content captures the modeling of our dynamic, changing world which can ignite a passion and appreciation for the pursuit of many areas related to mathematics. Precalculus Exam Topics (required for college calculus placement): Unit 1: Polynomial and Rational Functions, Unit 2: Exponential and Logarithmic Functions, Unit 3: Trigonometric and Polar Functions, Additional Topics Available to Schools (not included on AP Precalculus Exam), Unit 4: Functions Involving Parameters, Vectors, and Matrices

**Calculus****0352**

Grade 12

Honors

1 Credit

**Prerequisite:** *Completion of Pre-Calculus 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.

**Advanced Placement Calculus AB****0350**

Grade 12

Advanced Placement

1 Credit

**Prerequisite:** *Completion of Pre-Calculus Honors.* 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.

Please note that summer work will be assigned. ***Students will be required to take the Advanced Placement Calculus AB test in May.*** *Collaboration and Communication, Research and Technology Skills, Organization and Time Management Skills, Analytic Reading and Reasoning Skills, Responsible Decision Making*

**Advanced Placement Calculus BC****0351**

Grade 12      Advanced Placement      1 Credit

**Prerequisite:** Completion of AP Calculus AB 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.** Collaboration and Communication, Research and Technology Skills, Organization and Time Management Skills, Analytic Reading and Reasoning Skills, Responsible Decision Making

**Advanced Placement Statistics****0349**

Grades 10-12      Advanced Placement      1 Credit

**Prerequisite:** Completion of Geometry Honors or completion of Algebra 2

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 Statistics test in May.** Collaboration and Communication, Research and Technology Skills, Organization and Time Management Skills, Analytic Reading and Reasoning Skills, Responsible Decision Making

**Statistics 1****0354**

Grades 11-12      Honors      1 Credit

**Prerequisite:** Completion of Algebra 2. 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. Collaboration and Communication, Research and Technology Skills, Organization and Time Management Skills, Analytic Reading and Reasoning Skills, Responsible Decision Making

**Statistics 1****0362**

Grade 11-12      College Prep      1 Credit

**Prerequisite:** Completion of Algebra 2 This course is for students who plan to attend college for non-math and science majors. Topics will include 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. Collaboration and Communication, Research and Technology Skills, Organization and Time Management Skills, Analytic Reading and Reasoning Skills, Responsible Decision Making

**Statistics 2****0355**

Grades 11-12      Honors      1 Credit

*This course is designed for students who have already completed AP Statistics. In this course we will further your knowledge of statistical topics in a project-based course. Topics will include using the software R, Analysis of Variance (ANOVA) and Multivariable Regression. Prerequisite – AP Statistics*

**Foundations in College Mathematics****0338**

Grade 12      College Prep      1 Credit

**Prerequisite:** Completion of Algebra 2 CP.

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.** Collaboration and Communication, Research and Technology Skills, Organization and Time Management Skills, Analytic Reading and Reasoning Skills, Responsible Decision Making

# **Computer Science**

**Computer Science Pathway:** Students pursuing a computer science pathway would begin by taking a Computer Science Essentials course in eighth or ninth grade, followed by AP Computer Science Principles and AP Computer Science A. Cybersecurity can be taken at any time in the sequence, either independently or concurrently. All computer science courses can be taken independently as an elective.

## **PLTW Computer Science Essentials**

**0368(CP), 0369(H)**

*Grades 8-11*

*Multi-level*

*1 Credit (elective)*

CS Essentials introduces students to coding fundamentals through an approachable, block-based programming language where they will have early success in creating usable apps. As students sharpen their computational thinking skills, they will transition to programming environments that reinforce coding fundamentals by displaying block programming and text based programming side-by-side. Finally, students will learn the power of text-based programming as they are introduced to the Python® programming language. The course engages students in computational thinking practices and collaboration strategies, as well as industry standard tools authentic to how computer science professionals work. Students will learn about professional opportunities in computer science and how computing can be an integral part of all careers today.

*Technical and Creative Writing, Research and Technology Skills, Media Literacy and Ethics, Creative Skills*

## **PLTW Cybersecurity**

**0393(CP), 0394(H)**

*Grades 9-12*

*Multi-level*

*1 Credit (elective)*

PLTW Cybersecurity is a full-year course designed to expose students to the ever growing and far reaching field in cybersecurity. Students accomplish this through problem-based learning, where students role-play as cybersecurity experts and train as cybersecurity experts do. PLTW Cybersecurity gives students a broad exposure to the many aspects of digital and information security, while encouraging socially responsible choices and ethical behavior. This course emphasizes algorithmic thinking, computational thinking, and especially, “outside the box” thinking. Students explore the many educational and career paths available to cybersecurity experts, as well as other careers that comprise the field of information security.

*Technical and Creative Writing, Research and Technology Skills, Media Literacy and Ethics, Creative Skills, Safety and Compliance*

## **AP Computer Science Principles**

**0343**

*Grade 9-12*

*Advanced Placement*

*1 Credit (elective)*

**Prerequisite:** *Completion of Algebra 2 or completion of PLTW Computer Science Essentials or POE/IED.*

*Computer Science Principles may be substituted for one course in mathematics or for a laboratory science course.*

Using Python as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum for AP CSP. AP Computer Science Principles may be used as a substitution for MassCore mathematics and laboratory science courses.

**Students will be required to take the Advanced Placement test in May.**

*Technical and Creative Writing, Research and Technology Skills, Media Literacy and Ethics, Creative Skills*

## **AP Computer Science A**

**0347**

*Grades 11-12*

*Advanced Placement*

*1 Credit (elective)*

**Prerequisite:** *Completion of Algebra 2 CP with a passing grade with a B- or better or teacher recommendation.*

*This course may count as a senior year math for those students who have completed Calculus.* AP Computer Science A 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. **Students will be required to take the Advanced Placement test in May.**

# Music

The Barnstable High School music program provides students with the opportunity to prepare for a career in music and/or enhance their understanding of music through the study of theory, technology, history and performance. Students will learn to work collaboratively, solve complex problems, improve listening skills and enhance fine motor skills. Additionally, research shows that the study of music improves spatial-temporal skills. These skills are an essential component to solving multi-step problems in math, art, engineering, architecture, gaming and computer programming.

The music program at Barnstable High School is aligned with current state and national arts standards. The curriculum also addresses the BHS Learning Expectations, focusing on demonstrating creativity, listening actively and attaining, evaluating and applying information properly.

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

## In-School Ensembles:

### **Concert Band**

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

Grades 8-12      Multi-Level      1 Credit

Concert Band provides students with the opportunity to improve musicianship and individual technique through the study of music theory, history and the performance of various styles of music. Students must have experience in or be willing to work hard to learn a woodwind, brass or percussion instrument.

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

*Creative Skills, Self Management, Collaboration and Communication*

### **Concert Chorale**

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

Grades 8-12      Multi-Level      1 Credit

Concert Chorale provides students with the opportunity to improve musicianship and vocal technique through the study of music theory, history and the performance of various styles of music. Students must have experience in or be willing to work hard to learn proper vocal technique.

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

*Creative Skills, Self Management, Collaboration and Communication*

### **Chamber Choir**

**1773**

Grades 10-12      Honors      1 Credit

#### **Requirement: By Teacher Recommendation ONLY**

Chamber Choir is a vocal ensemble for students with advanced singing experience. Students must be committed to improving their musicianship and vocal technique. Students work on advanced choral literature at an accelerated pace. **After-School/Evening Performances REQUIRED.**

*Creative Skills, Self Management, Collaboration and Communication*

### **String Orchestra**

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

Grades 8-12      Multi-Level      1 Credit

String Orchestra provides students with the opportunity to improve musicianship and string technique through the study of music theory, history and the performance of various styles of music. Students must have experience in or be willing to work hard to learn proper string technique.

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

*Creative Skills, Self Management, Collaboration and Communication*

### **Contemporary Music Ensemble 1**

**0784**

Grades 9-12      College Prep      1 Credit

Contemporary Music Ensemble focuses on a repertoire of popular music such as rock, pop, reggae, gospel, and incorporates playing and composing on guitars, basses, keyboards, drums, computers. The major emphasis of this course is to introduce student musical achievement through the exploration of a contemporary band ensemble.

### **Modern Orchestra**

**0785 (CP), 0786 (H)**

Grades 9-12      Multi-level      1 Credit

Modern Orchestra is for all students regardless of prior musical experience. Students will explore a variety of musical styles utilizing the violin, viola, cello, and bass. Activities will include small group instruction, student-led discussion, listening analysis, performance through cultural lenses (i.e., improvisation, rhythmic nuance, stylistic

implementation), and large ensemble performance and reflection. There is no after school commitment and students may take this course more than once for credit. *Creative Skills, Collaboration, and Communication*

*\*\*Students enrolled in an ensemble are eligible to audition for related out-of-district festivals offered through SEMMEA, MMEA and CCMEA. For example, if you are enrolled in BHS Band, you are eligible for SEMMEA, CCMEA and MMEA band festivals. Students who choose to audition for these out-of-district festivals must be in “good standing” academically (to be determined by BHS administration) and a participant in our high school’s instrumental and/or vocal program.\*\**

## General Music Classes

## Grade 8 Guitar

*Grade 8*

### Multi-level

*1/2 Unit*

2207

This course is designed for 8th grade students with little or no prior experience to develop proficiency in playing guitar. Students will learn proper guitar playing techniques and how to read different guitar notations (tab, chord diagrams, & standard notation). Students will learn to play open and power chords, single note melodies/riffs and essential strumming patterns. A variety of genres and styles will be explored such as: pop, blues, latin, rock, classical, etc. Each student is provided with a guitar for in-school use only. *Students are not required to bring their own guitar to class, but would benefit from having access to one at home for practice.*

*Creative Skills, Self Management, Work Ethic and Professionalism*

## Guitar 1

### Grades 9-12

*Multi-level*

*1 Credit*

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

This course is designed for students with little or no prior experience to develop proficiency playing the guitar. Students will learn proper guitar playing techniques and how to read different guitar notations (tab, chord diagrams, & standard notation). Students will learn to play open, power, and barre chords, single note melodies/riffs, pentatonic and major scales, flat-picking techniques, and strumming patterns. Students will explore a variety of genres and styles such as: pop, blues, latin, rock, classical, etc. Each student is provided with a guitar for in-school use only. *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. Creative Skills, Self Management, Work Ethic and Professionalism*

## Guitar 2

### Grades 9-12

### Multi-level

*1 Credit*

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

**Prerequisite:** Successful completion of Guitar 1 or permission from the BHS Music Department Head

This course is designed for students who have successfully completed Guitar 1 and/or who have prior knowledge (at least 1 year of private study) of playing the guitar. Students will learn fretboard navigation, moveable barre chords, moveable scales and modes, and more complex single note melodies. Fingerpicking and advanced flat-picking techniques will be utilized. Students will explore a variety of genres and styles such as: pop, blues, latin, rock, classical, jazz, etc..Each student is provided with a guitar for in-school use only. *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.* Creative Skills, Self Management, Work Ethic and Professionalism

## Piano

### Grades 9-12

### Multi-level

*1 Credit*

**1759(CP), 1760(H)**

The purpose of this course is to provide instruction in piano and keyboard instruments. Beginning and experienced students are eligible. 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). Each student is provided with a keyboard for in-school use only. *Students are not required to have a piano/keyboard at home, but would benefit from having access to one on which to practice.* Creative Skills, Self Management, Work Ethic and Professionalism

## Grade 8 Music Technology

Grade 8

1/2 Unit

2206

This course is designed for students with an interest in learning the structure and design 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 and recording software. Emphasis will be placed on developing music awareness, personal enjoyment and social-emotional reflection. Students will be introduced to various styles including: rock, hip-hop, techno, bossa nova, latin, etc.

