

# The Bromfield School

*Program of Studies*

*2017—2018*

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# The Principal's Letter

The Bromfield School

14 Massachusetts Avenue • Harvard, Massachusetts • 01451

(978) 456-4152 • FAX (978) 456-3013

Mr. Scott Hoffman  
Principal

Ms. Robin Benoit  
Associate Principal

Dear Students and Parents:

Choosing the best and most appropriate courses for the next academic year is perennially a vital and challenging endeavor for both students and parents. The Bromfield School Program of Studies is designed to aid this process. Please review this document carefully as you plan your course of study for next year. I urge you to seek advice from both guidance counselors and teachers as you make your choices. There is a description of the course selection and scheduling process within this Program of Studies and I strongly recommend that you take time to review it. In addition, please realize that the small size of our school will mean that student's first choices will not always be able to be accommodated. This can be especially true with electives. Since students may be placed in an alternative course, it is very important that students choose alternatives that meet their needs and interests.

Bromfield has an outstanding record of academic achievement, visual and performing arts excellence, and very high rates of extra-curricular and athletic participation and accomplishments. The Harvard educational community created the following shared vision statement for the district which we continue to use to guide The Bromfield School into the future.

## Harvard Public Schools Vision Statement

*The Harvard Public Schools community, a leader in educational excellence, guides each student to realize his/her highest potential by balancing academic achievement with personal well-being in the pursuit of individual dreams. The students engage in learning how to access and apply knowledge, think critically and creatively, and communicate effectively. They continue to develop the confidence and ability to collaborate, contribute, and adapt in an ever-changing world.*

This catalog of courses currently offered at The Bromfield School reflects both the above Vision Statement and the Core Values of the Harvard Public Schools. The requirements, sequences, and suggested pathways are designed so students can indeed learn how to access and apply knowledge, develop critical and creative thinking skills, and enhance their communication abilities. We continue to examine our courses and have added a number of electives which we think will appeal to and challenge our students.

I want to conclude by reminding all of us of the need for balance between academic achievement and personal well-being. I encourage students and parents to choose courses that match ability with passion for the subject. The course selection process is crucial in achieving this balance. Please feel free to discuss your options with our faculty. They are more than willing to lend a supportive ear.

If you have questions or concerns regarding the program of studies, please contact the guidance office at 978-456-4152.

Sincerely,

# 21<sup>st</sup> Century Critical Thinking Skills

## The Bromfield School

The faculty at The Bromfield School has worked collaboratively to identify this set of universal and required Critical Thinking/21<sup>st</sup> Century Skills. This combination of affective strategies, macro-abilities, and micro-skills was developed in part using the NCREL list of critical thinking skills (Paul, Binker, Jenson and Krekla, 1990)

- Thinking Independently and Interdependently
- Developing Intellectual Integrity and Courage
- Refining Generalizations and Avoiding Oversimplifications
- Evaluating the Credibility of Sources and Information
- Comparing and Contrasting
- Making Interdisciplinary /Intradisciplinary Connections
- Expressing Oneself in a Compelling and Accurate Way
- Analyzing and Integrating Information
- Demonstrating One's Perspective and Understanding of Others
- Using Technology Effectively

# The Bromfield School's Guidance Department

Mr. Drew Skrocki x1543 (students with last name A-H)  
[dskrocki@psharvard.org](mailto:dskrocki@psharvard.org)

Mrs. Sara Lamere x 1541 (students with last name I-M)  
[slamere@psharvard.org](mailto:slamere@psharvard.org)

Mrs. Lisa Soldi x1547 (students with last name N-Z)  
[lsoldi@psharvard.org](mailto:lsoldi@psharvard.org)

Ms. Susan Chlapowski, School Adjustment Counselor x1 525  
[schlapowski@psharvard.org](mailto:schlapowski@psharvard.org)

Mrs. Susan Farnsworth, Guidance Secretary x 1540  
[sfarnsworth@psharvard.org](mailto:sfarnsworth@psharvard.org)

## About the Program of Studies

This Program of Studies describes the courses that will be available to you at The Bromfield School for the 2017-2018 school year. Selecting appropriate courses involves a careful review of personal interests, strengths, aspirations, academic development and an understanding of post-secondary options. When planning your course of study, please be mindful of course levels, course prerequisites and most importantly graduation requirements. Students should solicit input from their current teacher, department leader, counselor and parents when making choices. Students should carefully consider the time demands of each course in conjunction with the demands of extracurricular activities and commitments, and they make prudent choices. Over-scheduling, or stretching yourself too thin, puts your ability to have a positive and successful year at risk. The courses you choose can greatly support this balance or it can tilt it off-balance. Student health and well-being is important to us and we recommend that students strive for balance in their lives. Therefore, appropriate course selection and placement decisions ensure a successful high school experience and avoid disruption to a student's schedule during the school year. Please take the recommendations made by teachers seriously. They are familiar with each student's interests, abilities and work habits, as well as the content and expectations of the curriculum. Students who **are considering** multiple Advanced Placement and/or Honors classes should note the rigorous expectations and demands of these courses.

### *Prerequisites for Courses*

Careful consideration should be given to the prerequisites for each course listed in the individual course description. The purpose of the prerequisites is to provide guidelines for students who want to select sequential and demanding levels of study. In **World Language**, a student desiring to continue the subject sequence, without the prerequisite grade will be required to take a departmental exam and pass the prerequisite grade as stated in the course description. Likewise, students who wish to change from a non-honor to honors level class in World Language, with prior approval, must work independently over the summer and take the Honors level final from the previous year of study before the beginning of the next school year. The student must receive a minimum of 74% on the exam in order to change levels.

## *The Registration Process*

The purpose of the registration process is to generate interest in the many courses that are offered at The Bromfield School. After students have selected their courses, administrators use that information to build a master schedule for the following year. For this reason, students must select their courses carefully as *changes must be held to a minimum. Although we would like for all classes to be available, there may be some classes that are not offered due to insufficient student enrollment. In addition, there are often scheduling conflicts which prevent students from taking all their desired courses.* Our program of studies is revised each year to accurately reflect our present course offerings, and to maximize a student's chance of being able to take courses appropriate to their interests and abilities. Our process is:

- Teachers make individual course eligibility determinations
- Teachers inform student and parents what the course the student is eligible for
- Students are given course selection sheets
- Grade level meeting are held with Department Leaders to discuss course offerings
- Students discuss options with their parents and complete the online registration process
- Counselors meet with students individually to review course selections/recommendations and to discuss future plans
- A schedule of courses is developed
- Students are given a tentative schedule

## *Petition Process*

During the scheduling process, teachers make recommendations pertaining to appropriate course levels based on a student's past performance and potential for future success. A student who is not eligible for a course may request an override by completing a Petition form. Please submit petitions by May 5, 2017. While the final deadline for submitting petitions is June 12, 2017, **priority will be given to those petitions submitted by May 5. A delay in submitting a petition may result in classes being full even when a petition is approved.** Petitions are to be submitted to the Department Leader of the discipline in which the requested course is offered.

## *Course Levels*

Course levels give students of different abilities opportunities for academic success, appropriate challenge and enrichment. Courses are organized on the basis of three achievement levels, College Preparatory, Honors and Advanced Placement. Each of these levels meets the prerequisite for post-secondary educational placement. All courses are designed to challenge students to achieve at the highest level.

**College Preparatory** are taken by a majority of four-year college bound students and require well-developed reading, writing, verbal, conceptual, mathematical and study abilities as well as substantial outside preparation and assignments.

**Honors** courses include material presented at an accelerated and more intensive pace than College Prep courses. They require advanced reading, writing, verbal, conceptual, mathematical and study abilities as well as extensive outside preparation.

**Advanced Placement** The Advanced Placement Program requires a **commitment** to academic studies beyond that of the regular curriculum. In order to prevent any disappointment or misunderstanding, parents are respectfully requested to consider all aspects of the commitment when deciding whether or not to support their child's application. It is especially important for parents and students to

understand that Advanced Placement courses are **equivalent to college level courses** therefore requiring students to be prepared to study material that may be more difficult than regular course work. Advanced Placement classes are courses offered in high school that go beyond the rote memorization of many traditional classes. The courses focus on improving cognitive thinking, such as class discussion and solving problem as a team. In AP classrooms, the focus is not on memorizing facts and figures. Instead students will engage in intense discussions, solve problems individually and collaboratively, research and analyze, and learn to write clearly and persuasively. Each year, the College Board offers an exam testing a student's knowledge of an AP subject. If the score is high enough, the college **may** award credit for the subject.

We would ask that all parents consider the commitment that is required for the AP program in conjunction with other course the student is considering when talking to their child. We feel it is very important for parents to discuss this commitment with their son/daughter during the course selection process. If you have questions about a particular AP course, please speak to the teacher of the course.

### ***Graduation Requirements***

To be eligible for graduation, high school students must accumulate at least 22 course credits. However, this number is only a minimum. Courses that meet daily for a full year earn one credit. Courses that meet every other day for a full year or every day for one semester earn one half credit. **Every student must be enrolled in 6 credits each semester per year.**

Of the 22 credits required for graduation, students must complete the following core distribution

English	four credits (excluding electives)
Mathematics	two credits
Science	two credits, one must be Biology
Social Studies	three credits, one must be a year of United States History
Physical Education	one credit (alternating years beginning with the Class of 2017)
Wellness	one credit (alternating years beginning with the Class of 2017)
Art	one credit (beginning with the Class of 2017)

Although not required for graduation, students are strongly encouraged to study a World Language. Most four year colleges require a minimum of two years in the same language; more selective colleges may **require 3 or 4 years in the same language.**

Additional requirements include the completion of a 40 hour Community Service Project and Passing grades on the English, Math and Science sections of the MCAS test. Ninth graders take the Introductory Physic Science MCAS in the spring. Tenth graders take the English and Math MCAS in the spring. Students who fail any of these tests will repeat the individual test in grades 10, 11 and/or 12 until they receive a passing grade. In addition, any student who receives a Needs Improvement in English or Math will be placed on an EPP (an efficiency plan) that will require four years of English or Math as well as a **passing grade in the course and final exam.**

***The Bromfield School does not rank its students because of its size, academic rigor and its college preparatory orientation.***

### ***Post-Secondary Institution Entrance Requirements***

Most colleges suggest that you take a challenging and well-rounded academic program. The more selective the college or university is the more demanding the entrance requirements. Selective colleges prefer that students have four years of study in Mathematics, Science, Social Studies and World Language. Students should always check with the college for the most up to date requirements

and information.

An important rule to follow is: keep all your options open-if you are uncertain about your long range goals, follow a broad general program of study which will prepare you for almost any college major.

### ***Massachusetts State Universities & UMass Minimum Admissions Standards***

The admissions standards for the state universities and UMass emphasize a strong academic high school background so that students enter college ready to learn. These standards represent minimum requirements; meeting them does not guarantee admission since campus officials consider a wide range of factors in admissions decisions. Students shall have fulfilled all requirements for the high school diploma or its equivalent upon enrollment. It is important to note that admissions standards for the state's Community Colleges differ. Community Colleges may admit any high school graduate or GED recipient.

Requirement for college freshman class entering...						
Subject	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017 and beyond
<b>English</b>	4 courses		4 courses			
<b>Mathematics</b>	3 courses (Algebra I & II and Geometry or Trigonometry or comparable coursework)			4 courses (Algebra I & II and Geometry or Trigonometry, or comparable coursework) including mathematics during the final year of high school		
<b>Sciences</b>	3 courses (drawn from Natural Science and/or Physical Science and/or Technology/ Engineering; including 2 courses with laboratory work); <i>Technology/engineering courses must be designated as science courses (taken for science credit) by the high school</i>				3 courses (drawn from Natural Science and/or Physical Science and/or Technology/ Engineering), including 3 courses with laboratory work	
<b>Social Sciences</b>	2 courses (including 1 course in U.S. History)					
<b>Foreign Languages</b>	2 courses (in a single language)					
<b>Electives</b>	2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)					

Applicants must also submit an SAT or ACT score.

### ***Minimum Required Grade Point Average (GPA)***

The GPA must be achieved based on all college preparatory courses completed at the time of application and should be weighted for Honors or Advanced Placement courses only. Effective fall 2001 the required minimum high school GPA is 3.0 for the four-year public state university campuses and **no applicant with a high school GPA below 2.00 may be admitted to a Massachusetts state college or university campus.**

For details, see <http://www.mass.edu/forstudents/admissions/admissionsstandards.asp>

### **SAT Scores**

Applicants who meet the GPA requirement do not have to use the sliding scale for admission but still must submit SAT or ACT test scores for consideration if they are applying to a state university or UMass

within three years of high school graduation. See  
<http://www.mass.edu/forstudents/admissions/admissionsstandards.asp>

If an applicant's GPA falls below the required minimum, a sliding scale will apply. This scale should be used only when an applicant's GPA falls below the required 3.0 minimum for admission to the state university or UMass.

### ***Students with Learning Disabilities***

Applicants with professionally diagnosed and documented learning disabilities (documentation must include diagnostic test results) are exempt from taking standardized tests for admission to any public institution of higher education in the Commonwealth. Such students, however, must complete 16\*\* required academic courses with a minimum required GPA of 3.00 or present other evidence of the potential for academic success.

\*\*An applicant may substitute two college preparatory electives for the two required foreign language courses only if the applicant has on file with the high school results of a psycho-educational evaluation completed within the past three years that provides a specific diagnosis of a learning disability and an inability to succeed in a foreign language.

**The final decision on accepting an applicant rests with the individual campus.**

### ***Early Graduation***

Any student who has satisfied the graduation requirements before the end of her or his senior year may qualify for a diploma. While students have the right to graduate before completing four years high school, The Bromfield School does not encourage early graduation. If you are thinking about graduating early, you should see your counselor to discuss your options.

