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January 2019

Dear Barnstable High School Student,

It is with great pride and excitement that we present you with the 2019-2020 Barnstable High School Program of Studies. We offer a comprehensive academic program and enjoy meeting the needs of all learners.

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

Please communicate with your current teachers and school counselor regarding the right course of studies for you. Students will be choosing seven courses to complete their schedule for the 2019-2020 school year. We encourage all college-bound students to challenge themselves with some Advanced Placement courses while at BHS, and we will continue to offer the enriching electives that make our school unique. Last year we introduced the BHS Experience for all 8th graders. This course acclimates students to high school, promoting social, emotional and physical health and providing academic skill training to develop the learner. This year the Senior Experience has been added as a project-based course consisting of four projects in the fall: College and Career Readiness, The World of Work, Personal Finance and Healthy Living. Students will design and manage a Capstone-Civic Engagement Project in Spring of the Senior Year, in partnership with a teacher-advisor.

With the expansion of our Career Pathways and addition of the Senior Experience added to our robust program of studies, we are confident students will be engaged learners while at Barnstable High School and college-career ready at graduation.

Have a Red Raider Day.

Sincerely,

Patrick Clark
Principal

Jennifer Clark
School Counseling Department Head

Barnstable Public Schools

Vision Statement

The Barnstable Public Schools educates the whole child by creating a student centered school culture that addresses students' physical, social, emotional, and academic needs by creating a safe and healthy learning environment in which students are challenged, supported, and engaged.

Values

In Barnstable Public Schools, we value commitment, collaboration, and community...

Commitment: We are dedicated to the continuous learning and growth of all.

Collaboration: We work together while keeping student needs at the center of all decision making.

Community: We build strong, respectful partnerships that support student success.

Barnstable High School

Mission

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

We take PRIDE in our students and in our community: **P**roductive, **R**espectful, **I**nvolved, **D**iverse, **E**ducated

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

Barnstable High School Leadership

Main Phone Number: 508-790-6445

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Academic Outline

Comprehensive School Counseling Program

School Counseling Mission Statement

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

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

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

Comprehensive School Counseling Program

The Comprehensive School Counseling Program at Barnstable High School is based on the Massachusetts Model for Comprehensive School Counseling.

When a student enters Barnstable High School she/he is assigned to a school counselor who works closely with that student, the family, the student's teachers and any additional support personnel over the years the student is at BHS. School counselors take a systemic approach to deliver a standards-based curriculum to all students in grades 8-12 to facilitate student learning and development in three domains: Personal/Social Development, Academic/Technical Achievement, Workplace Readiness/Career Planning.

The counselor establishes a relationship with the student in 8th grade and collaborates with student, parents/guardians and staff to develop a strong knowledge of the student's strengths, interests and needs in order to most effectively support the student throughout his/her time at BHS.

More information about Barnstable High School's School Counseling Program and supports can be found at www.barnstable.k12.ma.us/domain/245.

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 in their classes. 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. Parents/guardians are encouraged to contact 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 2018-2019 school year, students must call or meet with a summer counselor to change a schedule in main counseling office.

- Registration for ALL classes, including second semester classes, will be completed in the spring of 2019. As with all other courses, second semester classes cannot be changed once school starts.
- There are not study hall courses; therefore, **all** students must have a full academic load of **seven full credit courses**.

Academic Levels

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

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

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

College Preparatory (CP) – 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. (To better accommodate all students within the CP designation, some classes are designed to meet individual learning styles through smaller class sizes and more individualized teaching/learning strategies. These classes have the specific designation of **CP1**).

Academic Requirements

Graduation Requirements (classes of 2020 and 2021)

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

- 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, through algebra II, including a credit of math in the senior year
- 3 credits of Science (all science courses at BHS are lab-based classes)
- 2 credits of World Language (same language)
- 1 credit of the Arts (Includes any course in the Art and Applied Technology Department and Music Department)*

*(not included – grade 8 specific classes)

Graduation credits may be adjusted for the class of 2022 and beyond to increase the total number of credits required, pending School Committee process.

All students are required to have physical education every year.

- Any 8th grader taking a course that is open to 9-12 graders will be awarded credit for that course. In addition, 8th graders taking algebra who then go on to take geometry in 9th grade, will be awarded credit for that algebra class. If a student chooses to repeat algebra in 9th grade, credit for the 8th grade class will not be awarded. **Courses that are specific to 8th grade will not incur credit.**
- All courses awarded credit in grades 8-12 will appear on the student's official Barnstable High School transcript and will count towards graduation credits.
- Grade point average is calculated **ONLY** on courses students take in grades 9-12. Therefore, no courses take in 8th grade, whether or not they have been awarded credit, will be calculated into GPA.

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.

English/Language Arts	4 Units*
Mathematics	4 Units 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.
Science	3 Units of lab-based science Coursework in technology/engineering courses may also count for MassCore science credit. Certain Computer Science courses can substitute for a laboratory science course.
History/Social Science	3 Units Including US History and World History.
Foreign Language**	2 Units Of the same language.
Physical Education	<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.
The Arts**	1 Unit
Additional Core Courses	5 Units 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.
22 Units - Is a minimum that students should take in high school	

Additional Learning Opportunities	Complete as many of the following as possible: 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.
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*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 High School is able to offer effective, high quality Career/Vocational and Technical Education (CVTE) programs that are aligned, not only with college and career readiness standards, but also with the needs of employers, industry, and labor. Barnstable's programs offer students a rigorous curriculum coordinated with strategically designed opportunities that connect classroom instruction to real-life career choices. In some cases, students who successfully complete the requirements for their selected Pathways can graduate with industry certification and/or transferable college credits. Career Pathways may culminate in a Senior Internship experience.

Project Lead the Way (PLTW)

PLTW students engage in hands-on activities, projects, and problems that are reflective of real-world challenges. This compelling, real-world approach empowers students to learn essential, in-demand skills validated by the world's leading companies, while also providing an invaluable connection between what students are learning in the classroom today and how it applies to the paths they'll take in the future. Through our pathways in Computer Science and Engineering, students not only learn technical skills, but also learn to solve problems, think critically and creatively, communicate, and collaborate. Students who complete the requirements of their chosen pathway earn the AP + PLTW student recognition, a qualification that demonstrates to colleges and employers that the student is ready for advanced course work and interested in careers in this discipline. To earn the recognition, the student must satisfactorily complete three courses in the pathway – one AP course; one PLTW course; and a third course, either AP or PLTW – and earn a qualifying score of 3 or higher on the AP Exam(s) and a score of Proficient or higher on the PLTW End of Course (EoC) assessment(s)

Engineering Pathway: Students pursuing an Engineering pathway would begin by taking Introduction to Engineering Design, along with a core science course during their freshman year. Please refer to the Science and Engineering offerings for full course descriptions.

Computer Science Pathway: Students pursuing a computer science pathway would begin by taking a Computer Science essentials course in eighth or ninth grade. Please refer to Math/Computer Science offerings for full course descriptions.

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 waste water 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.

Law, Society, and Criminal Justice. 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 Police Academy and Street Law. There is considerable flexibility in this pathway as students create their own program within the domains of the Social Sciences (U.S. Government and Politics, AP U.S. Government and Politics, Psychology, AP Psychology), Science (Forensics and Biotechnology, Advanced Biological Forensics or Advanced Physical Forensics), Wellness (Beginning Fitness, Intermediate Strength Training and Fitness, Advanced Strength Training and Fitness), and ELA (Writing for College, Public Speaking, Understanding Diversity, Digital Media Production). Students in their senior year will have the opportunity to earn both CPR and Stop the Bleed certifications.

Creative Economies Pathway: The creative economies are an important part of the growing global economy and are comprised of both fine and performing arts. Students electing to participate in the Creative Economies 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 Economies pathway including fashion design, studio art, journalism, art therapy, art education, graphic design, journalism, animation, and film & television.

Health Care Pathway: This pathway is the perfect opportunity to gain experience in the medical professions. This is a rigorous program that aligns the world of science to the world of healing. Anatomy, physiology, medical terminology, along with site-based healthcare safety and health practices prepare students to work with real patients at an off-site facility. Barnstable students who successfully complete their 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, technologist and more! The knowledge gained in the science course of human anatomy and physiology contributes to success in the program, and is, therefore, a recommended course for this Pathway.

Culinary Arts and Hospitality: 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. Barnstable High School has a full-service on-site restaurant, The Bistro Café, where students experience real-world hospitality situations. Projects include menu development, cooking, baking, job scheduling, inventory, teamwork, budgets, nutrition...just to name a few. This is a science lab with benefits! Students on this Pathway have the potential to earn ServSafe certifications. See the Wellness department section for course sequence and descriptions.

Early Education and Care: Courses in this Pathway are designed as interactive, hands-on experiences. 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 resumé's, how to prepare for an interview with a potential employer, and marketable skills necessary for success in life. Upon successful completion of child development 3 students are eligible to apply for the Massachusetts Department of Early Education and Care teacher certification and possible college credit. See the Wellness department section for course sequence and descriptions.

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 and beyond. This half year course is a collaboration of the school counseling and wellness departments and will focus on comprehensive student well-being and strategies for academic success. 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 course.

The Senior Experience

Grade 12

1 Credit

The Senior Experience is a year long elective providing seniors the opportunity to engage in College, Career and Life Ready work previously completed outside of school. The college search and application process, career exploration, financial literacy and care of self and relationships are the major themes embedded in four student designed fall semester projects:

- 1) College and Career Readiness
- 2) World of Work
- 3) Personal Finance and Consumerism
- 4) Healthy Living

Students will receive course credit for future-goal work previously completed independently, outside of the classroom.

The Spring Semester is the Independent Learning Project, designed in cooperation with teacher-coach. The Independent Learning Project will demonstrate skills acquired during the high school experience. Research, technology, networking, civic engagement, presentation, public speaking and collaborative team skills will be stressed. Resembling a workplace dynamic more than a teacher lead traditional classroom, students will be assessed on Workplace Readiness Skills and timely project completion.

If you would like to complete the college, career or military investigation and application process, learn about the careers of the future, plan for sound financial decision-making and prepare for your desired quality of life, this course is for you.

Senior Internship

0992

Grade 12 Honors 2 Credits

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 and attendance record to be approved for a Senior Internship.**

Teaching Internship

0978

Grade 12 Honors 1 Credit

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 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.

Virtual Learning

Virtual High School

VHS courses range from advanced academic courses to specialized courses and unique electives. 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, 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. 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

This alternative program expands the opportunities for students to realize their academic and personal potential while earning credit. Students who may not be able to attend a traditional school day may complete their graduation requirements using alternative sources of credit. It is strongly recommended that students have at least 16 credits to be considered for *Project Excel*. Students are placed in this program by their school counselor in collaboration with the Project Excel coordinator.

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

Art and Applied Technology

The Art and Applied Technology Department offers a selection of courses that enrich and culturally enhance the lives of our students. Each course provides an understanding of the visual, multi-media, and industrial arts through studio/workshop activities, art appreciation, art criticism, and aesthetic theories. Each student personally develops artistic talents, heightens skills in visual problem solving and builds confidence in creative thinking abilities. 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 multi-media arts as a career path should begin a foundational art class during their freshman year. This will assure the development of a competitive portfolio by senior year for college application.

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

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. Homework, tests, quizzes, a working sketchbook, and a positive effort are required.

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. Homework, tests, quizzes, a working sketchbook, and a positive effort are required.

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.

Fine Arts 1

0700(CP), 0701(H)

Grades 9-12

Multi-level

1 Credit

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

Fine Arts 2

0704(CP), 0705(H)

Grades 10-12

Multi-level

1 Credit

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

Fine Arts 2 is a broadening and deepening of the skills and concepts found in drawing, painting, color theory, sculpture, and printmaking. Creative and experimental approaches will be fostered through life observation, landscape, figurative, and conceptual approaches. Art history and appreciation in related project areas are highlighted. Art criticism techniques and portfolio development will continue to be practiced. Homework, written tests, quizzes, and a working sketchbook will be required.

Fine Arts 3**0707***Grades 11-12 Honors 1 Credit*Prerequisite: Completion of *Fine Arts 2* with a grade of B- or better.

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

Fine Arts 4**0709***Grade 12 Honors 1 Credit*Prerequisite: Completion of *Fine Arts 3* with a grade of B- or better.

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

Advanced Placement Studio Art: Drawing & 2D**0744***Grades 11-12 Advanced Placement 1 Credit*Prerequisites include: 1. Successful completion of *Fine Arts 1 & 2* with a B or higher 2. A recommendation by an Art and applied Technology Department faculty member 3. Returned parent/student contract.

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 College Board has defined three sections of the AP Studio Art exam: Breadth, Quality, and Concentration. The class will be organized around preparing a comprehensive portfolio that addresses these three areas, to be submitted in May during the A.P. Exam period. Summer work will be required.

Advanced Placement Art History**0729***Grades 11-12 Advanced Placement 1 Credit*Prerequisite: Completion of *English II Honors* with a grade of B+ or better.

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

Ceramics 1**0710(CP), 0711(H)***Grades 9-12 Multi-level 1 Credit*

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

Ceramics 2**0713(CP), 0714(H)***Grades 10-12* *Multi-level* *1 Credit*

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

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

Ceramics 3**0716***Grades 11-12* *Honors* *1 Credit*

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

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

Ceramics 4**0718***Grade 12* *Honors* *1 Credit*

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

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

Cartooning and Animation 1**1721(CP), 1722(H)***Grades 9-12* *Multi-level* *1 Credit*

Cartooning and Animation 1 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 Flash. Adobe Flash 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.