*Media Literacy and Ethics, Creative Skills, Work Ethic and Professionalism*

**Music Technology 1****1795(CP), 1796(H)**

Grades 9-12

Multi-level

1 Credit

This course is designed for students with an interest in learning 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 and recording software. Emphasis will be placed on developing music awareness, for personal enjoyment and social-emotional reflection. Students will understand the impact of American music history on national culture and influence including movies, film, music and fashion.

**Music Technology 2****1703**

Grades 10-12

Honors

1 Credit

**Prerequisite:** Music Technology 1

This course is designed for students with an interest in learning 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 compositional software. Students will further explore visual and auditory arts, by exploring the elements of music and applying their understanding through music industry exploration. The capstone project is an album, with 15-20 songs, showcasing the work and growth of the student throughout the year. Students must fully mix and master their own work. *Media Literacy and Ethics, Creative Skills, Work Ethic and Professionalism*

**Hip Hop: Influences and Trends****2015(CP), 2016(H)**

Grades 10-12

Multi-level

1 Credit

This course surveys the inception, evolution, and development of different styles of American music with a focus on the development of Hip-Hop. Students will participate in an in-depth study of the music industry from the early 1900's to present day. Additionally, students will examine the influence of music on social, political, and economic conditions. Students will study the four elements of Hip-Hop and their lasting impact on music. Lastly, students will study how artists have used their craft for social and political change, and the importance of social justice music. *Technical and Creative Writing, Research and Technology Skills, Analytic Reading and Reasoning*

**After-School Performing Ensembles: These programs will not incur credit.****Marching Band**

Marching Band is an after school performing ensemble open to students at any grade level. Students must have experience in or be willing to work hard to learn a woodwind, brass or percussion instrument. It is highly recommended that students be enrolled in an in-school performing ensemble in order to acquire the necessary skills in reading and performing music. Attendance is mandatory for all practices and performances.

**After-School Program (Full-Year and Summer) All Performances REQUIRED.***Collaboration and Communication, Civic Competencies, Self Management***Jazz Band****Requirement: Audition-Only**

Jazz Band is an after school performing ensemble open to students at any grade level. It is highly recommended that students be enrolled in an in-school performing ensemble in order to acquire the necessary skills in reading and performing music. Attendance is mandatory for all practices and performances. **After School/ Evening Music Class (November-June) All Performances REQUIRED.** *Collaboration and Communication, Creative Skills, Self Management*

**Vocal Jazz Ensemble****Requirement: Audition-Only**

Vocal Jazz Ensemble is an after school performing ensemble open to students at any grade level. It is highly recommended that students be enrolled in an in-school performing ensemble in order to acquire the necessary skills in reading and performing music. Attendance is mandatory for all practices and performances.

**After School/ Evening Music Class (November-June). All Performances REQUIRED.***Collaboration and Communication, Creative Skills, Self Management*

### **Color Guard**

Color Guard is an after school performing ensemble open to all students at any grade level. Students must have experience in or be willing to work hard to learn dance and flag routines. Attendance is mandatory for all practices and performances. **After School/ Evening Music Class (Full-Year and Summer). All Performances REQUIRED.** *Collaboration and Communication, Civic Competencies, Self Management*

*\*\*Students who participate in an ensemble are eligible to audition for related out-of-district festivals offered through SEMMEA, MMEA and CCMEA. For example, if you participate in BHS Jazz Band, you are eligible for SEMMEA, CCMEA and MMEA jazz festivals. Students who choose to audition for these out-of-district festivals must be in "good standing" academically (to be determined by BHS administration) and a participant in our high school's instrumental and/or vocal program.\*\**

# Science & Engineering

The Barnstable High School Science Department supports the vision of the Commonwealth as stated in the 2016 MA Science and Technology/Engineering Curriculum Framework. "It is self-evident that science, technology, and engineering (STE) are central to the lives of all Massachusetts citizens when they analyze current events, make informed decisions about healthcare, or decide to support public development of community infrastructure. By the end of grade 12, all students must have an appreciation for the wonder of science, possess sufficient knowledge of science and engineering to engage in public discussions on related issues, and be careful consumers of scientific and technological information and products in their everyday lives. Students' STE experience should encourage and facilitate engagement in STE to prepare them for the reality that most careers require some scientific or technical preparation, and to increase their interest in and consideration of careers in science, technology, engineering, and mathematics (STEM). All students, regardless of their future education plan and career path, must have an engaging, relevant, rigorous, and coherent pre-K–12 STE education to be prepared for citizenship, continuing education, and careers." In response to this, all BHS students are encouraged to take at least one science and engineering core and/or elective course in each year of high school.

BHS students are required to complete three lab-based Science and/or Engineering credits, and pass one Science MCAS exam as a requirement for graduation. Core content courses that have an MCAS exam include Biology, Physics, and Chemistry. Students are only required to take the MCAS exam for a course if they have not previously passed an MCAS science exam. All science and engineering course offerings are classified as lab-based courses.

## **Science and Technology**

**2357**

Grade 8 College Prep 1 Unit

Topics include genetics, interactions of human body systems, basic chemistry, properties of matter, energy and motion, as well as the related science and engineering practices necessary to engage in scientific inquiry and engineering design. All students will take the grade eight science MCAS test in June.

*Technical and Creative Writing, Research and Technology Skills, Collaboration and Communication*

## **Science and Technology**

**2358**

Grade 8 Honors 1 Unit

**Recommendation:** Completion of 7<sup>th</sup> grade science with a grade of A- or better and/or teacher recommendation.

Topics include genetics, interactions of human body systems, basic chemistry, properties of matter, energy and motion, as well as the related science and engineering practices necessary to engage in scientific inquiry and engineering design. Students who take the honors level course should be prepared for increased rigor, exploring content in greater depth at a faster pace, and be capable of showing a consistent effort and completing work independently. All students will take the grade eight science MCAS test in June.

*Technical and Creative Writing, Research and Technology Skills, Collaboration and Communication*

## **Robotics**

**2359**

Grade 8 Multi Level ½ Unit

8th Grade robotics follows a STEM (Science, Technology, Engineering, and Math) model with many hands-on projects. Students design and build robotic systems using the Arduino microprocessor, breadboards, DC motors, servos, and sensors. Students use computer aided design (CAD), laser cutters, and 3D printers to construct robotic system prototypes of their own design. Robotics incorporates basic principles of electronics, physics, and computer programming to gain an understanding of the modern mechanical world. Students build an obstacle avoidance robot, a PWM command robot, and a remotely operated vehicle (ROV) designed to compete in a robotics competition similar to many contemporary robotics competitions.

*Safety and Compliance, Research and Technology Skills, Collaboration and Communication*

## **Design Squad**

**2361**

Grade 8 Multi Level ½ Unit

Design Squad is a semester-long class for students to be introduced to the use of the Engineering Design Process to solve problems and complete assigned design challenges. This class is a project based, hands-on class where students will use acquired skills and knowledge to be used to aid them as they complete several STEM Challenges.

Students will also learn how to safely use a variety of hand held tools and equipment. The use of software required to run 3D printers and laser cutting equipment will also be explored to help aid the student in their project designs. Challenges and Projects in this class may include areas of engineering such as flight, fluid systems, bridge and truss designs, as well as energy transfer systems.

*Safety and Compliance, Research and Technology Skills, Collaboration and Communication*



**Freshman Life Science****0406**

Grade 9

College Prep

1 Credit

Introduction to Life Science is an introductory course that addresses many of the 2016 MA Science and Technology/Engineering Standards and Practices in a cooperative learning classroom. 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 scientific method, energy relationships, the carbon cycle, population dynamics, ecosystems, the history of life on Earth, evolution, human's use of natural resources, and the effects of human actions on local and global ecosystems.

