

# Bourne High School

## *Program of Studies*



**2025-2026**

[Bourneps.org](http://Bourneps.org)

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***Bourne Public Schools does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness.***

## **BOURNE PUBLIC SCHOOLS SCHOOL COMMITTEE AND PERSONNEL**

### **BOURNE SCHOOL COMMITTEE**

Ms. Emily Berry, Chair  
Ms. Donel Beals, Vice Chair  
Ms. Maureen Fuller  
Ms. Kendellynn Gagne  
Ms. Kari MacRae  
Ms. Kathleen Quintal  
Ms. Kerrie Scofield  
Ms. Addison Dion, Student Representative

### **SUPERINTENDENT OF SCHOOLS**

Dr. Kerri Anne Quinlan-Zhou

### **ASSISTANT SUPERINTENDENT**

Dr. Barbara Starkie

### **DIRECTOR OF SPECIAL EDUCATION AND STUDENT SERVICES**

Ms. Kristin Donahue

### **BOURNE HIGH SCHOOL ADMINISTRATION**

Dr. Lisa Maguire, Principal, x6228  
Mr. Nathan Dineen, Assistant Principal, x6247  
Ms. Jessee Clements, 6-12 Curriculum Director, x6276  
Ms. Kate Hartley, Assistant Director of Special Education/Student Services, x6259  
Mr. Scott Ashworth, Athletic Director, x6241

### **BOURNE HIGH SCHOOL MAIN OFFICE STAFF**

Ms. Tara Guy, Administrative Assistant, x6221  
Ms. Ann Donovan, Administrative Assistant/Athletics and Attendance, x6222

### **BOURNE HIGH SCHOOL COUNSELING DEPARTMENT**

Ms. Elizabeth Boucher, Adjustment Counselor, x6234  
Ms. Margaret Gilbert, Adjustment Counselor, x6325  
Ms. Kimberly Iannucci, School Counselor, x6229  
Ms. Molly Pruyne, School Counselor, x6231  
Ms. Donna Cox, Administrative Assistant, x6227

### **BOURNE HIGH SCHOOL HEALTH OFFICE**

Ms. Lisa O'Hanley, x6253

## VISION

We are proud to be a community where one hundred percent of Bourne Public School students graduate with the knowledge, habits and skills to compete and collaborate effectively as society evolves. The Town of Bourne is enthusiastically committed to empowering students and staff to achieve personal goals and demonstrate life-long learning.

## BPS MISSION

The Bourne Public Schools mission is to connect individuals to their success; engage the community in new ways to facilitate student achievement; guarantee a relevant, viable curriculum; and assure universal accountability that supports the success of all students.

## BPS BELIEFS ABOUT LEARNING

- All students can learn
- All decisions are made in the best interest of students
- All students learn best when actively involved in the learning process
- Learning will be more successful when learning experiences have meaning for students

## B2B CORE VALUES

We are Bourne to be Respectful, Responsible, and Safe.

## BHS MISSION

Bourne High School's mission is to provide a safe and academically rigorous learning community that fosters both personal and social growth for all. We provide a diverse academic program that prepares students for post – secondary education, the 21st Century global workforce, and responsible citizenship.

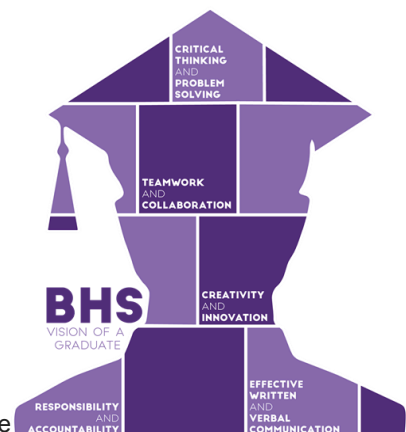
## BHS BELIEFS ABOUT LEARNING

- All students can learn, grow, and be successful
- Learning is meaningful when knowledge and skills are applied to authentic tasks and make connections across the curriculum and to real life
- A culture of high expectations and accountability promotes the success of all students and staff
- Relationships built on mutual respect and trust promote a safe and respectful learning environment that encourages critical thinking, risk taking, and self-reflection
- Students are diverse in their learning and require differentiation and support to achieve academic success

## BHS VISION OF A GRADUATE

Bourne High School graduates will enhance their individual capacities in the following competencies:

- Critical thinking and problem solving



Approved by the

- Teamwork and collaboration
- Creativity and innovation
- Effective written and verbal communication
- Responsibility and accountability

## GRADUATION REQUIREMENTS

The minimum number of credits required for graduation is 24. Students are strongly encouraged to work closely with their guidance counselor to ensure that their choices are in line with their educational objectives and graduation requirements.

## MASSCORE FRAMEWORK

Bourne High School requires that students complete the minimum requirements of the MassCore framework. MassCore is a state-recommended program of study intended to align high school coursework with college and workforce expectations.

MassCore Framework Massachusetts High School Program of Studies		
SUBJECT	UNITS	NOTES
English Language Arts	4 Units	
Mathematics	4 Units	Including completion of Algebra II or the Integrated Mathematics equivalent. A mathematics course during senior year is recommended for all students. Students may substitute one unit of <b>Computer Science</b> that includes rigorous mathematical concepts and aligns with the Digital Literacy and Computer Science standards for a mathematics course.
Science	3 Units of lab-based science	Coursework in technology/engineering courses may also count for MassCore science credit. Students may substitute one unit of <b>Computer Science</b> that includes rigorous scientific concepts and aligns with Digital Literacy and Computer Science standards for a laboratory science course.
History & Social Science	3 Units	Including US History and World History
World Language	2 Units	Of the same language
Physical Education	As required by law	“Physical education shall be taught as a required subject in all grades for all students” (M.G.L. c.71 §3).
Arts	1 Unit	
Additional Core Courses	5 Units	Other additional coursework (including Career and Technical

		Education) or any of the above.
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For information on Massachusetts State University System and UMASS Minimum Admissions Requirements, please visit the following site:

<http://www.mass.edu/shared/documents/admissions/admissionsstandards.pdf>

For information on NCAA College Bound Student Athletes, please visit the following site:

<http://www.ncaapublications.com/productdownloads/CBSA19.pdf>

It is highly recommended that students planning to attend a four-year college, take the following number of courses at Bourne High School in each subject at the college preparatory, honors and/or AP Distinctions:

- 4 Credits of English
- 4 Credits of Math
- 4 Credits of Science
- 4 Credits of Social Studies
- 4 Credits of World Language

Students are encouraged to work with their guidance counselors to select the most appropriate and challenging academic Distinction suited for them.

## **INSTRUCTIONAL DISTINCTIONS**

All courses are designed to provide students maximum opportunity for achievement commensurate with their ability, performance, and goals. Students are encouraged to select a course of study that is consistent with a realistic self-assessment of current academic performance, future aspirations, and motivation to work for success.

### **Advanced Placement (AP) Courses**

*To prospective Advanced Placement students:*

Your enrollment in an Advanced Placement course represents a commitment to an intensive course of study at the Distinction of a college freshman course. It is also a commitment to take the Advanced Placement examination in May, so that your achievement in the course can be measured against thousands of other students across the country who have taken the same course. The School Committee requires that any student enrolled in an AP course must take the AP examination. It is expected that the student or his or her family will bear the cost of the examination, as they do for other College Entrance Examination Board (CEEB) examinations; however, financial aid is available for any student where this condition might create a hardship. The AP program is intended for self-motivated, academically invested students who can work independently and use creative, analytical, abstract thinking and problem-solving skills.

Benefits for completing an AP course and the examination:

- Students have the opportunity to experience college-Distinction work without the cost of college-Distinction tuition.

- College admissions staff favor students who take the most rigorous courses available to them
- Grades in AP courses are weighted more heavily in the computation of a student's grade point average.
- Most colleges offer college credit to qualifying AP exam scores (3 or better)

Students who are accepted into but do not complete an AP course, including the examination, are not eligible for the benefits mentioned above. Any student who does not complete an AP course will have the designation "AP" removed from his or her transcript, and his/her grade point average will be recomputed. Colleges and universities routinely ask the Guidance Department to notify them of any change of status when final grades are sent in June and the change from AP to Honors Distinction would be noted.

### ***Advanced Placement (AP) Recognition***

#### **AP CAPSTONE**

AP Capstone Awards are listed on AP score reports, and students who earn the diploma or certificate can view and print it from their online account. Awards are also included on any AP score report sent to colleges. Here are the requirements to earn an AP Capstone award:

- The AP Capstone Diploma is granted to students who earn scores of 3 or higher in AP Seminar and AP Research and on 4 additional AP Exams of their choosing.
- The AP Seminar and Research Certificate is granted to students who earn scores of 3 or higher in both AP Seminar and AP Research.

### **Pre-Advanced Placement (Pre-AP) Courses**

Pre-AP Distinction courses feature grade-level instruction intended to give ALL students the opportunity for growth. These courses focus on skills that students will need to succeed in AP courses, college, and careers. These courses offer all students access to a high-quality education that prepares them for success in high school and beyond. In these courses, students engage in close observation and analysis of information, evidence-based writing, higher-order questioning, and academic conversation.

### **College Preparatory Distinction**

College Preparatory Distinction courses are designed for students who consistently demonstrate the ability and motivation to achieve success in a rigorous academic program. Such students are also committed to continuing their education in a post-secondary institution, the military, or via a career path.

### **Honors Distinction**

Honors Distinction courses are for intrinsically motivated students who work independently using creative, analytical, abstract thinking and problem-solving skills. These courses are organized so that academically motivated students explore material in greater depth with more complex learning targets than they would experience in the conventional College Preparatory courses. Students should expect to complete in-class and independent assignments as part of this course.

## **Project Lead the Way Distinction**

Project Lead The Way (PLTW)'s research-supported approach empowers PreK-12 students to discover and explore interests, imagine and design solutions to real-world challenges, and become independent, confident problem solvers. PLTW programs can help students prepare for college and careers in STEM fields. PLTW courses are considered honors distinction courses.

## **INNOVATION CAREER PATHWAYS (ICP)**

Innovation Career Pathways help students become more marketable to both institutions of higher learning as well as the world of work. In addition to the knowledge and skills obtained, there will be a designation on high school transcripts that denotes participation in a pathway. Students will also be recognized at the BHS graduation ceremony with cords to be worn over their gowns. Innovation Career Pathways provide students with both high Distinction and technical coursework related to their field of interest and will help them be successful in the world of work.

Innovation Pathways are designed to give students coursework and experience in a specific high-demand industry, such as Information Technology, Engineering, Healthcare, Life Sciences, and Advanced Manufacturing. Innovation Pathways are designed to create strong partnerships with employers in order to expose students to career options and help them develop knowledge and skills related to their chosen field of study before they graduate high school.

Innovation Career Pathways have been developed to support interests in the following areas:

- Arts & Communications Pathway
- Business & Finance Pathway\*
- Education Pathway
- Engineering (under development)
- Government & Public Administration
- Health Science Pathway\*
- Information Pathway\*
- Life & Environmental Science\*
- Public Safety Pathway

Of the Innovation Career Pathways offered at BHS, the following three pathways have earned Department of Elementary and Secondary Education's ICP Designation for adherence to give guiding principles: equitable access, guided academic pathways, enhanced student supports, connection to career, and effective partnerships, including the Workforce Development Board:

*The **Business Pathway** provides opportunities for students to engage in coursework and practical experiences related to the world of business. The knowledge and skills acquired will help students further their education and training in business and be prepared for a major in business or a future career in business after high school.*

*The **Healthcare Pathway** provides opportunities for students to engage in coursework and practical opportunities, including internships and credentialing. Students will acquire the knowledge and skills*

*necessary to be successful in a major or future career relating to healthcare.*

*The **Environmental and Life Sciences Pathway** provides opportunities for students to engage with local community partners. Students will acquire the knowledge and skills to be successful in a major or future career relating to Environmental and Life Sciences.*

*The **Information Pathway** provides opportunities for students to engage in coursework and practical opportunities related to computer science. Students will acquire knowledge and skills necessary to be successful in a major or future relating to the information services industries, including data or communications.*

The following Pathway documents are designed to provide students with a roadmap of courses available to help prepare them for their desired field of interest. It is recommended that students reference these documents as a resource when selecting their program of studies. Click [HERE](#) for the Course Sequencing document or on the following image to learn more about a sample schedule.