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. A grade of B- or better is required for Honors 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.

Cartooning and Animation 3**1726***Grades 11-12* *Honors* *1 Credit*

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

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.

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

Grades 9-12 Multi-level 1 Credit

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

Graphic Design 2**0732 (CP), 0733(H)**

Grades 10-12 Multi-level 1 Credit

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

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

Graphic Design 3**0738**

Grades 11-12 Honors 1 Credit

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

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

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

Grades 10-12 Multi-level 1 Credit

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

Art Integration & Education 2**1714**

Grades 11-12 Honors 1 Credit

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

Art Integration & Education 2 is a continuation course designed for students interested in a career in art education, art therapy, physical therapy and/or special education. Students will have more responsibility and directive interaction with developmentally delayed students. Coursework regarding lesson plans, increased teaching time and research will be required. Students will continue to be acquainted with a variety of theories and explanations for various disabilities. In this creative and highly interactive process, students will continue to generate and encourage mutual respect and equality. This course will include drawing, painting, printmaking, and sculpture as material processes. Homework, research, written tests/quizzes, and a journal will be required.

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 a design from conception to completion through the Recycled Garment Challenge, which will 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.*

Fashion Design 2**1608 (CP), 1609(H)**

Grades 10-12 Multi-level 1 Credit

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

Fashion Design 2 will look at fashion from concept to construction 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 homework, tests and quizzes. *Students will be required to keep a working process book and participate in the planning and execution of this year's fashion show in April. Honors students are required to complete additional work for each unit of study.*

Fashion Design 3**1612**

Grades 11-12 Honors 1 Credit

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

Fashion Design 3 will look at fashion from concept to construction 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 drape and create original patterns and fashion garments. 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.*

Digital Media Production**1728(CP), 1729(H)**

Grades 9-12 Multi-level 1 Credit

Digital Media Production is an introduction to multiple formats of digital art including graphic design, motion graphics, 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 presentations and images. Technically, students will learn to manage different file formats, file size and image resolution using a variety of image capturing devices. Students who take this course will be prepared for our sequential Video Production and Broadcasting Studio Production courses. This class is excellent for anyone wanting to go in to the film industry, journalism, public relations, or multi-media communications.

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

Grades 10-12 Multi-level 1 Credit

Prerequisite: Completion of *Digital Media Arts* with a passing grade for CP level. A grade of B- or better for Honors level.

Video Production expands on the videography section of the Digital Media Production course giving students the opportunity to learn how to tell stories using industry standard video and audio equipment. Students will learn how to create and edit short films, music videos, commercials, news broadcasts, and television programs using *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, screenplays, and scripts. Students should be creative independent learners who work well in

teams. Students will be introduced to the concept of media literacy and what it means to be an educated consumer of media in the 21st century.

Broadcasting Studio Production

1732(CP), 1733(H)

Grades 10-12 Multi-level 1 Credit

Prerequisite: Completion of *Digital Media Arts* with a passing grade for CP level; a grade of B- or better for honors level.

Broadcast Studio Production focuses on broadcast journalism section of the *Video Production* course. This creative, hands-on course emulates the fast paced, deadline driven world of network news where students are the official team that creates the daily broadcast of *BHS Today*, which airs on both Channel 22 and the web. Students take turns as studio and field reporting teams as they rotate through numerous roles in a television studio including director, camera operator, teleprompter, graphics and news anchor. Students will continue to study the various facets of broadcast studio production using *Photoshop*, *After Effects*, and *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, screenplays and scripts.

Production Assistant for B2B TV 22

1618

Grades 10-12 Honors 1 Credit

Prerequisite: 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.

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.

Woodworking Technology 2

0755(CP), 0756(H)

Grades 10-12 Multi-level 1 Credit

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

Woodworking Technology 2 students will study and build various styles and periods of furniture. Different types of woods, wood joints and finishes are explored. Both mass production and individual projects are assigned. 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.

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, 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.

Woodworking Integration & Education 1**1712(CP), 1713(H)**

Grades 10-12 Multi-level ½ Credit

Prerequisite: Students must have previously enrolled in a BHS Woodworking class or have instructor approval.

Woodworking Integration & Education 1 is a half year course designed for students interested in a career in special education, technology education and/or physical therapy. Each student will be required to work in partnership with and/or assist developmentally delayed students. In this creative and highly interactive process, students will experience, generate and encourage mutual respect and equality. This course will include basic assembly, hand tool usage, and finishing process. Each student will be required to write lesson plans and present short lessons. Homework, research, written tests and a journal will be required.

Game Development and Design**1737(CP), 1738(H)**

Grades 9-12 Multi-level ½ Credit

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

This course is for anyone who loves gaming and wants to design and build his or her own basic games. Students learn how to use popular game-development software to create engaging, interactive games in a variety of styles. Students will learn various aspects of the game-design process and also participate in hands-on projects that teach the fundamentals and elements of successful game development.

Digital Photography**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 Production

Students will learn the principles of photographic composition as well as manual functions of a digital SLR camera. Through hands on projects, students will explore many varieties of photography including, but not limited to, portrait, architecture, nature, and commercial. Students will also learn the basics of the photo editing software Adobe Photoshop.

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 MCAS test is given in grades 8 and 10. Those who score below proficient will be placed in courses that will move them towards proficiency in order to graduate. By state mandate, the 10th grade test must be passed in order to graduate. The recommended program of studies according to Massachusetts Department of Elementary and Secondary Education includes four "units" of English in grades 9-12. Appropriate student placement is crucial for success. Reading and writing skills, work ethic, and motivation are factors of a successful placement.

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

English Grade 8

2351

Grade 8 *College Prep*

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

English Grade 8

2350

Grade 8 *Honors*

Recommendation: Completion of Grade 7 content area course with a grade of A- or better *and/or* teacher recommendation.

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

Advanced Literacy

2310

Grade 8 *College Prep* $\frac{1}{2}$ Unit

Advanced Literacy is an English Department elective course available to students in Grade 8. Students participate in instructional activities to prepare for the higher level course options offered at BHS. The Advanced Literacy 1 curriculum provides challenging coursework that requires students to be self-motivated and engaged in their own achievement. Students complete an assessment and reflection to demonstrate their mastery for each unit of study completed. Students also create instructional projects and oral presentations to teach Advanced Literacy knowledge and skills to their classmates. Advanced Literacy 1 studies include: advanced reading strategies for academic texts; study strategies and test-taking techniques for classroom and standardized tests; oral presentation skills; writing for high school; college readiness.

Academic English

1112

Grades 8-12 *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.

Foundational Literacy

1126

Grades 9-12 *College Prep* *1 Credit*

*Students will be placed in this course by their **ELL** teacher and counselor.* 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. They learn to expand oral comprehension and compose a standard paragraph and short content-based essays.

English I

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

English I

0100

Grade 9 *Honors* *1 Credit*

Recommendation: Completion of *Grade 8 English* with a grade of A- or better and/or teacher recommendation. This course is for the highly motivated independent learner who possesses strong comprehension skills, well organized note-taking skills, productive study habits, and demonstrates strong analytical skills. The curriculum reflects the recommended state standards in the Language Arts Framework document. Students are introduced to all genres of literature as well as extensive exposure to vocabulary and grammar. Literary analysis essays are based on the elements of literature. This level offers the college-bound student rigorous units of study. Class format emphasizes small and large group discussion, oral presentations, lecture, writing partnerships, and independent reading/writing.

English II

0132

Grade 10 *College Prep 1* *1 Credit*

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

English II

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 II

0130

Grade 10 *Honors* *1 Credit*

Recommendation: Completion of *English I Honors* with a grade of B- or better and/or teacher recommendation. *English II Honors* reflects the state recommended standards in the English Language Arts Frameworks document. Tenth grade students will complete the state mandated MCAS battery in the spring of their sophomore year. Results from these tests will become a part of their permanent file. By state mandate, these tests must be passed

to graduate. Students in this honors level course should be highly motivated and possess skills necessary to understand, analyze, and appreciate literature. The honor students' attitude and performance reflect the dispositions of independent learners. They are conscientious in attending to all assignments within the units of study and responsible in meeting all class expectations. Major units of study reflect extensive vocabulary skills and effective language manipulation through writing, speaking, and performance. The texts read and studied include state recommended classical literature as well as young adolescent literature. While the core curriculum is the same for all levels, the students in the honors level course do more in-depth study of works, may do more independent reading, writing and research, and do so at a brisk intellectual pace.

English III: American Literature

0135

Grade 11 College Prep 1 1 Credit

Recommendation: *English II* teacher recommendation.

This course offers a structured approach to the language arts objectives in the junior English curriculum. Emphasis is placed on basic reading comprehension skills, vocabulary and spelling, basic composition skills, introductory literary analysis skills, group discussion skills, and cooperative task group skills. A variety of methodologies may be used to meet the varied learning styles and abilities of the students in the class. Strong emphasis will be placed on attitudes, behaviors, and skills that will assist the students' future academic courses or the world of work. *This course does not satisfy NCAA eligibility requirements.*

English III: 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 III: American Literature

0133

Grade 11 Honors 1 Credit

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

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

Advanced Placement Language and Composition

1118

Grade 11 Advanced Placement 1 Credit

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

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

Electives for Juniors

Creative Writing

0156(CP), 0157(H)

Grade 11 Multi-level 1 Credit

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

This is a course for students with demonstrable skills in writing creatively and an interest in literature of all genres. The desire to write creatively is expected. The course includes analysis of the works of professional writers,

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

Drama & Theatre Arts

0162(CP), 0163(H)

Grade 11 Multi-level 1 Credit

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

This course is an introduction to the nature and genre of drama, treating plays as literary and theatrical texts. The course will provide students with a general introduction to the structure, varieties, and evaluation of drama, theatre etiquette and how to evaluate a play, and the basic elements and processes involved in the production of a theatrical presentation. The class will involve reading, research, writing about drama, and active participation including performance. Projects may include the study of improvisation, pantomime, storytelling, and American musical theatre, the relationship between art and culture, and the dramatization of scenes. 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. 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. *Does not meet grade 12 English requirements if taken as a grade 11 elective.*

Shakespeare

0160(CP), 0161(H)

Grade 11 Multi-level ½ Credit

The classroom becomes a theater as students discover the joy and richness of Shakespeare's plays through performance. The course will explore the universal human condition inherent in Shakespeare's works and students will learn to identify and explain elements of Shakespearean drama, literary and poetic devices as well as the historical context and themes of the plays. The writing curriculum includes persuasive, literary and creative works. *Does not meet grade 12 English requirements if taken as a grade 11 elective.*

Women in Literature

1132(CP), 1133(H)

Grade 11 Multi-level ½ Credit

Women in Literature seeks to expand students' experience with texts written by or about women. Texts will be drawn from a wide variety of genres, periods, and cultures. Students will write critical analyses of a variety of texts as well as explore their own experiences with gender in reflective writing. Critical writing, reading, and thinking are central to this course's goals. Class discussion, participation, and a consistently productive work ethic are essential for success in this class. *Does not meet grade 12 English requirements if taken as a grade 11 elective.*

Comparative Religions, Mythology, and Folklore

1142(CP), 1143(H)

Grade 11 Multi-level ½ Credit

Learn about the history and social impact of storytelling, beliefs, and religions through the study of various cultures and the literature they have left behind, both spoken and written. Much of the focus of the course will center on Biblical literature from both the Hebrew and Christian Scriptures, designed to acquaint students with form, style, and content.. Our purpose in this course is to consider beliefs from a variety of cultures as literary genres and societal lenses from which we can learn more about the human experience through the ages. Though it is not possible to study the literature without reference to religion, religious interpretation is not our primary concern. This is a course in literature, not religion. *Does not meet grade 12 English requirements if taken as a grade 11 elective.*

Poetry

1098(CP), 1099(H)

Grade 11 Multi-level ½ Credit

In this investigatory course, students will be exposed to a wide range of poets and poetic forms. We will read from the canon of American poets including Dickinson, Whitman, Ginsberg, Angelou, Frost, Plath, Brooks, Hughes, Dove, to name a few, looking for poetic forms, devices, and inspiration for crafting our own poems. Students will be expected to write poems in various forms, from Shakespearean and Petrarchan sonnets to villanelles, haikus, and free verse. Students will work in spoken word as well, understanding the power the human voice lends to the words on the page. While there will be reading and writing during the course, daily work with poets and the student's

poetic voice, the culmination of the class will be in a portfolio of student work to be published online as part of the BHS website. *Does not meet grade 12 English requirements if taken as a grade 11 elective.*

Latin American Literature

1144(CP), 1145(H)

Grade 11 Multi-level ½ Credit

Latin American Literature is a course designed to help students develop and enhance their skills in reading, writing, speaking, researching, and listening through exploration of different genres written by Latino authors. In reading, emphasis will be placed on increasing vocabulary and improving comprehension through biographies, novels, poetry and other genres. In writing, students will experiment with different styles of writing genres such as literary analysis, expository, argumentative, persuasive, narrative, and research. Students will also sharpen their abilities pertaining to punctuation, usage, and sentence structures. The primary themes of Latino Literature center around issues of identity and how that identity is influenced by culture, language, socioeconomic status, and family. *Does not meet grade 12 English requirements if taken as a grade 11 elective.*

Native American Literature

1146(CP), 1147(H)

Grade 11 Multi-level ½ Credit

This course examines Native American literature through ancient myths and ritual songs, speeches of chiefs such as Chief Standing Bear, Chief Red Cloud, and Chief Joseph, short stories, and poetry. The works of Louise Erdrich, Scott Momaday, Leslie Marmon Silko, Sherman Alexi, and other prominent Native American authors will be explored. Critical writing, reading, and thinking are central to this course's goals. Class discussion and participation are essential for success in this class. *Does not meet grade 12 English requirements if taken as a grade 11 elective.*

Full Year Senior English Courses

English IV

0127

Grade 12 College Prep 1 1 Credit

Recommendation: *English III* teacher recommendation.