### ***Standardized Tests***

**PSAT (Preliminary SAT)** [www.collegeboard.com](http://www.collegeboard.com)

- Provide preliminary testing for SAT to help prepare for it
- Allows students to enter NMSC Scholarship Program and gain access to college and career planning tools
- 3-part test (Reading, Math, Writing)
- Typically taken in October of Junior and/or Sophomore year

**SAT (Scholastic Aptitude Test)** [www.collegeboard.com](http://www.collegeboard.com)

- Used to help colleges evaluate applicants
- 3-part test (Reading, Math, Writing)
- Taken in Junior and Senior years
- Colleges may accept in place of ACT

**SAT II - Subject Tests** [www.collegeboard.com](http://www.collegeboard.com)

- Content-based tests that allow you to showcase achievement in specific subject areas
- 20 SAT Subject tests in five general subject areas: English, History, Languages, Math, Science
- Some colleges require or recommend them
- Some colleges use to place students in appropriate courses
- Based on performance, could potentially fulfill basic requirements or receive credit for introductory-level college courses
- Typically taken at the end of the course

**ACT (American College Testing)** [www.act.org](http://www.act.org)

- Used to help colleges evaluate applicants
- More of an achievement test
- 4-part test (English, Math, Reading, Science)
- Colleges may accept in place of SAT

**AP (Advanced Placement)** [www.collegeboard.com](http://www.collegeboard.com)

- High school courses recognized as equivalent to college courses for a fee
- Earn college credit and advanced placement status
- An exam is given at the end of each course

	9th	10th	11th	12th
<b>MCAS</b>	Spring	Spring		
<b>PSAT</b>		Fall	Fall	
<b>SAT</b>			Winter, Spring	Fall, Winter
<b>SAT II</b>	Spring*	Spring*	Spring*	Fall*
<b>ACT</b>			Spring	Fall, Winter

# Course Catalog

## ENGLISH

English Department Leader: Janet Brown

*In alignment with all statewide and national standards, all English students develop oral, written, reading fluencies. Please visit the school website for details on the summer reading program in each course.*

### English Full Year Offerings:

Introduction to Literature (CP, H)

Comparative Literature (CP, H)

American Literature (CP, H)

World Literature (CP)

British Literature (H)

Advanced Placement English Literature and Composition

### Semester Electives:

Public Speaking

Creative Writing

The Art of Being

Fairy Tales, Folktales, Fables, and Myths

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**COURSE TITLE:** Introduction to Literature (CP)

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

This course introduces students to the elements of literature and a variety of genres including the epic, tragedy, allegory, memoir, and the novel. Students will be asked to read with their heads and their hearts, but critical thinking and writing will be emphasized. In addition, the organization and mechanics of writing will be stressed from the structure of sentences, paragraphs, and essays to comma usage to writing with precision.

Reading selections may include:

- *Of Mice and Men*, Steinbeck
- *Lord of the Flies*, Golding
- *Romeo and Juliet*, Shakespeare
- *Animal Farm*, Orwell
- *A Long Way Gone*, Beah
- *The Odyssey*, Homer (Lombardo translation)
- *The House on Mango Street*, Cisneros
- Selected pieces of non-fiction that supplement and enrich the literature
- Selected short stories, essays, speeches, and poems

**PREREQUISITES:** *Successful completion of Language Arts 8*

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**COURSE TITLE:** Introduction to Literature (H)

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

This course introduces students to the elements of literature and a variety of genres including the epic, tragedy, allegory, poetry and the novel. Students will be asked to read with their heads and their hearts, but critical thinking and writing will be emphasized. In addition, the organization and mechanics of writing will be stressed from the structure of sentences, paragraphs, and essays to comma usage to writing with precision. This course is an intensified version of the college prep section as some students are ready and eager to study English at a more accelerated pace. To be successful, students will demonstrate mastery of key inferencing, essay, and grammar skills taught at the middle school level.

**Honors is an appropriate placement for students who meet the below guidelines.**

The student rarely, if ever, fails to complete homework or reading assignments, and when in class, the student remains on task for the entire lesson or activity. The student has the ability and desire to read, independently, for both figurative and literal meanings. He/she independently seeks to analyze literature for the power of word choice, through which he/she evaluates connotation and figurative language. He/she has a mature writing style, for his/her age, in terms of inference-based main ideas, use of evidence, progression of ideas, grammar, and sentence structures. In analytical writing, his/her analysis and supportive quotes are perceptive and not plot summaries. He/she easily understands grammar concepts and can readily transfer those lessons into writing in English and other subjects. He/she is readily vocal about general ideas but can hone in on citing specifics from passages so that the class can enter into a detailed discussion with the student and his/her classmates driving the conversation.

The English department is committed to helping students grow as readers, writers, speakers, and thinkers. Students who meet with success in the Honors level have both a strong work ethic as well as skill set. Students who would like to develop the skills necessary for success in honors but are not developmentally ready in the 9th grade will have an opportunity successfully transition to honors in the 10th grade, providing the appropriate development of skills as outlined above.

Students mature at different rates; as such, they are ready for honors at different times. It is important to recognize this.

***PREREQUISITES: Teacher recommendation and A- in 8th grade English, providing the A- grades are earned in assessments that measure skill levels and not a product of work ethic. Ex. homework and/or completion grades.***

Reading selections may include:

- *Of Mice and Men*, Steinbeck
- *Lord of the Flies*, Golding
- *Romeo and Juliet*, Shakespeare
- *Animal Farm*, Orwell
- *The Odyssey*, Homer (Fitzgerald translation)
- *The House on Mango Street*, Cisneros
- *Ethan Frome*, Wharton
- *The Glass Castle*, Walls
- Selected pieces of non-fiction that supplement and enrich the literature
- Selected short stories and poems

**COURSE TITLE:** Comparative Literature (CP)

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

This course involves the reading of archetypal texts, the foundation of the Western canon, paired with modern classics that reflect common themes. Writing and oral communication continue to be stressed, especially in terms of the essay of literary analysis. Vocabulary development and the mastery of grammar also continue to be core curriculum concerns.

Reading selections may include:

- *The Bible As Literature*, Foresman
- *Beowulf*, Raffel translation
- *Oedipus Rex*, Sophocles
- *Antigone*, Sophocles
- *Macbeth* or *Julius Caesar*, Shakespeare
- *Things Fall Apart*, Achebe
- *Night*, Wiesel
- *A Separate Peace*, Knowles
- "Master Harold" . . . and the boys, Fugard

**PREREQUISITES:** *Successful completion of Introduction to Literature*

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**COURSE TITLE:** Comparative Literature (H)

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

This course involves the reading of archetypal texts, the foundation of the Western canon, paired with modern classics that reflect common themes. Writing and oral communication continue to be stressed, especially in terms of the essay of literary analysis. Vocabulary development and the mastery of grammar also continue to be core curriculum concerns.

Reading selections may include:

- *The Bible As/In Literature*, Foresman
- *Beowulf*, Heaney and/or Raffel
- *Grendel*, Gardner
- *Oedipus Rex*, Sophocles
- *Antigone*, Sophocles
- *Macbeth* or *Julius Caesar*, Shakespeare
- *Things Fall Apart*, Achebe
- *Wuthering Heights*, Bronte
- *Frankenstein*, Shelley
- *Night*, Wiesel
- Selected short stories, essays, poems, and speeches

**PREREQUISITES:** Teacher recommendation in addition to a B- in honors

\*A college preparatory student, with teacher recommendation, may move into honors if he/she has demonstrated mastery of the college preparatory curriculum and the skills necessary for success in honors including the ability to independently read more complex texts in shorter time frames, the ability to independently decode texts in a way that illustrates the student's ability to engage in higher levels of analysis, the ability to independently design thesis statements that result in a thought provoking, textually supported, and grammatically complex essays, and the ability to contribute orally, without prompting, both in small group and full class discussions. In addition to the above

requirements, the student must demonstrate an impeccable work ethic. The honors student rarely, if ever, misses deadlines on assignments and shows consistent initiative.

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**COURSE TITLE:** American Literature (CP)

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

Chronologically or thematically presented, literary selections are taught not only for their artistic merit and timeless themes, but also as reflections of the times and social forces that produced them. Students are encouraged to see the inter-relatedness of the literature they read and materials they've encountered in history/ social studies courses. Analytical essays and critical reviews are assigned regularly. Vocabulary development and grammar review are emphasized.

Reading Selections May include:

- *Elements of Literature*
- *The Crucible*, Miller
- *The Catcher in the Rye*, Salinger
- *The Great Gatsby*, Fitzgerald
- *A Farewell to Arms*, Hemingway
- *Death of a Salesman*, Miller
- *The Things They Carried*, O'Brien
- *Adventures of Huckleberry Finn*, Twain
- *Their Eyes Were Watching God*, Hurston
- *The Bluest Eye*, Morrison
- *In Cold Blood*, Capote
- Selected short stories, poems, essays and speeches

**PREREQUISITES:** *Successful completion of Comparative Literature*

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**COURSE TITLE:** American Literature (H)

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

Chronologically presented, literary selections are taught not only for their artistic merit and timeless themes, but also as reflections of the times and social forces that produced them. Students are encouraged to see the inter-relatedness of the literature they read and materials they've encountered in history/ social studies courses. Analytical essays and critical reviews are assigned regularly. Vocabulary development and grammar review are emphasized. Students read an independent novel each quarter. Assessments vary: tests, projects, essays.

Reading selections may include:

- *Elements of Literature*
- *Adventures of Huckleberry Finn*, Twain
- *The Crucible*, Miller
- *The Catcher in the Rye*, Salinger
- *The Great Gatsby*, Fitzgerald
- *A Farewell to Arms*, Hemingway
- *Death of a Salesman*, Miller
- *The Things They Carried*, O'Brien
- *Their Eyes Were Watching God*, Hurston
- *The Bluest Eye*, Morrison
- *The Scarlet Letter*, Hawthorne
- *The Grapes of Wrath*, Steinbeck
- *As I Lay Dying*, Faulkner
- *Ceremony*, Silko

- Selected short stories, poems, essays and speeches

**PREREQUISITES:** *Teacher recommendation in addition to a B- in honors*

\*A college preparatory student, with teacher recommendation, may move into honors if he/she has demonstrated mastery of the college preparatory curriculum and the skills necessary for success in honors including the ability to independently read more complex texts in shorter time frames, the ability to independently decode texts in a way that illustrates the student's ability to engage in higher levels of analysis, the ability to independently design thesis statements that result in a thought provoking, textually supported, and grammatically complex essays, and the ability to contribute orally, without prompting, both in small group and full class discussions. In addition to the above requirements, the student must demonstrate an impeccable work ethic. The honors student rarely, if ever, misses deadlines on assignments and shows consistent initiative.

**COURSE TITLE:** World Literature (CP)

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

The World Literature course examines multiple perspectives in literature. As students read a selection of fiction, nonfiction, poetry, short stories and essays from around the world, they will study the techniques that authors use to comment on the societies in which they live. Students will also analyze the complex social systems and prejudices the characters navigate while simultaneously coming of age in an ever-changing world. Analytical, narrative, and descriptive writing will continue to be mainstays in this senior year course.

Reading selections may include:

- *Othello*, Shakespeare
- *The Kite Runner*, Hosseini
- *Snow Falling on Cedars*, Guterson
- *Like Water For Chocolate*, Esquivel
- *The Road*, McCarthy
- *How to Read Literature Like a Professor*, Foster
- Poetry
- Short Stories by a variety of authors, which may include Jhumpa Lahiri, Gabriel Garcia Marquez, Joyce Carol Oates, Sherman Alexie, and Amy Tan

**PREREQUISITES:** *Successful completion of American Literature*

**COURSE TITLE:** British Literature (H)

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

British Literature traces the development of British literature from the middle ages to the 20th century. Themes, ideas, and literary devices will be explored through analytical, persuasive, and narrative writing. Critical theory, especially the Marxist, Psychoanalytic, Feminist, and Postcolonial lenses, will inform our reading of complex texts. Students will actively engage in the material through class discussion, which is a significant component of the course.

Reading selections may include:

- *Hamlet, Othello, or King Lear*, Shakespeare
- *The Canterbury Tales*, Chaucer
- *Brave New World*, Huxley
- *1984*, Orwell

- *Pride and Prejudice*, Austen
- *Jane Eyre*, Bronte
- *Heart of Darkness*, Conrad
- *A Christmas Carol*, Dickens
- *Atonement*, McEwan
- *How to Read Literature like a Professor*, Foster
- Selected poetry, prose, and essays

**PREREQUISITES:** *Teacher recommendation in addition to a B- in honors*

\*A college preparatory student, with teacher recommendation, may move into honors if he/she has demonstrated mastery of the college preparatory curriculum and the skills necessary for success in honors including the ability to independently read more complex texts in shorter time frames, the ability to independently decode texts in a way that illustrates the student's ability to engage in higher levels of analysis, the ability to independently design thesis statements that result in a thought provoking, textually supported, and grammatically complex essays, and the ability to contribute orally, without prompting, both in small group and full class discussions. In addition to the above requirements, the student must demonstrate an impeccable work ethic. The honors student rarely, if ever, misses deadlines on assignments and shows consistent initiative.

**COURSE TITLE:** Advanced Placement English Literature and Composition

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

This rigorous course is designed for seniors who enjoy the challenge of heavy reading, active literary analysis and frequent writing. Following guidelines developed by the College Board, students will work with materials and methods similar to those encountered at the introductory college level. Poetry, fiction and nonfiction reading selections from the 16<sup>th</sup> century to the present dominate. Students completing this course and scoring well on the standardized College Board Advanced Placement English Literature and Composition examination may be granted advanced placement status at their college/university.

Reading selections may include:

- *Heart of Darkness*, Conrad
- *One Hundred Years of Solitude*, Garcia Marquez
- *The Plague*, Camus
- *Pride and Prejudice*, Austen
- *1984*, Orwell
- *Brave New World*, Huxley
- *Rosencrantz and Guildenstern are Dead*, Stoppard
- *Dubliners*, Joyce
- *Crime and Punishment*, Dostoevsky
- *Jane Eyre*, Bronte
- *The Canterbury Tales*, Chaucer
- *Hamlet, Othello or King Lear*, Shakespeare
- *Atonement*, McEwan
- *The Road*, McCarthy
- *A Doll's House*, Ibsen
- *A Christmas Carol*, Dickens
- *Anna Karenina*, Tolstoy
- *Invisible Man*, Ellison
- *How to Read Literature Like a Professor*, Foster

- *Literature: An Introduction to Reading and Writing*, Roberts and Zweig

**PREREQUISITES:** *B+ or higher in Honors American Literature and strong recommendation by the teacher. Students will be assigned multiple books to read during the summer and will be required to write essays throughout the summer.*

**COURSE TITLE:** Creative Writing (Grades 10, 11, &12)

**COURSE CREDIT & DURATION:** ½ credit, semester

**DESCRIPTION:**

Creative writing affords student writers experimental opportunities with a variety of genres, points of view, and narrative voices. A portfolio-assessment approach will leave students with a diverse collection of sample works. Conferencing, personal reflection, and rubric design with assessment will guide writers through this odyssey into creative expression. Students are encouraged to formally submit a portfolio piece in the writer’s market.