## **SENIOR INTERNSHIP/CAPSTONE PROGRAM**

The Bourne High School Internship Program allows grade 12 students to engage in authentic learning experiences and develop skills that will help them be successful in the world of work. A 100 hour work-based experience in their specific field is a requirement for all students enrolled in an Innovation Pathway. For all other seniors, every attempt will be made to provide students with a placement that aligns with their future career goals.

## **DUAL ENROLLMENT (GRADES 11-12)**

This program offers high school students the opportunity to take college courses and receive credit towards their high school graduation as well as college credit to apply towards their college graduation from a Massachusetts state college or university. Junior or senior students are eligible to participate if they satisfy the entrance criteria: a GPA of 3.0 or better; receive a recommendation from a teacher, guidance counselor, and/or principal; and successfully complete the application process. Students may obtain a Dual Enrollment Application from the Guidance office. Dual enrollment courses offered on the BHS campus are free to qualifying students. Courses taken on college campuses are at the expense of the student. ***ALL DUAL ENROLLMENT APPLICATIONS MUST BE RECEIVED BEFORE THE START OF THE ANTICIPATED YEAR OF ENROLLMENT AND ARE SUBJECT TO FINAL APPROVAL BY THE PRINCIPAL.***

## **SCHEDULING INFORMATION**

1. Every student is required to take a minimum seven credits per year.
2. Fees may be charged for independent study programs. Fees will depend on the programs chosen. Fees will not be refundable if the course is not completed.
3. Students are required to take English, mathematics, and physical education all four years. Exceptions may be granted for extenuating circumstances, and require prior administrative approval. Students may not take two required English courses in one year unless one is considered a credit recovery course.

## BELL SCHEDULE

Block	Times	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
1st Block	7:40-8:44	A	B	C	D	A	C	B
2nd Block	8:47-9:49	B	C	D	A	B	D	A
3rd Block	9:52-10:54	C	D	A	B	C	E	D
4th Block (Lunch Block) First Lunch 10:57-11:27 Second Lunch 12:02-12:32	10:57-12:32  First Lunch 10:57-11:27 Class 11:30-12:32  Second Lunch 12:02-12:32 Class 10:57-12:00	E	F	G	E	G	F	E
WIN Block	12:35-1:05	WIN	WIN	WIN	WIN	WIN	WIN	WIN
5th Block	1:08-2:10	F	G	E	F	F	G	G
DROP		D&G	A&E	B&F	C&G	D&E	A&B	C&F

## SCHOOL TO CAREER

The Bourne High School School to Career department, works to support all students in their exploration of life after high school. This coursework allows students to engage in experiences and develop skills that will expand their access to career pathways. The coursework in Career Readiness, The Modern Workplace, and Personal Finance provides the content so that students are able to present themselves in a professional manner, communicate effectively, and understand financial implications of life after high school. Real-world experiences are at the heart of this work. From interviews with community partners to senior internships, this programming provides a solid foundation for all students to have the tools to be successful after graduation, no matter the path: college, the workforce, or the military.

### FRESHMAN SEMINAR / SOPHOMORE SEMINAR (25-26 ONLY)

DISTINCTION(S): CP(HS9834) | GRADE 9 and 10 (HS9846)(2025-2026 only) | CREDITS: .5 | PREREQUISITE: NONE

This course offers an introduction to career exploration while equipping students with essential tools and strategies to excel academically and professionally. Students will develop time management, note-taking, and reading comprehension skills, along with techniques for self-regulated learning and effective assessment preparation. Through interactive projects, personalized assignments, and peer discourse, students will enhance collaboration, presentation, and public speaking skills, including research, argument structure, body language, and presentation anxiety management. This work will incorporate direct instruction regarding appropriate use of AI (artificial intelligence) technology and its relation to original work, plagiarism, and academic integrity. By applying these skills to career exploration, students will identify pathways aligned with their interests, preparing them for future academic and professional

success.

### **CAREER READINESS**

DISTINCTION(S): CP (HS9826) | GRADE 10 | CREDITS: .5 | PREREQUISITE: NONE (Beginning in 26-27)

The purpose of this course is to provide students with an authentic learning experience that will assist them in improving their knowledge of career opportunities as well as to encourage them to develop and work toward goals for life beyond high school. Students will learn about the use of AI tools to help with studying. Students will gain a better understanding of who they are as an individual by exploring their own interests, strengths, and values. With this information, students will research, evaluate, and learn about modern work opportunities and how they can pursue their career of interest and continue to develop collaboration, presentation, and public speaking skills, including research, argument structure, body language, and presentation anxiety management. The use of the MEFA Pathway platform will support students as they construct a professional portfolio that includes their formal cover letter and resume. Students will also engage in a culminating learning experience as they participate in a formal interview with a community member.

### **PERSONAL FINANCE**

DISTINCTION(S): CP (HS2291) | GRADE 11 | CREDITS: .5 | PREREQUISITE: NONE

The primary goal of this course is to provide students with basic financial tools and knowledge that will enable them to build the lives they envision for themselves after high school. Students will engage in course content that will examine personal budgeting, use of credit, making investments, as well as protecting and insuring assets. Students will engage in authentic learning experiences that will promote financial responsibility and help them prepare for their financial futures.

### **SENIOR INTERNSHIP/CAPSTONE**

DISTINCTION(S): CP (HS9827) | GRADE 12 | CREDITS: 1.0 | PREREQUISITE: NONE

A participating student Intern engages in 100 hours of experiential learning. All experiences, from training to final project presentations, are conducted under the supervision of the School to Career Coordinator. An Intern is afforded the opportunity to engage in various aspects of a particular field of study through the lens of both a student and future professional. Experiences occur in settings applicable to the field of study. Seniors not enrolled in an internship will develop a capstone that demonstrates an understanding of a career field of interest. A presentation will occur at the end of the 100 hours to showcase their experience.

### **BUSINESS**

The Bourne High School Business Department seeks to prepare students for post-secondary college and career and to practice ways to become positive contributors to society as informed consumers and active citizens. Students have the opportunity to take a deep dive through multiple courses within the department as part of the Business Innovation Pathway, or to select an introductory course to gain exposure and understanding of business concepts. Students in DECA I, II, and III will have the opportunity to be enrolled as members of Distributive Education Clubs of America (DECA) and demonstrate their management and operations knowledge at district, state and international events.

Students can achieve an SBE individual certification in DECA III through the successful completion of an online exam. This is a great opportunity for DECA members to add an additional Distinction of recognition for their mastery of small business management instructional areas. As well, BHS can achieve school-based enterprise chapter gold certification and national recognition for outstanding achievement in DECA SBEs.

### **INTRODUCTION TO BUSINESS | DECA I**

DISTINCTION(S): CP (HS9836) | GRADE 9-12 | CREDITS: 1.0 | PREREQUISITE: NONE

In this introductory course, students will learn the principles of business using real-world examples—learning what it takes to plan and launch a product or service in today’s fast-paced business environment. This course covers an introduction to economics, costs and profit, and different business types. Students are introduced to techniques for managing money, taxes, and credits, the basics of financing a business, how a business relates to society, how to identify a business opportunity; and techniques for planning, executing, and marketing a business plan. (*\*Technical Course for Business IP*)

### **BUSINESS ENTREPRENEURSHIP | DECA II**

DISTINCTION(S): CP (HS9841) | GRADE 10-12 | CREDITS: 1.0 | PREREQUISITE: NONE

This course is designed to provide students with the knowledge and skills needed to develop an effective business plan for small business ownership. An important part of the course will be the incorporation of economics, ethics, legal aspects, logistics, research, staffing, strategies for financing, and technology. (*\*Technical Course for Business IP*)

### **BUSINESS MANAGEMENT AND OPERATIONS | DECA III**

DISTINCTION(S): CP (HS9842) | GRADE 10-12 | CREDITS: 1.0 | PREREQUISITE: INTRODUCTION TO BUSINESS

Are you interested in gaining the skills needed to run your own business or become an entrepreneur? Have you ever thought “If I ran this business I would do it this way.”? Well, here is your chance! Students in this course will run the BHS school based enterprise while they learn about the many functions of running a business. Their studies and experiences will be captured in the school based enterprise manual that they will create as both a business plan and training manual. In addition, students will partner with a business in the community to study a specific current business challenge and will collaborate to analyze the current process and identify existing pain points. Participants will then create and present a strategic plan to address the challenge. (*\*Technical Course for Business IP*)

### **MARKETING, ADVERTISING & MEDIA RELATIONS**

DISTINCTION(S): CP (HS9843) | GRADE 10-12 | CREDITS: 1.0 | PREREQUISITE: NONE

Students will develop their creative writing and graphic design skills, and industry knowledge, in addition to working on multimedia presentations. This course will also focus on creating ad campaigns for school, local businesses and other situations. Students completing this course successfully integrate digital media into a larger media strategy. Students will be well versed in creating new types of media plans that incorporate digital media into the traditional media mix. (*\*Technical Course for Business IP*)

### **SOCIAL MEDIA MARKETING**

DISTINCTION(S): CP (HS9844) | GRADE 10-12 | CREDITS: 1.0 | PREREQUISITE: NONE

Social Media Marketing courses address social media as a marketing tool and emphasize social media tools, social media messages, and search engine optimization. Topics may include, but are not limited to, marketing information management (including marketing research), market planning, channel management, sales, promotion, product/service management, and pricing. (*\*Technical Course for Business IP*)

### **SPORTS & ENTERTAINMENT MANAGEMENT & MARKETING**

DISTINCTION(S): CP (HS9837) | GRADE 11-12 | CREDITS: 1.0 | PREREQUISITE: INTRODUCTION TO BUSINESS

Explore the intriguing world of sports and entertainment from the perspective of business management and marketing. Sports and entertainment topics are used to learn foundational management and marketing concepts. Emphasis is on sports and entertainment as a business highlighting ethics, leadership, management strategies, marketing strategies, communication, advertising, and e-commerce. (*\*Technical Course for Business IP*) **This course is offered in alternate even school years (25-26, 27-28, etc.)**

### **ECONOMICS & FINANCE**

DISTINCTION(S): CP (HS9838) | GRADE 11-12 | CREDITS: 1.0 | PREREQUISITE: INTRODUCTION TO BUSINESS

This course is designed to provide the student with a basic understanding of the important relationships of economics to our social and political problems. The knowledge and skills acquired will provide students with an understanding of business, finance, banking, investment, government's role in the economic system, labor-management relations, foreign trade, income inequality, and related fields. (*\*Technical Course for Business IP*)

### **TECHNOLOGY IN THE WORKPLACE**

DISTINCTION(S): CP (HS9835) | GRADE 11-12 | CREDITS: 1.0 | PREREQUISITE: NONE

This course is designed to help students master beginning and intermediate skills in the areas of word processing, database management, spreadsheet applications, desktop publishing, multimedia, Internet usage, and integrated software applications. Industry credentials may be earned for a more advanced program opportunity. (*\*Technical Course for Business IP*)

### **CAREERS IN EDUCATION**

DISTINCTION(S): CP (HS9865) | GRADE 10-12 | CREDITS: 1.0 | PREREQUISITE: NONE

Careers in education can be among the most rewarding ways to make a difference in the lives of others. An education degree can be a stepping stone to a wide variety of careers in education, including education administration, school counseling, social work, and other support staff that work in special education and with English language learners. In this course, students will engage in reading texts, observing classroom instruction, investigating online and in print resources, interviewing staff, reflecting

in their journals, and presenting a final project all with a focus on the variety of careers in education that exist.