This course emphasizes the basic elements of English language arts: reading, writing, vocabulary, spelling, and listening and speaking, through the use of short stories, fiction and nonfiction, poetry, and drama. It builds on those skills developed in *English I, II, and III*. Special attention is given to reading comprehension, writing and discussion skills, and the positive productive behaviors and attitudes necessary for success in the world of work or in academic studies after graduation. The college application process will be reviewed in the fall; a college application essay may be assigned. Methods of instruction vary to suit the different learning styles and interests of the students in the class. A research and senior project will also be completed. *This course does not satisfy NCAA eligibility requirements.*

English IV

0144 (CP), 1125(H)

Grade 12 Multi-level 1 Credit

This world literature course is an examination of diverse cultures, and the themes of family and self-discovery. Students will independently read and discuss works of literature, and be able to analyze them in essay form. 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 senior research project will be completed.

English IV: Creative Writing

1113(CP), 1114(H)

Grade 12 Multi-level 1 Credit

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

This is a course for students with demonstrable skills in writing creatively and an interest in literature of all genres. The desire to write creatively is expected. The course includes analysis of the works of professional writers, modeling a variety of styles, a study of different writing techniques and genres, as well as practice in writing essays, poetry, letters and short stories. Students must be willing to write daily, to share writing with others and to accept constructive criticism on their work from peers as well as the teacher. Instructional methods include the use of journals and writers' notebooks, peer editing, readings on writing, and working with peers, in small and large groups. Each student must submit a work to the class culminating in a class book. A major literary analysis paper is also required. In addition to writing for class, students are required to submit two pieces of their work for publication in *Kaleidoscope*, the school's literary magazine. Students are encouraged to work with or as part of the

magazine's staff as well. The college application process, with an emphasis on the common application and the college essay, will be reviewed, and a senior research project will be completed.

English IV: Drama & Theatre Arts

1100(CP), 1101(H)

Grade 12 Multi-level 1 Credit

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

This course is an introduction to the nature and genre of drama, treating plays as literary and theatrical texts. The course will provide students with a general introduction to the structure, varieties, and evaluation of drama, theatre etiquette and how to evaluate a play, and the basic elements and processes involved in the production of a theatrical presentation. The class will involve reading, research, writing about drama, and active participation including performance. Projects may include the study of improvisation, pantomime, storytelling, and American musical theatre, the relationship between art and culture, and the dramatization of scenes. A performance poetry project 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 senior research project will be completed.

English IV: Horror and Science Fiction

1130(CP), 1131(H)

Grade 12 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 senior research project will be completed.

English IV: Understanding Diversity

1120(CP), 1121(H)

Grade 12 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 its 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.

Advanced Placement English Literature

0140

Grade 12 Advanced Placement 1 Credit

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

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

Semester Senior English Courses (Must choose two to meet requirement)

English IV: Shakespeare

1104(CP), 1105(H)

Grade 12 Multi-level ½ Credit

The classroom becomes a theater as students discover the joy and richness of Shakespeare's plays through performance. The course will explore the universal human condition inherent in Shakespeare's works and students will learn to identify and explain elements of Shakespearean drama, literary and poetic devices as well as the historical context and themes of the plays. The writing curriculum includes persuasive, literary and creative works.

English IV: Women in Literature **1132(CP), 1133(H)**
Grade 12 *Multi-level* *½ Credit*

Women in Literature seeks to expand students' experience with texts written by or about women. Texts will be drawn from a wide variety of genres, periods, and cultures. Students will write critical analyses of a variety of texts as well as explore their own experiences with gender in reflective writing. Critical writing, reading, and thinking are central to this course's goals. Class discussion, participation, and a consistently productive work ethic are essential for success in this class.

English IV: Comparative Religions, Mythology, and Folklore **1142(CP), 1143(H)**
Grade 12 *Multi-level* *½ Credit*

Learn about the history and social impact of storytelling, beliefs, and religions through the study of various cultures and the literature they have left behind, both spoken and written. Much of the focus of the course will center on Biblical literature from both the Hebrew and Christian Scriptures, designed to acquaint students with form, style, and content.. Our purpose in this course is to consider beliefs from a variety of cultures as literary genres and societal lenses from which we can learn more about the human experience through the ages. Though it is not possible to study the literature without reference to religion, religious interpretation is not our primary concern.

English IV: Poetry **1098(CP), 1099(H)**
Grade 12 *Multi-level* *½ Credit*

In this investigatory course, students will be exposed to a wide range of poets and poetic forms. We will read from the canon of American poets including Dickinson, Whitman, Ginsberg, Angelou, Frost, Plath, Brooks, Hughes, Dove, to name a few, looking for poetic forms, devices, and inspiration for crafting our own poems. Students will be expected to write poems in various forms, from Shakespearean and Petrarchan sonnets to villanelles, haikus, and free verse. Students will work in spoken word as well, understanding the power the human voice lends to the words on the page. While there will be reading and writing during the course, daily work with poets and the student's poetic voice, the culmination of the class will be in a portfolio of student work to be published online as part of the BHS website.

English IV: Latin American Literature **1144(CP), 1145(H)**
Grade 12 *Multi-level* *½ Credit*

Latin American Literature is a course designed to help students develop and enhance their skills in reading, writing, speaking, researching, and listening through exploration of different genres written by Latino authors. In reading, emphasis will be placed on increasing vocabulary and improving comprehension through biographies, novels, poetry and other genres. In writing, students will experiment with different styles of writing genres such as literary analysis, expository, argumentative, persuasive, narrative, and research. Students will also sharpen their abilities pertaining to punctuation, usage, and sentence structures. The primary themes of Latino Literature center around issues of identity and how that identity is influenced by culture, language, socioeconomic status, and family.

English IV: Native American Literature **1146(CP), 1147(H)**
Grade 12 *Multi-level* *½ Credit*

This course examines Native American literature through ancient myths and ritual songs, speeches of chiefs such as Chief Standing Bear, Chief Red Cloud, and Chief Joseph, short stories, and poetry. The works of Louise Erdrich, Scott Momaday, Leslie Marmon Silko, Sherman Alexi, and other prominent Native American authors will be explored. Critical writing, reading, and thinking are central to this course's goals. Class discussion and participation are essential for success in this class.

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.

Introduction to Journalism**1140(CP), 1141(H)**

Grades 9-11 Multi-level ½ Credit

This introductory course emphasizes writing for mass media (print and electronic). Students learn to report and write for different journalistic styles while covering a range of topics from general news and sports to features, entertainment, and opinion. Elements of photography and design will also be explored. Additionally, students will learn how to be savvy consumers of media and analyze issues of ethics and technology, including the emergence of social media in the journalism field. By the course's end, students have an appreciation of how the newspaper industry functions in a democratic society. There will also be an opportunity to contribute to *Insight*, the BHS newspaper. ****This semester course is a prerequisite for the full-year Newspaper and Journalism Studies.**

Newspaper and Journalism Studies**0139**

Grades 10-12 Honors 1 Credit

Recommendation: A grade of B- in the previous English class, plus the submission of writing samples. The instructor, prior to the deadline for scheduling, must sign the course selection sheet. Admission to the course is determined by the instructor via the application process. This yearlong, hands-on course is designed to introduce students to the field of journalism and enable them to write for and produce *Insight*, the school's student newspaper. Students will learn how to write and edit a variety of stories while learning first-hand about the newspaper industry, including journalism ethics and freedom of the press. With the oversight of the instructor, students will publish *Insight* and are fully responsible for the newspaper's content, design, advertising, and photography. The course will also include participation in the New England Scholastic Press Association's annual conference and awards ceremony at Boston University. *This course does not satisfy NCAA eligibility requirements.*

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

Grades 11-12 Multi-level 1 Credit

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

Yearbook is a full-year, in-school business responsible for the production of the *Barnacle*, Barnstable High School's official yearbook. In this course, students learn about many aspects of business management, from organizing, advertising, and, running sales campaigns; constructing and living within a budget; rising to the challenge of meeting intractable deadlines; and trouble-shooting and problem-solving. Because students are responsible for the design, layout, and content of the yearbook, they draw upon the artistic skills they have developed over their careers as students in areas as writing, photography, art and graphic design. Students interested in taking *Yearbook* should be, above all, self-motivated and possessed of a superior work ethic.

Public Speaking and Presentation**1134(CP), 1135(H)**

Grades 9 - 12 Multi-Level ½ Credit

Do you want to be more comfortable speaking to small or large groups? Do you want to become a polished public speaker. These are the goals of Public Speaking and Presentation. You will learn techniques so that you can initiate and participate in discussions. You will learn to be comfortable during an interview. You will prepare and present speeches to groups of your classmates. This class will provide you with the opportunity to sharpen your speaking skills.

SAT Prep: English and Math**0357(11th), 0359(12th)**Grades 11-12 College Prep ½ Credit
(Fall for seniors) (Spring for juniors)

Students will prepare for both English and Math during this co-taught class. SAT Prep for English consists of specific instruction in reading, writing, vocabulary, critical thinking, and grammar. The instruction is designed to prepare students for the SAT and to familiarize them with the ACT should they wish to take that exam. We will focus on preparation for the evidence-based reading and writing sections of the test. Students will learn strategies for answering the different types of multiple choice questions. Additionally, students will work on understanding source material, analyzing arguments, and writing effective essays.

Writing for College**1136(CP), 1137(H)**

Grades 10 - 12 Multi-Level ½ credit

This course is a semester long English elective specifically designed for college bound students. *Write for College* provides students with opportunities to refine and strengthen the knowledge and skills expected for college level writing assignments. The coursework integrates resources from a variety of colleges and universities to prepare

students for interdisciplinary writing assignments across all subject areas. Course studies will include analytical readings from papers written by college students from a variety of disciplines and majors. Each student is expected to apply skills and knowledge learned to produce a college-level, multi-page paper on a topic of his/her choice at the end of the semester.

English Learners

The English Learner 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 EL program provides explicit, systematic and sustained English language instruction and promotes academic achievement. The BHS learning expectations are aligned with the ESL WIDA and Massachusetts Curriculum Frameworks. In addition, the learning expectations of thinking and reading critically, writing and speaking clearly, listening actively, and attaining, evaluating and applying information properly are emphasized and fostered within the ESL Department.

Targeted courses for acquiring specific language and ways of thinking critical for success in Science and Math content are provided, as well as courses to build oral fluency, reading comprehension and cultural awareness.

EL Beginner – Social Instructional Language and Literacy 1 **1180**

Grades 9-12 *College Prep* *1 Credit*

This course is designed for students with Level 1 English proficiency who need additional development of literacy skills and academic concepts. Social and Instructional Language and Literacy 1 (SILL1) 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.

EL Beginner – Social Instructional Language and Literacy 2 **1181**

Grades 9-12 *College Prep* *1 Credit*

Social and Instructional Language and Literacy 2 (SILL2) is designed for students with Level 2 English proficiency who need additional development of literacy skills and academic concepts. This course incorporates more advanced proficiencies necessary to deal with the general English language of the classroom and the school, both orally and in writing. Students master Level 2 English skills 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 Beginner – Social Instructional Language and Literacy Grade 8 **1186**

Grade 8 *College Prep* *1 unit*

This course is designed for students with Level 1-2 English proficiency who need additional development of literacy skills and academic concepts. Social and Instructional Language and Literacy (SILL8) 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, and to exhibit mastery of English phonological patterns and simple tense syntax. In addition, they will learn strategies to improve reading comprehension and written language.

EL Beginner—Language of Math 1 **1184**

Grades 9-12 *College Prep* *1 Credit*

This course is designed for students with Level 1 English proficiency who need additional development of literacy skills and academic concepts. In Language of Math 1 (LoM1), 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.

EL Beginner—Language of Math 2 **1185**

Grades 9-12 *College Prep* *1 Credit*

This course is designed for students with Level 2 English proficiency and those who need additional development of literacy skills and academic concepts. In Language of Math 2 (LoM2), teachers use word problems, real-world examples, and direct teaching of mathematical vocabulary, questions and responses to prepare students to participate independently in mathematics instruction in English.

EL Beginner—Language of Math Grade 8**1188***Grade 8* *College Prep* *1 unit*

This course is designed for students with Level 1-2 English proficiency who need additional development of literacy skills and academic concepts. In Language of Math 8 (LoM8), 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 solve word problems using real-world examples and will benefit from direct teaching of mathematical vocabulary, questions and responses to prepare them to participate independently in mathematics instruction in English.