**PREREQUISITES:** *none*

**COURSE TITLE:** Public Speaking Fundamentals (grades 10, 11 &12)

**COURSE CREDIT & DURATION:** ½ credit - semester

**DESCRIPTION:**

An elective for students in grades 10-12, this course can only be taken in addition to a regular English class.

*Public Speaking Fundamentals* is a course geared toward students who wish to become more confident speakers and improve their speaking skills to a sophisticated level. This course will familiarize students with the basic principles of public speaking and rhetoric, offering practical application of speaking and listening fundamentals in both formal and informal situations. Students will write various styles of speeches, organizing content for maximum effect, understand public speaking techniques and delivery skills, analyze audience responses, and learn how to write a rational critique. In addition, the reading, analysis, and delivery of memorable speeches from literature and history will be examined. Students should enter the course with strong writing skills and a keen interest to improve their oral communication.

**PREREQUISITES:** *Introduction to Literature CP or H*

**COURSE TITLE:** The Art of Being (Grades 10, 11 & 12)

**COURSE CREDIT & DURATION:** ½ credit, semester

**DESCRIPTION:**

*The Art of Being: Pairing fiction and nonfiction works of literature with essential questions about being.*

Mortimer Adler once said that “. . . a good book can teach you about the world and about yourself. You learn more than how to read better; you also learn more about life. You become wiser . . . in the sense that you are more deeply aware of the great and enduring truths of human life.” Utilizing discussions, reflective writing activities, fiction, non-fiction and film, students will search for the roots of a meaningful life.

Course activities/readings will probe who you are vs. what you are, the roles of internal and external voices in our lives, personal definitions of happiness and success, the nature of reality, and finding and abiding by your passions. Course content, including readings, are designed to be self contained; as such, outside of class time commitments will be minimal. Student input will be a determining factor in what texts are studied and topics discussed.

Readings selections may include:

- *Alice in Wonderland* by Lewis Carroll

- *The Four Agreements* by Miguel Ruiz
- *Pan's Labyrinth* (film) by Guillermo del Toro
- *Tuesdays with Morrie* by Mitch Albom
- *Jonathan Livingston Seagull* by Richard Bach
- *The Alchemist* by Paulo Coelho
- Selections from *The Fountainhead* by Ayn Rand
- Poetry Selections by Maya Angelou, Diana di Prima, Naomi Shihab Nye
- *Designing Your Life: How to Build a Well-Lived Joyful Life* by Bill Burnett and Dave Evans (based on the course of the same name at Stanford University)
- *Writing Down the Bones: Freeing the Writer Within* by Natalie Goldberg
- *Bird by Bird: Some Instructions on Writing and Life* by Anne Lamott

**PREREQUISITES:** none

**COURSE TITLE:** Fairy Tales, Folk Tales, Fables, and Myths (grades 10, 11& 12)

**COURSE CREDIT & DURATION:** ½ credit, semester

**DESCRIPTION:**

**Fairy Tales, Folktales, Fables, and Myths : Semester English Elective Open to 10th - 12th graders**

American Folklorist Willam Bascom argued that folklore provides a platform for society to use social pressures to imbue and enforce common morals in a society; conversely, it also provided an escape from the dictates of a repressive society. Using a historical approach to study various incarnations of common folk tales, fairy tales, fables, and myths, students will study the role children’s literature has played in defining society and the self. Caution: Students should be prepared to radically alter what they know about some of their favorite childhood stories.

Class text: *Folk and Fairy Tales*, by Martin Hallett (Editor), Barbara Karasek (Editor) 4th edition (Chapter Topics will include readings of older and various versions of well known classics such as Little Red Riding Hood, Cinderella, Hansel and Gretel, Snow White, Jack and the Beanstalk, Rumpelstiltskin and Beauty and the Beast, as well as lesser known works such as Sun, Moon, and Talia, The Fisherman and His Wife, The Griffin and the Minor Canon, and East of the Sun and West of the Moon.

**PREREQUISITES:** none

### *English Sequence*

	<b>College Prep</b>	<b>Honors</b>
Grade 9	Introduction to Literature	H Introduction to Literature
Grade 10	Comparative Literature	H Comparative Literature
Grade 11	American Literature	H American Literature
Grade 12	World Literature	H British Literature Advanced Placement (AP) English Literature and Composition

# FINE AND PERFORMING ARTS

*The high school Fine and Performing Art program offers a wide range of visual, musical, and theatrical art electives for students wishing to explore and cultivate their creative skills. There are classes offered for beginner, intermediate, and advanced art students and performers in all disciplines.*

Fine and Performing Arts Department Leader: Rebecca Ufema

## Fine and Performing Arts Course Offerings:

Art Foundations	Wind Ensemble
Studio Art	Jazz Styles
Advanced Studio Art	Jazz Workshop
Clay	Music Theory and Composition I & II
Desktop Publishing Production	Concert Choir
Photoshop	Vocal Techniques
Graphic Design	Musical Theatre Techniques
CADD	Technical Theatre Design
Digital Photography	Advanced Technical Theatre Design
TV Production	Acting & the Stage
	Advanced Acting & the Stag

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## Fine Arts

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<b>COURSE TITLE:</b>	<b>Art Foundations (Grades 9 - 12)</b>
<b>COURSE CREDIT &amp; DURATION:</b>	<b>½ credit, every other day - full year</b>
	<b>1 credit, every day - full year</b>

### DESCRIPTION:

Art Foundations is an introductory Art class which is intended to help the novice develop an understanding of the ELEMENTS of ART through sequential lessons in a variety of media. Basic skill sets are presented in drawing, printmaking, sculpture, design and color theory. Basic concepts in the study of Art History and Aesthetics are introduced through readings, demonstrations and museum visits. To be successful in this class, students must pay attention to specific lesson criteria, demonstrate technical information presented, and ask for clarification if needed. Students must also be able to demonstrate an understanding of the elements of art and have a grasp of the vocabulary associated with this class. Informal critiques are a frequent part of the class.

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<b>COURSE TITLE:</b>	<b>Studio Art (Grades 9 - 12)</b>
<b>COURSE CREDIT &amp; DURATION:</b>	<b>1 credit, full year</b>

### DESCRIPTION:

Studio Art is an Intermediate Art class which is intended to help the student develop an understanding of the ELEMENTS of ART through sequential lessons in a variety of media. Advanced skill sets are presented in drawing, printmaking, sculpture, design and color theory. Advanced concepts in the study of Art History and Aesthetics are introduced through readings, demonstrations and museum visits. To be successful in this class, students must pay attention to specific lesson criteria, demonstrate a clear understanding of the information presented, and ask for clarification if needed. Students must also be able to demonstrate and understandings of the elements of art and have a grasp of the vocabulary associated with this class. Informal critiques are a frequent part of the class.

Display/presentation skills are emphasized.

**PREREQUISITES:** *Art Foundations and/or instructor approval*

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**COURSE TITLE:** Clay (Grades 9 - 12)  
**COURSE CREDIT & DURATION:** 1/2 credit, every day for 1 semester  
1 credit, full year

**DESCRIPTION:**

Clay is an introductory Art class which is intended to help the novice develop an understanding of the elements of art as expressed in FORM through sequential lessons in clay. Basic skill sets are presented in a variety of hand building techniques, clay sculpture, design, and color theory. Basic concepts in the study of Art History and Aesthetics are introduced through readings, demonstrations and museum visits. To be successful in this class, students must pay attention to specific lesson criteria, demonstrate technical information presented, and ask for clarification as needed. Students must also be able to demonstrate an understanding of FORM and the elements of art and have a grasp of the vocabulary associated with this class. Informal critiques are a frequent part of the class.

**PREREQUISITES:** none

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**COURSE TITLE:** Advanced Studio Art I (Grades 10 - 12)  
**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

A course of study designed to challenge the student who is considering an education in the arts beyond the high school level. The main focus is on developing problems that require students to think creatively, exercise technical excellence, sharpen observational skills, and to work independently to express oneself both visually and verbally. Students will create a body of work based on a theme and will develop their own personal style. A focus of this study is preparation of a college portfolio.

**PREREQUISITES:** *Studio Art and/or instructor approval*

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## Digital Arts



**COURSE TITLE:** Desktop Publishing Production (Grades 9-12)  
**COURSE CREDIT & DURATION:** 1/2 credit, every other day - full year

**DESCRIPTION:**

In this class we will learn to be an effective news staffer. This class will introduce programs that graphic designers use to create a newspaper, visual communications and other mass media outlets. We will first focus on concepts and principles of design. We will put all the concepts to practical use. Students will use Adobe Illustrator and Photoshop and In-Design to create these pieces. We will be able to offer other departments/clubs/groups in school opportunities to have their print material designed by our class.

**PREREQUISITES:** none

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**COURSE TITLE:** Photoshop (Grades 9-12)  
**COURSE CREDIT & DURATION:** 1/2 credit, semester/every other day - full year

**DESCRIPTION:**

This half-year course will take a step by step approach to teaching Photoshop CS6 techniques. You will cover content areas such as basic photo corrections, working with selections, layers, masks and channels, typographic designs, photo re-touching techniques among others. Each area will result in a project to enhance Photoshop skills. This course will explore the use of photoshop from the perspective of a photographer, graphic designer, and production designer.

**PREREQUISITES:** none

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**COURSE TITLE:** Graphic Design (Grades 9-12)

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

This course includes an opportunity for student to learn up-to-date technological advances in the areas of graphic design, digital illustrations, graphic animation and web design. The students will explore the world of visual communication and advertising. We will create logos and other visual communications. We will explore Adobe Illustrator, Adobe Photoshop, Adobe In-Design, Wix.com to create websites, and Premiere Pro. More advanced students will explore campaign work. This class will explore work of professionals in the field of graphic design.

**PREREQUISITES:** none

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**COURSE TITLE:** CADD (Computer Aided Drafting and Design) (Grades 9 - 12)

**COURSE CREDIT & DURATION:** 1/2 credit, 1st semester /1 credit - every day - full year

**DESCRIPTION:**

The course is project based. It is an introduction to the basic function and applications of AUTODESK 2013. Part one of the class emphasizes learning AutoCAD 2013. You will learn how to create 2-D drawing of tool based products. Part two of the class will emphasize the learning and designing with Revit Architecture . This section will culminate with construction of a scaled model of your dream house. Part three will focus on 3-D printing of AUTOCAD based drawings. Grading will concentrate on effort and knowledge of the program. Half year students will design and create the same projects, but not on the same detailed level.

**PREREQUISITES:** none

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**COURSE TITLE:** Digital Photography (Grades 9 - 12)

**COURSE CREDIT & DURATION:** 1/2 credit, every other day - full year

**DESCRIPTION:**

This course studies three areas of photography. Section one is composition techniques, section two is introduction to Photoshop, section three is technical evaluation and practice with digital camera and lighting. Students work individually and as groups to explore photography and its practical uses. We will use both the iPhone and DSLR cameras.

**PREREQUISITES:** none

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**COURSE TITLE:** TV Production (Grades 8-12)

**Credits & Duration:** 1 credit, full year

**DESCRIPTION:**

This course features the study of TV production and video editing with an added focus on public speaking and interviewing skills. Students will study video and sound editing, storyboarding, script writing, professional grade TV camera and tricast operation, voice and diction as well as reporting and physical skills used in news casting. All members of this class will work together and be responsible for the production of a Bromfield TV news/magazine show which will be broadcasted at regular intervals during the school year. In addition to individual skills, students learn the values of teamwork, project skills and meeting deadlines. Note: students can choose to either work behind the scenes or on-camera, or both. This course will be taught in the HCTV studio.

**PREREQUISITES:** none

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## Music



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**COURSE TITLE:** Wind Ensemble (Grades 9 - 12)  
**COURSE CREDIT & DURATION:** 1/2 credit, full year -every other day  
**DESCRIPTION:**

Students in Wind Ensemble will rehearse and perform wind ensemble/concert band music of various styles. This group is intended for students in grades 9-12, but may be open to middle school students with the written permission of the course instructor. Rehearsals may be also be scheduled before and after school depending upon need at the course instructor's discretion. Participation in Holiday and Spring concerts, and in-and-outside of school performance opportunities (festivals, exchanges, community events) of the whole ensemble are required of all members. Members of Wind Ensemble have the opportunity to audition for Central Massachusetts Senior District Festivals, as well as other state, regional and national affiliated solo and group competitions.

**PREREQUISITES:** none

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**COURSE TITLE:** Concert Choir (Grades 9 - 12)  
**COURSE CREDIT & DURATION:** 1/2 credit, full year -every other day  
**DESCRIPTION:**

Students in Concert Choir will rehearse and perform choral music of various styles. This group is intended for students in grades 9-12, but may be open to middle school students with the written permission of the course instructor. Rehearsals may be also scheduled before and after school depending upon need at the course instructor's discretion. Participation in the Holiday and Spring Concerts, and in-and-outside of school performance opportunities (festivals, exchanges, community events, etc) of the whole ensemble are required of all members. Members of the Concert Choir have the opportunity to audition for the Central Massachusetts Senior District Music Festival, as well as other state, regional and national affiliated solo and group competitions.

**PREREQUISITES:** none

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**COURSE TITLE:** Music Theory and Composition I (Grades 9 - 12)  
**COURSE CREDIT & DURATION:** 1/2 - 1 credit, semester/full year  
**DESCRIPTION:**

Students in the Music Theory & Composition class I will learn about basic music theory and fundamental elements of music. This course encompasses a thorough study of rhythmic and harmonic elements including time signatures, key signatures, scale make-up, intervals, chord progression, and more. Ear training and aural dictation will be a large part of this course. Students will work with online applications and tech tools in addition to writing music by hand. Students will be required to write compositions of varying lengths covering different musical forms. An emphasis will be placed on using technology to create original student works.