*Research and Technology Skills, Social Awareness, Technical and Creative Writing*

**Introduction to Physics****0400**

Grades 9-10

Honors

1 Credit

**Recommendation:** *Completion of Grade 8 Science Completion of, or enrollment in, Algebra I.*

This course investigates the relevant and exciting topics of light, sound, electricity, motion, forces, heat, energy, and radioactivity. Introduction to Physics consists of a wide variety of hands-on laboratory activities and interactive demonstrations. Students will be taught skills and tools necessary for successful progress through the high school science curriculum. **At the end of this course students will take the Introductory Physics MCAS test.**

*Analytic Reading and Reasoning, Collaboration and Communication*

**Biology****0441**

Grades 9-12

Honors

1 Credit

**Recommendation:** *Completion of Honors Physics 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 and Practices outlined in the 2016 Massachusetts State Frameworks for Life Science. **At the end of this course students will take the Biology MCAS.** *Technical and Creative Writing, Research and Technology Skills, Collaboration and Communication*

**Biology****0442**

Grade 10-12

College Prep

1 Credit

This is a standards based course, designed to incorporate the 2016 MA High School Biology Standards and Practices. Investigation, experimental design, and the interpretation and analysis of data will be practiced. Allowing students to explain phenomena related to genetics, the functioning of organisms, and interrelationships between organisms, populations, and the environment. **At the end of this course students will take the Biology MCAS test.** *Technical and Creative Writing, Research and Technology Skills, Collaboration and Communication*

**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.** *Technical and Creative Writing, Research and Technology Skills, Collaboration and Communication, Work Ethic and Professionalism*

**Coastal Ecology****2010(CP), 2009(H)**

Grades 10-12

Multi-level

1 Credit

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

**CP Prerequisite:** *Biology with a passing grade.*

Coastal Ecology is a multidisciplinary, multi-level course that emphasizes Cape Cod and its environment through lecture, discussion, hands-on field work, and project based investigations. Key topics include comparisons of terrestrial and aquatic ecosystems, interactions between organisms, effects of invasive species, current land use and its relationship to the coastal environment, and an introduction to local and global marine sciences and careers. Students taking the course for honors credit are required to do an independent research project each term. This course supports the Environmental Science & Technology Pathway. *Research and Technology Skills, Civic Competencies*

**Advanced Placement Environmental Science****0429**

Grades 11-12

Advanced Placement

1 Credit

**Prerequisite recommendation:** *Completion of Biology and Chemistry suggested at Honors level.*

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. *Students are required to take the Advanced Placement Environmental Science Examination in May.* This course supports the Environmental Science & Technology Pathway. *Research and Technology Skills, Analytic Reading and Reasoning, Responsible Decision Making*

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

Grades 10-12

Multi-level

1 Credit

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

Students will investigate the structure, function, behavior, adaptations & classification of a variety of marine plants and animals, including but not limited to: sharks, whales, seals, polar bears, penguins, deep sea fish, squid, octopus, turtles, and manatees. Laboratory activities include hands-on dissections, experiments, data collection, and data analysis that develop scientific thinking skills & incorporate technology & inquiry based learning and projects. This course may include field trips to Boston's New England Aquarium, Woods Hole, Provincetown's Center for Coastal Studies, and a whale watch to observe marine life in real life. The impact of humans on that system and the connection of all living things to each other will be investigated. This course builds upon & extends biological concepts developed during earlier science courses. Students taking this course for honors credit are required to do an independent project each term. Guest lecturers will be utilized to provide expertise. This course supports the Environmental Science & Technology Pathway. *Technical and Creative Writing, Analytic Reading and Reasoning, Civic Competencies*

**Advanced Marine Biology****0457(CP), 0458(H)**

Grades 11-12

Multi-level

1 Credit

**Prerequisite:** *Completion of Marine Biology.*

In this course, students will become familiar with: Classification Elasmobranchs (sharks, rays and skates); the similarities and difference between species in this taxonomically diverse group of animals; biology of sharks, rays and skates; adaptations of sharks to the marine environment; common sharks of Cape Cod, including Great White Sharks; reproductive strategies; feeding and migratory behavior; population dynamics; food web; shark finning and shark conservation efforts. Students will read peer-reviewed journal articles on shark research. Laboratory activities include hands-on dissections, experiments, data collection, and data analysis that develop scientific thinking skills & incorporate technology & inquiry-based learning and projects. This course builds upon & extends biological concepts developed during earlier science courses and supports the Environmental Science & Technology Pathway. *Technical and Creative Writing, Analytic Reading and Reasoning, Civic Competencies*

**Forensics and Biotechnology****1452(CP), 1453(H)**

Grades 10-12

Multi-level

1 Credit

**Honors Recommendation:** *Completion of Biology H 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 Crime Scene Investigations... CSI Barnstable. The course focuses on the process of identifying, collecting and analyzing evidence to identify possible suspects from a crime scene. Through many hands-on projects, labs and "cases to solve", students will focus on scientific methods of collecting and processing possible evidence. Biotechnology Techniques, such as PCR and gel electrophoresis will make up much of the second half of the year. 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 each term. This course supports Law, Society, and Criminal Justice Pathway. *Research and Technology Skills, Analytic Reading and Reasoning, Collaboration and Communication*

**Advanced Biological & Physical Forensics****2008(CP), 2007(H)**

Grades 11-12

Multi-level

1 Credit

**Prerequisite:** *Completion of Forensics and Biotechnology*

This course will focus on additional areas of evidence analysis that were not covered in Forensics and Biotechnology. Topics include toxicology, autopsies, entomology, forensic anthropology, profiling, ballistics, arson, explosives, chemical identification, and documents. Through many hands-on projects, labs and “cases to solve,” students will focus on the scientific methods of collecting and processing possible evidence, as well as analyzing the results of the collection and processing. Students in this course are expected to be self-motivated, enthusiastic, and have a strong interest in the field. This course supports Law, Society, and Criminal Justice Pathway. *Research and Technology Skills, Analytic Reading and Reasoning, Collaboration and Communication*

**Human Anatomy & Physiology****0478(CP), 0479(H)**

Grades 10-12

Multi-level

1 Credit

**Honors Recommendation:** *Completion of Biology H 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 exploring or pursuing a career in healthcare or animal studies. 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*. This course supports the Health Careers Pathway.

*Technical and Creative Writing, Work Ethic and Professionalism, Research and Technology Skills***Pathology and Biotechnology****1455(CP), 1456(H)**

Grades 11-12

Multi-level

1 Credit

**Honors Prerequisite:** *Completion of Biology Honors with an A and/or current science teacher recommendation***CP Prerequisite:** *Completion of Biology with a B- or better*

This is a course for serious science students wanting to pursue a career in a medical or microbiology field. The class will focus on the causes, mechanisms, and morphologies of human diseases. Through hands-on activities, lectures, labs, case studies, and research, this class will introduce students to topics in pathology such as an introduction to human diseases (Anthrax, Cholera, Ebola, HIV, Mad-Cow Disease, Plague, and Lyme), bacteria, viruses, and other pathogenic microorganisms. Students will participate in activities including biotechnology techniques such as micro-pipetting, gel electrophoresis, gram staining, restriction digests, bacterial transformation, microscopy, ELISA 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. This course supports the Health Careers Pathway. *Technical and Creative Writing, Analytic Reading and Reasoning, Collaboration and Communication*

**Chemistry****0451**

Grades 10-12

Honors

1 Credit

**Recommendation:** *Completion of Biology Honors or Honors Physics with a grade of B or better***Requirement:** *Completion or current enrollment in Algebra 2 Honors or higher*

This class is designed for proactive students who have demonstrated high performance in math and make regular use of higher-order algebra skills. Skill development stresses safe manipulation of lab equipment and chemicals, critical thinking, mathematical problem solving, and use of reference tables and graphs. This course includes laboratory investigations conducted in cooperative learning groups. It is intended for the motivated science student who plans on entering a science field in college or as a career. *Research and Technology Skills, Safety and Compliance*

**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 2 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. This course includes regular laboratory investigations conducted in cooperative learning groups.- *Research and Technology Skills, Safety and Compliance*

**Advanced Placement Chemistry****0450**

Grades 11-12      Advanced Placement      1 Credit

**Recommendation:** *Completion of Chemistry and Algebra 2.***Please be aware that as of 2021-2022, AP Chemistry will be offered every other school year (in 2023-2024, 2025-2026, etc).**

Beginning in the Fall of 2023, BHS students will complete AP Chemistry through the Expanding Access to Well-Rounded Course Demonstration Grants Program. This funding provides registration for students to Virtual High School (VHS) AP Chemistry, all lab materials, and the AP Chemistry exam. This course will follow the BHS daily schedule and be overseen by a BHS science teacher. The rigor of the course is consistent with colleges and universities and will prepare students for the Advanced Placement exam in May. Students will explore four big ideas: Scale, Proportion, and Quantity, Structure and Properties, Transformations, and Energy. Students will perform hands-on lab work using materials from their lab kit, conduct virtual experiments, share experimental data to analyze larger data sets and participate in lab-based discussions with their peers. Students will also engage in collaborative activities, including discussions, that develop scientific literacy and connect chemical principles to real-world applications and current events, in order to develop a deeper understanding of chemistry. This AP course has a required summer assignment. The summer assignment is a review of prerequisite content and critical concepts students must be comfortable with before beginning the course. Students are expected to complete their summer assignment before the course begins. *Research and Technology Skills, Work Ethic and Professionalism, Self Awareness*

**Physics**

Grades 10-12      Honors

1 Credit

**0461****Recommendation:** *Completion of Algebra 2 and Geometry with a B- or better.*

Honors Physics is offered to meet the needs of students interested in majoring in engineering or one of the other sciences. The major emphasis of the course is on Newtonian mechanics. Students who complete the course with an average of B- or greater will be well prepared to take *AP Physics I* the following year.

*Analytic Reading and Reasoning, Collaboration and Communication***Physics****0463**

Grades 11-12      College Prep

1 Credit

**Recommendation:** *Completion of Algebra 2 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. *Analytic Reading and Reasoning, Collaboration and Communication*

**AP Physics 1: Algebra Based****0448**

Grades 10-12      Advanced Placement      1 Credit

**Recommendation:** *Completion of Algebra II and Geometry*

This course is equivalent to a first-semester college course in algebra-based physics. The course covers kinematics, dynamics (Newton's Laws), circular motion and gravitation, energy, momentum, (Conservation Laws), simple harmonic motion, along with torque and rotational motion.

**Students are required to take the AP Physics 1 Examination in May.***Analytic Reading and Reasoning, Self Management***AP Physics 2: Algebra Based****0449**

Grades 11-12      Advanced Placement      1 Credit

**Recommendation:** *Completion of AP Physics 1***Please be aware that as of 2021-2022, AP Physics 2 will be offered every other school year (in 2023-2024, 2025-2026, etc).**

This course is 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.***Analytic Reading and Reasoning, Self Management*

**Health Careers/Certified Nursing Assistant****0594**

Grade 12

Honors

2 Credits

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 under the direction of a registered nurse. In addition to learning and applying practical skills, all students will also complete an online introductory level medical terminology course. Additional classwork will include the exploration and research of further medical education and career opportunities, resume writing, interview skills, and field trips. 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) *Organization and Time Management, Social Awareness, Work Ethic and Professionalism*

**Introduction to Astronomy****0464(CP), 0471(H)**

Grades 10-12

Multi-level

1 Credit

**Recommendation:** *A strong work-ethic and a solid understanding of basic math operations.* Astronomy is a sophomore, junior, and senior elective for students who are enthusiastic about investigating the nighttime sky, are interested in learning about recent discoveries in space, and are excited about exploring the physics that drives our universe. Students are expected to attend evening Star Parties in the BHS Cobb Astro Park. During these Star Parties, telescopes, giant binoculars, and star maps are used to observe the nighttime sky. ***When funding is available, students will be required to develop and participate in educational outreach programs for the benefit of students at Barnstable Intermediate School and/or the general public.***

*Research and Technology Skills, Creative Skills, Collaboration and Communication*

**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. **A student cannot also schedule an internship** during the same school year.