## **ENGLISH LANGUAGE ARTS**

The Bourne High School English department actively seeks to provide students with the knowledge and skills to be College and Career ready by senior year. It is the goal of the English department to ensure all students meet the requirements of the common core standards and as such be able to read and comprehend complex text independently and proficiently. Throughout their High School ELA experience students will learn to independently read texts closely in order to form their own conclusions utilizing textual evidence to support their findings. Students will practice and perfect three main forms of writing: argument, explanation, and narrative and learn how to conduct research reports. Through the study of literature, students will be exposed to varying writing styles, thought processes and methods of organizations. In addition, the study of literature enriches students' understanding of the various cultures of the world and allows them to examine their own thoughts and experiences measured against the permanent and universal ideas expressed in the world's literature.

### **PRE-AP ENGLISH 1**

**DISTINCTION(S):** HS0115 | **GRADE 9** | **CREDITS: 1.0** | **PREREQUISITE: NONE**

Texts take center stage in the Pre-AP English I classroom, inspiring and preparing all students for close, critical reading and analytical writing. This course trains the reader to observe the small details in a text to arrive at a deeper understanding of the whole. It also trains the reader to appreciate authors' sometimes-subtle choices, developing an awareness of how words produce effects and how the conventions of the English language are used for both precision and style. As writers, students focus first on crafting complex sentences, building this foundational skill; they then move on to producing well-organized paragraphs and, as the year progresses, more sophisticated, longer-form analyses (preap.org). Students will also be responsible for completion of summer reading.

### **PRE-AP ENGLISH 2**

**DISTINCTION(S):** HS0210 | **GRADE 10** | **CREDITS: 1.0** | **PREREQUISITE: PRE-AP ENGLISH I**

English II builds on the foundation of the English I course, with an emphasis on the recursive moves that matter in preparing students for the challenges of college-Distinction reading, writing, and discussion. While English I introduces the fundamental routines of close observation, critical analysis, and appreciation of author's craft, English II requires students to apply those same practices to a new host of nonfiction and literary texts. As readers, students develop a vigilant awareness of how the poet, playwright, novelist, and writer of nonfiction alike can masterfully manipulate language to serve their unique purposes. As writers, students compose more nuanced analytical essays without losing sight of the importance of well-crafted sentences and a sense of cohesion. Each unit of English II culminates in a writing task that reflects the rigor of similar tasks they will eventually encounter on standardized writing exams, in AP English courses, and in college classes (preap.org). Students will also be responsible for completion of summer reading.

### **ENGLISH III**

DISTINCTION(S): H(HS0300)/CP (HS0320)|GRADE 11 | CREDITS: 1.0 | PREREQUISITE: PRE-AP ENGLISH II

This course is designed for juniors to achieve a high degree of success in a rigorous academic program. A standard vocabulary program is followed, and the conventions of correct grammatical usage are emphasized. Literary selections cover the Puritan era through the present, and include the short story, novel, non-fiction, tragic drama, and poetry. Writing assignments include a variety of expository, literary analysis, analytical, creative, persuasive and narrative compositions, some based on literature studied and some based on personal experience. Students will write a research paper. Students in honors courses will also do summer reading.

### **ENGLISH IV**

DISTINCTION(S): H (HS0400)/CP (HS0420)|GRADE 12 | CREDITS: 1.0 | PREREQUISITE: English III/AP Equivalent

This course is designed for seniors to achieve a high degree of success in a rigorous academic program. A standard vocabulary program is followed, and the conventions of correct grammatical usage are emphasized. Literary selections cover British and classical literature, and include the novel, non-fiction, tragic drama, and poetry. Writing assignments include a variety of expository, literary analysis, creative, persuasive, and narrative compositions. Students will write a research paper, as well as a college application essay and/or occupational resume and cover letter. Students in honors courses will also do summer reading.

### **ADVANCED PLACEMENT (AP) ENGLISH LANGUAGE & COMPOSITION**

DISTINCTION(S): AP (HS0350) |GRADE 11-12 | CREDITS: 1.0 | PREREQUISITE: Pre-AP English II

AP English Language and Composition is a comprehensive study of prose written in a variety of rhetorical contexts. The course engages students in the practice of critically reading prose to discern a writer's purposes, audiences, and subjects. The course also prepares students to be skilled writers who write for a variety of purposes, using a variety of rhetorical strategies. It is designed for students who aspire to be challenged with college Distinction work. Students will be responsible for summer reading. All students who select AP English are required to take the AP exams at their own expense.

### **ADVANCED PLACEMENT (AP) ENGLISH LITERATURE & COMPOSITION**

DISTINCTION(S): AP (HS0500) |GRADE 11-12 | CREDITS: 1.0 | PREREQUISITE: Pre-AP English II

AP Literature is a concentrated study of literature from an analytical perspective. Students are required to read widely from British and world literature and to discuss and to write about that reading in a manner appropriate for the college setting. All students who select AP English are required to take the AP exams at their own expense. Students will also be responsible for summer reading. Prerequisite: Teacher recommendation, writing portfolio (upon request), GPA 80+ in English III Honors, AP English Language and Composition.

### ***ENGLISH ELECTIVES***

### **ADVANCED PLACEMENT (AP) SEMINAR**

DISTINCTION(S): AP (HS0515) | GRADE 10-12 | CREDITS: 1.0 | PREREQUISITE: Pre-AP English II

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

### **ADVANCED PLACEMENT (AP) RESEARCH**

DISTINCTION(S): AP (HS0516) | GRADE 11-12 | CREDITS: 1.0 | PREREQUISITE: AP SEMINAR

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

### **CELEBRATING AMERICAN VOICES: READING DIVERSE LITERATURE**

DISTINCTION(S): CP (HS0474) | GRADE 10-12 | CREDITS: 0.5 | PREREQUISITE: NONE

This course will involve a study of the influence of a variety of races, cultures, and ethnicities on American literature throughout the Twentieth Century and into modern day. Students will read a variety of genres including novels, short stories, poetry, speeches and other non-fiction pieces and engage in thoughtful discussion and written expression and analysis of such readings. Students will also study ethnic-American literature brought to life in film. Topics of discussion will include theories of race and ethnicity, the influence of the minority experience on literature, and the history and cultural context of racial and ethnic communities. Students will conduct research on a specific cultural identity and complete a variety of analytical essays on their readings. ***This course is offered in alternate even school years (25-26, 27-28, etc.)***

### **CREATIVE WRITING**

DISTINCTION(S): CP (HS0415) | GRADE 10-12 | CREDITS: 0.5 | PREREQUISITE: NONE

During the first quarter of the journalism and creative writing class, students will study and practice writing feature articles, including profiles, backgrounders, reviews, sports, travel and style pieces. During the second quarter, students will study and practice writing stories, skits, narratives and poetry. The

class will have a workshop model and students will have a lot of freedom to choose the subjects of their readings and writings. ***This course is offered in alternate odd school years (26-27, 28-29, etc.)***

### **FILM STUDIES**

DISTINCTION(S): CP (HS0417)|GRADE 10-12 | CREDITS: 0.5| PREREQUISITE: NONE

In this elective class, students will be introduced to the elements of film in order to develop proficiency in recognizing, appreciating, and analyzing film, video, and television. Students will study the building blocks of cinema including narrative, mise-en-scene, cinematography, sound, and editing. In addition, the class will address different approaches to film analysis such as studio and auteur theories. The class will also cover basics of film genre and discussion of diversity in film. ***This course is offered in alternate even school years (25-26, 27-28, etc.)***

### **MYTHOLOGY**

DISTINCTION(S): CP (HS0478)|GRADE 10-12 | CREDITS: 0.5| PREREQUISITE: NONE

Students will explore the world of mythological gods and beasts, learning how creation stories and ancient oral traditions helped ancient civilizations understand the world. This course will include myths from Middle Eastern, Greek, Roman, Far East, and African Cultures. These great stories from the past will enrich students' understanding of the universal themes, archetypes, and symbols that have inspired centuries of storytelling. ***This course is offered in alternate even school years (25-26, 27-28, etc.)***

## **FINE ARTS: PERFORMING & VISUAL ARTS**

The Fine Arts Department at Bourne High School offers a variety of courses in the Visual Arts, Music, and Theater Arts. All students must take at least one fine arts course before graduation.

All courses in the fine arts department are open to all students providing that the correct numerical sequence is followed.

It is not necessary for students taking electives in the fine arts to have great artistic, acting, or musical talent. However, a desire to learn and participate is essential.

### **VISUAL ARTS**

#### **ART I**

DISTINCTION(S): CP (HS7500)|GRADE 9-12 | CREDITS: 1.0 | PREREQUISITE: NONE

This is a general foundation course open to all high school students. Each student will experience a variety of media, materials, and techniques as applied to drawing, painting, and 3D art. Acrylic paintings are introduced. Students study famous works of art from Impressionism to contemporary times and use these techniques in their own artwork. By the end of the year, students will be able to demonstrate the ability to create 2D and 3D works. Students will also learn about artists and their work that pertain to the culture.

## **Art II**

DISTINCTION(S): H (HS7530)|GRADE 10-12 | CREDITS: 1.0| PREREQUISITE: Art I and Teacher Recommendation

DESCRIPTION: This course puts more emphasis on individual art projects and creating works of art through observation and imagination. At this Distinction student motivation, creativity, and visual direction are essential. In-depth emphasis is placed on various styles and schools of art that students may reference for further development of their own personal style. This is a class where work of an advanced nature in painting, sculpture, drawing from observation, printmaking, or other activities, which benefit the school and community, is encouraged. The development of an art portfolio is suggested. (*\*Technical Course for Arts & Communications Pathway*)

## **Art III**

DISTINCTION(S): H (HS7550)|GRADE 11-12 | CREDITS: 1.0| PREREQUISITE: Art II and Teacher Recommendation

The Portfolio course is intended for juniors interested in applying to art school in the fall or spring of their senior year. The preparation of the student's portfolio for college admission is the major course objective. By the end of this course, students should have a strong portfolio to submit to art programs. Class assignments will be focused on art school portfolio expectations. This is also a pre-AP prep class designed to prepare students considering the rigor of Advanced Placement Studio Art. Students who are interested in AP Art. (*\*Technical Course for Arts & Communications Pathway*)

## **ART IV**

DISTINCTION(S): H (HS7570)|GRADE 11-12 | CREDITS: 1.0| PREREQUISITE: Art III and Teacher Recommendation

This course provides students the ability to explore long form projects allowing them to research and develop strong foundational elements for their work. Through investigation and discovery students will gain the ability to describe their work, the process and reasoning behind decisions. This will push their technical as well as critical and abstract thinking skills. Students will work with the teacher to determine the suitable materials for their individual projects. Students are encouraged to explore one or more mediums in depth. (*\*Technical Course for Arts & Communications Pathway*)

## **ADVANCED PLACEMENT 2-D ART AND DESIGN**

DISTINCTION(S): AP (HS7475)|GRADE 11-12 | CREDITS: 1.0| PREREQUISITE: ART III AND TEACHER RECOMMENDATION

AP 2-D Art and Design is a course open to students in grades 11 and 12 who have had previous art courses that they have successfully completed with a grade of B or better. Students should exhibit a high Distinction of skill, good work habits, and a commitment to art. Advanced Placement students must complete a 2-D design portfolio, which includes a series of works based on a sustained investigation. In this course, student work should reflect three areas of concern: quality, sustained investigation of a particular problem, and the artistic process. There are selected works in the formal, technical, and expressive means of the artist. This course is intended to mimic the rigor of a college-Distinction art class. Students should be prepared for homework assignments and work outside of class. Students are

also expected to complete summer work. Students will be asked to move out of their artistic comfort zone to explore and expand their thinking. Admission to the class is based on teacher recommendations and a review of previous artwork. A fee is required when the portfolio is submitted for review.