EL Beginner—Language of Science 1**1182***Grades 9-12* *College Prep* *1 credit*

This course is designed for students with Level 1 English proficiency and those who need additional development of literacy skills and academic concepts. Language of Science 1 (LoS1) 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 Beginner—Language of Science 2**1183***Grades 9-12* *College Prep* *1 credit*

Designed for students with Level 2 English proficiency who need additional development of literacy skills and academic concepts, Language of Science 2 (LoS2) provides explicit instruction in key science vocabulary, and guided reading and writing in science. Language forms and functions necessary to complete grade-level academic tasks in science are taught in the context of a science lesson. Students will be prepared to access grade-level science curriculum independently.

EL Beginner—Language of Science Grade 8**1187***Grade 8* *College Prep* *1 unit*

Designed for students with Level 1- 2 English proficiency who need additional development of literacy skills and academic concepts, Language of Science (LoS8) provides explicit instruction in key science vocabulary, and guided reading and writing in science. Language forms and functions necessary to complete grade-level academic tasks in science are taught in the context of a science lesson. Students will be prepared to access grade-level science curriculum independently.

EL Intermediate**1174***Grades 9-12* *College Prep* *1 credit*

Recommendation: Level 2.5 English proficiency.

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

EL Intermediate Grade 8**1170***Grade 8* *College Prep* *1 unit*

Recommendation: Level 2.5 English proficiency.

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

EL Advanced			1176
<i>Grades 9-12</i>	<i>College Prep</i>	<i>1 credit</i>	
Recommendation: Level 3.5 English proficiency			
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. Student 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 Advanced Grade 8			1172
<i>Grade 8</i>	<i>College Prep</i>	<i>1 unit</i>	
Recommendation: Level 3.5 English proficiency			
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. Student 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 Literature and Film			1190
<i>Grades 9-12</i>	<i>College Prep</i>	<i>1 unit</i>	
Recommendation: Level 3.8 English Proficiency and successful completion of Advanced ESL			
Advanced EL students who have completed Advanced ESL will dive deeply into novels and biographies with a strong emphasis on critical reading comprehension and the process of creating extended writing pieces. Literary works will be compared and contrasted in writing and in oral presentation. Comparison to film will also be a focus. Students will develop voice, persuasive techniques and figurative language.			
Foundational Literacy			1126
<i>Grades 9-12</i>	<i>College Prep</i>	<i>1 Credit</i>	
<i>Students will be placed in this course by their ELL teacher and counselor.</i> 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. They learn to expand oral comprehension and compose a standard paragraph and short content-based essays.			
Foundational Math			0321
<i>Grades 8-10</i>	<i>College Prep</i>	<i>½ Credit (elective)</i>	
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.			
Portuguese Heritage I - BHS Experience			1506
<i>Grade 8</i>	<i>CP</i>	<i>1 Credit</i>	
Prerequisite: Department Head and ELL Director approval			
Students new to English will acquire the skills, knowledge, and critical thinking abilities to find success at BHS and beyond.			

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

History and Social Sciences

The History and Social Sciences Department at BHS agrees with the Massachusetts Department of Education that our purpose is to prepare students to have the knowledge and skills to become thoughtful and active participants in a democratic society and a complex world. 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. Applying the lessons from the past and research from social scientists, students will have regular practice in thinking and reading critically, writing and speaking clearly, listening actively, and exhibiting local and global responsibility.

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

Early American History and Civics

2353

Grade 8 *College Prep*

Teacher recommendation.

This course will explore the roots and foundations of democracy and the development of government in the United States. Students will study the institutions of government at the federal, state, and local levels and the rights and responsibilities of citizens. In addition, students will develop both historical thinking and media literacy skills, and will use their knowledge and skills to engage in civic-oriented activities. Students will often be asked to examine content through close readings of primary and secondary sources and supplemental research and projects will be required.

Early American History and Civics

2352

Grade 8 *Honors*

Teacher recommendation based on content, effort, and homework grades.

This course will explore the roots and foundations of democracy and the development of government in the United States. Students will study the institutions of government at the federal, state, and local levels and the rights and responsibilities of citizens. In addition, students will develop both historical thinking and media literacy skills and will use their knowledge and skills to engage in civic-oriented activities. Students will often be asked to examine content through close readings of primary and secondary sources, and supplemental research and projects will be required. This honors course is for the highly motivated and independent learner.

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

0228

Grade 9 *College Prep* *1 Credit*

Recommendation: Teacher recommendation.

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.

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

0229

Grade 9 *Honors* *1 Credit*

Recommendation: Completion of 8th grade history and ELA courses with grades of B+ or better or teacher recommendation. 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.

Advanced Placement Human Geography **0275**

Grade 9 *Advanced Placement* 1 credit

Recommendation: Completion of 8th grade honors history and honors ELA courses with A- averages in each or teacher recommendation..

AP Human Geography presents students with the curricula equivalent of an introductory college-level course in human geography or cultural geography. This course is meant to help students develop a geographic perspective through the study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Topics covered include Population, Migration, Culture, Language, Religion, Ethnicity, Political Geography, Economic Development, Industrialization, Agriculture, Urban Geography and Resource Management. Students will also learn about and apply the methods and tools geographers use in their practice. *There will be short summer assignment and all students are required to take the AP exam in May.*

U.S. History I - Union and Disunion **0243**

Grade 10 *College Prep 1* 1 Credit

Teacher recommendation.

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. Supplemental readings, projects, and research are required. *This course does not satisfy NCAA eligibility requirements.*

U.S. History I - Union and Disunion **0242**

Grade 10 *College Prep* 1 Credit

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

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. Supplemental readings, projects, and research are required.

U.S. History I - Union and Disunion **0241**

Grade 10 *Honors* 1 Credit

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

This course is designed for 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. Supplemental readings, projects, and research are required.

Advanced Placement World History **0230**

Grades 10-12 *Advanced Placement* 1 Credit

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

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. *All students are required to take the national AP exam in May.*

U.S. History II - The Roaring 20th Century **0247**

Grade 11 *College Prep 1* 1 Credit

Teacher recommendation.

This course is designed to explore the history of the U.S. 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 Civil War and

Civil Rights at Home, and Globalization. Supplemental readings, projects, and research are required. *This course does not satisfy NCAA eligibility requirements.*

U.S. History II - The Roaring 20th Century

0246

Grade 11 College Prep 1 Credit

Recommendation: Completion of *US I History* and *English II* with grades of C- or better or teacher recommendation
This course for the college-bound student is aimed at fostering 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 Civil War and Civil Rights at Home, and Globalization. Supplemental readings, projects, and research are required.

U.S. History II - The Roaring 20th Century

0245

Grade 11 Honors 1 Credit

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

This course continues the American story from 1900 to the present. Students will 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 Civil War and Civil Rights at Home, and Globalization. Supplemental readings, projects, and research are required.

Advanced Placement U.S. History

0240

Grades 11-12 Advanced Placement 1 Credit

Recommendation: Completion of *Advanced Placement World History* or *U.S. History I Honors* and *English II Honors* with grades of B+ or better; highly developed reading and writing skills are a prerequisite for success in this course.

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. *There will be a mandatory summer assignment and all students are required to take the AP Exam in May.*

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.

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.

Business, Management & Leadership

1256(CP), 1257(H)

Grades 10-12 Multi-level 1 Credit

Recommendations: Marketing, Food Service, Hospitality and/or Fashion

Do you have a great idea for a business? Do you have an idea for a community project you feel passionate about?

Are you great at sales and want to put those skills to work? Perhaps you dream of working with a Cape Cod business in the field of hospitality, restaurant management, arts & creativity, fashion, health, or media and technology? This course will help you learn how to put those desires and skills into action and perhaps launch your own (or someone else's) dream business. Being a leader in business has many perks, but it demands creativity, innovation, organization, and a strong commitment to a business strategy. In this course, students will develop valuable business knowledge as well as strong presentation and interviewing skills. This is a hands-on, project-based course where students explore their own interests through market research and project planning. *DECA is a major component of this course and participation in the DECA District level competition is highly encouraged.*

Advanced Placement European History

0226

Grades 11-12

1 Credit

Recommendation: Completion of prior Advanced Placement courses or *U.S. History Honors* and *English Honors* with grades of B+ or better; highly developed reading and writing skills are a prerequisite for success in this course. 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. *All students are required to take the AP exam in May.*

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. *There will be a mandatory summer assignment and all students are required to take the AP exam in May.*

Advanced Placement Human Geography

0276

Grades 11-12

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. This course is meant to help students develop a geographic perspective through the study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Topics covered include Population, Migration, Culture, Language, Religion, Ethnicity, Political Geography, Economic Development, Industrialization, Agriculture, Urban Geography, and Resource Management. Students will also learn about and apply the methods and tools geographers use in their practice. *There will be short summer assignment and all students are required to take the AP exam in May.*

Advanced Placement Economics

0262

Grades 11-12

Advanced Placement

1 Credit

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

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.

Advanced Placement United States Government and Politics

0207

Grade 12

Advanced Placement

1 Credit

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

AP U.S. Government and Politics is designed to be the equivalent 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. *All students are required to take the AP exam in May.*

Police Academy and Street Law

1598(CP), 1599(H)

Grade 12 Multi-level 1 Credit

This course is designed for students with an interest in 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. Barnstable Police officials as well as other law agencies will provide demonstration and instruction in the practices of today's law enforcement officer. 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.

Semester-based electives

Marketing

0674(CP), 0676(H)

Grades 9-12 Multi-level ½ Credit

This semester course is an introduction to marketing. The course will cover the role of marketing and marketing fundamentals in today's global economy. Students will examine the basic functions involved in the exchange process that is designed to meet customer needs through the study of real-world business examples, the case study method, simulations, and in-class discussions of relevant business news articles. Students will also explore the behavior that consumers display in searching, purchasing, using and evaluating products. Topics include marketing ethics, market segmentation, product development, brand management, pricing, distribution strategies, and promotional activities.

Entrepreneurship

0661(CP), 0663(H)

Grades 9-12 Multi-level ½ Credit

Prerequisite: Completion of Algebra I.

Entrepreneurial businesses are the driving force in today's economy, and small businesses dominate the Cape Cod economy. Students in this semester course will be introduced to entrepreneurial skills through the study of a variety of topics including Business Opportunity, Innovation, Market Needs, Business Plans, Pitches, Franchises, and Strategies of Production. Students will develop the skills necessary to cultivate an entrepreneurial mindset through research, guest lecturers, role-playing, entrepreneurial-based media (e.g., Shark Tank, Filthy Rich, The Profit), competitions, and the development of an idea using the canvas business model.

Global Issues for Global Citizens

0208(CP), 0209(H)

Grades 10-12 Multi-level ½ 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.

United States Government and Civics

0234(CP), 0235(H)

Grades 11-12 Multi-level ½ Credit

Recommendation: An interest in politics, current events, and citizenship.

This semester course will take students on an in-depth exploration of American political beliefs and ideologies, the structure of American government, the electoral process and campaigns, and the role of political parties. In addition, the influence of the media in political decision-making will be examined. Ultimately, students will understand the rights and duties of citizenship and will demonstrate their understanding through independent and group civic action projects.

African-American History Since Emancipation

0218(CP), 0219(H)

Grades 11-12 Multi-Level ½ Credit

This course is designed to explore the African American experience and quest for equality from the era of Reconstruction to the present. Units of study will include the Era of Reconstruction and Redemption, Jim Crow, the Great Migration, the Civil Rights Movement, and the Black Lives Matter Movement. In addition, the contributions of African-Americans to American culture will be explored. Independent and group research projects will be required.

1960s America **1258(CP). 1259(H)**

Grades 11-12 Multi-level ½ Credit

The times they were a-changing, but why, how, and to what end? This course will examine the major political, social, cultural, diplomatic, and economic developments of 1960s America. In exploring this turbulent decade, students will examine what did and what did not change in the 1960s. Topics include the Presidencies of Kennedy, Johnson, and Nixon; the Triumph and Breakdown of Postwar Liberalism; the Resurgence of Conservatism; the Vietnam War, and Insurgent Political and Social Movements (Civil Rights, Black Power, New Left, Environmentalism, Feminism, Gay Liberation, and the Counterculture). Students will investigate these topics through a mix of speeches, correspondence, newspapers, magazines, autobiographies and oral histories, photographs, television, movies, and music.

The Music of Politics **1260(CP), 1261(H)**

Grades 11-12 Multi-level ½ Credit

This course will examine the intersection of music and politics. Students will look domestically and internationally at how politics have influenced, and have been influenced by, music. Students will study the political context of various time periods and places, with a focus on how the political, economic, and cultural landscape informed the music created at the time. Essentially, this course will teach students the history of particular political moments *through* the lens of music. Students will learn how music has been used as a tool by both the powerful to promote political ideology and by the powerless to organize for change at the grassroots level. Readings, papers, listening journals, and supplemental research will be required.

American History through Art & Film **1262(CP), 1263(H)**

Grades 11-12 Multi-Level ½ credit

Since Thomas Edison patented the first motion picture camera in 1891, movies have been an important part of American culture and often the way many Americans learn about their own history – sometimes accurately and sometimes not so much! Films capture the beliefs, values, struggles, and anxieties of both their creators and their audiences. This course will explore the ways in which both films and major art movements have engaged with the various social, political, technological, and economic issues that have defined the periods which they depict. Students will learn how to closely analyze film and visual art while understanding the cultural implications surrounding its creation. Classwork and assignments will hone skills in critical thinking and critique as well as deepen the students' understandings of American history.