**PREREQUISITES:** none

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**COURSE TITLE:** Music Theory and Composition II (Grades 9 - 12)

**COURSE CREDIT & DURATION:** 1/2 - 1 credit, semester/full year

**DESCRIPTION:**

Students in the Music Theory & Composition II class will continue their knowledge about the structural and compositional elements of music. This course encompasses a thorough study of basic harmony and counterpoint, scale makeup, modes, major and minor keys, four-part harmony, voice-leading, and more. Ear training and aural dictation will be a large part of this course. Students will work with online applications and tech tools in addition to writing music by hand. Students will be required to write compositions of varying lengths covering different musical forms. An emphasis will be placed on using technology to create original student works. This course offers the option of taking the AP Music Theory test at the end of the academic year.

**PREREQUISITE:** *Music Theory and Composition I or a Test Out to be distributed by the course Instructor*

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**COURSE TITLE:** Vocal Techniques: A Vocal Studies Course (Grades 9 - 12)

**COURSE CREDIT & DURATION:** 1/2 credit, every other day - full year

**DESCRIPTION:**

Vocal Technique Class is open to all students, grades 9-12. Students will learn to sing using healthy vocal technique for the young adult voice. This is a performance class. Students will be expected to sing with others and alone for the instructor and fellow classmates. There will be many classes taught in a master class fashion, where the student receives individual instruction while the rest of the class listens and observes. The vocal literature studied will be comprised of traditional folk songs, musical theater songs, jazz standards, operetta excerpts, and classical art songs. Music notation, diction, vocal pedagogy and sight-singing will be studied and practiced. Participation in the evening performance of the Solo and Small Ensemble Recital is required of all class participants.

**PREREQUISITES:** *none*

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**COURSE TITLE:** Musical Theatre Techniques: A Musical Theatre Exploration Course (Grades 9 - 12)

**COURSE CREDIT & DURATION:** 1/2 credit, every other day - full year

**DESCRIPTION:**

Musical Theatre Techniques class is open to all students, grades 9-12. This class is an exploration of American Musical Theatre. This is a vocal performance class. Students will study the work of the singer/actor/dancer and use their gained knowledge to develop as performers. Students will prepare and present as soloists as well as members of small groups and larger ensembles. Since this is a workshop course, students will prepare material for class presentation and critique. There will also be a focus on the audition process as well as musical theatre history and repertoire. For the end of the year, the class will collaboratively design and perform a musical theatre showcase.

**PREREQUISITES:** *none*

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**COURSE TITLE:** Jazz Workshop (Grades 9-12)

**COURSE CREDIT & DURATION:** 1/2 credit, every other day - full year

**DESCRIPTION:**

Students in the Jazz Workshop will study various jazz and rock styles including but not limited to: Swing, Dixieland, Bebop, Blues, Funk, Gospel and others. In addition to performance, students will be introduced to jazz history, theory and improvisation. Membership and placement in the group are at the discretion of the instructor as the ensemble makeup will vary each year. Students should speak to the course instructor prior to enrolling. Participation in all performances is required. Members of the

jazz ensemble have the opportunity to audition for the Central Massachusetts Senior District Music Festival and the Massachusetts All-State Music Festival.

**PREREQUISITES:** *none*

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**COURSE TITLE:** Jazz Styles (Grades 10-12)  
**COURSE CREDIT & DURATION:** 1/2 credit, every other day - full year  
**DESCRIPTION:**

Jazz Styles is a course designed for the continuing jazz student. In this course the student will develop their abilities in the area of jazz styles, jazz improvisation and composition. Membership and placement in the group are at the discretion of the instructor as the ensemble makeup will vary each year. Students should speak to the course instructor prior to enrolling. Participation in all performances is required. Members of the jazz ensemble have the opportunity to audition for the Central Massachusetts Senior District Music Festival and the Massachusetts All-State Music Festival.

**PREREQUISITE:** *JAZZ WORKSHOP*

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## *Theatre Arts*

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**COURSE TITLE:** Technical Theatre Design and Production (grades 9 - 12)  
**COURSE CREDIT & DURATION:** 1 credit, full year  
**DESCRIPTION:**

An elective for students in grades 9 - 12, this course examines the processes of creating a theatrical production from concept inception into design through construction. Stage lighting, sound, set construction, costuming, and make-up are discussed with emphasis on fundamental technique. Analysis and understanding of what goes on backstage to make a theatrical performance possible, including stage and theatre management principles, will also be covered. Major projects are required throughout the year, including elements of research and analysis. Some time outside of class will be required as students will participate in set construction, strike, and tech for school productions.

**Textbook title:** Illustrated Theatre Production Guide

**PREREQUISITES:** *none*

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**COURSE TITLE:** Advanced Technical Theatre Design and Production (grades 10 - 12)  
**COURSE CREDIT & DURATION:** 1 credit, full year  
**DESCRIPTION:**

An elective for students in grades 10 - 12, this course continues to examine the processes of creating a theatrical production begun in the introductory class, with greater emphasis on design principles. Major projects are required throughout the year, including elements of research and analysis. Some time outside of class will be required as students will participate in set construction and strike for school productions as well as running lighting, sound, and stage management during shows. Advanced tech students are also expected to take a leadership role in mentoring and training new tech students.

**Textbook title:** Illustrated Theatre Production Guide

**PREREQUISITES:** *Technical Stage Design and Production or permission from Ms. Brooks*

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**COURSE TITLE:** Acting and the Stage (grades 9 - 12)  
**COURSE CREDIT & DURATION:** 1 credit, full year  
**DESCRIPTION:**

An elective for students in grades 9 - 12, this course gives beginning acting students a broad overview of acting and theatre. Topics covered will include: acting fundamentals, memorization techniques, vocal technique, general stage movement, backstage technology, performance critiques, and other

theatrical subjects. We will also study western theatre history and performance styles from the ancient Greeks to the early 20th century. This course contains both academic and performance based components.

**Textbook title:** No formal text

**PREREQUISITES:** *none*

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**COURSE TITLE:** **Advanced Acting and the Stage (grades 10 - 12)**

**COURSE CREDIT & DURATION:** **1 credit, full year**

**DESCRIPTION:**

An elective for students in grades 10 - 12, acting is both art and craft - what is the difference? A number of acting methods have been created over the past 100 years that attempt to answer this question through a single outcome: a convincing performance that captivates an audience. This course will detail major acting techniques such as Stanislavski character development and the Strasberg Method. Students will read and perform scenes from multiple plays throughout the year to work towards the development of a personal acting style. We will also continue the study of western theatre history and performance styles from the late 19th century to today. This course contains both academic and performance-based components.

**TEXTBOOK(s):** No formal text

**PREREQUISITES:** *Acting or permission from Ms. Brooks*

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# TECHNOLOGY

*The high school Technology program offers electives for students wishing to explore and cultivate their programming skills. There are classes offered for beginner, intermediate, and advanced students.*

Technology - Department Leader: Miss Cregan

## Technology Course Offerings:

- Computer Science I
- Computer Science II
- Independent Study

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**COURSE TITLE:** Computer Science I (Grades 9-12)

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

Students in Computer Science 1 learn computational thinking and fundamentals of computer programming in the Python language. Students program a wide variety of programs through which they learn concepts including both iterative and recursive algorithms. Students simulate complex systems, program mathematical models, and some game programming.

**PREREQUISITES:** *none*

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**COURSE TITLE:** Computer Science II (Grades 10-12)

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

Students in Computer Science II learn computational thinking and fundamentals of computer programming in the Java language. Students program a wide variety of programs through which they learn concepts including both iterative and recursive algorithms. Students simulate complex systems, program mathematical models, and some game programming. Upon completing the course, students are able to independently apply skills and concepts to novel programming challenges.

**PREREQUISITES:** *Successful completion of Computer Science 1*

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**COURSE TITLE:** Independent Study in Computer Science (Grades 11-12)

**COURSE CREDIT & DURATION:** 1 credit, full time

**DESCRIPTION:**

Description: In a curriculum collaboratively designed between the instructor and student, the student applies knowledge of programming skills to complex systems. Students often pursue personal interests that involve both engineering and computer science and are expected to create an original, functional artifact upon completion of the course.

**PREREQUISITES:** *Successful completion of Computer Science I*

# HEALTH AND PHYSICAL EDUCATION

Students at The Bromfield School will experience the concept of wellness through classroom health education and physical education activities. In conjunction with the Harvard education plan, students will demonstrate the knowledge and skills necessary for a healthy, physically active, and socially responsible lifestyle.



Health and Wellness Department Leader: Barbi Kelley

## Graduation Requirements:

- Grades 9 and 10 - ½ credit in Health and Wellness and ½ credit in Physical Education
- Grades 11 and 12 - ½ credit in Health and ½ credit in Physical Education

## Physical Education offerings (11 and 12):

- Lifetime Fitness
- Yoga (can also be used for a health class)
- Sport Intensive Physical Education

## Health Offerings: (11 and 12)

- Wellness
- On Your Own (Grade 12 Only)
- Personal Safety & Wellness for Women
- Advanced Nutrition (Prerequisite - Health and Wellness and Biology)(Grades 11 & 12)
- EMT Cadet Program (must be 16 years old and submit an application)
- Advanced EMT

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**COURSE TITLE:** Physical Education (Grades 9 - 10)

**COURSE CREDIT & DURATION:** 1/2 - 1 credit, half year/full year

### DESCRIPTION:

High School students are required to take two years of Physical Education. This course will review and introduce skills and strategies that are needed to participate in team and individual sports. Some possible activities include: flag football, soccer, Ultimate Frisbee, volleyball, basketball, tennis, badminton, and softball. A unit will be given to all students where he/she will choose aerobics or the weight room. High school students are required to take a final exam at the end of the year that is based on rules, skills, and strategies

**PREREQUISITES:** none

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**COURSE TITLE:** Health and Wellness (Grades 9 - 10)

**COURSE CREDIT & DURATION:** 1/2 credit full year

### DESCRIPTION:

This introductory wellness course examines various wellness topics, including nutrition, substance abuse prevention, mental health, stress, relationships, and teen decisions. We will also examine the role that mindset and mindfulness play in health and wellness. This course places an emphasis on improving decision-making capabilities and developing health skills.

**PREREQUISITES:** none

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**COURSE TITLE:** Lifetime Fitness (Grades 11-12)  
**COURSE CREDIT & DURATION:** 1/2 - 1 credit half year/full year  
**DESCRIPTION:**

This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardio respiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

**PREREQUISITES:** none

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**COURSE TITLE:** Yoga (Grades 11-12)  
**COURSE CREDIT & DURATION:** 1/2- 1 credit half year/full year  
**DESCRIPTION:**

This course is designed to introduce students, safely and accessibly, to the basic postures, breathing techniques, and relaxation methods of yoga. Students will begin to experience the benefits of stretching, moving, and breathing freely as they relieve built up stress, learn to relax, and ultimately get more out of day-to-day life.

**PREREQUISITES:** none

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**COURSE TITLE:** Sport Intensive Physical Education (Grades 11-12)  
**COURSE CREDIT & DURATION:** 1/2- 1 credit half year/full year  
**DESCRIPTION:**

This course is designed to provide fast-paced activity primarily through team sports. Students will be expected to participate at a very high intensity level. This course will involve advanced game strategies, tactics and planning. Students will learn various coaching skills, sports management techniques, tournament creation and management.

**PREREQUISITES:** none

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**COURSE TITLE:** Wellness (Grades 11-12)  
**COURSE CREDIT & DURATION:** 1/2 credit  
**DESCRIPTION:**

This introductory course will examine wellness models and theories in relation to self and others. The course will cover health topics including nutrition, substance abuse prevention, mental health, stress, relationships, and teen decisions. The course will also explore attitudes, thoughts and beliefs effected by cultural norms. This course will be offered as a half year course which can be taken either first or second semester. It may also be offered every other day for the full year.

**PREREQUISITES:** none

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**COURSE TITLE:** On Your Own (Seniors only)  
**COURSE CREDIT & DURATION:** 1/2 credit/semester  
**DESCRIPTION:**

This course will introduce students to the concept of being “on your own”. While this course will focus on well-being, interpersonal skills, and decision-making throughout, we will have two main units: nutrition/cooking, and personal finance. The nutrition section of this course will focus into nutrients, the effects of food on health, dietary recommendations, mindful eating and the psychology of eating, and food politics. We will also spend some time on food science and cooking. The personal finance section of this course will focus on the elements of financial responsibility, including credit, debt, student loans, making a budget, savings, auto loans, etc. This course will also feature a range of guest speakers and discussions about the transition to college and the “real world”.

*Prerequisite: Successful completion of Wellness or approval from teacher*

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**COURSE TITLE:** Personal Safety and Wellness for Women (11<sup>th</sup> and 12<sup>th</sup> grade)

**COURSE CREDIT & DURATION:** 1/2 credit, semester

**DESCRIPTION:**

This semester class will include information on self-protection strategies (RAD training) as well as training in CPR, AED and first aid. R.A.D. Systems is a program that is designed to help women overcome the effects of sexual harassment and sexual violence by teaching assertiveness, awareness, risk reduction, risk recognition, avoidance and physical defense strategies, since it has been well established that sexual harassment and sexual violence on campus are forms of sexual discrimination prohibited by Title IX. The classes consist of a power point presentation, warm-ups and stretches, learning and practicing self-defense techniques. The final class is a controlled live simulation assault where students will put knowledge, instinct, and self-defense techniques into action.

**Requirements: Parental approval required - signed form, sneakers and a change of clothes.**

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**COURSE TITLE:** Advanced Nutrition

**COURSE CREDIT & DURATION:** ½ credit, semester

**DESCRIPTION:**

This one-semester elective course provides students with an advanced understanding of the nutrition principles that are necessary for physical and mental wellbeing. We will delve deeply into nutrients, the effect of food on body systems, dietary recommendations, mindful eating and the psychology of eating, current research in nutrition, and food politics. We will also spend some time on food science and cooking. Overall, this course emphasizes an understanding of food and eating trends and will give students the capacity to evaluate all available sources of nutrition information to make informed decisions.

**Prerequisite: Health and Wellness and Biology, Grade 11 or 12**

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**COURSE TITLE:** Emergency Medical Technician - Basic (EMT-B) Program

**COURSE CREDIT & DURATION:** 1 credit, 1st year (evening and weekend hours)

**DESCRIPTION:**

Beginning with the fall of 2017, EMT or Advanced EMT can satisfy the Eleventh or Twelfth grade Wellness graduation requirement. Students must have taken a Wellness course in the Ninth or Tenth grade to use either of these courses to satisfy the requirement.