### **ADVANCED PLACEMENT 3-D ART AND DESIGN**

DISTINCTION(S): AP (HS7485)|GRADE 11-12 | CREDITS: 1.0| PREREQUISITE: CERAMICS & TEACHER RECOMMENDATION

In AP 3D Art and Design, students will develop 3D skills in materials and processes, such as sculpture, architectural rendering and models, metal work, ceramics, glass work, and others. Students will create artwork that reflects your own ideas and skills and what they have learned. Students will submit a portfolio of artwork for evaluation at the end of the school year. The portfolio will include digital images of their work and commentary and will be uploaded online.

### **CERAMICS**

DISTINCTION(S): CP (HS9678)|GRADE 9-12 | CREDITS: 1.0 | PREREQUISITE: NONE

In Ceramics, students will learn and demonstrate skills in all of the basic hand-building techniques: pinch pots, coil, and slab. As well as basic wheel throwing techniques. They will learn how to apply basic surface decoration, glazing, and firing processes. The assignments will give a basic understanding of how the principles and elements of design are tied into form and function. Students will initiate and solve challenging problems in construction and form development. The works of art will be approached by a functional and non-functional design process.

### **ADVANCED CERAMICS**

DISTINCTION(S): H (HS9679)|GRADE 10-12 | CREDITS: 1.0 | PREREQUISITE: CERAMICS & TEACHER RECOMMENDATION

In advanced Ceramics, students will learn and demonstrate more refined skills in hand-building techniques: pinch pots, coil, and slab. They will learn how to apply more ambitious surface decoration, glazing, and firing processes. The assignments will give a more advanced understanding of how the principles and elements of design are tied into form and function. Students will initiate and solve challenging problems in construction and form development. The works of art will be approached by a functional and non-functional design process.

### **GRAPHIC ARTS AND MARKETING**

DISTINCTION(S): CP (HS7603)|GRADE 9-12 | CREDITS: 1.0 | PREREQUISITE: NONE

This course will introduce students to the realm of graphic design. Through the course giving them an understanding of the principles and elements of design as well as hands on experience with Adobe Illustrator and Photoshop. Graphic Design is a class that teaches art and technology and how they break even. Along with the technical skills, students will learn how to use design as a communication tool. Students will also explore various methods used to create and combine words, symbols, and images to create a visual representation of ideas and messages. (*\*Technical Course for Business IP*)

### **ADVANCED GRAPHIC ARTS & MARKETING**

DISTINCTION(S): H (HS7602)| GRADE 10-12 | CREDITS: 1.0 | PREREQUISITE: NONE

Graphics 2 pushes students to begin to break the boundaries of design. After learning the elements and principles of design the students get to bend the rules and begin to push design to its limits. Through practical real world projects students will find creative and unique ways to problem solve. Working with the innovation pathways students will gain exposure to working with clients and developing brandings, style guides and event posters. Along with honing their skills in Adobe Illustrator and Photoshop students will also be exposed to Adobe InDesign. (*\*Technical Course for Business IP*)

### **MOTION GRAPHICS**

DISTINCTION(S): CP (HS7604)| GRADE 10-12 | CREDITS: 0.5 | PREREQUISITE: GRAPHIC ARTS

The world of Graphic Design is broad and not every piece of it can be learned in just one year. Motion Graphics are a major part of modern design and are a class all their own. In Motion graphics students will gain hands-on experience in Adobe After Effects as well as Adobe Premier. Learning the fundamentals of animation and combining them with the elements and principles of design students will create a series of animations and gain an understanding of this impactful side of design.

### **CINEMATOGRAPHY**

DISTINCTION(S): CP (HS7605)| GRADE 10-12 | CREDITS: 0.5 | PREREQUISITE: GRAPHIC ARTS

Cinema is a powerful art form and in the Cinematography class students will be introduced to the science behind the filming process. Whether it be advertising, the silver screen or the realm of the internet these skills are adaptable. Starting with an understanding in lighting and camera angles the class will lead to students creating storyboards and filming a short film. With footage in hand students will get hands-on experience with Adobe Premiere and learn the power of editing to create their own "cut" of the short film.

### **PERFORMING ARTS**

#### **CONCERT BAND**

DISTINCTION(S): H (HS8010/CP (HS8020)| GRADE 9-12 | CREDITS: 1.0 | PREREQUISITE: NONE

Band is an elective course designed to serve as a continuation of instrumental music skills. During the first semester class emphasis is placed on "Pep Band". "Pep Band" performs at all home football games, the Thanksgiving day game as well as the Thanksgiving Pep rally. Students are expected to participate in these activities. A schedule of these events will be given in September for planning purposes. "Pep Band" is a mandatory component of band class. If students are unable to attend any of the above activities, the student must obtain a note from their parent and an alternative assignment will be given. During the second, third and fourth semesters, emphasis switches to concert band, and preparation for the Winter Concert and Spring Concert. Concert band is a performance based class with emphasis on mastering and fine tuning techniques and specific skills associated with each instrument. (*\*Technical Course for Arts & Communications Pathway*)

## **CHORUS**

DISTINCTION(S): H (HS8050)/ CP (HS8060)| GRADE 9-12 | CREDITS: 1.0 | PREREQUISITE: NONE

The purpose of this course is to give students the opportunity to sing and perform a wide variety of music. Emphasis is placed on the study and performance of selected choral literature representative of a wide range of style, composers, forms, periods, and nationalities. Performances are considered part of the course and are required of all members. Students participating in chorus will have the opportunity to participate in music festivals, on the local and state Distinction.

## **GUITAR AND ADVANCED GUITAR**

DISTINCTION(S): CP (HS8261)/H (HS8269)| GRADE 10-12 | CREDITS: 1.0 | PREREQUISITE: NONE

These classes will introduce basic acoustic guitar skills including: music reading, tuning, understanding and playing chords, basic strumming, and music theory associated with guitar. Students will learn to play basic melodies and songs then progress to more advanced songs and chords. Acoustic guitars will be provided as well as a case and a guitar book.

## **MUSIC THEORY**

DISTINCTION(S): H (HS8030)/CP (HS8040)| GRADE 11-12 | CREDITS: 1.0 | PREREQUISITE: NONE

This class is designed for the student interested in continuing their musical education. Students will have a working knowledge of key signatures, scales, chord analysis, orchestration, basic four-part harmony writing, piano skills and conducting. (*\*Technical Course for Arts & Communications Pathway*)

## **PIANO KEYBOARDING**

DISTINCTION(S): CP (HS99222)| GRADE 10-12 | CREDITS: 1.0 | PREREQUISITE: NONE

This class will introduce basic piano skills including: music reading, understanding and playing chords, basic fingerings, and music theory associated with the piano. Students will learn to play basic melodies and songs then progress to more advanced songs and chords. Piano keyboards with headphones will be provided as well as music. This class will be limited to 15 students.

## **FOUNDATIONS OF MUSIC**

DISTINCTION(S): CP (HS8045)| GRADE 9-12 | CREDITS: 1.0 | PREREQUISITE: NONE

Do you like to listen to music? All kinds of music? Then this class is for you. We will explore the history of Rock and Roll. We will talk about the impact of music on our society, and our moods. We will identify emotional components through music and lyrics. We will listen to music ranging from Frank Sinatra to Black Sabbath and everything in between. The only requirement is love of music and an openness to learn about all kinds of different styles of music.

## **PRE-AP MUSIC**

DISTINCTION(S): H (HS8055)| GRADE 9-12 | CREDITS: 1.0 | PREREQUISITE: NONE

Pre-AP Music was designed in collaboration with arts educators and leaders nationwide, to support all high school arts educators as they address the central curricular challenges in their disciplines. Students will be introduced to various concepts of music theory, aural skills, and sight-singing. These concepts include but are not limited to: pitch, rhythm, scales, chords, as well as other musical terms and symbols.

This course is intended for 9-12 students with previous musical experiences, who intend on later enrolling in the AP class and/or want a focused and challenging look into the basic structure and design of music.

## **THEATER ARTS**

### **ACTING I**

DISTINCTION(S): CP (HS0695)|GRADE 9-12 | CREDITS: 1.0 | PREREQUISITE: NONE

In this course, students will play, create and collaborate, through a variety of games, activities and exercises. We will carefully outline important foundational elements of acting both for those with and without prior experience on stage! Whether simply looking for a creative escape or intending to take their talents to the next Distinction, Acting I has something for everyone.

### **ACTING II**

DISTINCTION(S): CP (HS0696)|GRADE 10-12 | CREDITS: 1.0 | PREREQUISITE: ACTING I

This course is designed to build upon the fundamentals of acting established in Acting I by incorporating work with various conventions of performance. Focus will be placed on investigating creativity, action, and expression both individually and collectively. Students will act their way through the ages, ranging from Greek theatre to Realism. Guided study in varied styles of acting and genre will provide students with the tools needed to create authentic scene-work and monologue work, while learning more about themselves as critically thinking, collaborative artists along the way.

### **PRE-AP THEATRE**

DISTINCTION(S): H (HS0775)|GRADE 9-12 | CREDITS: 1.0 | PREREQUISITE: NONE

Pre AP Theatre takes a thoughtful and in-depth look at how we prepare and experience theatre through various creative and technical lenses. This course specifically engages students in the practices of peer-to-peer dialogue, experimentation, and reflective writing. Students will leave this course primed to skillfully synthesize, process, and apply complex ideas and practices in theatre arts.

### **PLAY PRODUCTION**

DISTINCTION(S): H (HS0755)|GRADE 10-12 | CREDITS: 1.0 | PREREQUISITE: NONE

This course will be rooted in a continued investigation of mounting theatre performances with an increased attention to collaboration, practical application and execution of technical theatre. Topics will parallel Bourne High School's extracurricular theatre productions. In addition to opportunities to perform, students will read, write, analyze and direct for scenes or plays, as well as design, construct and curate technical elements in conjunction with BHS drama shows (i.e. properties, costumes, sound effects, lighting, organizational tools and more). (*\*Technical Course for Arts & Communications Pathway*)

### **WORLD-BUILDING: TECHNICAL THEATRE DESIGN**

DISTINCTION(S): H (HS0765)|GRADE 9-12 | CREDITS: 1.0 | PREREQUISITE: NONE

Every production, film or theatrical, requires organization and structure, yet equally demands creativity and originality. In WorldBuilding, students will investigate what goes into dreaming, designing, and

executing such fictional realities using visual research, drawing, rendering, model-building and other practical applications. Students will gain skills and knowledge in areas of scenic design/construction, properties design, sound design, lighting design, costume design/construction and much more! Additionally, students will hone skills of communication, presentation, and the giving and receiving of constructive criticism for effective collaboration in production. (*\*Technical Course for Arts & Communications Pathway*)

## **HISTORY & SOCIAL SCIENCES**

The Bourne High School History & Social Sciences Department employs a variety of student-centered learning activities and authentic assessment in order to meet the needs of diverse learners. The History and Social Sciences curriculum alignment to the Massachusetts Curriculum Frameworks is ongoing. Students examine core knowledge and learning standards in relationship to the four themes of social sciences: history, geography, civics and government and economy.

Sophomore year, all students engage in a required inquiry based, student-led. Civic Action Project. Civic engagement involves “working to make a difference in the civic life of one’s community and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.”

### **WORLD HISTORY & GEOGRAPHY**

DISTINCTION(S): H (HS1215)/CP(HS1205) | GRADE 9 | CREDITS: 1.0 | PREREQUISITE: NONE

Students will examine themes within World History that will provide them with the conceptual framework and factual background to understand issues going on in the world today. Within this course, students will explore the following: Societal changes that shape the world; Philosophies of Government; Political Revolutions; Globalization; War and Peace; and the Cold War Era in order to enhance their critical thinking and reasoning skills. Students will develop a deeper understanding of concepts that recur throughout history as well as develop research, writing, and thinking skills necessary to become informed global citizens who are able to take action.