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 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 learning expectations are aligned with the current Massachusetts Curriculum Framework for Mathematics. While we offer students a comprehensive mathematics curriculum, it is essential that students play an active role in their learning. Success in mathematical studies is dependent on strong work ethic, active involvement in class and regular homework completion.

Please note: The BHS graduation requirement and minimum admissions requirement for state colleges and universities requires students to complete Students must 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) This should be taken into consideration when planning your course of study in mathematics.

Required Summer Math Program - Some of the Barnstable High School math courses have required summer work. They are held accountable for their math practice upon their return in the fall. Not completing this assignment may significantly impact students' first quarter grades. Courses that have required assignments are: Pre-Algebra, Algebra 1, Geometry, Algebra 2, Intermediate Algebra, Pre-Calculus, Calculus and all AP courses. Assignments are available through the school's website listed in the Math department. Copies will also be available in the summer in the main office.

Pre-Algebra

2354

Grade 8

College Prep

This course builds on students' previously developed arithmetic skills and expands their algebraic thinking skills to provide students with a solid foundation for *Algebra 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)

Pre-Algebra

2360

Grade 8

Honors

Prerequisite: Completion of 7th grade math with a content grade of B or better, effort grade of 3 or better and teacher recommendation.

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).

Algebra-Grade 8

2355

Grade 8

Honors

1 Credit

Prerequisite: Completion of 7th grade *Pre-Algebra* with a content grade of B or better, effort grade of 3 or better, and teacher recommendation.

This course is intended to prepare students for further study in *Geometry* and *Algebra II*. This course will focus on five key areas: (1) linear equations and inequalities; (2) analyzing, solving and using functions (linear, exponential and quadratic); (3) extending the laws of exponents to square and cube roots; (4) 2- and 3-dimensional geometry;

and (5) applying linear models to data that represent a linear trend. Students will interpret and translate among various forms of linear equations and inequalities; interpret functions that are represented graphically, numerically, symbolically, and verbally; solve systems of equations and inequalities that include quadratic expressions; compare quadratic functions with linear and exponential functions; angle relationships related to parallel lines and triangles; and using the Pythagorean Theorem to analyze various geometric figures on the coordinate plane; and use regression techniques to describe linear relationships. (TI-30XIIS recommended)

Applied Math 8

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, college expectation, 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 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, to model with mathematics. MCAS preparation and online practice will be implemented the the curriculum. *This course does not satisfy the math graduation requirement.* (TI-30XIIS recommended)

Foundational Math

0321

Grades 8-10

College Prep

½ Credit (elective)

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.

Algebra I

0302

Grade 9

College Prep

1 Credit

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

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades and prepare students for further study in *Geometry* and *Algebra II*. This course will focus on four key areas: (1) linear equations and inequalities; (2) analyzing, solving and using functions (linear, exponential and quadratic); (3) extending the laws of exponents to square and cube roots; and (4) applying linear models to data that represent a linear trend. Students will interpret and translate among various forms of linear equations and inequalities; interpret functions that are represented graphically, numerically, symbolically, and verbally; solve systems of equations and inequalities that include quadratic expressions; write and solve exponential equations; and use graphical representations to make judgments about models. **Students who pass the course with a final grade below C- will be required to take *Intermediate Algebra* prior to taking *Algebra 2*.** (TI-30XIIS recommended)

Algebra I

0310

Grade 9

Honors

1 Credit

Prerequisite: Completion of *Pre-Algebra* with a recommended grade of B+ or better and teacher recommendation. The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades and prepare students for further study in *Geometry* and *Algebra II*. This course will focus on four key areas: (1) linear equations and inequalities; (2) analyzing, solving and using functions (linear, exponential and quadratic); (3) extending the laws of exponents to square and cube roots; and (4) applying linear models to data that represent a linear trend. Students will interpret and translate among various forms of linear equations and inequalities; interpret functions that are represented graphically, numerically, symbolically, and verbally; solve systems of equations and inequalities that include quadratic expressions; compare quadratic functions with linear and exponential functions; and use regression techniques to describe linear relationships. (TI-30XIIS recommended)

Applied Math 9

0386

Grades 9

College Prep

½ 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 expectation, 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, to model with mathematics. *This course does not satisfy the math graduation requirement.*

Applied Math 10

0387

Grades 10 *College Prep* *½ 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 expectation, 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, to model with mathematics. *This course does not satisfy the math graduation requirement.*

Geometry

0334

Grades 10 *College Prep 1* *1 Credit*

Prerequisite: Completion of *Algebra 1 CP1* with a passing grade.

This course will formalize and extend students' geometric experiences from the middle grades. Students will explore geometric relationships through the perspective of geometric transformations. This course will focus on six key areas: (1) congruent triangles; (2) similar triangles and proportional reasoning; (3) circumference, area, and volume; (4) Pythagorean Theorem applied to the coordinate plane; (5) circles and special segments; and (6) geometric probability. Students will: explore triangle congruence through translations, reflections, and rotations; solve problems about triangles, quadrilaterals and other polygons; explain similarity through dilations; apply similarity in right triangles to special right triangles and the Pythagorean Theorem; compute theoretical and experimental probability; and use the coordinate system to verify slopes of parallel and perpendicular lines. (TI-30XIIS recommended) *This course does not satisfy NCAA eligibility requirements.*

Geometry

0332

Grades 9-10 *College Prep* *1 Credit*

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

This course will formalize and extend students' geometric experiences from the middle grades. Students will explore geometric relationships through the perspective of geometric transformations. This course will focus on six key areas: (1) congruent triangles; (2) similar triangles and proportional reasoning; (3) circumference, area, and volume; (4) Pythagorean Theorem applied to the coordinate plane; (5) circles and special segments; and (6) geometric probability. Students will: explore triangle congruence through translations, reflections, and rotations; solve problems about triangles, quadrilaterals and other polygons; explain similarity through dilations; apply similarity in right triangles to special right triangles and the Pythagorean Theorem; compute and interpret theoretical and experimental probability; and use the coordinate system to verify properties of quadrilaterals and slopes of parallel and perpendicular lines. (TI-30XIIS recommended)

Geometry

0330

Grades 9-10 *Honors* *1 Credit*

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

This course will formalize and extend students' geometric experiences from the middle grades. Students will explore geometric relationships through the perspective of geometric transformations. This course will focus on six key areas: (1) congruent triangles; (2) similar triangles and proportional reasoning; (3) circumference, area, and volume; (4) Pythagorean Theorem applied to the coordinate plane; (5) circles and special segments; and (6) geometric probability. Students will: explore triangle congruence through translations, reflections, and rotations; solve problems about triangles, quadrilaterals and other polygons; explain similarity through dilations; apply similarity in right triangles to understand right triangle trigonometry, special right triangles, and the Pythagorean Theorem; prove basic theorems about circles; compute and interpret theoretical and experimental probability; and use the coordinate system to verify properties of quadrilaterals and slopes of parallel and perpendicular lines. (TI-30XIIS recommended)

Intermediate Algebra**0315**

Grade 11 College Prep 1 1 Credit

Prerequisite: Completion of *Geometry CP* with a passing grade. Intermediate Algebra is required for students who did not achieve a C- or better in *Algebra 1*. This course will review key topics from *Algebra 1* and introduce more advanced topics to prepare students for study in *Algebra 2*. (TI-30XIIS recommended) *This course does not satisfy NCAA eligibility requirements.*

Intermediate Algebra**0314**

Grades 11-12 College Prep 1 1 Credit

Prerequisite: Completion of *Geometry CP* with a passing grade. Intermediate Algebra is required for students who did not achieve a C- or better in *Algebra 1*. Topics in this course will include key topics from *Algebra 1* and more advanced topics to prepare students for study in *Algebra 2*. *This course does not meet NCAA eligibility requirements.*

Algebra II**0309**

Grades 11-12 College Prep 1 1 Credit

Prerequisite: Completion of *Geometry* with a passing grade, and a C- or better in *Algebra 1* or a passing grade in *Intermediate Algebra CP1*.

This course will extend students' previous work with functions to include logarithmic, polynomial, rational and radical functions. The *Algebra II* curriculum will focus on four key areas: (1) relating arithmetic of rational expressions to arithmetic of rational numbers; (2) expanding understandings of functions and graphing to include trigonometric functions, (3) synthesizing and generalizing functions to extend understanding of exponential functions to logarithmic functions; and (4) relating data display and summary statistics to probability and exploring a variety of data collection methods. Students will: explore the system of polynomials; multiply and divide polynomials; identify zeros of polynomials including complex zeros of quadratic polynomials; make connections between zeros of polynomials and solutions for polynomial equations; and identify appropriate types of functions to model a situation. (TI-30XIIS recommended) *This course does not meet NCAA eligibility requirements.*

Algebra II**0317**

Grades 11-12 College Prep 1 1 Credit

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

This course will extend students' previous work with functions to include logarithmic, polynomial, rational and radical functions. The *Algebra II* curriculum will focus on four key areas: (1) relating arithmetic of rational expressions to arithmetic of rational numbers; (2) expanding understandings of functions and graphing to include trigonometric functions, (3) synthesizing and generalizing functions to extend understanding of exponential functions to logarithmic functions; and (4) relating data display and summary statistics to probability and exploring a variety of data collection methods. Students will: explore the system of polynomials; multiply and divide polynomials; identify zeros of polynomials including complex zeros of quadratic polynomials; make connections between zeros of polynomials and solutions for polynomial equations; explore the effects of transformations on graphs of diverse functions; and identify appropriate types of functions to model a situation. *(TI-84 recommended)*

Algebra II**0319**

Grades 10-11 Honors 1 1 Credit

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

This course will extend students' previous work with functions to include logarithmic, polynomial, rational and radical functions. The *Algebra II* curriculum will focus on four key areas: (1) relating arithmetic of rational expressions to arithmetic of rational numbers; (2) expanding understandings of functions and graphing to include trigonometric functions, (3) synthesizing and generalizing functions to extend understanding of exponential functions to logarithmic functions; and (4) relating data display and summary statistics to probability and exploring a variety of data collection methods. Students will: explore similarities between the system of polynomials and the system of integers; make connections between division of polynomials and division of multi-digit integers; identify zeros of polynomials including complex zeros of quadratic polynomials; make connections between zeros of polynomials and solutions for polynomial equations; explore the effects of transformations on graphs of diverse functions; and identify appropriate types of functions to model a situation.. *(TI-84 recommended)*

Pre-Calculus**0342**

Grade 11-12 College Prep 1 Credit

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

This course is intended to prepare students for a future study of Calculus and will also provide students with the foundational skills necessary for other college level math courses. Topics covered in this course will include relations and functions with a concentration on absolute value, greatest integer, square root, rational, polynomial, trigonometric, exponential, and logarithmic functions along with their graphs and inverses. Also included in this course will be the study of conic sections, polar coordinates, and complex numbers. (TI-84 recommended)

Pre-Calculus**0340**

Grades 11-12 Honors 1 Credit

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

This course is intended to prepare students for further study in either *Advanced Placement Calculus* or *Calculus Honors*. Topics will include the study of graphs of functions, polynomial and rational functions, trigonometric functions and their graphs, vectors and parametric equations, complex numbers, conic sections, and exponential and logarithmic functions. Students will also be exposed to problems similar to those found on the SAT II Math subject test. (TI-84 recommended)

Advanced Pre-Calculus**0353**

Grades 10-11 Honors 1 Credit

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

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

Calculus**0352**

Grade 12 Honors 1 Credit

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

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

Advanced Placement Calculus AB**0350**

Grade 12 Advanced Placement 1 Credit

Prerequisite: Completion of *Pre-Calculus Honors* with a recommended B+ or better or teacher recommendation.

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

Advanced Placement Calculus BC**0351**

Grade 12 Advanced Placement 1 Credit

Prerequisite: Completion of *AP Calculus AB* with a recommended grade of B- or better or completion of *Advanced Pre-Calculus Honors* with a recommended grade of B+ or better or teacher recommendation.

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

Statistics**0354**

Grades 11-12 Honors 1 Credit

Prerequisite: Completion of *Algebra II Honors* with a grade of C+ or better or teacher recommendation.

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

Advanced Placement Statistics**0349**

Grades 10-12 Advanced Placement 1 Credit

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

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

Foundations in College Mathematics**0338**

Grade 12 College Prep 1 Credit

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

This course will build on students' mathematical skills in an effort to prepare them for college placement exams and further mathematical study at the college level. Students will develop a deeper understanding of the concepts taught with a focus on problem solving through real-world Applications. This course satisfies the requirements of a fourth year of math for students needing to satisfy their EPP (Educational Proficiency Plan.) *This course does not meet NCAA eligibility requirements.*

Mathematical Modeling**0382**

Grade 11-12 College Prep ½ Credit

Prerequisite: Completion of *Algebra II CP* with a passing grade of C+ or better or teacher recommendation.