**Science Career Pathways****Project Lead the Way- Engineering**

From launching space explorations to delivering safe, clean water to communities, engineers find solutions to pressing problems and turn their ideas into reality. The PLTW Engineering pathway offers students the opportunity to learn real-world skills and solve real-world problems. These hands-on courses allow students to apply math, science, computer science, and design skills. All courses offered in the pathway count as advanced coursework in Massachusetts. All courses also offer students the opportunity to earn college credit and scholarship based on their coursework. Credit and scholarship opportunities are available based on course & pathway completion. For more information regarding the PLTW curriculum please refer to the Project Lead the Way website: [www.pltw.org](http://www.pltw.org)

**Requirement:** In order to fulfill the MA STE MCAS requirement, grade 10 students must have completed or be enrolled in Biology or Introduction to Physics.

**Introduction to Engineering Design (IED) (PLTW)****1458(CP), 1459(H)**

Grades 9-10

Multi-level

1 Credit

The main focus of this foundation course is to expose students to the engineering design process(EDP), research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students will employ engineering and scientific concepts in the solution of engineering design problems through activity, project, and problem-based (APPB) learning. The most current 3D solid modeling design software will be used to design solutions to solve proposed problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course.

*Technical and Creative Writing, Analytic Reading and Reasoning, Self Management, Collaboration and Communication*

**Principles of Engineering (POE) (PLTW)****1463**

Grades 10-12 Honors 1 Credit

**Prerequisite:** Completion of PLTW Introduction to Engineering Design (IED) or permission of instructor.

Principles of Engineering is a survey course of engineering that exposes students to major concepts they will encounter in college level engineering courses. Students investigate engineering and high tech careers while developing skills through activities, projects, and problem-based (APPB) learning. Students improve interpersonal skills, creative abilities, and problem solving skills while applying engineering concepts. Students also learn how to document their work and communicate solutions to peers and members of the community. Principles of Engineering is the second course in the Project Lead the Way high school engineering program. The course develops and applies skills in mathematics, science, and technology. *Technical and Creative Writing, Analytic Reading and Reasoning, Self Management, Collaboration and Communication*

**Computer Integrated Manufacturing (CIM) (PLTW)****1490(CP) 1491(H)**

Grades 11-12 Multi-level 1 Credit

**Prerequisite:** Completion of 8th grade robotics, PLTW IED, or POE

Manufactured items are part of everyday life, yet few people understand the innovation that is used to transform ideas into products. CIM deepens students' engineering and coding skills and knowledge within the context of efficiently creating the products all around us. Students learn about manufacturing processes, product design, robotics, and automation. Computer aided design (CAD), laser cutting, 3D printing, G-code, C++, and CNC equipment are used to solve problems and construct models of three-dimensional designs. Students design and build several robotics systems such as a line follower, mechanical arm system, and an ROV to solve a real world-problem. *Technical and Creative Writing, Analytic Reading and Reasoning, Self Management, Collaboration, Work Ethic, Professionalism, and Communication*

**Engineering Design and Development (EDD) (PLTW)****1469**

Grades 11-12 Honors 1 Credit

**Prerequisite:** Completion of PLTW IED & POE or Instructor Approval

The knowledge and skills students acquire throughout the Engineering Program come together in EDD. This is an open-ended engineering research course in which students design and develop an original solution to a well-defined and justified open-ended problem by applying engineering design processes. Since these projects will vary based on student interest, this course will give students the opportunity to explore engineering fields that they may be interested in pursuing for future college and career placements. *Safety and Compliance, Research and Technology Skills, Collaboration and Communication*

**Environmental Science & Technology**

The Environmental Science and Technology career pathway at Barnstable High School is a project-oriented, field-based curriculum designed to develop skills in collecting, analyzing, and communicating environmental data through authentic workplace experiences. Areas of concentration include Aquaculture/Hydroponics, Geographic Information System (GIS) digital mapping, water chemistry, energy efficiency, laboratory procedures, and natural resource conservation. This inquiry-based, hands-on program will prepare students to continue their education and/or enter the workforce in an environmental lab designed to model the operation of wastewater and drinking water treatment facilities. Student outcomes of the program include CPR/First Aid Training and certification, 40-hour HAZWOPER certification, and preparation to sit for the Massachusetts Water/Wastewater Operator Certification tests.

**Program Highlights**

- Local Internship Opportunities
- Field Sampling/Laboratory Skills
- Aquaculture/Hydroponics
- Communication/Presentation
- Public Health and Safety
- Drinking Water/Waste Water Treatment
- Sustainability
- Natural Resource Conservation

**Career Opportunities**

- Hydroponics/Aquaculture Technician
- Drinking Water/Wastewater Operator
- Environmental Scientist
- Marine Biologist
- Environmental Site Assessor

- Survey and Mapping Technician
- Environmental Engineer
- Marine Science Technician

### **Introduction to Environmental Science & Technology**

**0454(CP), 0455(H)**

Grade 9

Multi-Level

1 Credit

**Requirement:** *Completion of Pathway interest survey and recommendation of current science teacher.*

This course is designed for students who are interested in studying the impact of humans on the biosphere, hydrosphere, geosphere and atmosphere. The emphasis on lab and field work will introduce and prepare students for future participation in the BHS Environmental Science & Technology career pathway. Students will become proficient with testing and maintaining water quality through the analysis and troubleshooting of lab aquaculture systems, hydroponics systems, as well as the fresh and saltwater aquariums. Concepts fundamental to Environmental systems and society will be explained through the investigation of natural environmental cycles and human impacts on the diversity of local flora and fauna species including those found at the BHS Wetland, raised-bed gardens, greenhouse, BIS Pond, and Dunn's Pond. Basic lab and shop safety protocols and procedures will be taught and practiced.

*Research and Technology Skills, Responsible Decision Making, Work Ethic and Professionalism, Safety and Compliance*

### **Environmental Science & Technology/Water Technology 1**

**0418(CP), 0419(H)**

Grade 10

Multi-Level

1 Credit

**Requirement:** *Enrollment in or completion of Biology.*

This course will introduce students to the natural and manmade processes that clean our water as well as the chemistry behind keeping water safe for fishing, swimming, and drinking. Students will understand the basic principles and theory of energy production, efficiency, use, and consumption including the impacts on the environment. The effects and impacts on natural cycles due to population, the use, extraction and depletion of natural resources, and the importance of native plant and animal species diversity and the understanding of populations in their natural environments will be studied. Basic water chemistry sampling techniques, computer skills, and geographic information system (GIS) digital mapping will be practiced. Sophomores receive their 10-Hour OSHA General Industry Safety Training Certificates. Students will have the opportunity to explore Environmental Science and Technology career opportunities by visiting local municipal and private off-site locations and developing professional relationships.

*Research and Technology Skills, Responsible Decision Making, Work Ethic and Professionalism, Safety and Compliance*

### **Environmental Science & Technology/Water Technology 2 - Environmental Impacts**

**1492(CP), 1493(H)**

Grades 11

Multi-Level

2 Credits

**Requirement:** *Completion of Environmental Science & Technology/Water Technology I with a grade of C or better.*

This Junior-level course will focus on field and laboratory investigations that will examine the impact of different types of land use on the quality of our local surface water. Students will have the opportunity to design and execute environmental field and lab studies that include water quality monitoring, soil horizon delineation, and GIS mapping. Students will begin the year by developing their ability to accurately measure water quality in the aquaponics systems in the Environmental Lab and use this information to make decisions on how to maximize fish and plant health. Field and laboratory analyses will be based on industry-approved methods for regulatory sampling. Students will understand groundwater contamination sources and groundwater flow models. They will also study toxicology and the effects of hazardous substances on local flora and fauna. In addition, students will be able to delineate different types of soil found on Cape Cod. Using this knowledge, students will develop plans to amend soils to create ideal growing conditions for a variety of food plants. Permaculture principles will be used in the development of food plants in raised bed gardens and greenhouse in support of the high school's food service program. *Research and Technology Skills, Responsible Decision Making, Work Ethic and Professionalism, Safety and Compliance*

### **Environmental Science & Tech./Water Technology 3 - Independent Study/Internship**

**2012(CP) 2011(H)**

Grade 12

Multi-Level

3 Credits

**Requirement:** *Completion of Environmental Science & Technology/Water Technology 2 with a grade of B or better.*

This Senior-level course will allow students to develop a year long independent study and/or participate in an internship with one of our program partnerships. At the completion of the course students will complete and present a capstone project based on their own research and field experiences. Students will present their capstone project to appropriate stakeholders, including BHS staff, administration, school committee.

# 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 is 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.*

## Special Education Courses

### **Standard English**

**various**

*Grades 8-12*

*1 Credit*

Standard English courses are offered to eligible students with disabilities in grades 8-12. Instruction is delivered by a special education teacher in a small group setting. Each course addresses priority Common Core standards, as well as specially designed instruction in skills related to reading and written expression, in accordance with students' Individual Education Programs.

### **Standard Math**

**various**

*Grades 8-12*

*1 Credit*

Standard Math courses are offered to eligible students with disabilities in grades 8-12, addressing concepts of Pre-Algebra, Algebra I, Geometry and Intermediate Algebra. Instruction is delivered by a special education teacher in a small group setting. Each course addresses priority Common Core standards, as well as specially designed instruction in skills related to computation, problem solving and math fluency.

### **Grade 8 Study Skills**

**2298**

*Grade 8*

*1 Credit*

Grade 8 Study Skills is offered as a special education service for students with disabilities who require explicit instruction in executive functioning skills (study strategies, self monitoring, organization, self advocacy, etc.). To be eligible for the course, students must have an executive functioning or study skills goal on their current Individual Education Program (IEP).

### **Study Skills 9**

**18341**

*Grade 9*

*1 Credit*

Academic support class provides eligible students with disabilities an opportunity to develop executive functioning and study skills that are then generalized and applied across all content areas. Students work with a special education teacher to learn skills and strategies for time management, planning and prioritizing, organization and self-advocacy.

### **Study Skills 10-12**

**1834**

*Grades 10-12*

*1 Credit*

Academic support class provides eligible students with disabilities an opportunity to develop executive functioning and study skills that are then generalized and applied across all content areas. Students work with a special education teacher to learn skills and strategies for time management, planning and prioritizing, organization and self-advocacy.