### **UNITED STATES (US) HISTORY I**

DISTINCTION(S): H (HS1510)/ CP (HS1520) | GRADE 10 | CREDITS: 1.0 | PREREQUISITE: WORLD HISTORY & GEOGRAPHY

Students examine the historical and intellectual origins of the United States starting with the American Revolution, Constitutional principles, and events of the early Republic. They will explore democratization and expansion of America. They learn about the important political, social, and economic causes and consequences of the Civil War, including Reconstruction. Students will explore how the United States began to grow economically and become the diverse nation it is today during the period of industrialization and immigration, ending the year with progressive reforms and U.S. involvement in World War I. Throughout the course students will be provided opportunities to expand their civic knowledge and engagement while exploring the steps to determine and take informed action through the completion of the Civic Action Project.

## **UNITED STATES (US) HISTORY II**

DISTINCTION(S): H(HS1540)/ CP (HS1550) | GRADE 11 | CREDITS: 1.0 | PREREQUISITE: US History I

Students will continue their study of United States history of the 20th and 21st Centuries. They begin learning about the role of economics in modern United States History as they explore issues concerning the Great Depression and the New Deal. They explore America's growing role in diplomatic relations during WWII and how the U.S. sought to defend democracy during the Cold War and the Civil Rights movement at home. Students end the year discussing the United States and its place in the world today and how the U.S. is dealing with the differences among people and their interactions while exploring mass atrocities and terrorism around the globe. Throughout the course, learning opportunities will allow students to develop and expand on their research capabilities and conduct inquiries. Students will be challenged to determine the credibility, accuracy, and relevance of sources to make informed decisions and/or arguments.

## **ADVANCED PLACEMENT (AP) UNITED STATES (US) HISTORY**

DISTINCTION(S): AP (HS1500) | GRADE 11 | CREDITS: 1.0 | PREREQUISITE: US History I

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

## ***HISTORY AND SOCIAL SCIENCE ELECTIVES***

### **ADVANCED PLACEMENT (AP) PSYCHOLOGY**

DISTINCTION(S): AP (HS1800) | GRADE 11-12 | CREDITS: 1.0 | PREREQUISITE: NONE

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students will learn about some of the explorations and discoveries made by psychologists over the past century. Students will assess some of the differing approaches adopted by psychologists, including the biological, behavioral, cognitive, humanistic, psychodynamic and sociocultural perspectives. Students will come to appreciate how psychologists think and how using the kind of critical analysis psychologists espouse impacts their own behavior and personality.

### **AMERICAN MEMORY: WORLD WAR II**

DISTINCTION(S): CP (HS9673) | GRADE 10-12 | CREDITS: 0.5 | PREREQUISITE: NONE

This course will provide the social history of how World War II is remembered in the American psyche. Students will begin by looking at how the United States became involved in the conflict, and how this involvement was displayed to the public through use of media. Students will also examine the European

and Pacific fronts of the war, both from accounts of soldiers and how these fronts are viewed through the lens of Hollywood. The struggles of the home front will be addressed as well, including the role of women, African Americans, and Native Americans during the war as well as the internment of Japanese Americans. ***This course is offered in alternate odd school years (26-27, 28-29, etc.)***

### **BASEBALL & AMERICAN CULTURE**

Distinction(s): CP (HS1735) | GRADE 10-12 | CREDITS: 0.5 | PREREQUISITE: NONE

This course deals with the history of baseball as a metaphor for culture in America. The history of baseball is, in many ways, the history of the United States. The course not only examines the history of the game itself, but also emphasizes the ways in which society has shaped baseball and how baseball at times has shaped American society. The course examines the origin of amateur baseball in northern industrial cities two centuries ago, to the modern day billion dollar international industry that exists today. The course covers the professionalization and nationalization of the sport during and after the Civil War. It will examine the development of professional baseball, how the game was impacted by foreign wars, The Great Depression, Negro Leagues, desegregation, the various roles of women in professional baseball and gambling scandals. From an economic standpoint the course examines the perpetual tensions between labor and management in the business of baseball. Labor relations, strikes and lockouts will be studied. The ever present player and fan perception of ownership greed will be scrutinized. The course also investigates the introduction of the steroids era and the financial impact they had for players and owners. ***This course is offered in alternate odd school years (26-27, 28-29, etc.)***

### **CRIMINAL LAW**

DISTINCTION(S): CP (HS1190) | GRADE 10-12 | CREDITS: 0.5 | PREREQUISITE: NONE

Criminal Law is a study of the criminal justice system in the United States. The course focuses not just on the system itself, but also on the rights and responsibilities imposed on the citizens of the country by the system. The course uses a variety of techniques aimed at helping students prepare to become responsible, law-abiding citizens. These techniques are also designed to help students identify any violation of their rights and give them the tools to resolve such situations. ***This course is offered in alternate even school years (25-26, 27-28, etc.)***

### **CURRENT EVENTS & GEOGRAPHY**

DISTINCTION(S): CP (HS1170) | GRADE 10-12 | CREDITS: 0.5 | PREREQUISITE: NONE

The goal of a current events course is for the student to become aware of the major issues of the day and to have an in-depth understanding and appreciation of current events. The focus of the class will be issues that affect the student as a resident of the World, the U.S., Massachusetts, and Bourne. The class will follow daily news events and will be expected to understand the social, political, and economic issues on a daily basis. Each week, the class will focus on the historical development of a current issue. The objectives of this course are: to make the connection between current events and history, to enhance the student's understanding of world events and geography, to encourage students to be informed citizens, and to help them to make intelligent decisions as they take their place in the panorama of history. ***This course is offered in alternate even school years (25-26, 27-28, etc.)***

## **FORENSIC PSYCHOLOGY**

DISTINCTION(S): CP (HS1805) | GRADE 11-12 | CREDITS: 1.0 | PREREQUISITE: NONE

Forensic Psychology is the application of the field of psychology to the legal system. This course will provide the foundation for understanding of how psychology and the law intersect and introduce students to topics such as the roles and responsibilities of forensic psychologists, forensic psychological assessments, lie detection, jury selection, the insanity defense, criminal profiling, eyewitness and expert testimony, offender treatment, the death penalty and correctional psychology. Through the examination of real life case studies, trials, established and emerging laws, and relevant research, students will gain knowledge into the various psychological aspects of criminal activity and the people who commit those crimes, as well as a basic understanding of the major mental disorders and how they may cause, aggravate or mitigate criminal conduct. (*\*Technical Course for Public Safety Pathway*)

## **HERSTORY: WOMEN IN HISTORY**

DISTINCTION(S): CP (HS1725) | GRADE 10-12 | CREDITS: 0.5 | PREREQUISITE: NONE

The main focus of this course will be women and their societal advancement through history. In this course, students will explore what has, and has not, changed for women by looking through a historical lens at the ideas and experiences of women from Ancient to Contemporary times. The goal of this course is to be able to understand not only what women have done but also how many fundamental moments, movements, and issues in history. Studying women's history will make students more aware of the way women have been divided by class, race, ethnicity, etc. The intention of this course is to give students different and new perspectives as white, elite women tend to predominate the experiences of less privileged women and women of color who have all had a role in shaping our history. ***This course is offered in alternate odd school years (26-27, 28-29, etc.)***

## **HOLOCAUST & HUMAN BEHAVIOR**

DISTINCTION(S): CP (HS9671) | GRADE 10-12 | CREDITS: 0.5 | PREREQUISITE: Pre-AP World History

Students will study the events that led to the Holocaust, including the study of the Armenian Genocide during World War I. Through the use of primary sources, films and journaling, students will interpret and investigate why events like these genocidal movements have occurred over the course of the 20th Century. Students will complete the course with a culminating project on a specific topic regarding the Holocaust with an emphasis or conclusion on the underlying causes that lead to genocide and what can be done to prevent it and understand that every person can make a difference. ***This course is offered in alternate even school years (25-26, 27-28, etc.)***

## **PSYCHOLOGY**

DISTINCTION(S): CP (HS1730) | GRADE 10-12 | CREDITS: 0.5 | PREREQUISITE: NONE

Students learn the terms, theories and principles defining human behavior. They view demonstrations, conduct activities and perform experiments which provide empirical lessons in the student's application of psychological principles through theory and practice. The course seeks to prepare students to understand their own behavior better as well as the behavior of those around them. ***This course is offered in alternate odd school years (26-27, 28-29, etc.)***

## **TERRORISM IN THE MODERN WORLD**

DISTINCTION(S): CP (HS9674) | GRADE 10-12 | CREDITS: 0.5 | PREREQUISITE: NONE

This course will provide a history of the use of terrorism throughout world history, with a focus on Russia, Ireland, and the Middle East. Due to the nature of international current events, emphasis in the course will be given to terrorism originating in the Middle East with Islamic Fundamentalists. ***This course is offered in alternate even school years (25-26, 27-28, etc.)***

## **MATHEMATICS**

The goal of the mathematics department is to provide all students with the opportunity to develop their math skills for career or future educational goals. Through the completion of all of the required strands and a review of topics taught in previous courses, students will be prepared for success on the MCAS exam. The mathematics department offers a variety of courses to accommodate every student's needs. All courses are sequentially arranged in the academic Distinction. Prerequisites are required for most courses and Distinctions.

The mathematics department recommends the Texas Instruments TI-84 Plus CE graphing calculator. All Algebra I, Geometry, and Algebra II classes will have extensive reviews for the MCAS exam. Algebra II and Advanced Math classes will prep for the SAT exam.

### **PRE-AP ALGEBRA 1**

DISTINCTION(S): CP (HS2115) | GRADE 9 | CREDITS: 1.0 | PREREQUISITE: NONE

The Pre-AP Algebra 1 course is designed to deepen students' understanding of linear relationships by emphasizing patterns of change, multiple representations of functions and equations, modeling real world scenarios with functions, and methods for finding and representing solutions of equations and inequalities. Taken together, these ideas provide a powerful set of conceptual tools that students can use to make sense of their world through mathematics. Rather than seeking to cover all topics traditionally included in a standard algebra textbook, this course focuses on the foundational algebraic knowledge and skills that matter most for college and career readiness. The Pre-AP Algebra 1 Course Framework promotes a coherent understanding of linear relationships. The components of this course have been crafted to prepare not only the next generation of mathematicians, scientists, programmers, statisticians, and engineers, but also a broader base of mathematically informed citizens who are well equipped to respond to the array of mathematics-related issues that impact our lives at the personal, local, and global Distinction ([preap.org](http://preap.org)).

### **PRE-AP GEOMETRY**

DISTINCTION(S): H (HS2205) | GRADE 9 -10 | CREDITS: 1.0 | PREREQUISITE: PRE-AP ALGEBRA I

Pre-AP Geometry with Statistics provides students with a conceptual bridge between algebra and geometry that deepens their understanding of mathematics. The course includes a unit of statistics and probability to support students' understanding of concepts essential to quantitative literacy. Throughout the course, students solve problems across the domains of algebra, geometry, and statistics.

### **INTERMEDIATE MATH**

DISTINCTION(S): CP (HS2225)| GRADE 9-10 | CREDITS: 1.0 | PREREQUISITE: TEACHER RECOMMENDATION

This course is to be taken concurrently with another Math course. Students learn pre-algebra concepts to further a stronger understanding. The work includes exam practice and study/test-taking skills. Instruction consists of activities that help broaden the scope of how mathematics applies to real-life concepts. The course also serves as a support for understanding current material in the math curriculum. The fundamental algebra skills covered in this course include understanding order of operations and PEMDAS, solving for unknown variables, graphing/writing linear equations, solving systems of equations, the properties of exponents, factoring quadratics and multiplying binomials, probability, and reading and applying statistical data through forms of graphing.

### **PRE-AP ALGEBRA 2**

DISTINCTION(S): LEVEL(S): H (HS2326)/ CP (HS2325)| GRADE 10-11 | CREDITS: 1.0 | PREREQUISITE: ALGEBRA I/GEOMETRY

Pre-AP Algebra 2 is designed to optimize students' readiness for college-level mathematics classes. This course extends the conceptual understanding of and procedural fluency with functions and data analysis that students developed in their previous math courses. It offers an approach that concentrates on mathematical content and skills. The Course Framework highlights how to guide students to connect core ideas within and across the units of the course, promoting a coherent understanding of functions.

### **PRE-CALCULUS**

DISTINCTION(S): H (HS2472)| GRADE 11-12 | CREDITS: 1.0 | PREREQUISITE:ALGEBRA II

This course includes the deeper study of mathematical concepts ranging from functions, graphs, analytical geometry, statistics, trigonometric ideas, as well as advanced algebra topics. The main objective of this course is to integrate discrete mathematics, statistics, and trigonometry together with pre-calculus concepts. This course is taught with many diverse strategies that relate advanced mathematics to the real world.

### **ADVANCED PLACEMENT (AP) PRE-CALCULUS**

DISTINCTION(S): AP (HS2476)| GRADE 11-12 | CREDITS: 1.0 | PREREQUISITE: ALGEBRA II

In AP Precalculus, students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP Precalculus prepares students for other higher-Distinction mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

### **ADVANCED PLACEMENT (AP) CALCULUS**

DISTINCTION(S): AP (HS2510)| GRADE 12 | CREDITS: 1.0 | PREREQUISITE: PRE-CALCULUS

As a continuation of Advanced Pre-Calculus, after a review of previously covered calculus topics, students will study integration and differential equations. Every unit of the calculus course will be studied in greater depth with an emphasis on AP type questions. More emphasis will also be put on applications. The curriculum will be completed in a timely manner allowing for plenty of time to be spent on practice exams. Practice questions will be included on all assessments.

### **STATISTICS AND PROBABILITY**

DISTINCTION(S): CP (HS2595)| GRADE 12 | CREDITS: 1.0 | PREREQUISITE: ALGEBRA II

Students will work with probability, data collection, descriptive and inferential statistics, probability, and technological tools to analyze statistics. The main foci of the course will be exploring data, planning a study, producing models using probability theory, and making statistical inferences. Students will work with statistical measures of centrality and spread, methods of data collection, methods of determining probability, binomial normal distributions, hypothesis testing, and confidence intervals. Students will use multiple representations to present data including written descriptions, numerical statistics, formulas, and graphs.

### **ADVANCED PLACEMENT STATISTICS**

DISTINCTION(S): AP (HS2590)| GRADE 10-12 | CREDITS: 1.0 | PREREQUISITE: ALGEBRA II

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data: Describing patterns and departures from patterns; Sampling and Experimentation: Planning and conducting a study; Anticipating Patterns: Exploring random phenomena using probability and simulation; and Statistical Inference: Estimating population parameters and testing hypotheses

### **ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES**

DISTINCTION(S): AP (HS3405)| GRADE 9-12 | CREDITS: 1.0 | PREREQUISITE: ALGEBRA I

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

### **ADVANCED PLACEMENT COMPUTER SCIENCE A**

DISTINCTION(S): AP (HS3406)| GRADE 9-12 | CREDITS: 1.0 | PREREQUISITE: ALGEBRA I

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

### **PROJECT LEAD THE WAY COMPUTER SCIENCE ESSENTIALS**

DISTINCTION(S): H(HS3408) | GRADE 10-12 | CREDITS: 1.0 | PREREQUISITE: ALGEBRA I

With emphasis on computational thinking and collaboration, this year-long course provides an excellent entry point for students to begin or continue the PLTW Computer Science PreK-12 experience. Computer Science Essentials will expose students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. In Computer Science Essentials, students will start with visual, block-based programming and smoothly transition to text-based languages like Python®. They will apply computational thinking practices, enrich their vocabulary, and engage in collaborative projects, reflecting the methodologies of computing professionals. Ultimately, they'll develop products that tackle topics and challenges significant to them.

### **PROJECT LEAD THE WAY CYBERSECURITY**

DISTINCTION(S): H(HS3409) | GRADE 10-12 | CREDITS: 1.0 | PREREQUISITE: ALGEBRA I

Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students use virtual labs to discover key concepts of the field. These labs progress from an individual computer to more and more complex network environments. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

## **PHYSICAL EDUCATION, HEALTH AND WELLNESS**

The Bourne High School Physical Education, Health and Wellness course offerings are designed to promote lifelong habits of healthy decision-making and personal wellness. All grade 9 and 10 students are required to take a quarter of health and a quarter of physical education each year. All students in grades 11 are required to take First Aid/CPR and a quarter of PE or Yoga. Seniors are required to take a semester of wellness and all students are encouraged to take an additional course as they are able to fit in their schedules. Exceptions may be made by the building principal. Students will not be permitted to drop PE in lieu of a half year elective course.

### **HEALTH: GRADES 9/10**

DISTINCTION(S): 9CP (HS9120) 10CP (HS9121) | GRADE 9/10 | CREDITS: 0.25 | PREREQUISITE: NONE

Students are required to complete one quarter of comprehensive health education during their freshman year and another during their sophomore year. This course provides students with accurate information which they can utilize to develop healthy attitudes and behavior patterns. Critical thinking and decision-making skills are taught and practiced throughout the course as students are encouraged to recognize that they have the power to choose healthy behaviors in order to reduce risks. The topics covered over the two courses include mental health (personality, self-esteem, stress management, mental disorders, and suicide), family and social health (healthy relationship, violence prevention, cyberbullying, sexuality, and diversity), human growth and development (reproduction, pregnancy and

birth), nutrition, fitness, substance abuse (alcohol, drugs, tobacco), disease and disorders (infectious disease, AIDS, sexually transmitted diseases, noninfectious diseases and disabilities), consumer and personal health, personal safety, and community and environmental health.

### **FIRST AID/CPR**

DISTINCTION(S): CP (HS3665)| GRADE 11| CREDITS: 0.25 | PREREQUISITE: NONE

Students will learn emergency care First Aid and CPR for cuts, bruises, broken bones, heart difficulties, breathing obstructions, burns, sprains, and other injuries of the body are studied in two parts: (1) First Aid and Emergency Care and (2) Cardiopulmonary Resuscitation. This course incorporates the use of the CPR Lab-Ambulance Simulator and feedback mannequins for hands-on practice and drill. Use of videos supplements the “hands-on” approach. Upon successful completion of this course, students will receive American Red Cross certification in Standard First Aid, Adult, Infant and Child Cardiopulmonary Resuscitation and Automated External Defibrillation.

### **PHYSICAL EDUCATION GRADES 9/10**

DISTINCTION(S): 9CP (HS9080) 10CP (HS9103)| GRADE 9/10 | CREDITS: 0.25 | PREREQUISITE: NONE

This course, taken for one quarter each in Grade 9 and Grade 10, provides a foundation for students to develop and improve skills in order to participate successfully in a variety of activities. Emphasis will be placed on social skills, sportsmanship, respect, fitness awareness and the importance of daily physical activity. The course is a balance of team and individual activities that students are likely to participate in beyond high school. Team sports include, but are not limited to, basketball, soccer, flag football and volleyball. Individual sports include badminton, archery, Frisbee and tennis. Students are expected to improve their Distinction of skill and knowledge, as well as understand and implement more advanced strategies for each sport. A major focus is the Principles of Conditioning unit where students acquire knowledge about the components of fitness, learn about the benefits of exercise, and participate in fitness activities. Students will also focus on all Health and Skill related fitness components as they serve as a basis for the four year PE program. Students will be assessed on all health related fitness components twice per semester using the Fitnessgram battery of tests produced by the Cooper Institute. Students will also be assessed by teacher observation, summative and formative assessments throughout the semester.

### **INTRODUCTION TO YOGA**

DISTINCTION(S): CP (HS9094)| GRADE 11 | CREDITS: 0.25 | PREREQUISITE: NONE

This course is designed to provide students with an introduction to Yoga principles in order to acquire the knowledge and skills necessary to maintain an active lifestyle. Specifically, students will learn a variety of breathing techniques and yoga postures to improve overall flexibility, strength, core and cardiovascular endurance. In addition, students will learn lifelong strategies to improve mental focus, reduce stress, and minimize the risk of injuries.

### **PE 11**

DISTINCTION(S): CP (HS9104)| GRADE 11 | CREDITS: 0.25 | PREREQUISITE: NONE

This course, taken for one quarter in Grade 11, provides a continuation for students to develop and improve skills in order to participate successfully in a variety of activities. Emphasis will be placed on social skills, sportsmanship, respect, fitness awareness and the importance of daily physical activity. The course is a balance of team and individual activities that students are likely to participate in beyond high school.

## **WELLNESS ELECTIVES**

### **YOGA**

DISTINCTION(S): CP (HS9095) | GRADE 10-12 | CREDITS: 0.5 | PREREQUISITE: NONE

This course is designed to provide students with an introduction to various Yoga principles in order to acquire the knowledge and skills necessary to maintain an active lifestyle. Specifically, students will learn a variety of breathing techniques and yoga postures to improve overall flexibility, strength, core and cardiovascular endurance. In addition, students will learn lifelong strategies to improve mental focus, reduce stress, and minimize the risk of injuries.

### **ADVANCED YOGA**

DISTINCTION(S): CP (HS9096) | GRADE 11-12 | CREDITS: 0.5 | PREREQUISITE: YOGA or YOGA 11

This course is designed to take students deeper into the practice of yoga. It will cover advanced asanas, meditation techniques, yoga philosophy, history of yoga and basic anatomy and physiology principles. Students will develop a comprehensive understanding of yoga and its application to physical and mental well being.

### **PERSONAL DEVELOPMENT & PEER RELATIONSHIPS**

DISTINCTION(S): CP (HS9130) | GRADE 10-12 | CREDITS: 0.5 | PREREQUISITE: NONE

Students will receive updated information about a variety of social and cultural issues that may adversely affect adolescents. They will learn and practice communication and problem-solving skills through outdoor adventure and team-building activities that foster leadership skills. Students will be expected to develop and implement a community service project to benefit themselves, their peers, younger students, and/or the community. This course includes trust and community building activities, information about prevention and peer leadership, and practice of communication skills. Students will learn how to provide information, initiate and lead discussions, affect attitudes, represent youth perspectives, and make referrals to sources of help.

### **PERSONAL FITNESS**

DISTINCTION(S): CP (HS9085) | GRADE 10-12 | CREDITS: 0.5 | PREREQUISITE: NONE

The purpose of this course is to (a) acquire knowledge of physical fitness concepts (b) understand the influences of lifestyle on health and fitness, and (c) begin to develop an optimal Distinction of fitness. Students will develop a strong understanding of the F.I.T.T. and "Overload" principles, and how they can utilize F.I.T.T. to achieve their desired fitness outcomes. Other topics of study will include safety practices, muscular anatomy, technology applications, exercise myths and trends, and nutrition. Students will utilize information learned in class to develop a personal fitness plan of which they follow

throughout a large portion of the class. Students will be assessed through written quizzes for relevant anatomy and fitness concepts. Students will log exercise and nutrition information using applications throughout the semester in relation to their goals. They will reflect upon and analyze this information for various purposes in their reflection log. This class is an amazing opportunity to develop a personalized fitness plan and track the results over the course of an entire semester.

### **UNIFIED PHYSICAL EDUCATION**

DISTINCTION(S): CP (HS9115)| GRADE 9-12 | CREDITS: 1.0 | PREREQUISITE: NONE

Unified Physical Education provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities, using the power of Special Olympics. The Unified Physical Education course is structured around the national physical education standards and grade-Distinction outcomes. Additionally, the class supports the development of leadership skills for all students as well as the empowerment of ALL students to foster an inclusive class and school-wide environment. Students in Unified Physical Education courses may have the opportunity to participate in competitions with other schools or attend Special Olympics events.

### **SCIENCE, TECHNOLOGY, AND ENGINEERING**

The goal of the science department is to provide all students with the opportunity to develop skills across a variety of science fields for future educational and career goals. Through the completion of freshman biology, students will be prepared to successfully complete the Science Technology and Engineering (STE) MCAS. Students then have the opportunity to explore a variety of lab science and engineering courses. The science department offers a variety of courses that are designed to accommodate the needs of many students. After the completion of Biology and Chemistry, students are encouraged to take lab science courses and electives of interest to them.