This course is an introduction to mathematical modeling using graphical, numerical, symbolic, and verbal techniques to describe and explore real world data. Emphasis is on the use of elementary functions to investigate and analyze applied problems and questions, supported by the use of appropriate technology, and on effective communication of quantitative concepts and results. Real world applications may include; personal finance, probability and gaming. Students who wish to take this course for Honors credit will be required to complete additional assignments/projects each term.

Statistics**0364**

Grade 11-12 College Prep ½ Credit

Prerequisite: Completion of *Algebra II CP* with a passing grade of C+ or better or teacher recommendation. This course is for students who plan to attend college for non-math and science majors. Topics will descriptive stats with an emphasis on uni-variate data, both categorical and quantitative including the normal model, bi-variate data and linear regression, and experimental design including sampling strategies, designing surveys, bias and designing experiments. This is an ideal course for students planning a career in business, psychology, political science, sociology, law, forensics, education, nursing, and other health-related fields. This course can be taken as an elective or paired with Mathematical Modeling for a full math credit.

SAT Prep: Math and English**0357(11th), 0359(12th)**

Grades 11-12 College Prep ½ Credit (elective)

Students will prepare for both English and Math during this co-taught class. SAT prep for math consists of specific instruction in Algebra 1, Geometry and Algebra 2. The instruction is designed to prepare students for the standardized college entrance exams. Students will learn strategies for answering the different types of multiple choice and student-produced response questions. This course will be offered in the Fall for seniors and in the Spring for juniors.

Computer Science Courses

PLTW Computer Science Essentials

0368(CP), 0369(H)

Grades 8-10

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.

AP Computer Science Principles

0343

Grade 9-12

Advanced Placement

1 Credit (elective)

Prerequisite: Completion of Algebra II 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 A

0347

Grade 11-12

Advanced Placement

1 Credit (elective*)

Prerequisite: Completion of *Algebra II 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 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.

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.

Students are eligible for after-school performing ensembles (marching band, color guard, instrumental jazz, vocal jazz, winter guard, winter percussion) if they are enrolled in a music ensemble during the school day and/or a minimum of 1 full year or semester general music elective. Students must be in "good standing" academically (to be determined by BHS administration) and a full year participant in our high school's instrumental and/or vocal program in order to be eligible for out-of-district audition-based ensembles (All-Cape, SEMMEA, MMEA) per CCMEA and MMEA rules.

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 Band Ensembles

Symphonic Band

0781(CP), 0782(H)

Grades 8-12 Multi-Level 1 Credit

Requirement: Successful completion of the BIS Band program, 1 year in BHS Band or permission from the BHS Music Department Head.

Symphonic band is open to all 8-12 students who have played an instrument in band at BIS or BHS. The goal of this course is to enable students to become more proficient performers through the study of music theory, history and the performance of various styles of music. In order to successfully complete this course, students must practice their instrument at home or after school. *Students in Symphonic Band are required to participate in two after school performances; the winter concert and spring concert (December and May).*

After-School/Evening Performances REQUIRED

Wind Ensemble

0779

Grades 8-12 Honors 1 Credit

Requirement: Students must be recommended by a BIS or BHS band director in order to enroll.

Wind Ensemble is open to all 8-12 woodwind, brass, and percussion students with prior experience in band. *Wind Ensemble* offers a more rigorous course of study in band literature. In order to successfully complete this course, students must practice independently at home or after school. *Students in Wind Ensemble are required to participate in two after school performances; the winter concert and spring concert (December and May).*

After School/Evening Performances REQUIRED

In-School Chorus Ensembles

Concert Chorale

0796(CP), 0797(H)

Grades 8-12 Multi-Level 1 Credit

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

Concert Chorale is open to all 8-12 students who have a desire to sing. While there is no required previous experience, students should be serious about improving their musicianship and vocal technique. *Students in Concert Chorale are required to participate in two after school performances; the winter concert and spring concert (December and May).* **After-School/Evening Performances REQUIRED**

Chamber Choir

1773

Grades 10-12 Honors 1 Credit

Requirement: Students must be recommended by the BHS choral director in order to enroll.

Chamber Choir is a vocal ensemble for students with advanced singing experience. Students should be committed to improving their musicianship and vocal technique. Students work on advanced choral literature at an accelerated

pace. *Students in Chamber Choir are required to participate in two after school performances; the winter concert and spring concert (December and May).* **After-School/Evening Performances REQUIRED**

In-School Orchestra Ensemble

String Orchestra

0789(CP), 0790(H)

Grades 8-12 Multi-Level 1 Credit

Requirement: Successful completion of the BIS orchestra program, 1 year in BHS orchestra or permission from the BHS Music Department Head.

The Barnstable High School *String Orchestra* is a performance class and is designed to provide the string instrument student with more rigorous performance opportunities. This course will provide students with the opportunity to experience numerous musical styles of both “classical” and contemporary literature while pursuing their interest in playing an orchestral string instrument. *Students in String Orchestra are required to participate in two after school performances; the winter concert and spring concert (December and May).*

After-School/Evening Performances REQUIRED

General Music Classes

Advanced Placement Music Theory

0776

Grades 10-12 Advanced Placement 1 Credit

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

Beginner Guitar

1781(CP), 1782(H)

Grades 8-12 Multi-level 1 Credit

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

Guitar II

1757(CP), 1758(H)

Grades 9-12 Multi-level 1 Credit

Requirement:: Successful completion of *Beginner Guitar* or permission from the BHS Music Department Head..

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

Guitar Ensemble

1753

Grades 10-12 Honors 1 Credit

Recommendation: Successful completion of *Guitar II* and department head approval or at least two years of private guitar instruction and department head approval.

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

After-School/Evening Performances REQUIRED

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

Grades 9-12 *Multi-level* 1 Credit

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

Grade 8 Music Technology **2206**

Grade 8 ½ unit

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

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

Grades 9-12 *Multi-level* 1 Credit

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

History of Hip-Hop **1745(CP), 1746(H)**

Grades 9-12 *Multi-level* ½ Credit

This course surveys the inception, evolution, and development of Hip-Hop. Students will participate in an in-depth study of hip-hop music and the artists associated with this style of music. Additionally, students will examine the influence of social, political, and economic conditions on hip-hop and other related styles of music. Students study a variety of concepts including songwriting, instrumentation, musical form and composition.

History of Rock and Roll **1750(CP), 1751(H)**

Grades 9-12 *Multi-level* ½ Credit

From its earliest beginnings to the present day, this course surveys the inception, evolution, and development of Rock music in America and abroad. In addition to in-depth studies of Rock music and the artists who created it, students will examine the sociological, political, and economic conditions which influence its development.

Introduction to Music Theory and Literature **1747(CP)1748(H)**

Grades 9-12 *Multi-Level* ½ Credit

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

The following After-School Performing Ensembles are available to students who are enrolled in a music ensemble during the school day and/or a minimum of 1 full year or semester general music elective. These programs will not incur credit.

Marching Band

Marching Band is a competitive 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, home football games (including Thanksgiving), parades and marching competitions. There is a mandatory pre-season camp in August (usually first full week of August)

After-School Program (Full-Year and Summer) All Performances REQUIRED

Jazz Lab Band

Jazz Lab is a competitive after school performing ensemble open to students at any grade level. Students are accepted by audition only. 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. The Jazz Lab Band performs evening concerts at BHS in addition to local, regional and state competitions. Attendance is mandatory for all practices, concerts and competitions. .

After School/ Evening Music Class (November-June) All Performances REQUIRED

Vocal Jazz Ensemble

Vocal Jazz Ensemble is a competitive after school performing ensemble open to students at any grade level. Students are accepted by audition only. 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. The Vocal Jazz Ensemble performs evening concerts at BHS in addition to local, regional and state competitions. Attendance is mandatory for all practices, concerts and competitions.

After School/ Evening Music Class (November-June). All Performances REQUIRED

Color Guard

Color Guard is a competitive 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, home football games (including Thanksgiving), parades and marching competitions. There is a mandatory pre-season camp in August (usually first full week of August).

After School/ Evening Music Class (Full-Year and Summer). All Performances REQUIRED

Winter Guard

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

After School/ Evening Music Class (November-May). All Performances REQUIRED

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 science and engineering core and/or elective courses 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

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.

Science and Technology

2358

Grade 8 Honors

Recommendation: Completion of 7th grade science with a grade of A- or better and 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.

Robotics

2359

Grade 8 ½ Unit

STEM (Science, Technology, Engineering, and Math) model with many hand-on projects. Students will design and build robotic systems using Arduino microprocessors, breadboards, DC motors, servos, and sensors. Students will use computer aided design (CAD), MIT APP Inventor, traditional shop tools, laser cutters, and 3D printers to construct mockups and prototypes of their own design. Intro to Robotics incorporates principles of electronics, physics, and computer programming to gain an understanding of the modern mechanical world. An obstacle avoidance robot, a PWM command robot, and a remotely operated vehicle designed to compete in the Cape Cod Makers Robotics Competition will be built.

Design Squad

2361

Grade 8 ½ Unit

Design Squad is a semester long class for students to be introduced to the use of 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 all 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.

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. Student designed inquiry labs include the predation success of ladybugs and photosynthesis activities.

Introduction to Physics**0400**

Grades 9-10

Honors

1 Credit

Recommendation: Completion of *Honors 8 Science* with an B or better or *Grade 8 Science* with an A average and Grade 8 teacher recommendation. 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.*

Advanced Design Squad I**1480**

Grades 9

College Prep

½ Credit

Requirement: Students must be enrolled in Freshman Life Science, Introduction to Physics, or Honors Biology
Advanced Design Squad is a project-based course designed to introduce students to the World of Engineering through a conceptual, hands-on approach. All projects will include the introduction to the six step engineering design process. Students will be introduced to a variety of machines and equipment including 3-D printers and laser cutters. Projects will include a variety of Engineering Specialties to help introduce the student to the wide range of engineering career pathways available to them.

Advanced Design Squad II**1482**

Grades 9

College Prep

½ Credit

Requirement: Students must be enrolled in Freshman Life Science, Introduction to Physics, or Honors Biology
Prerequisite: Completion of Design Squad I

Advanced Design Squad II is a continuation of Advanced Design Squad I. Students will apply the knowledge and skills learned to complete a variety of hands-on projects and team challenges.

Engineering Design and Development**1469**

Grades 11-12

Honors

1 Credit

Prerequisite: Completion of an Honors Level Engineering Class or Instructor Approval

The knowledge and skill students acquire throughout the Engineering Program come together in Engineering Design and Development. Students will explore engineering fields that they may be interested in pursuing for future college and career placements. Students will identify problems, needs or issues that can be solved within the fields of engineering that they are choosing to explore. Students will then apply the skills they have developed to work through and document the process of solving their chosen problem. This is an independent, student driven class designed to give students a more focused exploration of specific engineering fields.

Biology**0441**

Grades 9-12

Honors

1 Credit

Recommendation: Completion of *Honors Physics* and *English I Honors* and *Algebra I* with a B- or better. Grade 9 students must have received an A in 8th 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 test.*

Biology**0442**

Grade 10

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.*

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*

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

Grades 10-12

Multi-level

1 Credit

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

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

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

Grades 10-12

Multi-level

1 Credit

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

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

Sustainable Horticulture and the Food System
1475(H)**1474(CP),**

Grade 11-12

Multi-level

½ Credit

Recommendation: Completion of *Biology CP* with a passing grade or teacher recommendation. This course is designed for students to study the structure of plants, growth processes, propagation, physiology, plant classification, reproduction, growth media, soil, pests, and cultural harvest practices. Students will plant and maintain the Barnstable High School garden, which includes fourteen raised beds, a greenhouse, germination carts, and aquaponics systems. Students learn about the food system including; the governance and economics of food production, its sustainability, the degree to which we waste food, and how food production affects the natural environment.

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.*

Marine Biology

0445(CP), 0446(H)

Grades 10-12 Multi-level 1 Credit

Prerequisite: Completion of *Biology* with a passing grade

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

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, penguin, deep sea fish, squid, octopus, turtles, and manatees. Laboratory activities include hands-on dissections, experimentations, data collection, and data analysis that develop scientific thinking skills & incorporate technology & inquiry based learning and projects. This course includes field trips to Boston's New England Aquarium, Woods Hole, Provincetown's Center for Coastal Studies, and a whale watch to observe the 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.

Marine Mammals - A Biological and Historical Perspective

1478(CP), 1479(H)

Grade 11-12 Multi-level ½ Credit

Prerequisite: Completion of Marine Biology

Few other groups of animals are captured the public's imagination the way marine mammals, especially whales and dolphins, have captured it. This course covers the evolutionary biology, ecology, behavior, and conservation of marine mammals: whales, dolphins and porpoises (cetaceans), and seals and walruses (pinnipeds). Students will learn the ecology of mammalian life in the aquatic environment, their role in the marine ecosystem, their behavioral complexity and socio-ecology, and the current threats to these animals in the human-dominated world.

Sharks - Top Predators Rule the World

1476(CP),

1477(H)

Grade 11-12 Multi-level ½ Credit

Prerequisite: Completion of Marine Biology

Few other groups of animals have elicited public fear than sharks. Often misunderstood and an important apex predator, this course covers the evolutionary biology, ecology, behavior, and conservation of Elasmobranchs: sharks, rays and skates. Students will learn the ecology of elasmobranch life in the aquatic environment, their role in the marine ecosystem, their behavioral complexity and socio-ecology, and the current threats to these animals in the human-dominated world.