### **Intersections Learning Support**

**0857**

*Grades 9-12*

Intersections Learning Support provides eligible students with disabilities with explicit instruction in social-emotional learning skills such as self-efficacy, conflict resolution, communication skills and problem solving. Instruction is provided by a special education teacher in consultation with a school adjustment counselor. In addition to strengthening social-emotional skills, students also develop and apply strategies for executive functioning that can be applied across academic content areas.



**Grade 8 Reading for Success****2311***Grade 8**1 Unit*

Reading for Success is a full year course offered to eligible students who require specially designed instruction in basic reading skills (decoding and fluency) and the application of strategies to enhance comprehension of literary and informational text. Instruction is delivered by a special education teacher in a small group setting and emphasizes practical strategies for students to generalize and apply to their content classes.

**Reading for Success 9-12****1821***Grades 9-12**1 Credit*

Reading for Success is a full year course offered to eligible students who require specially designed instruction in basic reading skills (decoding and fluency) and the application of strategies to enhance comprehension of literary and informational text. Instruction is delivered by a special education teacher in a small group setting and emphasizes practical strategies for students to generalize and apply to their content classes.

**Special Education Programs:****Foundations**

Foundations is a substantially separate program of study for students with moderate to intensive special needs offering a range of academic courses addressing Common Core standards, preparing students for participation in MCAS or MCAS-ALT and developing practical literacy and numeracy skills. In addition to academic classes, students participate in courses to develop essential skills for daily living and post-secondary living/employment. Topics of study include (but are not limited to) social skills, disability awareness, self-determination, health/wellness, problem solving, communication skills, and activities of daily living. Enrichment classes and community/vocational opportunities enable students to explore their creative interests and prepare for post-secondary experiences.

Program courses are taught by licensed Special Education Teachers with support from Teacher Assistants and Personal Care Assistants. Occupational Therapy, Speech/Language Therapy, Physical Therapy and Vision/Mobility Training are available for students requiring those services. Students are fully integrated into the life of Barnstable High School and have access to activities and extracurricular opportunities with their BHS classmates.

**Foundations Program Courses:****Foundations of English Language Arts and Social Studies****0858***Grades 8-10*

Foundations of English Language Arts and Social Studies addresses priority Common Core standards in students' instructional level, in preparation for participation in MCAS or MCAS-ALT. This multi-grade course is offered through the Foundations Program at Barnstable High School and is appropriate for students with moderate disabilities who require a substantially separate setting and direct instruction from a special education teacher in order to access the curriculum and make effective progress in grade level standards for English Language Arts and Social Studies.

**Foundations of Math****0859***Grades 8-10*

Foundations of Mathematics addresses priority Common Core standards at students' instructional level, in preparation for participation in MCAS or MCAS-ALT. This multi-grade course is offered through the Foundations Program at Barnstable High School and is appropriate for students with moderate disabilities who require a substantially separate setting and direct instruction from a special education teacher in order to access the curriculum and make effective progress in grade level standards for Mathematics.

**Foundations of Science****08591***Grades 8-10*

Foundations of Science addresses priority Common Core standards at students' instructional level, in preparation for participation in MCAS or MCAS-ALT. This multi-grade course is offered through the Foundations Program at Barnstable High School and is appropriate for students with moderate disabilities who require a substantially separate setting and direct instruction from a special education teacher in order to access the curriculum and make effective progress in grade level standards for Science.

**Functional Academics****0860***Grades 8+*

Functional Academics addresses practical literacy and numeracy skills for students with intensive learning needs who are participating in the MCAS-ALT. This multi-grade course is offered through the Foundations Program at Barnstable High School and is appropriate for students with moderate to severe disabilities who require a substantially separate setting and direct instruction from a special education teacher in order to access the curriculum and make effective progress in grade level academic standards.

**Real World Academics****0861***Grades 11+*

Real World Academics addresses practical skills in English Language Arts and Mathematics for students with moderate disabilities who have completed their MCAS requirements and are preparing for post-secondary employment. This multi-grade course is offered through the Foundations Program at Barnstable High School and is appropriate for students who require instruction from a special education teacher in a substantially separate setting.

**Community and Work Experience****0865***Grades 8+*

Community and Work Experience provides students with opportunities to explore and develop pre-vocational skills through hands-on opportunities both on campus and in the local community. Experiences range from school based jobs (recycling, working in the Coppee Shop, etc.) and community trips to local venues (supermarkets, banks, restaurants, etc.). This multi-grade course is offered through the Foundations Program at Barnstable High School and is appropriate for students with attentive learning needs who require instruction from a special education teacher in a substantially separate setting.

**Skills for Life****0862***Grades 8+*

Skills for Life is a self-determination class for students with moderate learning needs, addressing topics such as health/wellness, disability awareness, social skills, technology, decision making, problem solving, etc.. This multi-grade course is offered through the Foundations Program at Barnstable High School and is appropriate for students who require instruction from a special education teacher in a substantially separate setting.

**Transition Skills****0864***Grades 11+*

Transitions Skills emphasizes essential skills for independent living and employment, with topics that include health/wellness, sex education and healthy relationships, workplace etiquette, budgeting, goal setting and accessing community resources. This multi-grade course is offered through the Foundations program at Barnstable High School and is appropriate for students with moderate disabilities who require instruction from a special education teacher in a substantially separate setting.

**Activities of Daily Living****0863***Grades 8+*

Activities of Daily Living addresses practical life skills, with topics such as safety, communication, self-care, household chores, etc. This multi-grade course is provided through the Foundations Program at Barnstable High School and is appropriate for students with intensive learning needs who require instruction from a special education teacher in a substantially separate setting.

**Community Based Transition Program:**

The Community Based Transitions program is designed for students with disabilities between the ages of 18 and 22 who require continued support and services in preparation for post-secondary work and living. Students engage in functional academics, life skills classes, community experiences, in-school work experiences, and supported work and competitive employment opportunities. The program emphasizes transition planning and preparing students for post-secondary options and the responsibilities of adulthood.

**New England Center for Children (NECC) Partner Program:**

The Partner Program classroom is a flexible educational model that supports students with autism and high needs. The Barnstable Schools partner with the New England Center for Children (NECC) to provide intensive services in the areas of social, behavior, communication, and academic learning support. NECC teachers and behavior analyst supervisors work in collaboration with Barnstable Instructional Assistants to provide individualized curriculum, intervention, and applied behavior analysis. Instructional focus includes the Autism Encyclopedia Curriculum and

modification of the general education curriculum. NECC personnel coordinate student programming, including family engagement and support, and provide comprehensive training to district Instructional Assistant staff.

**Crossroads Program:**

The Crossroads Program provides research based behavioral health services to eligible children identified with emotional impairment. The program focuses on increasing prosocial behavioral repertoires, pro-academic behavioral repertoires, individualized coping skills, self-esteem, and life satisfaction. The Crossroads Program maintains that each student should be educated in the least restrictive environment with the goal of participating in the general education classroom. To this end, the Crossroads Program is designed to serve as a flexible special education placement for eligible students. Student progress is assessed on an ongoing basis with successful transition to the general education setting as the goal for every Crossroads student.

# Wellness

Wellness courses utilize active learning to increase students' knowledge and skills to increase each individual's health and fitness. Courses provide a wide variety of physical activities with a focus on improvement and constant growth for every student. Students learn strategies to stay physically, mentally, and emotionally well. Students analyze how current health, nutrition, and physical activity information and trends affect them individually. Courses focus on the steps of personal assessment and planning for healthy lifestyle patterns using decision-making and communication skills. Wellness courses are aligned with the Massachusetts Health Curriculum frameworks and the SHAPE America National Standards.

The Wellness department also offers options for students to explore careers and earn certification in two areas. The Early Education and Care program prepares students for many careers working with young children. Students gain the knowledge and skills needed to work successfully with young children and have the opportunity to earn industry-recognized certificates. The Culinary Arts program is designed to develop transferable workplace and practical skills in the fields of culinary arts and hospitality and tourism. Certificates from the National Restaurant Association can be earned in each course. Students will use communication and problem-solving skills as they work with others to prepare and serve food.

The recommended program of studies according to the 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 Competitive Games**

**2257**

*Grade 8 College Prep ½ Unit*

Students will work to acquire and improve game-specific skills and official rules of both traditional and non-traditional sports, team games, and individual games with a focus on fair play. Activities may include flag football, basketball, soccer, tennis, ultimate games, team handball, floor hockey, pickleball, badminton, volleyball, and cooperative games. Students will have the opportunity to work on communication, sportsmanship, and team & individual strategies, as well as continue to work on health and fitness goals. There will be a classroom component.

## **Discovering Personal Wellness in Grade 8**

**2258**

*Grade 8 College Prep ½ Unit*

Students will learn about wellness through lifetime games, fitness activities, and health topics. 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 lifelong 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 confident in making good, safe, and healthy decisions.

*Self Awareness, Self Management, Social Awareness*

## **Lifetime Fitness & Yoga**

**2004(CP) 2003(H)**

*Grades 9 -12 Multi-level 1 Credit*

The objective of the course is to create a balanced experience that will increase students' physical and mental capabilities for the overarching purpose of lifelong interest and enjoyment in personal, meaningful physical fitness.

The yoga portion of this course will introduce students to the physical and mental benefits of a consistent yoga practice. Students will explore the mind/body connection through yoga postures, breathing and centering techniques, mindfulness strategies, holistic health, and community-building exercises. Classroom sessions will include the rationale behind proper yoga movement, relaxation training, and personal reflection to improve physical, mental, and emotional health. The fitness portion will provide students with an introduction to total fitness. Activities are geared to introduce students to activities that will 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. Student assessment is based on daily participation in all activities, written assignments, and projects. *Self Awareness, Self Management, Safety, and Compliance*

**Sports and Wellbeing and Beginning Fitness****2002(CP) 2001(H)**

Grades 9 -10

Multi-level

1 Credit

The sport and well-being semester students will build skills and gain knowledge in Sports, Fitness, and Social/Emotional learning. Participation in sport and fitness lessons focus on motor skill development, communication and cooperation, and strategies for comprehensive wellness. During the classroom lessons using a skills-based approach, students will learn how to recognize and manage their personal stress, improve time management, set attainable goals, and resolve conflict through communication nutrition, drug, and alcohol use prevention, and disease prevention. Students will gain crucial information they need to stay well during adolescence.

The fitness semester will provide students with an introduction to 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. Student assessment is based on daily participation in all activities and written assignments to complete a fitness portfolio.