Students enrolled in the Harvard Ambulance Service (HAS) EMT-B Program receive training that meets or exceeds the certification standards set by the National Registry for Emergency Medical Technicians (NREMT). This is currently specified as 150 hours of education and the student earns a full course credit upon successful completion of the program. As part of the curriculum, students will acquire cardio-pulmonary resuscitation (CPR) certification and follow a rigorous schedule of topics including EMT safety and responsibilities, anatomy, physiology, lifting, airway management, patient assessment, medical/trauma/behavioral emergencies, infant care, rescue activities and ambulance operations. During the latter part of the course, students will participate in observer runs on 911 calls. At course end, the student is expected to take the State Practical Skills exam and then the NREMT written exam to achieve state certification (EMT-B license). (NOTE: applicants for this course are required to write an essay and will be interviewed by experienced HAS EMTs).

**PREREQUISITES: none**

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**COURSE TITLE:** Advanced Emergency Medical Technician-Basic (EMT-B) Program

**COURSE CREDIT & DURATION:** 1 credit, 2<sup>nd</sup> or 3<sup>rd</sup> year

**DESCRIPTION:**

Beginning with the fall of 2017, EMT or Advanced EMT can satisfy the Eleventh or Twelfth grade Wellness graduation requirement. Students must have taken a Wellness course in the Ninth or Tenth grade to use either of these courses to satisfy the requirement.

Students enrolled in the Advanced EMT-B Program must be state-certified EMTs by the beginning of the school year and be scheduled to respond to 9-1-1 calls a minimum of 24 hours per month outside of school hours. The students who meet this requirement are eligible to be on call during school hours subject to Bromfield administration approval. In addition, Advanced EMT students will be members of good standing (regularly attending state-mandated run reviews, participating at monthly meetings and in mock call training, and accumulating continuous education credits as required for license recertification). Students will also be responsible for an EMT-related project approved by the Harvard Ambulance Service staff.

***PREREQUISITES: Successful completion of EMT***

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# MATHEMATICS

The Mathematics Department sets as a priority the ability to apply mathematics to practical situations. Mathematical concepts and mathematical computation are also stressed. Our courses are in alignment with the Massachusetts Mathematics Curriculum Frameworks and the standards of the National Council of Teachers of Mathematics, and ultimately prepare students to take college entrance examinations given at the high school level. All of our courses may include non-calculator based assessments. **Starting with the class of 2016 all students seeking admission to state colleges and universities in the Commonwealth of Massachusetts must complete a 4 year study of mathematics.**



Mathematics Department Leader: Russell Wass

Mathematics Course Offerings:

Integrated Math Part I	Trigonometry
Integrated Math Part II	Analysis
Integrated Math Part III	Pre-Calculus (H)
Algebra I (CP)	Calculus (H, AP)
Algebra II (CP, H)	Calculus BC (AP)
Geometry (CP, H)	Statistics (AP)

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**COURSE TITLE: Integrated Mathematics Part I: (Algebra 1, Geometry, and Statistics)**

**COURSE CREDIT & DURATION: 1 credit, full year**

**DESCRIPTION:**

This is the first course in a three-year college preparatory sequence that weaves together algebra, geometry, statistics, number sense and logic. The course reinforces the connections that exist between algebra and geometry while developing problem-solving skills. Completion of the three year sequence will prepare students to take the new SAT I Reasoning Test in the spring of their junior year. Specific topics to be studied generally include: integers and expressions, decimals, greatest common factors, scientific notation, rules of exponents, rational numbers and expressions, ratios, proportions and percents, equations and inequalities, graphing in the coordinate plane, polynomials and factoring, algebraic word problems, points, lines and angles, polygons, inductive/deductive reasoning, perimeter and circumference, area and volume, right triangles, slope, introductory transformational geometry as well as selected topics in probability and statistics.

**TEXTBOOK(s):** Math Matters, Book 1, Lynch & Olmstead, 1998 edition, National Textbook Co.

**PREREQUISITES:** *Successful completion of Pre-Algebra 8 and recommendation of the current mathematics teacher*

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**COURSE TITLE: Integrated Mathematics Part II: (Algebra 1, Geometry, and Statistics)**

**COURSE CREDIT & DURATION: 1 credit, full year**

**DESCRIPTION:**

This is the second course in a three-year college preparatory sequence, which weaves together algebra, geometry, statistics, number sense and logic. The course reinforces the connections, which exist between algebra and geometry while developing problem-solving skills. Completion of the three year sequence will prepare students to take the new SAT I Reasoning Test in the spring of their junior year.

Specific topics to be studied generally include: mathematics and number sense, real numbers and algebraic expressions, reasoning in geometry, statistics, solving equations and inequalities, using formulas in geometry, polynomials, graphing functions, slope and systems, ratio, proportion and variation, transformations, probability, logic and sets, and an introduction to trigonometry.

**TEXTBOOK(s):** Math Matters, Book 2, Lynch & Olmstead, 1998 edition, National Textbook Co.

**PREREQUISITES:** *C or better in Integrated Math Part I and recommendation of the current mathematics teacher*

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**COURSE TITLE:** Integrated Math III: (Algebra 1, Geometry, and Statistics)

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

This is the third course in a three-year college preparatory sequence that weaves together algebra, geometry, statistics, number sense and logic. The course reinforces the connections that exist between algebra and geometry while developing problem-solving skills. Completion of the three year sequence will prepare students to take the new SAT I Reasoning Test in the spring of the junior year. Specific topics to be studied generally include: the language of mathematics, functions, using the language of mathematics, reasoning in geometry, triangles, quadrilaterals and other polygons, measurement, slope and systems of equations, similar triangles, transformations in the coordinate plane, probability and statistics, right angles and circles, polynomials, quadratic equations, quadratic relations (circles and parabolas) and introductory trigonometry. This course is in alignment with the new SAT.

**TEXTBOOK(s):** Math Matters, Book 3, Lynch & Olmstead, 1998 edition, National Textbook Co.

**PREREQUISITES:** *C or better in Integrated Math Part II and recommendation of the current mathematics teacher*

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**COURSE TITLE:** Algebra I

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

This college preparatory course is designed for 9<sup>th</sup> grade students who could be expected to successfully master the content of a first year Algebra course.

The course provides students with an opportunity to master algebraic techniques and to investigate the conceptual bases that underlie and justify these techniques. The course work stresses the structure of Algebra as well as the development of manipulative skills. Topics include variables, axiomatic systems, linear equations and inequalities, polynomials, algebraic systems, functions, graphing, and quadratic equations. Probability and statistics and geometry will be integrated throughout the course.

**TEXTBOOK(s):** Algebra Structure and Method Book 1, 1994 edition, Brown, Dolciani, Sorgenfrey, & Cole, McDougal Littell.

**PREREQUISITES:** *C or better in Pre-Algebra 8 and recommendation of the current mathematics teacher*

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**COURSE TITLE:** Algebra II

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

A working knowledge of Algebra I including the logical structure of the natural, whole, integral, rational, and real number systems, as well as relative dexterity in the manipulation of algebraic expressions is expected of students enrolling in this course. The course emphasizes applications of Algebra to advance students in their study of more sophisticated topics.

Topics to be reviewed and expanded upon include: axiomatic systems, systems of linear equations, polynomial equations and factoring, rational expressions, relations, and functions. New topics to be introduced include: matrices and determinants, quadratic relations and systems, conic sections, the complex number system, vectors, exponential functions, and logarithms. Geometry and probability and statistics will be integrated throughout the course.

**TEXTBOOK(s):** Algebra 2 and Trigonometry: Structure and Method, Book 2, 1994 edition, Dolciani, McDougal Littell.

**PREREQUISITES:** *C or better in Algebra I and Geometry or C or better in Integrated Math Parts I, II, and III, AND in either case, recommendation of the current mathematics teacher*

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**COURSE TITLE:** Algebra II (Honors)

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

This 9<sup>th</sup> grade course demands a thorough knowledge of the concepts learned in Algebra I (H) and an ability to think abstractly. Mastery of the logical structure of the natural, whole, integral, rational, and real number systems, as well as dexterity in the manipulation of algebraic expressions is expected. The course emphasizes an analytical and abstract approach to algebra. Application of this approach is used as a means of advancing students to the study of more sophisticated topics.

Topics to be reviewed briefly and expanded upon include: axiomatic systems, systems of linear equations, polynomials and factoring, rational expressions, relations and functions.

New topics to be discussed in depth include: matrices and determinants, quadratic relations and systems, conic sections, the complex number system, vectors, exponential functions, and logarithms. Probability and statistics and geometry will be integrated throughout the course.

**TEXTBOOK(s):** Algebra 2 and Trigonometry: Structure and Method, Book 2 , 1994 edition, Dolciani, McDougal Littell.

**PREREQUISITES:** *B+ or better in Algebra I (Honors) and recommendation of the current mathematics teacher*

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**COURSE TITLE:** Geometry

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

This 10<sup>th</sup> grade course provides students with the opportunity to utilize inductive and deductive reasoning in the study of geometry as a mathematical system. The course relies heavily upon each student's background in Algebra I. Students should be able to solve linear equations, understand quadratic functions, and work with radical expressions. The course includes the study of geometric elements and there is a strong emphasis on the unification of algebra and geometry. Probability and statistics will also be reviewed as part of this course.

Specific topics to be studied include: Elements of Geometry, Inductive/Deductive Reasoning, The Nature of Proof, Angle Relationships, Parallel and/or Perpendicular Lines and Planes, Congruent and Similar Polygons, The Geometry of the Right Triangle, Introductory Trigonometry (including law of sines and law of cosines), The Geometry of the Circle, Methods of Coordinate Geometry, and Transformational Geometry.

**TEXTBOOK(s):** Geometry by Jurgensen, Brown and Jurgensen, 1994 edition, Houghton Mifflin.

**PREREQUISITES:** *C or better in Algebra I and recommendation of the current mathematics teacher*

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**COURSE TITLE:** Geometry Honors

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

Study of the structure of geometry as a mathematical system provides students with an opportunity to utilize both inductive and deductive reasoning processes. Geometry deals with abstract concepts and is highly analytical. This 10<sup>th</sup> grade course demands a thorough knowledge of the concepts learned in Algebra II (H). Students should be able to solve linear and quadratic equations and be familiar with the concept of a radical expression. The course includes the study of geometric elements and geometric systems. The nature of proof is integrated throughout the course, and there is a strong emphasis on the unification of algebra and geometry. Probability and statistics will also be reviewed as part of this course. Specific topics to be studied include: Elements of Geometry, Inductive/Deductive Reasoning,

The Nature of Proof, Angle Relationships, Parallel and/or Perpendicular Lines and Planes, Congruent and Similar Polygons, The Geometry of the Right Triangle, Introductory Trigonometry (including law of sines and law of cosines), The Geometry of the Circle, Methods of Coordinate Geometry, and Transformational Geometry.

**TEXTBOOK(s):** Geometry by Jurgensen, Brown and Jurgensen, 1994 edition, Houghton Mifflin.

**PREREQUISITES:** *B+ or better in Algebra II (Honors) and recommendation of the current mathematics teacher*

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**COURSE TITLE:** Trigonometry

**COURSE CREDIT & DURATION:** 1/2 credit, 1 semester

**DESCRIPTION:**

This course should be taken prior to Analysis and is intended to prepare students for the study of calculus. It is designed for qualified juniors and seniors and provides an excellent opportunity for students to examine the behavior of different types of functions. In addition, the logical sequence of trigonometric problems helps students to understand the structure of advanced mathematics.

Topics include: Circular Functions, Graphs of Circular Functions, Trigonometric Functions, Angle Measure, Properties of Circular and Trigonometric Functions, Inverse Trigonometric Functions, and Solving Triangles.

**TEXTBOOK(s):** Trigonometry by Larson, 7<sup>th</sup> edition, Houghton Mifflin.

**PREREQUISITES:** *C or better in Algebra II and recommendation of the current mathematics teacher.*

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**COURSE TITLE:** Analysis

**COURSE CREDIT & DURATION:** 1/2 credit, 1 semester

**DESCRIPTION:**

This course follows Trigonometry and is intended to prepare students for the study of calculus. It is expected that a mastery of algebra, geometry and trigonometry has been attained prior to the election of this course.

Topics include: Sequences and Series, Relations and Functions, Limits and Continuity, an Introduction to Derivatives of Polynomial Functions, Graphing of Polynomial Functions, and Exponential and Logarithmic Functions.

**TEXTBOOK(s):** Introductory Analysis, 1991 edition, Dolciani, Houghton Mifflin.

**PREREQUISITES:** *C or better in Trigonometry and recommendation of the current mathematics teacher*

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**COURSE TITLE:** Pre-Calculus Honors

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

This course is sequential to Geometry (Honors). A solid mastery of algebra and geometry is expected since the concepts studied in this course will be both complex and abstract. As the title implies, this rigorous course will prepare students for the study of Advanced Placement Calculus. Topics to be analyzed include: trigonometric functions, circular functions, inverse circular functions, properties of trigonometric functions, sinusoids, a review of key concepts from Algebra 2, the complex number system, sequences and series, limits, polynomial functions, exponential and logarithmic functions, differential calculus, and additional topics as time allows. The study of differential calculus will be extensive. As this is an honors course, both prerequisites should be taken at the honors level.

**TEXTBOOK(s):** Pre-Calculus with Limits, 2<sup>nd</sup> edition, Larson, Cengage Learning and Calculus of a Single Variable, 5<sup>th</sup> edition, Larson, Heath

**PREREQUISITES:** *B+ or better in both Algebra II (Honors) and Geometry (Honors) and recommendation of the current mathematics teacher. A grade of A- or better in both pre-requisite courses is actually a much better indicator of potential success in this course.*

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**COURSE TITLE:** Calculus Honors  
**COURSE CREDIT & DURATION:** 1 credit, full year  
**DESCRIPTION:**

This course is offered to college bound students who have demonstrated a solid mastery of the recommended mathematics sequence of Algebra I, Algebra II, Geometry, Trigonometry and Analysis or Pre-Calculus.

The course provides students with experience in the methods of differential and integral calculus. The field of inquiry includes: topics of analysis, differentiation, applications of differentiation, integration, applications of integration, and logarithmic and exponential functions. Additional topics will be included as time permits.

**TEXTBOOK(s):** Calculus of a Single Variable, 5th edition, Larson, Heath.

**PREREQUISITES:** *B or better in Analysis or B- or better in Pre-Calculus and recommendation of the current mathematics teacher*

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**COURSE TITLE:** Advanced Placement Calculus  
**COURSE CREDIT & DURATION:** 1 credit, full year  
**DESCRIPTION:**

The study of calculus includes both differential and integral topics. This course is analytical in nature and requires a background in algebra, geometry, and pre-calculus. Students will be introduced to the methods of differentiation, the techniques of differentiation, and the applications of differentiation. As a part of this aspect of the course, students will become familiar with the concepts of limits, functions, and continuity. The integration portion of the course will explore methods and techniques of integration as well as applications of integration. In addition, students will be required to use a TI-83 or TI-84 graphing calculator in this course.

Topics include: Limits and Continuity, Inverse Functions, Exponential Functions, Logarithmic Functions, Differentiation, Techniques of Differentiation, Applications of Differentiation, Integration, Techniques of Integration, and Applications of Integration. Additional topics will be presented as time allows. The course will make heavy use of previously released AP Calculus Exam materials.

**TEXTBOOK(s):** Calculus, Larson, Hostetler & Edwards, 8<sup>th</sup> edition, 2006, Houghton Mifflin Company, Inc.; AP Calculus AB Exam Workbook by The Princeton Review, 2017.

**PREREQUISITES:** *A- or better in Pre-Calculus and recommendation of the current mathematics teacher*

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**COURSE TITLE:** Advanced Placement Statistics  
**COURSE CREDIT & DURATION:** 1 credit, full year  
**DESCRIPTION:**

The Curriculum content is divided into four major themes:

1. planning - collecting data, organizing data, and representing the collection in tabular and graphic forms.
2. probability - the tool used for anticipating what the distribution of the data should look like for a given model.
3. exploratory analysis - computing various measures (statistics) to identify characteristics of the distribution of data.
4. inference - drawing conclusions about a particular collection or collections of data.

This is a challenging course that is quite valuable given that virtually all college students will be required to take a statistics course at some time in their academic career. The course will make heavy use of previously released AP Statistics Exam materials. Students will be required to use a TI-83 or

T1-84 graphing calculator in this course.

**TEXTBOOK(s):** The Practice of Statistics, Yates, Moore & Starnes, 3rd edition, 2003, W.H. Freeman and Company; How to Prepare for the AP Statistics Exam, 8th edition, Barrons.

**PREREQUISITES:** A- or better in Pre-Calculus or A- or better in Algebra II (Honors) and in current math class, and recommendation of the current mathematics teacher. Senior standing highly recommended. Highly qualified non-seniors may take this course only if space is available.

**COURSE TITLE:** Advanced Placement Calculus BC

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

This course will prepare students to take the Advanced Placement Calculus BC exam and introduce multivariable calculus as time allows. Topics from AB Calculus will be analyzed, discussed, and reviewed in an expanded fashion. Additional topics to be covered include parametric, polar, and vector functions and the calculus related thereto, advanced techniques of integration, including integration by parts, the method of partial fractions, and trigonometric substitution, improper integrals, advanced applications of L'Hopital's Rule, determination of the length of a curve, work, slope fields, solving differential equations including those of a logistic nature, Euler's method, advanced determinations of volume, and polynomial approximations and series including general concepts of series, series of constants, and Taylor and Maclaurin series. The course will make heavy use of previously released AP Calculus Exam materials. This course is offered when possible.

**TEXTBOOK(s):** Calculus, Larson, Hostetler & Edwards, 8<sup>th</sup> edition, 2006, Houghton Mifflin Company, Inc. *AP Calculus BC Exam Workbook by The Princeton Review, 2017.*

**PREREQUISITES:** A- or better in AP Calculus, recommendation of the current mathematics teacher, and recommendation of the Mathematics Department Leader.

### *Mathematics Sequence* (Suggested Schedule)

	Version I	Version II	Version III	Version IV
<b>Grade 9</b>	Algebra II (H)	Algebra I	Geometry	Integrated Math I
<b>Grade 10</b>	Geometry (H)	Geometry	Algebra II	Integrated Math II
<b>Grade 11</b>	Pre-Calculus (H)	Algebra II	Trigonometry & Analysis	Integrated Math III
<b>Grade 12</b>	AP Calculus or Calculus (H)	Trigonometry & Analysis	Calculus (H)	Algebra II

# SCIENCE



*The Science Department sets as a priority for its science program, the development of science literacy across major science disciplines, as well as promotes the development of basic inquiry skills necessary for success in the specialized high school science courses of Biology, Chemistry and Physics. A primary focus is the fact that careful observation and analysis is the root of scientific reasoning. Our course coverage also acknowledges and incorporates quantitative and computational skills of mathematics, the skillful use of written and oral communication skills, the application, immersion, and influence of science and technology on societal issues, and the application of science and technology to the arts. These are equally important aspects of what a scientifically literate person in the third millennium needs to know. Course content, instructional methods and assessment techniques attempt to be consistent with the Massachusetts Curriculum Frameworks and the National Science Education Standards.*

Science Department Leader: Deborah Pierce

Science Department Course Offerings:

Introductory Physics (CP, H)

Biology (CP, H, AP)

Chemistry (CP, H, AP)

Engineering the Future (An Introductory Course) (CP)

Applied Physics (CP)

Physics (H, AP)

Anatomy and Physiology (CP)

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**COURSE TITLE:** Introductory Physics (Introductory Physics or Introductory Physics Honors is required of all 9th grade students)

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

Introductory Physics focuses on physics topics such as motion (dynamics), Newtonian Mechanics, work, energy, power, waves, sound, heat, light, electricity, magnetism, and others as time permits. Understanding of basic physics content as the foundation of biology and chemistry will be the primary goal of the course. Quantitative data management and analysis (including mathematical, graphical and modeling approaches) will be utilized. Mathematics used will involve basic pre-algebra and algebra skills. Students will take the Introductory Physics MCAS to meet their State of Massachusetts high school science requirement.

As a College Prep course, students will be expected to have a general understanding of physics and math concepts introduced in middle school. Emphasis on mathematical, organizational and time management skills will be reinforced in the classroom as necessary.

**TEXTBOOK(s):** *Physics: A First Course, 1<sup>st</sup> ed.*, CPO Science

**PREREQUISITES:** *Physical Science 8*

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**COURSE TITLE:** Introductory Physics - Honors (Introductory Physics or Introductory Physics Honors is required of all 9th grade students)

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

Introductory Physics focuses on physics topics such as motion (dynamics) in two dimensions, Newtonian Mechanics, waves, sound, heat, light, electricity, magnetism, and others as time permits.

Understanding of basic physics content as the foundation of biology and chemistry will be the primary goal of the course. Quantitative data management and analysis (including mathematical, graphical and modeling approaches) will be utilized. Mathematics used in the honors section will involve strong algebra skills and development of trigonometry skills. Students will take the Introductory Physics MCAS to meet their State of Massachusetts high school science requirement.

As an Honors course, students will be expected to be highly motivated and willing to put the time and effort in to keep up with the faster pace of this course. Students should have strong organization and time management skills and be willing to practice at home to master concepts. Mastery of Algebra I Honors and PS I topics is expected.

**TEXTBOOK(s):** *Physics: A First Course, 1<sup>st</sup> ed.*, CPO Science

**PREREQUISITES:** *B+ in Algebra I Honors and a B+ in 8<sup>th</sup> grade science with a strong recommendation of the 8<sup>th</sup> grade science teacher*

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**COURSE TITLE:** Biology - College Prep

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

Basic traditional concepts in biology will be explored through a combination of laboratory investigations, lectures and various technologies. General themes will be taken from molecular biology, energy usage, epidemiology, genetics, biodiversity, ecology and anatomy / physiology. Instructional strategies will focus more on conceptual approaches and a moderate pace intended to address a variety of student learning styles and standards expected in the Massachusetts Curriculum Frameworks.

**TEXTBOOK(s):** *Biology*, Miller and Levine, 2004

**PREREQUISITES:** *For grade 10: None*

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**COURSE TITLE:** Biology - Honors

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

Molecular and traditional concepts in biology will be explored through a combination of laboratory investigations, lectures and various technologies. General themes will be taken from molecular biology, energy usage, epidemiology, genetics, biodiversity, ecology and anatomy / physiology. Instructional strategies will focus more on abstract as well as conceptual approaches at a rapid pace. This course is intended to not only cover standards expected in the MCAS frameworks, but also prepare students for potential advanced studies in biology.

**TEXTBOOK(s):** *Biology Concepts & Applications, 9<sup>th</sup> Edition*, Cecie Starr

**PREREQUISITES:**

*For 10<sup>th</sup> grade students: An A average in 9<sup>th</sup> grade Introductory Physics or B+ average in 9<sup>th</sup> grade Introductory Physics with Honors AND a B average in either Algebra II Honors or Geometry Honors, and the strong recommendation of their 9<sup>th</sup> grade science teacher*

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**COURSE TITLE:** Advanced Placement Biology

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

This demanding biology program is recommended for juniors who have demonstrated advanced skills in science and significant levels of past academic achievement, who believe their future careers may be in science, engineering or medicine. The curriculum follows a program developed by the College Board including 8 mandatory laboratory investigations and is parallel in rigor and content to that offered at the introductory college level. Assignments are purposeful, but lengthy and the class pace is rapid. Students are expected to take the standardized final examination and may qualify for a waiver of an introductory biology course upon entry into college.

**TEXTBOOK(s):** *Biology*, Campbell, 9<sup>th</sup> edition Pearson

**PREREQUISITES:** *B+ in Honors Chemistry and B+ in Honors Biology with teacher recommendation. A- in College Prep Chemistry and A- in College Prep Biology*

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**COURSE TITLE:** Chemistry - College prep

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

The course presents concepts about the chemical composition of the world and the mathematical nature of relationships in matter. Rigorous attention is given to theories that explain the behavior of matter as well as practical applications of these theories. In addition to atomic theory, topics include phases of matter, the mole concept, stoichiometry, solutions, oxidation-reduction, bonding theories, radioactivity, and acids and bases. The chemistry of specific chemical groups and families is examined through laboratory investigations, lectures, and instructional media. This chemistry course is suited to most students.

**TEXTBOOK(s):** World Of Chemistry, Zumdahl, Zumdahl and DeCoste (2013)

**PREREQUISITES:** *C in Biology and C in Algebra I or Integrated Math II with tenth grade science teacher recommendation*

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**COURSE TITLE:** Chemistry - Honors

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

This demanding course is presented at an accelerated pace and explores chemical problem solving techniques to a deeper level than the traditional chemistry offering. Chemistry is presented as an experimental science, allowing students to learn fundamental concepts by experimentation. Rigorous attention is given to abstract theories and the practical applications of these theories. Topics include energy, the mole concept, atoms and ions, elements and the periodic table, stoichiometry, modern atomic theory, chemical bonding, phases of matter, solutions, acids and bases, organic chemistry, and nuclear chemistry.

Designed for junior and senior students with a good background in previous science courses, the course is also available to tenth grade students enrolled concurrently in Honors Biology and who meet other prerequisites. Students who envision a career in science, engineering, or medicine are encouraged to elect this offering. Formal laboratory reports and analysis of laboratory experiments will be an integral part of the course work. Keeping pace with the class and completing written assignments promptly are expected of students who choose honors level chemistry.

**TEXTBOOK(s):** *Introductory Chemistry: A Foundation (7<sup>th</sup> ed.)*, by Zumdahl and DeCoste (2011)

**PREREQUISITES:** *B+ in Honors Biology and B+ in Algebra I*

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**COURSE TITLE:** Advanced Placement Chemistry

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

AP Chemistry is designed for juniors and seniors who have demonstrated advanced skills in previous science and math courses and who are interested in pursuing further studies in science, engineering, or medicine. The course is designed to be equivalent to a first-year college course in inorganic chemistry and includes a comprehensive and essential laboratory component, which may require an additional time commitment. Students enrolling in this course must be self-motivated and independent learners. Students will be expected to take the AP examination and may be eligible for college credit for successful completion of this rigorous but rewarding course. Students enrolled in AP Chemistry are strongly encouraged to concurrently enroll in Honors or AP Physics. Ideally, students should take AP Chemistry immediately following a first year chemistry course.

**TEXTBOOK(s):** Chemistry: The Central Science, 11<sup>th</sup> edition, Brown, Lemay & Burton (Prentice-Hall)

**PREREQUISITES:** *B+ in Honors Chemistry or A- in College Prep Chemistry, a B+ in Algebra I and science teacher recommendation*

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**COURSE TITLE:** Engineering for the Future (An Introductory Course)(Grades 11 & 12)

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

This course places particular emphasis on problem-solving and real-world applications of physics. Students will learn about the engineering practices of developing and using models; analyzing and interpreting data; using mathematics; designing solutions; and obtaining, evaluating, and communicating information. In this project-based course, students will use scientific principles to evaluate solutions to real-world problems, propose or refine solutions, and examine the social and cultural impacts a product, material, manufacturing process, or technology could have on our world. The application of these practices across core ideas gives students a rich grounding in the importance and the overarching application of engineering in both current and future societies. Course may include guest speakers and field trips that are relevant to course projects.

**TEXTBOOK(s):** Adapted curriculum from Engineering the Future, National Center for Technology Literacy, Key Curriculum Press, Emeryville, CA 2008

**PREREQUISITES:** *C in Chemistry and C in Algebra II or Integrated Math III and science teacher recommendation*

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**Course Title:** Applied Physics (How Things Work)

**Course Credits & Duration:** 1 credit, full year

**Description:**

Physics is concerned with discovering the universal laws that govern matter, energy, space, and time, and explaining how things work. This course will focus on the physics knowledge and math skills necessary for students to have an understanding of the world around them. The course is student-centered in the sense that students will have a say as to what projects they will undertake and what content they are most interested in pursuing. Possible topics include laws of motion, mechanics, fluids, thermodynamics, waves sound, optics, electricity, electronics, magnetism, light and modern physics. This class incorporates activities, labs, projects, computer simulations, computer data analysis, and many technologies - all germane to the concrete topics that drive the course. The program is a high school version of a famous course offered at UVA by Louis Bloomfield by the name "How Things Work." The focus is on practical application of physics concepts. Students will leave the class informed and capable. Although problem-solving is not as central as for other levels of Physics, the course still emphasizes the need for measurement and quantitative analyses in order to develop

models of the natural world. The class is designed for seniors, although juniors may be admitted if they meet the prerequisites, a science teacher recommends it, and schedule allows it.

Textbook Title: *How Things Work*, Steven Bloomfield, 4<sup>th</sup> edition, John Wiley & Sons (2010)

*Prerequisites: C in Chemistry and C in Algebra II or Integrated Math III and science teacher recommendation*

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**COURSE TITLE:** Physics - Honors

**COURSE CREDIT & DURATION:** 1 credit, full year

**PREREQUISITES:** *B- Honors Chemistry or A- in Chemistry and B in Pre-Calculus with science teacher recommendation*

**DESCRIPTION:**

Honors Physics investigates a wide range of physical principles and phenomena including Newtonian mechanics (including rotational dynamics) electricity and magnetism, circuits, waves, sound and light. As an honors elective, high levels of self-motivation and intellectual curiosity are expected of all students. Normally a junior or senior level course, the elective is suggested for students completing Honors Chemistry and who are simultaneously taking Calculus. This course has a rigorous approach to physics including critical thinking and problem solving, discussions, case studies, hands-on experiments and interactive multimedia. Students need to rely on a strong advanced algebra and trigonometric background. Project work beyond the regular classroom is expected.

**TEXTBOOK(s):** Essential Physics, Tom Hsu, Manos Chanlotakis, and Michael Pahre, Ergopedia, Cambridge, MA (Jan.2014)

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**COURSE TITLE:** Advanced Placement Physics 1

**COURSE CREDIT & DURATION:** 1 credit, full year (seniors only)

*Sophomores who choose to take any of the Physics courses offered in their Junior year, may not take any Physics course in their senior year.*

*Juniors may choose to take any of the Physics levels offered in their senior year as long as they meet the prerequisites. It is not necessary to have taken Honors Physics in order to take AP Physics 1.*

This course is intended for seniors who wish to advance their skills in physics, and who are interested in careers in a math, science, or engineering discipline. This course was designed by the College Board as an algebra-based college level physics course. It is offered here as an alternative to Honors Physics for those who want to go into greater depth and explore Newtonian mechanics, electrical circuit theory, rotational dynamics, waves and oscillatory motion. Students enrolling in this course must be self-motivated and independent learners. This course advances at a rapid pace and students must be expected to keep up with course material. Students will be expected to take the AP examination and may be eligible for college credit depending on their scores.

**TEXTBOOK(s):** *Physics*, (7<sup>th</sup> Edn.), Cutnell, J. and Johnson, K., 2007, John Wiley and Sons.

**PREREQUISITE:** *B in Honors Chemistry or A in Freshman Physics or A- in CP Chemistry. B+ in latest math class.*

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**COURSE TITLE:** Anatomy and Physiology - College prep

**COURSE CREDIT & DURATION:** 1 credit, full year (Grades 11 & 12)

This course will run only if student enrollment and staff availability allows.

**DESCRIPTION:**

Anatomy and Physiology are branches of biology dealing with the structure and function of the human body. This is a laboratory-oriented course, including a cat dissection, which places emphasis on how structure relates to function to maintain health and equilibrium within the body. This course will introduce topics related to careers in health fields such as medicine, nursing, physical therapy and exercise physiology.

**TEXTBOOK(s):** *Essentials of Human Anatomy and Physiology, 8<sup>th</sup> edition*, Marieb, Pearson.  
**PREREQUISITES:** *Biology and Chemistry or by Recommendation of the Department.*

## Science Sequence

	College Prep	Honors
Grade 9	Introduction to Physics	H Introduction to Physics
Grade 10	Biology Chemistry	H Biology Advanced Placement (AP) Biology
Grade 11	Chemistry Anatomy and Physiology Engineering for the Future	H Chemistry Advanced Placement (AP) Chemistry
Grade 12	Engineering for the Future Anatomy and Physiology Chemistry	H Physics H Chemistry Advanced Placement (AP) Biology Advanced Placement (AP) Chemistry Advanced Placement (AP) Physics

# SOCIAL STUDIES



*The Social Studies Department seeks to enable students to participate intelligently and responsibly in their local and global communities. Emphasis is placed on the development of research, communication, critical thinking, and study skills that will foster civic participation and equip the student for post-secondary learning. Three high school credits, including one in U.S. History, are required for graduation. Global Studies is a required course for all sophomores.*

Social Studies Department Leader: Kathleen Doherty

Social Studies Course Offerings:

United States History II	Criminal Justice
Global Studies (CP, H)	Civil Law
Current Events	Ancient and Medieval History (CP, H)
Psychology (CP, AP)	European History (AP)
Economics (H)	20th Century American History (CP, H)

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**COURSE TITLE:** United States History II (Grade 9)

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

U.S. History II is designed as a continuation of U.S. History I. In this survey course, the students will be introduced to the study of U.S. History from the post-Civil War period through key events of the contemporary era. Emphasis will be placed upon crafting meaningful understandings of American political, social and cultural development through the application of critical thinking techniques, frequent research activities and projects, text and primary source readings and class discussions and activities. The course is required of all freshmen.

**TEXTBOOK(s):** *United States History & Geography: Modern Times*, Appleby et al, McGraw Hill (2014)

**PREREQUISITES:** none

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**COURSE TITLE:** Global Studies (Grade 10)

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

This required course for sophomores is intended to serve as an overall introduction to the major cultural, economic, historical, political and physical aspects of the world today. Global Studies follows a regional approach including the Middle East, the Indian Subcontinent, South Asia, East Asia and the Pacific, Russia, Africa, and Latin America. Themes such as world religions, globalization, technology, global health issues, economic disparity, terrorism, and emerging economies will be treated throughout the year. Additional emphasis will be placed on study skills, discussion techniques, presentation strategies, organizational skills, and reading/writing/research skills. Among other assignments, a research project on a global issue will be completed second semester. Global Studies emphasizes the use of Bromfield's 21<sup>st</sup> Century Critical Thinking Skills through an international focus.

**TEXTBOOK(s):** *World Geography: Building a Global Perspective* (Pearson)

Atlas of World Geography (Rand McNally)

Varied readings, supplemental units

**PREREQUISITES:** none

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**COURSE TITLE:** Global Studies Honors (Grade 10)

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

This required course for sophomores is intended to serve as an overall introduction to the major

cultural, economic, historical, political and physical aspects of the world today. Global Studies Honors follows a regional approach including the Middle East, the Indian Subcontinent, South Asia, East Asia and the Pacific, Russia, Africa, and Latin America. Themes such as world religions, globalization, technology, global health issues, economic disparity, terrorism, and emerging economies will be treated throughout the year. Additional emphasis is placed on discussing and reviewing current events. Among other assignments, a research project on a global issue will be completed second semester. Global Studies emphasizes the use of Bromfield's 21<sup>st</sup> Century Critical Thinking Skills through an international focus.

**Textbook(s):** Atlas of World Geography (Rand McNally)

Varied readings, supplemental units

**PREREQUISITES:** B+ in United States History II and teacher recommendation

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**COURSE TITLE:** Current Events (Grades 11 & 12)

**COURSE CREDIT & DURATION:** 1/2- 1 credit, semester/full year

**DESCRIPTION:**

This course will examine selected local, state, national and international current events using a variety of media - print and online newspapers and magazines, radio, television, Internet news sources and social media - and from a variety of sources, both inside and outside of the United States. The discussion and analysis of current events will be used to reinforce and build on students' knowledge and understanding of history, economics and geography. There will be a major focus on U.S. government and civics, including the political process and elections. Class work, homework and projects will reinforce and build on students' skills with research, discussion, oral presentations, debates, media literacy and political cartoon analysis.

**TEXTBOOK(s):** varied readings provided by the teacher

**PREREQUISITES:** none

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**COURSE TITLE:** Psychology (Grades 11 & 12)

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

This course is a general introduction to Psychology, the scientific study of human behavior and mental processes. In addition to the study of the history of Psychology, contemporary approaches and methods of research will be examined. Major topics will include: Physiology and Behavior, Sensation and Perception, States of Consciousness, Learning, Memory, Cognition and Language, Intelligence, Human Development, Motivation and Emotion, Personality, Abnormal Behavior, Treatment of Psychological Disorders, and Social Psychology. One major research project, as well as many smaller projects, will be assigned throughout the year.

**TEXTBOOK(s):** *Psychology*, David Myers (Worth) (7<sup>th</sup> edition or 9<sup>th</sup> edition)

**PREREQUISITES:** none

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**COURSE TITLE:** AP Psychology (Grades 11&12)

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

The Advanced Placement course in Psychology is designed as an introduction to the systematic and scientific study of human behavior and mental processes. Major contributions to the field of Psychology over the course of its history will be studied. Throughout the year the focus will involve the differing approaches adopted by psychologists, including the biological, behavioral, cognitive, humanistic, psychodynamic and social-cultural perspectives. Methods of psychological research will be emphasized in the study of the following topics: Physiology and Behavior, Sensation and Perception, States of Consciousness, Learning, Memory, Cognition and Language, Intelligence, Human Development, Motivation and Emotion, Personality, Abnormal Behavior, Treatment of Psychological

Disorders, and Social Psychology. One major research project, as well as many smaller projects, will be assigned throughout the year.

**TEXTBOOK(s):** *Psychology*, David G. Myers (Worth, 9<sup>th</sup> edition)

**PREREQUISITES:** *Minimum of an A in Global Studies or a B+ in Global Studies Honors (or) Minimum A- in junior year Social Studies elective or B+ in junior year Honors level Social Studies elective AND teacher recommendation.*

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**COURSE TITLE:** Economics - Honors (Grades 11 & 12)

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

This course is designed to introduce students to an economic way of thinking about the world around them. Students examine issues and topics that are of local, national, and international importance. In the first semester, focus will be on basic economic concepts of scarcity and growth, as well as the understanding of how markets influence the choices we make. In the second semester, topics include entrepreneurship and property rights, money and the banking system, government's role in the economy, and finally, international trade.

Students should expect to read extensively on economic issues. Research and writing, as well as online learning and discussions will be required. Term and/or semester projects will be assigned. This course is offered to those students who are prepared to invest a good deal of time and energy to the study of economics.

**TEXTBOOK(s):** *Foundations of Economics*, Robin Bade & Michael Parkin with supplemental readings provided by teacher.

**PREREQUISITES:** *Minimum B+ in previous Social Studies course (or) Minimum B- in previous Honors level Social Studies course AND teacher recommendation*

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**COURSE TITLE:** Criminal Justice (Grades 11 & 12)

**COURSE CREDIT & DURATION:** 1/2 credit, 1<sup>st</sup> semester

**DESCRIPTION:**

This course is designed to provide the student with a comprehensive look at America's Criminal Justice System. We will focus on the immense crime problem, both in number and degree of severity that plagues U.S. society. In conjunction with the above, we will examine the interrelationships of the various parts of the Criminal Justice System. The course will contain extensive, up-to-date coverage of criminal justice in the U.S. within the six major units of study which include: Crime, Punishment, and Policing; Court Systems; Prosecution and Defense; Pretrial Procedures, Trial Procedures, and Sentencing and the Corrections System. Of central importance to the course will be the utilization of case studies, legal research papers, and the implementation of moot courts and/or mock trials.

**TEXTBOOK(s):** *Criminal Justice* 4<sup>th</sup> edition, Sue Titus Reid

**PREREQUISITES:** *none*

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**COURSE TITLE:** Civil Law (Grades 11 & 12)

**COURSE CREDIT & DURATION:** 1/2 credit, 2<sup>nd</sup> semester

**DESCRIPTION:**

This course is designed to provide the student with an introduction to Civil Law. We will concentrate on determining a citizen's legal rights and obligations in a variety of common activities. This course will include topics such as the process of civil cases and small claims court, intentional torts, negligence, strict liability, consumer issues, contract law (including rental leases), and family law (if time permits). Of central importance will be the use of case studies, legal research papers, and the implementation of mock trials.

**TEXTBOOK(s):** Readings provided by the teacher

**PREREQUISITES:** *none*

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**COURSE TITLE:** Ancient and Medieval History (Grades 11& 12)

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:** This is a survey course in which a number of major trends in the early development of western civilization from the beginning of recorded history to the medieval period are studied (from four million BCE to the fifteenth century CE.) The study of prehistoric man and evolution; the origins of civilization in major river valleys in Mesopotamia, Egypt, and the Near East; the Greek and Roman worlds; the rise of Christianity; and medieval Europe constitute the Western focal points of the course. The Byzantine Empire and forces of Islam are also included. A minimum of one project each marking period will be assigned. A variety of experiences are provided with an emphasis on art in history, the theater as reflective of society, map making of key ancient empires, music and society, and literature as an insight into society. Higher order thinking skills are stressed and encouraged.

Textbook: *World History: Continuity and Change*, William Travis Hanes (Holt, Rinehart and Winston)

**PREREQUISITES:** none

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**COURSE TITLE:** Ancient and Medieval History-Honors (Grades 11 & 12)

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

This is a survey course in which a number of major trends in the early development of western civilization from the beginning of recorded history to the medieval period are studied (from four million BCE to the fifteenth century CE.) The study of prehistoric man and evolution; the origins of civilization in major river valleys in Mesopotamia, Egypt, and the Near East; the Greek and Roman worlds; the rise of Christianity; and medieval Europe constitute the Western focal points of the course. The Byzantine Empire and forces of Islam are also included.

Extensive primary source reading and analysis will be a requirement, and a minimum of one project and/or term paper each marking period will be assigned. A variety of experiences are provided with an emphasis on art in history, the theater as reflective of society, map making of key ancient empires, music and society, and literature as an insight into society. Higher order thinking skills are stressed and encouraged. This course is offered for those students who are prepared to devote a good deal of time and energy to a serious study of history.

TEXTBOOK(s): *The Western Heritage*, 7<sup>th</sup> ed. (Prentice Hall)

**PREREQUISITES:** *Minimum B+ in previous Social Studies course (or) Minimum B- in previous Honors level Social Studies course AND teacher recommendation*

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**COURSE TITLE:** European History-AP (Grades 11 & 12)

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

This course offers the student an opportunity for a thorough examination of study topics which include the Renaissance and Reformation, development of central governments in Europe, trade and exploration, revolutions, industrialization, nationalism, imperialism, and the growth of technology. The twentieth century is included with focus on two world wars, totalitarianism, socialism, fascism, and democracy. The time frame for this study is the fifteenth century to the twentieth century C.E. The primary purpose of AP European History is to provide highly motivated students the opportunity to understand the historical forces that have shaped Europe and subsequently the world. The course will also focus on the ability to analyze and interpret historical information. Extensive reading will be a requirement and a project or term paper will be assigned for each term. A variety of experiences is provided with an emphasis on art in history, and as time allows, the theater, music, films and literature as an insight into society. Higher order thinking skills are stressed and encouraged. This course dealing with the study of political, economic, and societal development of Europe over the period of the past four centuries is offered for those academically motivated students who wish to

devote time and energy to a serious study of history.

**TEXTBOOK(s):** *The Western Experience, 10th ed.* (McGraw-Hill)

*All Quiet on the Western Front*, Erich Maria Remarque

**PREREQUISITES:** *Minimum of an A in Global Studies or a B+ in Global Studies Honors (or) Minimum A- in junior year Social Studies elective or B+ in junior year Honors level Social Studies elective AND teacher recommendation.*

---

**COURSE TITLE** Twentieth Century American History (Grades 11 & 12)

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

This American History course is designed to provide students with an understanding of the social, political, cultural, and economic history of the United States from 1900 to the present. There is a focus on America's emergence as a world power, the forces that shaped our foreign policy and the challenges we faced domestically. Term and/or semester projects will be assigned.

**TEXTBOOK(s):** *Cycles of American History*, Arthur M. Schlesinger

*(these titles are subject to change): The Glory and the Dream*, William Manchester

*The Twentieth Century: A People's History*, Howard Zinn

**PREREQUISITES:** *none*

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**COURSE TITLE:** Twentieth Century American History-Honors (Grades 11 & 12)

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

This honors level American History course is designed to provide students with a sophisticated understanding of the social, political, cultural, and economic history of the United States from 1900 to the present. There is a focus on America's emergence as a world power, the forces that shaped our foreign policy and the challenges we faced domestically. Extensive research and reading will be required. Term and/or semester projects will be assigned. This course is offered to those students who are prepared to invest a good deal of time and energy to the study of history.

**TEXTBOOK(s):** *Cycles of American History*, Arthur M. Schlesinger

*(these titles are subject to change) The Glory and the Dream*, William Manchester

*The Twentieth Century: A People's History*, Howard Zinn

**PREREQUISITES:** *Minimum B+ in previous Social Studies course (or) Minimum B- in previous Honors level Social Studies course AND teacher recommendation*

# WORLD LANGUAGES



The World Languages Department sets as a priority the ability to use language for proficient and purposeful communication. Culture is integrated in all aspects of language acquisition in order that students may enjoy being part of a world community functioning in a global economy. Two years of the same high school world language are presently required for grades 9-12 for admission into Massachusetts State Colleges/Universities. Students contemplating admission into private colleges should check individual college requirements.

World Languages Department Leader: Jennifer Fraser (jfraser@psharvard.org)

World Languages Course Offerings:

French II	Spanish I
French II	Spanish II (CP, H)
French IV (H)	Spanish III (CP, H)
French V (H/AP)	Spanish IV (CP, H)
	Spanish V (H/AP)

All students who are new to the program and/or district **MUST take a placement exam before enrolling in a World Language Class.** Please contact the World Language Department Leader to schedule.

*\*\*Students who wish to change from non-honors to honors level classes must work independently over the summer to take the Honors level final from the previous year of study before the beginning of the next school year. The student must receive a minimum of 74% on the exam in order to change levels.*

## French

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**COURSE TITLE** French II  
**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

French II enhances previously learned skills and emphasizes language proficiency. Computer technology and the francophone world via geography, music and art will complement instruction. Selected short readings expose students to francophone literature. A cultural research project is expected of all students in the target language. Daily homework is assigned. The memorization of vocabulary is an ongoing daily assignment.

**TEXTBOOK(s):** *Bon Voyage 2!* (Glencoe McGraw Hill Series)

**PREREQUISITES:** *C in French, grade 8 or French 1 and the recommendation of current French teacher.*

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**COURSE TITLE:** French III  
**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

French III continues with the development of skills presented at the previous levels. Increased emphasis is placed on spoken and written communication. The use of the subjunctive is the main grammar focus.

Much time is devoted to reading and discussing a range of literatures from the Francophone world culminating in a variety of student produced projects.

**TEXTBOOK(s):** *Bon Voyage 2!* (Glencoe McGraw Hill Series)

**PREREQUISITES:** *C in French II and the recommendation of the current French language teacher.*

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**COURSE TITLE:** French IV Honors  
**COURSE CREDIT & DURATION:** 1 credit, full year  
**DESCRIPTION:**

Students will continue the review, refinement and further application of skills introduced in previous levels with emphasis devoted to accuracy in communicative proficiency. Course components include authentic francophone literature, music, art, history and geography. All instruction and interaction is in French.

**TEXTBOOK(s):** *Bon Voyage 3!* (Glencoe McGraw Hill Series)

**PREREQUISITES:** *C+ in French III and the recommendation of the current French teacher*

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**COURSE TITLE:** French V Honors / Advanced Placement Language  
**COURSE CREDIT & DURATION:** 1 credit, full year  
**DESCRIPTION:**

This course is the equivalent of an advanced college French course. Emphasis will be on oral skills, literature, composition and grammar. Advanced Placement students will be required to do intensive listening and speaking exercises, write weekly compositions and keep journals. Written and taped assignments are expected of Honors students, but with less frequency. All students are expected to take an active part in classroom discussions. Students electing the course for Advanced Placement credit are expected to take the Advanced Placement Language Test at the end of the course.

**TEXTBOOK(s):** *AP® French: Preparing for the Language and Culture Examination*  
*Allons au-delà*  
*Une si longue lettre*

**PREREQUISITES:**

*A.P: B+ or better in French IV and the recommendation of the current French teacher*

*Honors: B- and the recommendation of the current French teacher*

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## Spanish



**COURSE TITLE:** Spanish I  
**COURSE CREDIT & DURATION:** 1 credit, full year  
**DESCRIPTION:**

This course is designed for grade 9-12 students who did not have the opportunity to begin Spanish in the middle school program or who wish to begin learning a second world language. It should be noted that this program is run at an **accelerated** pace so that the student who successfully completes it will be prepared for Spanish 2 the following year. Two hours of homework will be typically assigned on a weekly basis. The memorization of vocabulary is an ongoing daily assignment.

**TEXTBOOK(s):** *Buen Viaje 1* (Glencoe-McGraw Hill)

**PREREQUISITES:** *None*

*\* Grade 9 students should repeat Spanish, grade 8 if they have not met the prerequisite grade of C- needed to progress to Spanish II. Spanish, grade 8 is essentially the last tier of Spanish I study.*

*Grade 9 students who successfully repeat this level, will be awarded high school credit for Spanish I.*

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**COURSE TITLE:** Spanish II  
**COURSE CREDIT & DURATION:** 1 credit, full year  
**DESCRIPTION:**

Spanish II continues the sequential course of Spanish study begun in Spanish I or grade 8 Spanish. Students will strengthen their ability to communicate in Spanish through vocabulary and grammar practice as well as dialogues, listening activities and language lab work. The culture and geography of Spanish-speaking regions are explored through readings, video and the Internet. Daily homework is

assigned and the memorization of vocabulary is an on-going daily assignment.

**TEXTBOOK(s):** *Buen Viaje-Level 2* (Glencoe-McGrawHill)

**PREREQUISITES:** *C- in Spanish I or Spanish grade 8, and the recommendation of the current Spanish teacher*

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**COURSE TITLE:** Spanish II Honors

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

Spanish II Honors offers an intensive study of the Spanish language for students who have shown exceptional promise and motivation. Computer technology and the Spanish-Speaking world via geography, music and art will complement instruction. A cultural research project is expected of all students in the target language. Daily homework is assigned and the memorization of vocabulary is an ongoing daily assignment. This is a fast-paced demanding course taught almost exclusively in Spanish.

**TEXTBOOK(s):** *Buen Viaje-Level 2* (Glencoe-McGraw Hill)

**PREREQUISITES:** *B or better in Spanish I or Spanish grade 8, and the recommendation of the current Spanish teacher*

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**COURSE TITLE:** Spanish III

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

Spanish III continues the sequential course of Spanish study from Spanish II. In Spanish III, emphasis is placed on the four language skills: reading, writing, listening and speaking. The instruction of Spanish III is primarily in Spanish and students are expected to use Spanish as much as possible in class. Students will also begin reading and responding to more complex passages and authentic. Daily homework is assigned and the memorization of vocabulary is an on-going daily assignment.

**TEXTBOOK(s):** *Buen Viaje - Level 2* (Glencoe-McGrawHill)

**PREREQUISITES:** *C- in Spanish II and the recommendation of the current Spanish teacher*

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**COURSE TITLE:** Spanish III Honors

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

With emphasis on all four proficiency skills, Spanish III Honors students strengthen their ability to communicate both in written and spoken Spanish and are expected to apply more extensive vocabulary and complex grammatical structures. Through readings and various technologies, students will be introduced to the most significant historical events and figures in the Spanish-speaking world.

Students will also be exposed to authentic readings from literature and periodicals. Spanish III Honors places a strong emphasis on vocabulary acquisition and the extension of the students' knowledge of the highly complex Spanish verb system. This is a fast-paced demanding course taught exclusively in Spanish.

**TEXTBOOK(s):** *Buen Viaje - Level 3* (Glencoe-McGraw Hill)

**PREREQUISITES:** *B- or better in Spanish II Honors and the recommendation of the current Spanish teacher.*

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**COURSE TITLE:** Spanish IV

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

Spanish IV is taught with a thematic approach enabling students to explore the most significant cultural and historical events in the diverse Hispanic world. Vocabulary, oral communication, and grammar activities are correlated with each unit theme and function encouraging students to apply complex vocabulary and grammar concepts in both written and spoken Spanish. Students will further develop their reading skills by examining several contemporary short stories by Spanish and Latin

American authors as well as authentic periodicals. The majority of instruction and interaction is in Spanish.

**TEXTBOOK(s):** *Buen Viaje - Level 3* (Glencoe-McGraw Hill)  
Selection of short stories (T.B.D.)

**PREREQUISITES:** *C- in Spanish III and the recommendation of the current Spanish teacher.*

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**COURSE TITLE:** Spanish IV Honors

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

Students will continue the review, refinement and further application of skills introduced in previous levels with emphasis devoted to accuracy in communicative and written proficiencies. Course components include authentic Hispanic literature, music, art, history and geography. All instruction and interaction is in Spanish.

**TEXTBOOK(s):** *Avance! Intermediate Spanish*  
*Listening Comprehension Skills for Intermediate and Advanced Students*  
Selection of short stories (T.B.D.)

**PREREQUISITE:** *B- or better in Spanish III Honors and recommendation of current Spanish teacher*

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**COURSE TITLE:** Spanish V Honors / Advanced Placement Language

**COURSE CREDIT & DURATION:** 1 credit, full year

**DESCRIPTION:**

This course is the equivalent of an advanced college Spanish course. Stress will be on the oral skills, literature, composition and grammar. Advanced Placement students will be required to do intensive listening and speaking exercises, write weekly compositions and keep journals. Written and taped assignments are expected of Honors students, but with less frequency. All students are expected to take an active part in classroom discussions. Students electing the course for Advanced Placement credit are expected to take the Advanced Placement Language Test at the end of the course.

**TEXTBOOK(s):** *Abriendo paso: Temas y lecturas* (Pearson)  
*Abriendo paso: Gramática* (Pearson)  
*AP® Spanish: Preparing for the Language and Culture Examination*

**PREREQUISITES:**

*AP: B+ or better in Spanish IV Honors and recommendation of the current Spanish teacher.*

*Honors: B- and the recommendation of the current Spanish teacher*

## World Languages Sequence

### French

	College Prep	Honors
Grade 9	French 8 French II	
Grade 10	French II French III	
Grade 11	French II French III	H French IV
Grade 12	French II French III	H French IV H French V Advanced Placement (AP) French

### Spanish

	College Prep	Honors
Grade 9	Spanish 8 Spanish I Spanish II	H Spanish II
Grade 10	Spanish I Spanish II Spanish III	H Spanish II H Spanish III
Grade 11	Spanish I Spanish II Spanish III Spanish IV	H Spanish II H Spanish III H Spanish IV
Grade 12	Spanish I Spanish II Spanish III Spanish IV	H Spanish II H Spanish III H Spanish IV H Spanish V Advanced Placement (AP) Spanish

# VHS 2017-2018

www.govhs.org

Because we only have an allotted amount of spots for a VHS course they will go to students according to their year of graduation (seniors get first choice, junior's second, etc.). If there are extra spots after the registration period they will be given on a first come first serve basis. We will also establish a waiting list.

Students must fill out this form and return it to Mrs. Farnsworth so that she can sign students up for their chosen courses when the enrollment period commences.

Student Name: \_\_\_\_\_ Year of graduation: \_\_\_\_\_

Email Address: \_\_\_\_\_

Course Choices/number: Please indicate if you want to take the course in the Fall (F) or Spring (S). **\*If you are taking an AP course that requires a Lab Fee, you will be responsible for all fees.**

1. \_\_\_\_\_ F or S

2. \_\_\_\_\_ F or S

3. \_\_\_\_\_ F or S

Student signature: \_\_\_\_\_ date: \_\_\_\_\_

Parent signature: \_\_\_\_\_ date: \_\_\_\_\_

Address: Street \_\_\_\_\_ Town \_\_\_\_\_ Phone \_\_\_\_\_

Parent's email address: \_\_\_\_\_

The first week of each VHS semester is considered to be the add/drop period. Students may add courses within the first week. Add/Drop deadlines are outlined on the VHS Calendar on the VHS faculty web site. Students may drop courses without receiving a grade for the course up to the end of week three. After this period, students who withdraw will receive either a 'WP' for 'Withdraw Pass' or 'WF' for 'Withdraw Fail', which will be reported to their school's administrative office. Weekly classes run from Wednesday to Tuesday. When we have vacations you are expected to do the weekly assignments.