Forensics and Biotechnology

1452(CP), 1453(H)

Grades 10-12 Multi-level 1 Credit

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

CP Prerequisite: *Biology with a passing grade.*

This course is designed for the student who is interested in 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.

Advanced Biological Forensics

1449(CP), 1454(H)

Grades 11-12 Multi-level ½ 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 and profiling. 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.

Advanced Physical Forensics

1486(CP), 1487(H)

Grades 11-12 Multi-level ½ 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 fibers, 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.

Human Anatomy & Physiology

0478(CP),

0479(H)

Grades 10-12 Multi-level 1 Credit

Honors Prerequisite: Completion of *Biology Honors* with a B- or better or *Biology* with an A. recommended.

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

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

Pathology and Biotechnology

1455(CP), 1456(H)

Grades 11-12 Multi-level 1 Credit

Honors Prerequisite: Completion of *Biology Honors* with an A and 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.

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 II 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.

Chemistry

0452

Grades 11-12 College Prep 1 Credit

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

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

Advanced Placement Chemistry

0450

Grades 11-12 Advanced Placement 1 Credit

Recommendation: Completion of *Chemistry* and *Algebra 2*. This course is designed for the serious student who has demonstrated high performance in *Chemistry*. Students follow the Advanced Placement curriculum and *are*

required to take the AP Chemistry exam in May. Chemistry at this level builds on high school chemistry, but extends well beyond the scope of that course in all three arenas: theoretical, analytical, and laboratory. As such, a college level text and laboratory manual are used. Following the AP Chemistry exam, students are expected to work on independent projects, the results of which will be presented both orally and in writing.

Physics

Grades 10-12 Honors 1 Credit 0461

Recommendation: Completion of Algebra II 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.

AP Physics 1: Algebra Based

0448

Grades 10-12 Advanced Placement 1 Credit

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

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

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

Physics

0463

Grades 11-12 College Prep 1 Credit

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

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

AP Physics 2: Algebra Based

0449

Grades 11-12 Advanced Placement 1 Credit

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

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

Health Careers and CNA

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)

Introduction to Astronomy

0471

Grade 12 Honors 1 Credit

Recommendation: A strong work-ethic and a solid understanding of basic math operations.

Astronomy is a 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 at Sandy Neck Beach and in the Cobb Astro Park. During these Star Parties, telescopes, giant binoculars, star maps, and lasers are used to observe the nighttime sky. Additional opportunities include attendance at professional lectures at the Harvard-Smithsonian Center for Astrophysics and Radcliffe College in Cambridge, and/or the Museum of Science in Boston. ***When funding is available, students will be required to develop and participate in educational outreach programs for the benefit of students in local elementary schools and/or the general public.***

Introduction to Astronomy**0464**

Grade 12

College Prep

1 Credit

This course covers the same topics described in Astronomy 0471. However the College Prep course is less mathematical in nature, and more conceptual.

Science Lab Assistant**0409(CP), 0408(H)**

Grades 11-12

Multi-level

1 Credit

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

Science Career Pathways

Project Lead the Way- Engineering

Project Lead the Way (PLTW) courses are honors level courses supported by a nationally recognized curriculum. All students are required to take an end of course assessment. PLTW has an affiliation with more than 150 institutions of higher education. These institutions actively recruit PLTW students and provide recognition opportunities, including admissions preference, scholarships, and course credit. For more information regarding the PLTW curriculum please refer to the Project Lead the Way website: www.pltw.org

Requirement: Grade 9 students must be enrolled in Freshman Life Science, Introduction to Physics, or Honors Biology, and PLTW is an elective pathway. Students are required to take traditional lab sciences concurrently. Grade 10 Students must have completed or be enrolled in Biology or Introduction to Physics.

Introduction to Engineering Design (IED) (PLTW)**1459**

Grades 9-10

Honors

1 Credit

Requirement: Completion of Algebra I with a B or better

The main focus of this foundation course is to expose students to the design process, 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.

Introduction to Engineering Design (IED) (PLTW)**1458**

Grade 10-12

CP

1 Credit

Requirement: Completion of Pre-Algebra with a B or better

The main focus of this foundation course is to expose students to the design process, 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.

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

Grades 10-12

Honors

1 Credit

Prerequisite: Completion of PLTW Introduction to Engineering Design 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.

Computer Integrated Manufacturing (CIM) (PLTW)

1490(CP) 1491(H)

Grades 11-12 Multi-level 1 Credit

Prerequisite: Completion of 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. This course deepens students engineering skills and knowledge within the context of efficiently creating the products all around us. Students will learn about manufacturing processes, product design, robotics, automation. Computer Aided Design and CNC equipment will be used to solve problems by constructing actual models of three-dimensional designs. Students will interact with individuals in the field, and the outcomes of this course are designed with career placement in mind.

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 waste water 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/Waste Water 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 .5 Credit

Requirement: Students must be enrolled in Freshman Life Science or Honors Biology

This semester course introduces students to many hands-on aspects of the BHS Environmental Science and Technology career pathway. Students will become proficient with testing and maintaining water quality through the analysis and troubleshooting of lab aquaculture systems. 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, and Dunn’s Pond. Basic lab and shop safety protocols and procedures will be taught and practiced.

Environmental Science & Technology/Water Technology I

0418(CP) 0419(H)

Grade 10-12 Multi-Level 1 Credit

Requirement: Enrollment in or completion of Biology with a grade of C or better

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.

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.*

Learning Center

Grades 8-12

½ Credit

Explicit social-emotional and academic instruction needed to grow student skills and develop independent learner competencies will be given based on individual needs. Customized learning plans will be designed base on individual academic or emotional goals,

Reading for Success

Grades 8-12

½ Credit

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

Small Group Instruction

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

Substantially Separate Programs

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

Community Based Transition Program

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

Wellness

Wellness courses use active learning to increase students knowledge and skills for their optimal health and fitness. Courses provide a wide variety of physical activities with a focus on individual 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 may benefit 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 the hospitality. National Restaurant Association certificates 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 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.

Wellness 1 **1631(CP), 1632(H)**

Grade 8-9 1 Credit

Students spend equal amounts of time on both the physical education and health components of this course. Physical education activities encourage students to practice and improve skills for both traditional sports and non-traditional activities. Learning and applying skills to enhance a 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 effective and confident.

Beginning Fitness **1645(CP), 1646(H)**

Grades 9-12 *Multi-level* *½ Credit*

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

Intermediate Strength Training and Fitness **1537(CP), 1538(H)**

Grades 9-12 *Multi-level* *½ Credit*

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

This course is designed for students looking for introductory knowledge of total fitness. Activities are geared 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 completion of a fitness portfolio.

Advanced Strength Training and Fitness **1575(CP), 1576(H)**

Grades 11-12 *Multi-level* 1 Credit

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

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

Sports and Wellbeing**1675(CP), 1676(H)***Grade 9 -10 Multi-level ½ Credit*

This course is offered both semesters with each semester addressing specific themes for learning. **First semester** students will build skill 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.

Second semester will utilize **Sports, Fitness** and **Physical well being** as the themes for learning. Students can continue their development of motor skills and overall fitness during the activity based lessons and will have the opportunity to be put their skills into practice as each student will create and implement a plan to improve his/her overall fitness. The classroom lessons theme of physical well being will guide students through the multiple items to consider in order to optimize their physical health. Topics will include: nutrition, drug and alcohol use prevention, disease prevention. Students will gain crucial information they need to stay well during adolescence.

Students can select this course for either one or two semesters.

Team Sports Plus**1548(CP), 1549(H)***Grades 10-11 Multi-level ½ Credit*

This course has two themes for learning within a variety of sport and games 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, and 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.

Lifetime Sports**1545(CP), 1546(H)***Grades 10-12 Multi level ½ Credit*

For the student interested in activities that provide a foundation for a healthy and physically active lifestyle. Students will participate in learning skills, rules and strategies for playing lifetime sports and activities such as: pickleball, ultimate Frisbee, Frisbee golf, badminton, volleyball, basketball, and tennis. Students taking this class at an Honors level are required to do additional reading, more in depth writing projects and class presentations.

Living Well Beyond BHS**1681(CP), 1682(H)***Grade 11-12 Multi-level ½ Credit*

This course is offered both semesters with each semester addressing specific themes for learning. **First semester** will focus on **Stress, and Recreation Activities** with each unit including a concentration on how students can apply the information and skills in their current high school schedules as well as how the skills can be used in their future. The **Stress** term will include the physical and emotional effects of stress, stress management strategies, and planning ahead to reduce stress through time management, and budgeting. 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.

Second semester themes for learning are **Nutrition and Fitness**. Each unit will include a focus on how students apply the information in their current high school schedules as well as how the skills can be utilized in their future. After a review of the basics, the **Nutrition** term will focus on healthy foods teens will eat, navigating through a cafeteria and supermarket and basic food preparation safety. The **Fitness** term will begin with the most **basic fitness** concepts and will have students create an individualized plan to improve core strength, flexibility and endurance, successfully navigate a fitness center and investigate fitness opportunities for life. Students are expected to be active participants during the fitness portion of the course.

Students can select this course for either one or two semesters.

Physical Education Integration and Education**1585(CP), 1586(H)***Grades 10-12 Multi-level 1 Credit*

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

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 may lead parts of lessons or small group activities. **Students must be accepted for the course and have a strong attendance record to be approved as a Wellness Mentor.**

Child Development 1**0581(CP), 0582(H)***Grades 9-12 Multi-level 1 Credit*

This course is an overview of human growth and development from conception through adolescence. Units of study focus on the areas of fine and gross motor skill development, language acquisition, cognitive, social and emotional development during infancy and early childhood. 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. (CTE Course)

Child Development 2**0583(CP), 0584(H)***Grades 10-12 Multi-level 1 Credit*

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

This course is recommended for the student who is interested in a career working with children. Students work with infants, toddlers and preschool children, planning age appropriate lessons, teaching the 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 he/she chooses Child Development 3 the following year. A combination of both courses will give students the ability to accrue college credit. (CTE Course)

Child Development 3**0585(CP1c), 0586(H1c)***Grade 11-12 Multi-level 1 Credit/2 Credits***0646(CP2c) 0647(H2c)**

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

This course is recommended for students planning on entering the teaching profession or preparing to work in the 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 and elementary school children will allow students to increasingly hone their skills in working with early learners. (CTE Course) **A strong attendance record is required for student success in 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 credit course meets during a double block of time throughout the school year and provides work/study experience in a community facility with young children. This course is recommended for students planning on entering the teaching profession or preparing to work in the 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.**

Introduction to Culinary Arts**1592(CP) 1584(H)***Grades 9-12 Multi-level 1 Credit*

This course will focus student learning experiences on the food safety, 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. Eligible students will have an opportunity to take the National Restaurant Safe Food Handling Certification exam.

Students will also participate in an in depth study of the many health benefits of a nutritious diet.

Culinary Arts**1685(CP), 1686(H)**

Grades 10-12 Multi-level 2 Credits

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

Hospitality**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 required for either level.

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

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

Grades 11- 12 Honors 1 Credit/ 2 Credits

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

This 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)

Hospitality Internship**1610**

Grade 12 Honors 3 Credits

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

This 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)

World Language

We believe that all students have the right to learn a new language. Our program is designed to provide opportunities to do so and to promote communicative competence as well as an awareness of cultures beyond our own. Our classes, for all languages offered, are taught in a communicative context. From their earliest levels students apply what they learn to speak, read, listen and write in the target language. For Latin and Classical Greek the emphasis is on using the language to read, translate and understand authentic text in Latin and Greek. It is the goal of our department to offer as many authentic opportunities as possible to use the language you are learning. Regardless of career/study path ahead individuals will use the skills learned in world language classes to improve their problem solving abilities, deepen their analytical skills and enhance their understanding of different cultures.

It is recommended that the student consult the bulletin of the college of their choice to be certain that language entrance requirements are met. **Any student who wishes to change from the CP level to Honors level must see the department head for information. An entrance exam is required.**

Chinese – Mandarin II

0517

Grades 9-12 Honors 1 Credit

Prerequisite: Completion of *Chinese - Mandarin I* with a minimum grade of 86 and teacher recommendation. This course intensifies previous study to continue the development of the four language skills, speaking, listening, reading and writing. In addition to core thematic content students will read simple selected works from authentic sources such as magazines, short stories and poetry. By the end of the year, students will be able to describe familiar situations including weather, school, home health, transportation and clothing. Focused use of Mandarin is expected.

Chinese-Mandarin III

0577

Grades 10-12 Honors 1 Credit

Prerequisite: Completion of Chinese-Mandarin II Honors with a minimum grade of 86 and teacher recommendation. This course expects greater fluency from students through strengthened speaking, listening, reading and writing of Mandarin within the context of thematic units presented through idioms, life events and social events and history.. By the end of the year students will be able to produce more complex grammatical structures and sentence patterns, and initiate communicative and interpersonal communications.

Chinese-Mandarin IV

0579

Grades 11-12 Honors 1 Credit

Prerequisite: Completion of Chinese-Mandarin III Honors with a minimum grade of 86 and teacher recommendation. The course expects fluency from students through themes in current events, history, literature and film. By the end of the year students will be able to produce complex grammatical structures and sentence patterns, initiate and close interpersonal communication and identify target aspects of the target culture.