### **BIOLOGY**

DISTINCTION(S): H(HS3201)/ CP (HS3202) | GRADE 9 | CREDITS: 1.0 | PREREQUISITE: NONE

The Biology course emphasizes the integration of content with science practices-powerful reasoning tools that support students in analyzing the natural world around them. Having this ability is one of the hallmarks of scientific literacy and is critical for numerous college and career endeavors in science and the social sciences. The Biology Course Framework highlights how to guide students to connect core ideas within and across the units of the course, promoting the development of a coherent understanding of biological systems. The components of this course have been crafted to prepare not only the next generation of biologists but also a broader base of biology-informed citizens who are well equipped to respond to the array of science-related issues that impact our lives at the personal, local, and global Distinctions. (LAB SCIENCE)

### **CHEMISTRY**

LEVEL(S): H (HS3300)/CP (HS3320)| GRADE 10 | CREDITS: 1.0

Chemistry classes provide a solid foundation in the study of inorganic chemistry. This course covers core concepts aligned with the Massachusetts Science Standards, such as atomic structure, periodic trends,

chemical bonding, and the laws of conservation of mass and energy. Strong math skills are required. The ability to express oneself in writing is stressed through tests, projects, note taking, and laboratory reports. A variety of demonstrations, projects, laboratory explorations, and cooperative activities with cutting edge technology will be conducted since they are essential for the understanding of the subject matter. From analyzing real-world phenomena like climate change and sustainable energy to designing and evaluating chemical processes, this class develops problem-solving and critical-thinking skills while inspiring curiosity about the world around us. (LAB SCIENCE)

### **PHYSICS**

DISTINCTION(S): H (HS3400)/CP (HS3420) | GRADE 11-12 | CREDITS: 1.0 | PREREQUISITE: ALGEBRA II

Throughout this course, students will comprehend and apply physical concepts that are part of our everyday lives and to develop critical thinking and problem-solving skills. The course extensively explores the topics of motion, vectors, forces, energy, heat, sound, light, electricity, and atomic and nuclear physics. Students will complete virtual and hands-on labs using state-of-the-art laboratory equipment. Projects emphasize solutions to real-world problems. (LAB SCIENCE) (*\*Technical Course for Engineering Pathway*)

### **ANATOMY AND PHYSIOLOGY**

DISTINCTION(S): H (HS3602)/CP (HS3600) | GRADE 11-12 | CREDITS: 1.0 | PREREQUISITE: BIOLOGY/CHEMISTRY/

This challenging course offers in-depth studies of major body systems such as the skeletal, muscular, respiratory, cardiovascular, respiratory, digestive, immune, and nervous systems. The ability to express oneself in writing is stressed through tests, projects, note taking, and laboratory reports. A variety of demonstrations, projects, laboratory explorations, and cooperative activities, including the use of Anatomage virtual dissection tables and tablets, will be conducted since they are essential for the understanding of the subject matter. College-bound students interested in majoring in science or any medical field should consider taking this class. (LAB SCIENCE) (*\*Technical Course for Healthcare IP*)

### **ADVANCED PLACEMENT BIOLOGY**

DISTINCTION(S): AP (HS3560) | GRADE 11-12 | CREDITS: 2.0 | PREREQUISITE: BIOLOGY/CHEMISTRY/ALGEBRA II

AP Biology is an introductory college-Distinction biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions. The ability to express oneself in writing is stressed through tests, projects, note taking, oral presentations and laboratory reports. Laboratory explorations will consist of eight of the twelve required College Board labs plus additional demonstrations. Students will be required to do a significant amount of independent reading and analysis. In addition, students are required to take the AP Biology exam in May. College-bound students interested in majoring in science or any medical field should strongly consider taking this class for college credit. (LAB SCIENCE)

### **ADVANCED PLACEMENT CHEMISTRY**

DISTINCTION(S): AP CHEMISTRY (HS3321)| GRADE 11-12 | CREDITS: 1.0 | PREREQUISITE: BIOLOGY/CHEMISTRY/ALGEBRA II

Embark on an advanced journey through the wonders of chemistry with AP Chemistry! This rigorous, college-Distinction course dives deep into the principles governing matter and its interactions. Aligned with the College Board syllabus, you'll explore atomic structure, intermolecular forces, bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Through in-depth lab investigations and problem-solving challenges, you'll apply theoretical concepts to real-world scenarios, from energy production to environmental chemistry. This course emphasizes quantitative reasoning, experimental design, and data analysis, preparing you for the AP exam and beyond. Whether you dream of pursuing a STEM career or simply love uncovering the "why" behind chemical processes, AP Chemistry will ignite your curiosity and develop the critical skills needed for future success! (LAB SCIENCE)

### **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

DISTINCTION(S): AP (HS3832)| GRADE 11-12 | CREDITS: 1.0 | PREREQUISITE: BIOLOGY/CHEMISTRY/ALGEBRA I

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. (LAB SCIENCE)

### **AP PHYSICS I**

DISTINCTION(S): AP (HS3401)| GRADE 11-12 | CREDITS: 1.0 | PREREQUISITE: CONCURRENT ALGEBRA II

The course provides students with an introductory experience in the concepts and methods of physical analysis, focused on classical mechanics and simple electrical circuits. Building the ability to reason qualitatively and quantitatively is a primary focus, with inquiry and investigation, modeling and diagramming, symbolic algebra, unit analysis, communication and argumentation, laboratory techniques, data analysis, and integration and application of concepts as emphasized skills. Major course themes include: Kinematics, Dynamics, Conservation Laws, Rotation, Oscillations and Gravitation, Mechanical Waves and Sound, and Charge, Current and Circuits. (LAB SCIENCE)

### **ENGINEERING**

DISTINCTION(S): CP (HS3735)/H (HS3736)| GRADE 10-12 | CREDITS: 1.0 | PREREQUISITE: NONE

Dive into the dynamic world of engineering in this hands-on, project-based course aligned with Massachusetts Engineering Standards. Students will explore key disciplines, including mechanical, electrical, manufacturing, and computer-integrated engineering, while applying math and science skills to the engineering design process: ask, imagine, plan, create, and improve. Through collaborative projects and real-world challenges, students will design prototypes, build structures, and experiment with technologies like renewable energy and robotics. The course culminates in an independent project, allowing for in-depth study of a chosen topic. Perfect for future problem-solvers and innovators, this

course prepares students to shape the world through creativity, teamwork, and technical expertise. (LAB SCIENCE) (*\*Technical Course for Engineering Pathway*)

## **SCIENCE, TECHNOLOGY, AND ENGINEERING ELECTIVES**

### **FOUNDATIONS IN BIOLOGY**

DISTINCTION(S): CP (HS3207)| GRADE 10-12 | CREDITS: 1.0 | PREREQUISITE: TEACHER RECOMMENDATION

This course is designed for students who would benefit from additional study in biology topics. Through targeted instruction, hands-on activities, and practice assessments, students will revisit foundational biology topics, including cell biology, genetics, evolution, ecology, and anatomy. Emphasis will be placed on developing test-taking strategies, critical thinking, and scientific literacy. By reinforcing key concepts and building confidence, this course aims to help students boost biology achievement and strengthen the overall understanding of biology.

### **SCIENCE OF SUSTAINABILITY**

DISTINCTION(S): CP (HS3805)| GRADE 10-12 | CREDITS: 1.0 | PREREQUISITE: BIOLOGY

In this course students will learn about how to create sustainable Biological systems. They will learn about the creation, maintenance, and importance of aquaponics, aquaculture, greenhouses, gardens, and enclosed sustainable ecosystems. Students will research, develop, and maintain their own systems. These tasks will include understanding the biology, chemistry, cost, and economic impact of their system. The class will incorporate the following resources to teach the class: handouts, videos, short lectures, self-guided research, aquaponics, lab, labs, projects, guest lectures, and field trips. Critical thinking, problem solving and self-directed research will be a cornerstone of this course where students will undertake various projects. Projects will include creating their own hydroponics systems, aquaponics systems, growing and harvesting vegetables, developing composting strategies, enclosed sustainable ecosystems, and creating natural water filtration systems. (LAB SCIENCE) (*\*Technical Course for Life Sciences IP*)

### **MARINE SCIENCE**

DISTINCTION(S): H (HS3812)/CP (HS3811)| GRADE 10-12 | CREDITS: 1.0 | PREREQUISITE: BIOLOGY

Seventy percent of the surface of Planet Earth is covered by the ocean, which includes 97% of one of our most precious resources- water. Forty percent40% of the Human population lives within 100Km of the coast, yet we know more about the moon than the great depths of the sea. The ocean, the last great frontier, has 95% yet to be explored. This course will explain how oceans operate and affect life on land. Case studies and current marine events will be discussed. (*\*Technical Course for Life Science IP*)

### **FORENSIC SCIENCE**

DISTINCTION(S): CP (HS3865)| GRADE 10-12 | CREDITS: 1.0 | PREREQUISITE: BIOLOGY

Have you ever wondered how law enforcement agencies solve their crimes? Forensic Science is a branch of science that helps solve crimes and convict criminals. In this course, students will learn various techniques used by Forensic Scientists. The course will start with how evidence is collected and what are

legal and illegal collection techniques. Different types of evidence will be discussed with mock situations created to simulate real crimes. Some topics that will be discussed are: fingerprinting, DNA fingerprinting, forensic toxicology, hair analysis, and forensic entomology to name a few. Students will apply the scientific knowledge they acquire to solve simulated criminal problems just as a detective or a member of a police crime lab might do. Various labs will be used to assess the students' understanding of the subject matter along with tests, projects and homework. (LAB SCIENCE) (*\*Technical Course for Public Safety Pathway*)

### **EXPLORATION OF MEDICAL TERMINOLOGY AND HEALTHCARE OCCUPATIONS**

DISTINCTION(S): CP (HS9817) | GRADE 10-12 | CREDITS: 1.0 | PREREQUISITE: NONE

This course provides students with foundational knowledge and skills for pursuing careers in healthcare. Students will explore the services, structure, and professions of the healthcare system while developing a strong understanding of medical terminology. Emphasis is placed on building and using medical terms through prefixes, suffixes, and word roots, enabling students to pronounce, spell, and define accepted medical language. Hands-on, field-based experiences create authentic connections to the content, and students may have the opportunity to earn industry certificates and credentials, preparing them for success in the dynamic healthcare field. (*\*Technical Course for Healthcare IP*)

### **WORLD LANGUAGE**

The World Languages department offers a multi-year sequence of instruction in Spanish and American Sign Language. In these courses, students are engaged in communicating effectively in the target language, while gaining a deepening understanding and appreciation of other cultures, as well as an awareness of the relationship between their own language and culture and those of other countries. Where possible, the relationship of the target language to other disciplines is shown, and opportunities to share knowledge with and from the community are explored.

Additional options beyond the courses listed in this section are available to students through Virtual High School (VHS) and may be taken during the school day.

### **SPANISH I**

DISTINCTION(S): CP (HS4140) | GRADE 9-12 | CREDITS: 1.0 | PREREQUISITE: NONE

The Spanish Department delivers instruction using an approach called TPRS. TPRS stands for Teaching Proficiency through Reading and Storytelling. The Voces curriculum provides highly contextualized, personalized and comprehensible input through stories, readings and videos that are rich in cultural content, so that students build communicative and cultural proficiency in a natural way. Stories are supplemented with grammar lessons that are presented in context to enhance clarity. Student performance is measured with varying comprehension activities and assessments of interpretive, interpersonal and presentational communication skills. Topics include Education, Beauty and Pastimes.

### **SPANISH IB**

DISTINCTION(S): H (HS4146)CP (HS4145) | GRADE 9 | CREDITS: 1.0 | PREREQUISITE: SPANISH IA

The Spanish Department delivers instruction using an approach called TPRS. TPRS stands for Teaching Proficiency through Reading and Storytelling. The Voces curriculum provides highly contextualized, personalized and comprehensible input through stories, readings and videos that are rich in cultural content, so that students build communicative and cultural proficiency in a natural way. Stories are supplemented with grammar lessons that are presented in context to enhance clarity. Student performance is measured with varying comprehension activities and assessments of interpretive, interpersonal and presentational communication skills. Spanish 1B is designed for students who may not be quite ready for Spanish 2 but are capable of moving at a faster pace than Spanish 1. Topics include Education, Beauty, Pastimes and Technology.

## **SPANISH II**

**DISTINCTION(S):** H (HS4230)/CP (HS4240) | **GRADE** 9-12 | **CREDITS:** 1.0 | **PREREQUISITE:** SPANISH I

The Spanish Department delivers instruction using an approach called TPRS. TPRS stands for Teaching Proficiency through Reading and Storytelling. The Voces curriculum provides highly contextualized, personalized and comprehensible input through stories, readings and videos that are rich in cultural content, so that students build communicative and cultural proficiency in a natural way. Stories are supplemented with grammar lessons that are presented in context to enhance clarity. Student performance is measured with varying comprehension activities and assessments of interpretive, interpersonal and presentational communication skills. Topics include Technology, World Populations and National Identity.

## **SPANISH III**

**DISTINCTION(S):** H (HS4330)/ CP (HS4340) | **GRADE** 10-12 | **CREDITS:** 1.0 | **PREREQUISITE:** SPANISH II

The Spanish Department delivers instruction using an approach called TPRS. TPRS stands for Teaching Proficiency through Reading and Storytelling. The Voces curriculum provides highly contextualized, personalized and comprehensible input through stories, readings and videos that are rich in cultural content, so that students build communicative and cultural proficiency in a natural way. Stories are supplemented with grammar lessons that are presented in context to enhance clarity. Student performance is measured with varying comprehension activities and assessments of interpretive, interpersonal and presentational communication skills. Topics include Travel and Pastimes, Family Structures and Fashion and Design.

## **SPANISH IV**

**DISTINCTION(S):** H (HS4430)/CP (HS4440) | **GRADE** 11-12 | **CREDITS:** 1.0 | **PREREQUISITE:** SPANISH III

The Spanish Department delivers instruction using an approach called TPRS. TPRS stands for Teaching Proficiency through Reading and Storytelling. The Voces curriculum provides highly contextualized, personalized and comprehensible input through stories, readings and videos that are rich in cultural content, so that students build communicative and cultural proficiency in a natural way. Stories are supplemented with grammar lessons that are presented in context to enhance clarity. Student performance is measured with varying comprehension activities and assessments of interpretive, interpersonal and presentational communication skills. Topics include Healthcare and Medicine, Heroes and Historical Figures and Social Well-Being.

## **SPANISH V**

DISTINCTION(S): H (HS4600)/ CP (HS4660) | GRADE 12 | CREDITS: 1.0 | PREREQUISITE: SPANISH IV

The Spanish Department delivers instruction using an approach called TPRS. TPRS stands for Teaching Proficiency through Reading and Storytelling. The Voces curriculum provides highly contextualized, personalized and comprehensible input through stories, readings and videos that are rich in cultural content, so that students build communicative and cultural proficiency in a natural way. Stories are supplemented with grammar lessons that are presented in context to enhance clarity. Student performance is measured with varying comprehension activities and assessments of interpretive, interpersonal and presentational communication skills. Topics include Visual Arts, Human Geography and Extreme Weather Conditions.

## **ADVANCED CONVERSATIONS IN SPANISH**

DISTINCTION(S): H (HS4666)/CP (HS4665) | GRADE 12 | CREDITS: 1.0 | PREREQUISITE: SPANISH IV

Advanced Conversation in Spanish is a course intended to focus on the refinement and development of interpersonal and presentational communication. Among the resources will be magazine articles, news reports, poetry, short stories, audio and video, all taken from authentic Spanish sources. They will introduce a current topic or universal theme, stimulate conversation, encourage debate and facilitate personal expression in skits or other oral tasks. While assessments will focus on interpersonal and presentational communication, there will be some interpretive assessments. The class will be delivered entirely in Spanish and students will be expected to sign a contract affirming a pledge of earnest effort to communicate exclusively in Spanish. Class participation and engagement is critical. Among the topics are Nutrition and Food Economies, Education and Professional Careers and Alienation and Assimilation.

## **AMERICAN SIGN LANGUAGE I**

DISTINCTION(S): CP (HS4700) | GRADE 9-12 | CREDITS: 1.0 | PREREQUISITE: NONE

American Sign Language I is an introduction to the skills and knowledge needed to communicate in American Sign Language. Students focus on developing visual-spatial orientation, using their face and body expressively, learning basic vocabulary, grammatical and non-manual markers, syntax, and introduction to ASL storytelling. Lessons are presented in a functional and practical context. Skills, both receptive and expressive, are emphasized and practiced. Cultural aspects of the Deaf community, as well as history, are explored.

## **AMERICAN SIGN LANGUAGE II**

DISTINCTION(S): CP (HS4705) | GRADE 10-12 | CREDITS: 1.0 | PREREQUISITE: ASL I

ASL II is a continuation of ASL I in which students will further develop their expressive and receptive skills. Students will expand their vocabulary and grammar to enhance conversational skills. The class will also focus more on Deaf culture, values, history, and social norms and the importance of these in the Deaf community. Students will move from signing concrete concepts to more abstract concepts. In order to ensure ASL immersion, Students will participate in classroom activities using the “voices off” policy.

### AMERICAN SIGN LANGUAGE III

DISTINCTION(S): CP (HS4710) | GRADE 11-12 | CREDITS: 1.0 | PREREQUISITE: ASL II

ASL III is a continuation of ASL II in which students will further develop their expressive and receptive skills. Students will continue to expand their vocabulary and grammar to engage in more sophisticated dialogues. The class will continue to focus on Deaf culture as well as historical Deaf people. Students will also work more on acquiring ASL expressions and storytelling. In order to ensure ASL immersion, Students will participate in classroom activities using the “voices off” policy.

### AMERICAN SIGN LANGUAGE IV

DISTINCTION(S): CP (HS4715) | GRADE 11-12 | CREDITS: 1.0 | PREREQUISITE: ASL III

ASL 4 is a continuation of ASL 3 in which students will further develop their expressive and receptive skills by focusing on the expansion of ASL vocabulary and grammatical structures. The class will continue to focus on Deaf culture as well as historical Deaf people. Students will also work more on acquiring ASL expressions and storytelling including more role shifting and detailed descriptions using a variety of classifiers. In order to ensure ASL immersion, Students will participate in classroom activities using the “voices off” policy.

## BHS PROGRAMS AND SUPPORTS

### BPS MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

**Multi-tiered System of Support (MTSS)** grew from efforts to improve identification practices in special education. Simply put, it is a process of systematically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction. MTSS promises to change the way schools support students with learning and behavior problems by systematically delivering a range of interventions based on demonstrated Distinctions of need. MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005). Based on a problem-solving model, the MTSS approach considers environmental factors as they might apply to an individual student's difficulty, and provides services/intervention as soon as the student demonstrates a need. Focused primarily on addressing academic problems, MTSS has emerged as the new way to think about both disability identification and early intervention assistance for the "most vulnerable, academically unresponsive children" in schools and school districts (Fuchs & Deshler, 2007, p. 131, emphasis added).



## **GUIDANCE/ADJUSTMENT COUNSELING**

The School Guidance Counselor and Adjustment Counselor is available to meet with students and parents/guardians to discuss school and home issues that directly impact the student in school and to assist parent(s)/guardian(s) with referrals to community based social service providers.

The guidance curriculum is based on the Massachusetts College and Career Advising Framework. The counselors have delineated specific timelines and grade Distinctions to address both the American School Counselor Association Mindsets and Behavior Standards and the Career Development Education Benchmarks as outlined in the Massachusetts Model 3.0 Comprehensive School Counseling Program.

Finally, all BHS students will create a digital post-secondary planning portfolio through MEFA Pathways, which is a comprehensive and free online portal that provides students with a variety of resources, assessments, and tools for planning beyond high school.

## **SCHOOL PSYCHOLOGISTS**

These professionals provide expertise in the evaluation and assessment of students and particularly in their ability to function within the educational setting. Through the evaluation and/or consultative process, district school psychologists assist members of the Educational Team in identifying academic, social-emotional and behavioral factors that may be impacting a student's ability to learn and/or access the curriculum. District school psychologists collaborate with members of the Team regarding situations/factors that affect students' learning and assist Team members in identifying appropriate strategies and interventions to meet the needs of students experiencing difficulty within the school setting.

## **BHS BRIDGES PROGRAM**

The **Bourne High School Bridges Program** is designed to provide students not meeting success in a traditional high school schedule the opportunity to pursue their high school diploma in a more personalized, individualized manner so that they are able to find academic and personal success within the high school. It is not a special education program or placement. Students participating in the Bridges Program remain an integral part of the BHS student body while accessing their curriculum via an alternate schedule and via a supported on-ground on-line platform.

The goals of the program are: For students to gain personalized and supported access to their grade Distinction curriculum; To provide a schedule and learning environment better-suited to their demonstrated learning needs ; To support students in attainment of work-related experiences and subsequent credits, internships, and real-world job shadow experiences to foster success and confidence, both academically and socially; and To better prepare students for their next endeavor, whether it is college, community college, trade school, the military, or work force.

## **SPECIAL EDUCATION AND STUDENT SERVICES**

Special Education and Student Services is responsible for ensuring all students with disabilities have access to a free and appropriate public education (FAPE) which means they are able to access the supports and services they require to be successful in their education. These services must be provided in the least restrictive environment.

Students with disabilities may be eligible for an Individualized Education Program (IEP). The eligibility process requires evaluation and determination that a student requires direct services in order to access a free and appropriate education. Students with disabilities who are not eligible for special education services may be eligible for a 504.

### **CONTINUUM OF SPECIAL EDUCATION SERVICES**

#### **Consultative Services**

All students at Bourne High School Have access to consultative services with school service providers (occupational therapist, speech and language pathologist, board certified behavior analyst, physical therapist, and adaptive PE teacher) as part of the district accommodation plan. Some students with disabilities may have consultative services from these providers on their 504 or Individualized educational plans. These services are provided by offering supports and suggestions to members of the student's educational team in order to support the student and increase their success.

#### **Inclusion Services**

At each grade Distinction, all students have access to supported classrooms (classrooms with both content teachers and special education teachers or staff present to support all students). Most students with disabilities also receive any academic services within co-taught classrooms. In co-taught classrooms a licensed content teacher and special education teacher work to plan instruction and instruct all students while supporting their needs. The times students work directly on their academic goals within these classrooms are individualized and specified on their IEP. For some students service providers may push into various general education settings to work on specific goals identified within their IEP. This service is individualized with specific settings and duration identified within their IEP.

#### **Small Group Services**

Some students with disabilities may have small group academic or specialized services identified within the IEP. Small group academic services occur during WIN (What I need) block or a designated block during the cycle. During this time, students with disabilities who require these services report to their special education teacher to work on their academic goals. Small group speech, OT, APE, social, counseling or PT services are provided for students who require them throughout the cycle. Again the frequency and duration of these services are specified within the IEP.

#### **Sub-Separate Services**

Some students with disabilities require a higher Distinction of support to develop the skills necessary to foster ongoing academic growth and promote school-specific social awareness. Related services

(including occupational therapy, physical therapy, adapted physical education, and speech/language services) are determined by the IEP team and may include services in the general education classroom as well as in a special education setting. Some students with disabilities identified as having behavioral or social emotional challenges may access smaller settings in order to get their graduation requirements met. In addition, some students participate in a post-graduate transitional program that serves as a bridge between the completion of high school and the transition to adult services.