*Self Awareness, Self Management, Social Awareness*

**Team Sports Plus and Intermediate Strength Training and Fitness****2006(CP) 2005(H)**

Grades 10-11

Multi-level

1 Credit

This course is a combination of team sports and fitness. Students will participate in team sports while simultaneously learning how to make individualized gains in their athletic performance through total body fitness. The **team sports** portion utilizes two themes for learning within a variety of sport and game units. Students will work to acquire and improve sport-specific skills and movement patterns as well as learn and apply the knowledge of sport. 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 may include flag football, basketball, soccer, tennis, speedball, ultimate games, team handball, floor hockey, and softball. Students taking this class at an Honors level are required to do additional reading, more in-depth writing projects, and class presentations. The **intermediate strength** portion will allow students to build on their introductory knowledge of total fitness. Activities are geared toward improving 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 a variety of ways to maintain cardiovascular fitness. Student assessment is based on daily participation in all activities and written assignments including the completion of a fitness portfolio.

*Relationship Management, Self Awareness, Social Awareness*

**Advanced Strength and Sport-Specific Training****1575(CP), 1576(H)**

Grades 11-12

Multi-level

1 Credit

**Prerequisite:** Completion of Intermediate Strength Training or Beginning 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 students to continue his/her study of personal fitness training. It is recommended for students who want to design an individual or sport-specific workout plan to enhance both performance and overall fitness. The course includes an in-depth study of each muscle group and the associated activities to strengthen each. Students are expected to design and follow an appropriate personalized fitness program.

*Self Awareness, Self Management, Safety and Compliance*

**Living Well Beyond BHS****2013(CP), 2014(H)**

Grades 11-12

Multi-level

1 Credit

Each topic of this course will include a focus on how students apply content information in their current high school schedules as well as how the skills can be utilized in their future. Course topics include: *Stress, Recreation Activities, Nutrition, and Fitness*. The stress unit will include the physical and emotional effects of stress and stress management strategies such as time management, budgeting, and relationship building. Through Recreational Sports and Activities, students will participate in individual and group leisure activities that are both traditional and nontraditional and spend time learning how to research the local opportunities for recreation. The Nutrition unit will focus on healthy foods teens will eat, navigating through a cafeteria and supermarket, and basic food preparation safety. The Fitness unit will begin with the most **basic fitness** concepts. Students will create an individualized plan to improve core strength, flexibility, and endurance, successfully navigate a fitness center and investigate fitness opportunities for life. *Relationship Management, Responsible Decision Making, Social Awareness*

**Physical Education Integration and Education****1585(CP), 1586(H)**

Grades 10-12

Multi-level

1 Credit

This course is for students who are 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 practices, organizing and supervising games, and adapting activities to the needs of all students. Students will learn how to write lesson plans and teach a class for one lesson.

*Collaboration and Communication, Social Awareness*

### **Wellness Mentor**

**1684**

*Grades 11-12*

*Honors*

*1 Credit*

Wellness mentors will assist in grade eight wellness courses. Students will gain hands-on experience in lesson design and implementation for both health and physical education lessons. Students will participate in all lesson activities and will lead parts of lessons or small group activities. **To be approved as a Wellness Mentor, students must have approval from the Wellness Department Head, be accepted for the course, and have a strong attendance record.** *Responsible Decision Making, Collaboration and Communication*

### **Child Development 1**

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

*Grades 9-12*

*Multi-level*

*1 Credit*

This career pathway course is an overview of human growth and development from conception through adolescence. Units of study focus on the areas of career skills and opportunities, fine and gross motor skill development, language acquisition, and cognitive, social, and emotional development during infancy and early childhood. Students will also learn basic health concepts such as relationships, communication, and basic safety skills, such as First Aid and CPR. Students will apply the concepts they learn using project-based learning. Topics include assessing a child's environment for safety and learning potential, planning age-appropriate activities for young children, and spending time observing infants and toddlers. *\*1st course in the Education Pathway (CTE Course) Work Ethic and Professionalism, Safety and Compliance*

### **Child Development 2**

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

*Grades 10-12*

*Multi-level*

*1 Credit*

**Prerequisite:** *Completion of Child Development 1*

This course is recommended for the student who is interested in a career working with children. Students work with infants, toddlers, preschool children, and school-aged children planning age-appropriate lessons, teaching lessons to small groups of young children, and evaluating the lesson. All aspects of Early Childhood Education are included. This course also provides a student with an opportunity for certification through the Department of Early Education and Care if they choose Child Development 3. A combination of both courses will give students the ability to accrue college credit. *\*2nd course in the Education Pathway (CTE Course) Work Ethic and Professionalism, Safety and Compliance, Relationship Management*

### **Child Development 3**

**0585(CP/1c), 0586(H/1c), 0646(CP/2c), 0647(H/2c)**

*Grade 11-12*

*Multi-level*

*1 Credit/2 Credits*

**Prerequisite:** *Completion of Child Development 2.* This course is recommended for students planning on entering the teaching profession PreK-12 or preparing to work in the childcare 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 through high school aged children will allow students to increasingly hone their skills in working with children. (CTE Course) **A strong attendance record is required for student success in this course.**

*Work Ethic and Professionalism, Safety and Compliance, Relationship Management*

### **Foundations of Education (10/11/12 Grade Students)**

**0633**

Foundations of Education is a course designed for students who are interested in the field of education. This course would explore various elements of the education system and prepare students to become either a teaching intern in a core subject, elective based class, or another school based role at either BUES, BIS, or BHS (grades 4-10). In this class, students would learn about topics such as the development of the adolescent, school systems and structures, lesson planning and modifications, classroom management techniques, best practices in teaching, creating an inclusive and safe environment, the various roles within a school system, and the steps needed to enter the education field. Students would also get opportunities during the second half of the year to begin practicing their skills in a hands-on manner.

## Education Internship (11/12 Grade Students) ( for SY 24-25)

This course is an internship opportunity for 11th and 12th grade students who completed Foundations of Education. Students would be placed at either BUES, BIS, or BHS as a teaching intern or as an intern for another school based role of interest such as counseling, student support, school nursing, etc. Although roles may vary based on the particular grade, students would report to their supervisor and assist either in the classroom setting or throughout the school. This internship would provide practical skills and hands-on learning for anyone interested in pursuing a career in education. This course would also provide resources and support in learning the steps needed to enter the field of education.

A strong attendance record is needed to be part of this course.

### Child Development Internship

0648(2c), 0654(3c)

Grade 12

Honors

2 Credits/3 Credits

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

This two or three-credit course meets during consecutive blocks throughout the school year and provides work/study experience in a community facility with children. This course is recommended for students planning on entering the teaching profession PreK -12 or preparing to work in the childcare field. Class sessions focus on the childcare field as a career and portfolio preparation. Students who elect the three-credit course will spend additional time at their internship site. 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) **A strong attendance record is required for student success in this course.**

*Work Ethic and Professionalism, Responsible Decision Making*

### Introduction to Culinary Arts

1592(CP), 1584(H)

Grades 9-12

Multi-level

1 Credit

This course will focus on student learning experiences of food and kitchen safety, and the basic skills of cooking and baking. Students will learn the practical skills needed in order to measure and prepare food safely, using the National Restaurant safe handling curriculum. Students will be introduced to a variety of industry-related careers. Eligible students will have an opportunity to take the National Restaurant Safe Food Handling Certification exam.

*Work Ethic and Professionalism, Safety and Compliance, Collaboration and Communication*

### Culinary Arts

1685(CP), 1686(H)

Grades 10-12

Multi-level

1 Credit

**Prerequisite:** Completion of Introduction to Culinary Arts with a passing grade for CP level. A recommended grade of B- or better is required for Honors level.

Two National Restaurant Association programs, ServSafe (safe food handling) and ProStart (school-to-career culinary arts) are the focus of this course. The course will equip students with the knowledge and skills necessary for a career in the restaurant or food service industry through hands-on experiences. Students will prepare, cook and bake foods with an emphasis on food and kitchen safety. The course will explore the industry's role in sustainability, as well as focus on nutrition, professional expectations, and career exploration. Eligible students will take the ServSafe certification test in May. (CTE Course)

*Work Ethic and Professionalism, Safety and Compliance, Relationship Management*

### Hospitality

1687(CP), 1688(H)

Grades 11- 12

Multi-level

2 Credits

**Prerequisite:** Completion of Culinary Arts with a passing grade for CP level. A recommended grade of B- or better is required for Honors level. ServSafe Certification is 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)

*Work Ethic and Professionalism, Responsible Decision Making, Relationship Management*

**Hospitality Internship****1629(1c), 1630(2c)**

Grades 11- 12

Honors

1 Credit/2 Credits

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

This one or two-credit course meets during a block or 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) *Work Ethic and Professionalism, Responsible Decision Making*

**Hospitality Internship****1610**

Grade 12

Honors

3 Credits

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

This three-credit course meets during a triple 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 community restaurants. (CTE Course) *Work Ethic and Professionalism, Responsible Decision Making, Collaboration and Communication*



# World Languages

The goal of the Barnstable High School World Languages Program is to expand and develop a student's language and cultural understanding in order to make them knowledgeable and engaged members of a global society. Students will learn to produce in their target world language for meaningful communication in both spoken and written form. Language skills are developed in various real-life and practical situations that students are likely to encounter. Through the study of world languages, students acquire self-awareness of their own culture through comparison, and gain sensitivity to the cultural and linguistic heritage of other groups and their influences on our own cultures. The Barnstable High School graduate will appreciate the arts, heritage, and customs of other cultures throughout history. They will be prepared for the challenges of a multicultural and multilingual society and global community.

**Modern language courses** stress proficiency, with an emphasis on the context and purpose of communication through the three modes of communication: *Interpersonal* (two way, unrehearsed communication between individuals); *Interpretive* (one way communication using receptive skills of reading and listening); and *Presentational* (one way communication using productive skills of speaking and writing). Grades are based on what students can do with the language. The target language is the primary means of communication in the classroom.

**Latin courses** also deal with oral aspects of the language, but greater stress is on reading, grammar, and vocabulary development.

**Career readiness** -Regardless of career/study path ahead, students coming out of the program will be part of a well-equipped workforce competing in a challenging job market and have the necessary skills to succeed in medical, business, scientific, diplomatic, military, and intelligence communities among others.

**Seal of Biliteracy** testing is offered to Early Grad Juniors and Seniors at Barnstable High School. We encourage all students to develop literacy in at least one language in addition to their own. For more information students should see the Department Head.

**Advanced levels and travel programs** are encouraged for advanced levels of all languages, Chinese, Latin, French and Spanish. There are opportunities to travel and be immersed in the target language and culture and to put into practice the skills they have developed. Students of Chinese may participate in a trip to China, which includes visits to various cities and interaction with the local students. French students travel to various places in France, attend a French school and participate in a homestay exchange. Spanish students visit various places in Spain, attend a Spanish school and participate in a homestay exchange. Latin students travel through Italy to study the culture of the ancient world. For younger students field trips are planned to interact with native speakers and experience target language culture in Quebec, New York, Boston.

*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.*

## **Year One and Two Courses**

### **Chinese - Mandarin 1**

Grades 8-12

Unleveled

1 Credit

**0514**

This is a High School level class and as such brings with it high school level rigor.

Mandarin I stresses a proficiency approach, with primary emphasis on the context and purpose of communication through three modes of communication: Interpersonal; Interpretive; and Presentational. In year one, general customs and cultures will be introduced in class. You will gain authentic experience interacting with Chinese natives. You will grow your language skills through student centered activities. You will be able to greet, introduce yourself and others, state likes and dislikes, hold a short conversation by the end of the year. A passing grade in this course will indicate a Novice Mid level of proficiency.

**Chinese - Mandarin 2****0517***Grades 9-12**Honors**1 Credit***Prerequisite:** *Completion of Chinese - Mandarin I*

This course intensifies previous study to continue the development of language study and cultural understandings. You will practice language based on the three modes of communication: interpersonal, interpretive and presentational. You will be able to communicate about appearance, clothes, preferences of sports, colors and food, describe your daily lives, the surrounding environment and community. A passing grade in this course will indicate a Novice High level of proficiency

**Chinese - Mandarin 3****0577***Grades 10-12**Honors**1 Credit*

**Prerequisite:** *Completion of Chinese-Mandarin 2* This course expects greater fluency from students through tasks and project based work. Students will produce more complex language structures and patterns through the three communication modes. Students will be able to discuss topics more in depth and share their opinions. Students can sustain a conversation, write a letter, and understand characters' writings. A passing grade in this course will indicate an Intermediate Low level of proficiency.

**Chinese - Mandarin 4****0579***Grades 11-12**Honors**1 Credit***Prerequisite:** *Completion of Chinese-Mandarin 3*

The course continues to build proficiency through the three communicative modes. You will grow proficiency through the examination of current events, history, literature and film, as you manage complex sentence patterns. A passing grade in this course will indicate an intermediate Mid level of proficiency.

**French 1****0522***Grades 8-12**Unleveled**1 Credit*

This is a high school level course and brings with it high school level rigor. From your first day in class you will be immersed in French as you develop the skills you need to speak, write and understand the language at a NOVICE level with topics about your daily life such as: weather, time, greetings, your friends, school family, food and activities. You will also begin to explore places where French is spoken and learn about the culture. A passing grade in this course will indicate a Novice Mid level of proficiency.

**French 2****0511***Grades 9-12**College Prep**1 Credit***Prerequisite:** *Completion of French I.*

This is a continuation of French I. You will expand your skills to speak, write and understand French and progress from Novice Mid proficiency to Novice High, as you learn about shopping, travel, food and dining out, and daily activities. You will continue to explore the French speaking world. A passing grade in this course will indicate Novice High level of proficiency.

**French 2****0510***Grades 9-12**Honors**1 Credit***Prerequisite:** *Completion of French 1.*

This is a continuation of French I. You will expand your skills to speak, write and understand French and progress from Novice Mid proficiency to Novice High, as you learn about food and dining out, daily activities, and childhood. In this course students will be able to communicate about the present and the past. You will continue to explore the French speaking world. This course moves at a faster pace than French 2 college prep. A passing grade in this course will indicate Novice High level of proficiency.

**French 3****0521***Grades 10-12**College Prep**1 Credit***Prerequisite:** *Successful completion of French 2CP*

This is a continuation of French 2 CP. You will expand your skills to speak, write and understand French and progress from Novice High proficiency to Intermediate Low, as you learn about shopping, travel, food and dining out, daily activities, future life projects and activities. Students will be expected to communicate about the present, past, future. You will continue to explore the French speaking world. A passing grade in this course will indicate Intermediate Low level of proficiency.

**French 3****0520**

Grades 10-12 Honors 1 Credit

**Prerequisite:** *Completion of French 2* This is a continuation of French 2 H. You will expand your speaking, writing and comprehension skills in French and progress from Novice High proficiency to Intermediate Low, as you learn about shopping, travel, food, dining out, daily activities, and your future. Students will be expected to communicate about the present, past, future. You will continue to explore the French speaking world. A passing grade in this course will indicate Intermediate Low level of proficiency.

**French 4****0526**

Grade 11-12 College Prep 1 Credit

**Prerequisite:** *Successful completion of French 3 CP.*

This is a continuation of French 3 CP. You will continue to grow your proficiency in French by exploring French culture and language through Francophone art, music, literature and current events. A passing grade in this course will indicate Intermediate Low proficiency.

**French 4****0525**

Grade 11-12 Honors 1 Credit

**Prerequisite:** *Completion of French 3.*

This is a continuation of French 3 H. During the year students will grow their communicative skills through projects, current events, literature, film, music, and art. By the end of the course students will have explored the historic and cultural influences of the French in North America, West Africa and the Caribbean. A passing grade in this course will indicate Intermediate Mid proficiency.

**Advanced Placement French Language and Culture****0523**

Grade 12 Advanced Placement 1 Credit

**Prerequisite:** *Completion of French 4.*

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 1****0544**

Grades 8-12 Unleveled 1 Credit

This is a High School level class and as such brings with it high school level rigor. This course introduces the Latin language through the interpretive, interpersonal and presentational modes. You will learn the basics of Latin grammar and vocabulary through a thematic look at what life was like for the Romans. You will develop skills in reading comprehension and translation through hands-on activities and student centered work. A passing grade in this course will indicate Novice High level of proficiency.

**Latin 2****0546**

Grades 9-12 College Prep 1 Credit

**Prerequisite:** *Successful completion of Latin I.*

ADD highlighted yellow:

This course continues instruction in the Latin language through the interpretive, interpersonal and presentational modes. 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. A passing grade in this course will indicate Novice High level of proficiency.

**Latin 2****0545**

Grades 9-12 Honors 1 Credit

**Prerequisite:** *Completion of Latin I.*

This course continues instruction in the Latin language through the interpretive, interpersonal and presentational modes. You will deepen your proficiency with Latin grammar and vocabulary through a thematic look at what life was like for the Romans. You will strengthen skills in reading comprehension and translation through hands-on activities and student centered work. A passing grade in this course will indicate Intermediate Low level of proficiency.

**Latin 3****0548**

Grades 10-12

College Prep

1 Credit

**Prerequisite:** *Successful completion of Latin 2 CP.*

This course continues instruction in the Latin language through the interpretive, interpersonal and presentational modes. You will deepen your proficiency with Latin grammar and vocabulary through a thematic look at Latin via authentic texts. You will continue to strengthen skills in reading comprehension and translation through hands-on activities and student centered work. A passing grade in this course will indicate Intermediate low level of proficiency.

**Latin 3****0547**

Grades 10-12

Honors

1 Credit

**Prerequisite:** *Completion of Latin 2.*

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. This course continues instruction in the Latin language through the interpretive, interpersonal and presentational modes. You will deepen your proficiency with Latin grammar and vocabulary through a thematic look at Latin via authentic texts. You will continue to strengthen skills in reading comprehension and translation through hands-on activities and student centered work. A passing grade in this course will indicate Intermediate Mid level of proficiency.

**Advanced Placement Latin****0543**

Grade 12

Advanced Placement

1 Credit

**Prerequisite:** *Successful completion of Latin 3*

The *Advanced Placement Latin* course is intended for qualified students who wish 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 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.**

**The Classical World**

Grade 12

Honors

1 credit

**1500****Prerequisite:** *successful completion of Latin AP.*

This course is designed to expose students with advanced Latin skills to both Ancient Greek and the links between English and Classical languages. Students will explore the history, language and culture of the ancient Greeks and be introduced to the science and art of linguistics, as they use their skills to read and appreciate the epic poetry of Homer.

**Spanish 1****0554**

Grades 8-12

Unleveled

1 Credit

This is a high school level course and brings with it high school level rigor.

From your first day in class you will be immersed in Spanish as you develop the skills you need to speak, write and understand the language at a NOVICE level about topics in your daily life such as: weather, time, greetings, your friends, school, family, food, and activities. You will also begin to explore places where Spanish is spoken and learn about the culture. A passing grade in this course will indicate a Novice Mid level of proficiency.

**Spanish 2****0556**

Grades 9-12

College Prep

1 Credit

**Prerequisite:** *Successful completion of Spanish I.*

This is a continuation of Spanish I. You will expand your skills to speak, write and understand Spanish and progress from Novice Mid proficiency to Novice High, as you learn about shopping, food and dining out, daily activities, and childhood. In this course students will be able to communicate about the present and past. You will continue to explore the Spanish speaking world. A passing grade in this course will indicate Novice High level of proficiency.

**Spanish 2****0555**

Grades 9-12

Honors

1 Credit

**Prerequisite:** *Completion of Spanish I.*

This is a continuation of Spanish I. You will expand your skills to speak, write and understand Spanish and progress from Novice Mid proficiency to Novice High, as you learn about shopping, food and dining out, daily activities, and childhood. In this course students will be able to communicate in the present and past tenses. You will continue to explore the Spanish speaking world. This course moves at a faster pace than Spanish 2 college prep. A passing grade in this course will indicate Novice High level of proficiency.

**Spanish 3****0561**

Grades 10-12

College Prep

1 Credit

**Prerequisite:** *Successful completion of Spanish 2 CP*

This is a continuation of Spanish 2. You will expand your skills to speak, write and understand Spanish and progress from Novice High proficiency to Intermediate Low, as you learn about travel, medical care, food and dining out, future plans / professions, the environment..... You will continue to explore the Spanish speaking world and explore historical events, history and cultural nuances. A passing grade in this course will indicate Intermediate Low level of proficiency.

**Spanish 3****0560**

Grades 10-12

Honors

1 Credit

**Prerequisite:** *Completion of Spanish 2.*

This is a continuation of Spanish 2 H. You will expand your skills to speak, write and understand Spanish and progress from Novice High proficiency to Intermediate Low, as you learn about travel, future plans / professions, art, the environment... You will continue to explore the Spanish speaking world and explore historical events, history and cultural nuances. A passing grade in this course will indicate Intermediate Low level of proficiency.

**Spanish 4: Culture and Civilization of the Spanish-speaking World****0566**

Grade 12

College Prep

1 Credit

**Prerequisite:** *Successful completion of Spanish 3 CP.*

This is a continuation of Spanish 2 cp 2, and provides the opportunity to grow your proficiency in communication by exploring contemporary culture and history of the Spanish Diaspora; students will come to an understanding of the linguistic and cultural diversity that can be found throughout the Hispanic world. The class is taught in Spanish and focuses on the learning of the language contextually through the reading of authentic texts, discussions and debates, and the study of culturally significant films. Students will focus on the study of history, food, art, geography, linguistic diversity, and literature to gain a social-cultural knowledge of the Spanish-speaking world. A passing grade in this course will indicate intermediate low proficiency.

**Spanish 4****0565**

Grade 12

Honors

1 Credit

**Prerequisite:** *Completion of Spanish 3.*

This is a continuation of Spanish 3. You will expand your skills to speak, write and understand Spanish and progress from Intermediate Low proficiency to Intermediate Mid, as you learn about travel, the environment, education, human rights, current events... You will continue to explore the Spanish speaking world and explore historical events, history and cultural nuances. A passing grade in this course will indicate Intermediate Mid level of proficiency.

**Advanced Placement Spanish Language and Culture****0559**

Grade 12

Advanced Placement

1 Credit

**Prerequisite:** *Completion of Spanish 4* 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 Heritage 1****0567**

Grades 8-9

Honors

1 Credit

**Prerequisite:** *Department Head and ELL Director approval.*

This course is for native Spanish speakers. Students who study Spanish Heritage I will learn to communicate effectively in Spanish through practice and presentation in all four skill areas: reading, writing, listening and speaking. This high level, intensive course is designed to develop and refine linguistic and cultural skills while formally advancing students' knowledge of extended vocabulary, mechanics of the language and grammatical structures. Hispanic culture will be addressed beginning with U.S. Hispanic Culture and extending to Europe and the Americas. Authentic materials will be used. The goal of the heritage language learners' sequence is to provide students the opportunity to become fully bilingual and biliterate in today's global environment and eventually advance to AP or Medical Interpretation courses being developed at BHS. Admission to this course is by application to the World Language Department Department Head.

**Portuguese Heritage 1****1506**

Grades 8-9

Honors

1 Credit

**Prerequisite:** *Department Head and ELL Director approval.*

This course is for native Portuguese speakers. Students who study Portuguese Heritage I will learn to communicate effectively in Portuguese through practice and presentation in all four skill areas: reading, writing, listening and speaking. This high level, intensive course is designed to develop and refine linguistic and cultural skills while formally advancing students' knowledge of extended vocabulary, mechanics of the language and grammatical structures. Authentic materials will be used. The goal of the heritage language learners' sequence is to provide students the opportunity to become fully bilingual and biliterate in today's global environment and eventually advance to Medical Interpretation courses being developed at BHS. Admission to this course is by application to the World Language Department Department Head.

**Portuguese Heritage 2****1507**

Grades 8-9

Honors

1 Credit

**Prerequisite:** *completion of Portuguese Heritage I with a B and teacher recommendation*

This course is for native Portuguese speakers. Students who study Portuguese Heritage II will continue deepen their skills to communicate effectively in Portuguese through practice and presentation in all four skill areas: reading, writing, listening and speaking. This high level, intensive course is designed to develop and refine linguistic and cultural skills while formally advancing students' knowledge of extended vocabulary, mechanics of the language and grammatical structures. Authentic materials will be used. The goal of the heritage language learners' sequence is to provide students the opportunity to become fully bilingual and biliterate in today's global environment and eventually advance to Medical Interpretation courses being developed at BHS.

# Appendix

## **BARNSTABLE HIGH SCHOOL ADMISSION POLICY for VOCATIONAL TECHNICAL EDUCATION PROGRAMS**

### **I. INTRODUCTION**

An admission process is necessary for vocational technical programs in which there are more applicants than openings. All applicants to the vocational technical education programs for grades nine through twelve at Barnstable High School will be evaluated using the selection criteria contained in this Admission Policy. The Barnstable School Committee approved this policy on December 1, 2021.

### **II. EQUAL EDUCATIONAL OPPORTUNITY**

Barnstable High School admits students and makes available to them its advantages, privileges and courses of study without regard to race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness.

If there is a student with limited English proficiency, a qualified staff member from Barnstable High School will assist the applicant in completing the necessary forms and assist in interpreting during the entire application and admission process upon the request of the applicant.

Students with disabilities may voluntarily self-identify for the purpose of requesting reasonable accommodations during the entire application and admission process.

Information on limited English proficiency and/or disability submitted voluntarily by the applicant, for the purpose of receiving assistance and accommodations during the entire application and admission process, will not affect the applicant's admission to the vocational technical education program.

### **III. ELIGIBILITY**

Any eighth, ninth, tenth or eleventh grade student enrolled in Barnstable High School is eligible to apply for fall admission or admission during the school year subject to the availability of openings to the vocational technical education programs at Barnstable High School.

Resident students will be considered for admission to the program(s) using the selection criteria contained in this Admission Policy. Priority for admission is given to Barnstable School District residents. Students who are not residents of the Barnstable School District are eligible to apply for fall admission or admission during the school year provided they expect to be promoted to the grade they seek to enter by their current school. Nonresident students will be considered for admission to the program(s) using the selection criteria contained in this Admission Policy.

Transfer students from state approved chapter 74 state-approved vocational technical programs are eligible to apply for fall admission or admission during the school year to the vocational technical education programs grades 9-12 at Barnstable High School provided they expect to be promoted to the grade they seek to enter by their current school. Transfer students will be evaluated using the selection criteria contained in this Admission Policy.

## IV. ORGANIZATIONAL STRUCTURE

Barnstable High School is a public school located in Barnstable, Massachusetts. Barnstable High School is accredited by the New England Association of Schools and Colleges. Barnstable High School is committed to providing quality vocational technical education programs.

It is the responsibility of the Barnstable High School Principal to supervise the administration of the policies and procedures required to admit and enroll applicants in conformity with this Admission Policy.

Barnstable High School has an Admission Committee appointed by the Principal. The committee consists of a member of the Administration, School Counseling, Special Education, Vocational Technical and Academic Departments. Responsibilities of the Admissions Committee include:

- A. determination of standards for admission
- B. development and implementation of admission procedures
- C. processing of applications
- D. ranking of students
- E. acceptance of students according to the procedure and criteria in the admission policy
- F. establishment and maintenance of a waiting list of acceptable candidates

Barnstable High School participates in the School Choice Program.

## V. RECRUITMENT PROCESS

1. The Barnstable High School Vocational Technical Education Department disseminates information about the programs through a variety of methods.
  - a. Visitations with an informational slide presentation to 8th grade classes are scheduled from October to January.
  - b. Prospective students and their parent(s)/guardian(s) have an opportunity to visit all vocational technical programs and speak with teachers as well as view a presentation about all offerings at a scheduled Open House (based on COVID restrictions).
  - c. Parent(s)/guardian(s) may schedule individual visits at a mutually convenient time.
  - d. Brochures and/or videos which describe vocational technical programs including academic courses, cooperative education, and special education resources, are distributed during 8th grade visitations, in BHS Experience, virtually, and at Open House.

## VI. APPLICATION PROCESS

### APPLICATION PROCESS - FOR FALL ADMISSION TO THE NINTH, TENTH, ELEVENTH GRADE PROGRAMS

1. Students interested in applying for admission to the ninth, tenth, eleventh or twelfth grade vocational technical education programs for fall admission must:
  - a. obtain an application from the Barnstable High School.
  - b. return the completed application form by the deadline.
2. If incomplete applications are received, the following procedures will be followed:
  - a. The student and the applicant's parent(s)/guardian(s) will be notified.
  - b. If after notifying the parent(s)/guardian(s), the application remains incomplete for ten school days, the application will be voided.



### LATE APPLICATIONS

Applications received after the deadline may not be accepted. If the accepted late application is received prior to the computer generated lottery for selection, they will be placed into the lottery. Students who apply to the program after the lottery has been completed will be placed at the end of the waitlist in order of their application for admission.

### TRANSFER PROCESS

Applications from students who are enrolled in a state-approved (Chapter 74) vocational technical high school program in another school (transfer students) will be considered for admission (including admission during the school year) if they relocate from their current school and wish to pursue the same program of study at Barnstable High School. All transfer applicants must attend an informational meeting at Barnstable High School. If the applicant or parent/guardian cannot provide transportation, an official from Barnstable High School will go to the local school to meet with the applicant. Their applications will be evaluated according to the selection criteria contained in this Admission Policy.

### WITHDRAWAL PROCESS

Students who wish to withdraw from a Chapter 74 program must complete a course withdrawal form. Students who withdraw from Barnstable High School's vocational technical education programs may reapply for admission to Barnstable High School's vocational technical education programs following the procedures contained in this admission policy and will be evaluated using the selection criteria contained in this Admission Policy.

## **VII. SELECTION PROCESS**

Students who applied using the application described in Section VI are scheduled to participate in the program unless there are not enough seats to accommodate all of the students who have applied.

If there are not enough seats to accommodate all students, students will be selected by the following means.

### SELECTION CRITERIA

In the event of oversubscription, a lottery process will be used to determine which students will be admitted to the Chapter 74 program. In the event of oversubscription, student names will be placed in a computer generated lottery for selection. After the students are selected, the remaining students will be placed on a waitlist in lottery order. The waitlist will be maintained for the current school year. If a seat becomes available, students on the waitlist will be contacted in the order of the waitlist and given the opportunity to enroll in the program. If a student is no longer interested in enrolling in the program they will complete a waitlist withdrawal form and will be removed from the waitlist. Students who apply the program after the lottery has been completed will be placed at the end of the waitlist in order of their application for admission.

### TRANSFER STUDENTS

Students who transfer into the district during grades 9, 10, or 11 may apply for the Chapter 74 program(s) during the course selection process. Transfer students will be admitted according to the selection process. Applications from students in grades 9-12 who are enrolled in a state-approved (Chapter 74) vocational technical high school program in another school (transfer students) will be considered for admission (including admission during the school year) if they relocate from their current school and wish to pursue the same program of study at Barnstable High School.

## VIII. REVIEW

The applicant's parent(s)/guardian(s), upon notification that the applicant was placed on a waitlist for a particular program, may request a review of the process by sending a letter requesting a review to the Principal within thirty days of the receipt of the waitlist letter. The Principal will respond in writing to the letter with the findings of the review within thirty days.