French I

0522

Grades 8-12 Unleveled 1 Credit

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

French II

0511

Grades 9-12 College Prep 1 Credit

Prerequisite: Successful completion of *French I* and teacher recommendation. Additional topics of basic grammar and vocabulary are studied. Students begin the intermediate level of language learning where the knowledge of grammar is expanded and reading and writing skills are further developed.

Students continue to learn about the customs and culture of French speaking countries. By the end of the year students will be able to exchange essential information, such as greetings, leave takings, talk about themselves in familiar contexts. The class is conducted in the target language.

French II **0510**

Grades 9-12 Honors 1 Credit

Prerequisite: Completion of *French I* with a minimum grade of 86 and teacher recommendation.

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

French III **0521**

Grades 10-12 College Prep 1 Credit

Prerequisite: Successful completion of *French II CP* and teacher recommendation.

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

French III **0520**

Grades 10-12 Honors 1 Credit

Prerequisite: Completion of *French II Honors* with a minimum grade of 86 and teacher recommendation.

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

French IV **0526**

Grade 12 College Prep 1 Credit

Prerequisite: Successful completion of *French III CP*.

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

Advanced Placement French Language and Culture **0523**

Grade 12 Advanced Placement 1 Credit

Prerequisite: Completion of *French III Honors* with a minimum grade of 86 and teacher recommendation.

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

French V: The World of French **1502**

Grade 12 Honors 1 Credit

Prerequisite: Successful completion of AP French and teacher recommendation.

The course focuses on the Francophone culture and language, through the study of current events, literature, film, music and art. By the end of the course students will have explored the historic and cultural influence of the French in North America, West Africa and the Caribbean.

Latin I **0544**
Grades 8-12 *Unleveled* *1 Credit*
This class is open to grade 8 students who had a grade of 90 or higher in grade 7 English and an effort grade of 3 or better. This is a High School level class and as such brings with it high school level rigor. This course is the first in a two year program during which all grammatical concepts will be completed. Students will learn to develop reading comprehension and translation abilities. Students will also learn about cultural aspects of the ancient classical world of Rome, such as the early history of Rome and mythology. Students will be encouraged to make comparative connections between the ancient and modern worlds.

Latin II **0546**
Grades 9-12 *College Prep* *1 Credit*
Prerequisite: Successful completion of *Latin I* and teacher recommendation.
This continues the format begun in *Latin I* with a continual presentation of the fundamentals of Latin grammar and acquisition of vocabulary needed to read or translate adapted versions of Latin authors. This class is conducted in English but there will be an increasing emphasis on responding, thinking and writing in Latin. There will be a continuation of discussions about Roman culture, history, and classical mythology.

Latin II **0545**
Grades 9-12 *Honors* *1 Credit*
Prerequisite: Completion of *Latin I* with a minimum grade of 86 and teacher recommendation.
This course provides an intensive study of grammatical concepts. The development of reading and translation abilities will be enhanced through readings of authentic Latin texts. Cultural aspects will focus on the history and mythology of Republican Rome.

Latin III **0548**
Grades 10-12 *College Prep* *1 Credit*
Prerequisite: Successful completion of Latin II CP.
This course completes the formal study of grammar and core vocabulary acquisition. The student begins to read substantial texts of Latin from authors such as Tacitus, Vergil, and Ovid. Literary appreciation and techniques of literary analysis will be introduced..

Latin III **0547**
Grades 10-12 *Honors* *1 Credit*
Prerequisite: Completion of *Latin II CP* with a minimum grade of 86 and teacher recommendation.
This course will focus on adapted and authentic Roman literature while continuing the study of vocabulary and grammar begun in the first year. Readings will include a survey of the Hercules legends, letters of Pliny, and the writings of Republican Romans such as Caesar and Cicero. Students will continue to expand their knowledge of Roman history, mythology and daily life.

Advanced Placement Latin **0543**
Grade 12 *Advanced Placement* *1 Credit*
Prerequisite: Successful completion of Latin III H with a minimum grade of 86 and teacher recommendation.
The *Advanced Placement Latin* course is intended for qualified students who are wishing to complete studies comparable in content and difficulty to a full year course in Latin literature at the college level. Emphasis is on refining the student's ability to read and understand Latin poetry and prose and to comprehend and interpret readings from the Vergil's *Aeneid* and Caesar's *De Bello Gallico*. Following a review of grammar and syntax, students begin an intensive reading and analysis of Rome's greatest pieces of literature. Included in the curriculum is a study of literary techniques and poetic devices used by the authors, examination of content, context and style, and literary importance of the *works*. *All students are required to take the AP exam.*

The Classical World **1500**
Grade 12 *Honors* *1 Credit*
Prerequisite: Successful completion of Latin AP and teacher recommendation
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 the science and art of linguistics, as they use their skills to read and appreciate the epic poetry of Homer.

Spanish I

0554

Grades 8-12 *Unleveled* *1 Credit*

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

Spanish II

0556

Grades 9-12 *College Prep* *1 Credit*

Prerequisite: Successful completion of *Spanish I* and teacher recommendation.

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

Spanish II

0555

Grades 9-12 *Honors* *1 Credit*

Prerequisite: Completion of *Spanish I* with a minimum grade of 86 and teacher recommendation.

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

Spanish III

0561

Grades 10-12 *College Prep* *1 Credit*

Prerequisite: Successful completion of *Spanish II CP* and teacher recommendation.

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

Spanish III

0560

Grades 10-12 *Honors* *1 Credit*

Prerequisite: Completion of *Spanish II H* with a minimum grade of 86 and teacher recommendation.

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

Spanish IV- La España de hoy

0564

Grade 12 *CP* *1 Credit*

Prerequisite: Completion of Spanish III/CP and teacher recommendation.

A look at contemporary Spain through the study of music, food, current events, and film.

Spanish IV

0565

Grade 12 *Honors* *1 Credit*

Prerequisite: Completion of *Spanish III Honors* with a minimum grade of 86 and teacher recommendation.

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

Advanced Placement Spanish Language and Culture**0559**Grade 12 *Advanced Placement* *1 Credit*

Prerequisite: Completion of *Spanish IV Honors* with a recommended grade of 86 and teacher recommendation
The *Advanced Placement Spanish Language and Culture* course is intended for qualified students who are interested in completing studies comparable in content and in difficulty to a full year course in advanced Spanish composition and conversation at the third year college level. Students will be able to engage in spoken and written interpersonal communication; synthesize information from a variety of authentic audio, visual and written resources; plan and produce spoken and written presentations; demonstrate understanding of the practices, products and perspectives of Hispanic cultures; and compare the Hispanic cultures with the cultures of the United States orally and in writing with reasonable fluency and accuracy. *All students are required to take the AP exam.*

Spanish V - The Spanish Language and Culture Through Film**1510**Grade 12 *multi level* *1 Credit*

Prerequisite: Completion of Spanish AP and teacher recommendation
Class is conducted in target language. Students explore the Spanish speaking world through movies, food, music and art. They will examine the long relationship between the United States and the Spanish speaking world.

Portuguese Heritage I - BHS Experience**1506**Grade 8 *CP* *1 Credit*

Prerequisite: Department Head and ELL Director approval
Students new to English will acquire the skills, knowledge, and critical thinking abilities to find success at BHS and beyond.

Portuguese Heritage II**1507**Grade 9-12 *CP* *1 Credit*

Prerequisite: successful completion of Portuguese Heritage I and teacher recommendation
A continuation of language study focusing on literature and history of Portuguese speaking people, through all of aspects of language speaking, reading, and writing.

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, therefore an admissions policy is necessary. 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 November 19, 2018.

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 who is a student 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, Guidance, 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

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 in local schools from October to January are scheduled.
- B. An Open House during the fall is scheduled. 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.
- C. Parent(s)/guardian(s) may schedule individual visits at a mutually convenient time.
- D. Brochures, which describe vocational technical programs including academic courses, cooperative education, and special education resources, are distributed during the 8th grade visitations and the Open House.

VI. APPLICATION PROCESS

APPLICATION PROCESS - FOR FALL ADMISSION* TO THE NINTH, TENTH, ELEVENTH GRADE PROGRAMS

- A. 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.
- B. 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 accepted, they will be evaluated using the same criteria as other applications and their composite score will be computed. They will be placed in rank order on the established waiting list.

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, the following criteria will be used to determine which students will be admitted to the Chapter 74 program. A score of 100 is the highest possible score.

- The applicant ranking system is based on four criteria:
 - Average Academic Grades (25 pts)
 - A/100-90 = (25 pts)
 - B/89-80 = (20 pts)
 - C/79/70 = (15 pts)
 - D/69-65 = (10 pts)
 - F/64-0 = (0 pts)
 - Attendance/Unexcused Absences (25 pts)
 - Subtract 1 point for each unexcused absence from total of 25 points
 - Discipline/Conduct Incidents (25 pts)
 - Subtract 1 point for each incident from total of 25 points
 - Recommendations from sending-school counselor (25 pts)
 - Strongly Recommended = (25 pts)
 - Recommended = (20 pts)
 - Recommended with Reservations = (15 pts)
 - Not Recommended = (0 pts)

The information for the criteria will be obtained from the sending school. The scores will be tallied, and students will be rank ordered for placement into the Chapter 74 program. For example, if there are 20 seats available, students with the highest 20 scores will be admitted to the Chapter 74 program. After the (20) students are selected, the remaining students will be placed on a waitlist in rank 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 use the school's course change form are placed at the end of the waitlist in order of their application for a course change.

WITHDRAWAL FROM THE PROGRAM

Students enrolled in the program who no longer wish to participate in the program will complete a withdrawal form.

TRANSFER STUDENTS

Students who transfer into the district during grades 9, 10, or 11 may apply for the Chapter 74 program(s) by using the course selection form. 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 not accepted or was placed on a wait list for a particular program, may request a review of the decision by sending a letter requesting a review to the Principal within thirty days of the receipt of the rejection/wait list letter. The Principal will respond in writing to the letter with the findings of the review within thirty days.

Barnstable High School
744 West Main Street Hyannis, MA 02601
508-790-6445

CVTE PROGRAM ADMISSION APPLICATION FORM

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

Barnstable has a published admission policy that is made available to all applicants and parent(s)/guardian(s) as part of the admission process. The policy gives the admission criteria, as well as a description of the entire admission process.

This application form must be completed and submitted to the Barnstable Guidance Office by the date specified in the Barnstable school calendar. Four criteria are used to rank students for admissions: average of grades, attendance and discipline/conduct, and recommendations from the sending-school counselor.

APPLICANT SECTION

Applicant Name: Last: _____ First: _____ Middle: _____

Home Address: Street and Number: _____

City/Town: _____ State: _____ Zip Code: _____

Home Phone #: _____ Current Grade: _____

Current School: _____ Current School Counselor's Name: _____

PARENT/GUARDIAN SECTION

Parent/Guardian Name: Last: _____ First: _____ Middle: _____

Home Address: Street and Number: _____

City/Town: _____ State: _____ Zip Code: _____

Home Phone #: _____ Work Phone #: _____

Home Email: _____ Work Email: _____

Please submit the transcripts of grades, attendance, and discipline/conduct as required by the Barnstable High School Admission Policy.

Name of School Counselor: _____

I will submit the required information by the due date. Yes No If no, please explain.

My recommendation status for this student to participate in this program is: (please circle one)

Strongly Recommended Recommended Recommended with Reservations Not Recommended

SIGNATURE SECTION

The statements and information furnished by the undersigned in this application form are true and complete.

The undersigned applicant's parent(s)/guardian(s) give permission for representatives of the sending school to release the applicant's records including, grades, attendance, conduct/discipline records, as well as any other pertinent information that may be required by Barnstable for the purpose of admission to the CVTE program.

Our signatures certify that we have read and agree with the above statements.

Signature of Student _____ Date: _____

Signature of Parent/Guardian _____ Date: _____

Signature of Current School Counselor _____ Date: _____

Gender: Female Male

Race: American Indian or Alaskan Native Asian or Pacific Islander Black White Hispanic

Combination of Two or More Races (if checked supply the code the attached list: Code: _____)

Person with a disability: Yes If yes, do you need accommodations during the application for admission process? Yes
If yes, please describe the accommodations needed.

Person who is an English language learner: Yes If yes, do you need language assistance during the application for admission process? Yes If yes, please describe the assistance needed.

RANKING SHEET

Applicant Name:

Average of Academic Grades (25 points):

Current Grades for the subjects listed below.

English: _____

Math: _____

Science: _____

Social Studies: _____

Grade Average: _____

Official Use Only:

A/100-90 = (25 pts)

B/89-80 = (20 pts)

C/79-70 = (15 pts)

D/69-65 = (10 pts)

F/60-0 = (0 pts)

Conduct (25 points):

Number of Conduct Incidents: _____

Official Use Only:

0 Incidents = 25 pts

Subtract 1 point for each incident

Attendance (25 points):

Total Number of Unexcused Absences: _____

Office Use Only:

0 Absences = 25 points

Subtract 1 point for each absence.

Sending School Counselor Recommendations (25 points):

Strongly Recommended: _____

Recommended: _____

Recommended with Reservations: _____

Not Recommended: _____

Office Use Only:

SR = (25pts)

R = (20 pts)

RR = (15 pts)

NR = (0 pts)

Official Use Only/Total Points: