

Charlestown High School

Student Handbook and Program of Studies

School Year 2020-2021



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Boston, MA 02129**

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Core Values, Vision, Mission Statement, & Habits of Learning

Core Values

Charlestown High School's core values guide its decisions and anchor its action in the pursuit of learning. CHS is committed to:

- Recognition and Celebration of Diversity
- High Expectations, High Support
- Community and Collaboration

Vision

To be critical thinkers and bold leaders.

Mission Statement

The CHS mission is to transition students to postsecondary outcomes that provide positive futures by:

- Striving to meet the needs of one of the most diverse student populations in the city of Boston;
- Leveraging the Small Learning Community model to meet varied student needs;
- Prioritizing time for staff to collaborate and always seeking to improve learning;
- Exploring multiple options in and out of the building to best support our students;
- And believing that all students can be successful through high expectations and high support.

Habits of Learning

Ask Real Questions

Find Real Answers

Challenge Yourself

Learn Together

Create Change

School and District Leadership

School Leadership

Principal Joel Stenbridge

Assistant Principal Christophe Teulet-Cote

Registrar Beth Bernstein

Director of Special Education Programming Monique Kaloyndes

District Leadership

Superintendent Dr. Brenda Cassellius

Dr. Elia Bruggeman, High School Superintendent

Dr. Lindsa McIntyre, High School Superintendent

School Committee

Alexandra Oliver-Davila, Vice Chairperson

Dr. Hardin Coleman

Michael O'Neill

Dr. Lorna Rivera

Jeri Robinson

Quoc Tran

Evelyn Reyes, Student Representative

Elizabeth Sullivan, Executive Secretary

Organizational Chart

| Joel Stemberge, Principal Christophe Teulet-Cote, Assistant Principal | | | |
|--|---|--|--|
| | Unit Leader | Assistant Unit Leader | School Counselor |
| Grade 9 and 10 (CASE and SKILL) | Amy Koehler Ext. 32276 akoehler@bostonpublicschools.org | Ivan Quinones (9) Ext. 32246 iquinonescruz@bostonpublicschools.org Hugh Coleman (10) Ext. 32254 hcoleman@bostonpublicschools.org | Betsy Roter (9th) Ext. 32250 broter@bostonpublicschools.org Rachael Borr (10th) Ext. 32256 rborr@bostonpublicschools.org |
| Grade 11 and 12 (Upper Skill Academy) | Liana Tuller Ext. 32243 ltuller@bostonpublicschools.org | Ezzard Turner Ext. 32253 eturner@bostonpublicschools.org | Kristyn Hughes (11) Ext. 32277 khughes2@bostonpublicschools.org Josette Teneus (12) Ext. 32275 jteneus@bostonpublicschools.org |
| Grades 9-12 SEI | Mayron Ramirez Ext. 32258 mramirez3@bostonpublicschools.org | Lelis Morales Ext. 32258 lmorales3@bostonpublicschools.org | Ada Chan Ext. 32249 achan4@bostonpublicschools.org |
| Grades 9-12 SWD | Monique Kaloyanides Ext. 32239 mkaloyanides@bostonpublicschools.org | Dominik Johnson Ext. 32251 djohnson10@bostonpublicschools.org | Beth Bernstein Ext. 32265 bbernstein@bostonpublicschools.org |
| Diploma Plus | Nikisha Gordon Ext. 32278 ngordon3@bostonpublicschools.org Sonie Felix Ext. 32247 sfelix@bostonpublicschools.org | Marvin Moore Ext. 32244 mmoore4@bostonpublicschools.org | Jasmyne Howard Ext. jhoward@bostonpublicschools.org |
| Main Office Administrative Support and Main Office #s | Main Office: 617-635-9914 Main Office Fax #: 617-635-9928 Nurses Office: ext. 32233 | Main Office Administrative Support: Maryann McColgan mmccolgan@bostonpublicschools.org Kelly Moloney kmoloney2@bostonpublicschools.org | Support Staff: Beth Bernstein Registrar bbernstein@bostonpublicschools.org Jenn Vargas School Nurse jvargas2@bostonpublicschools.org Kathleen Grzelcyk Guidance Secretary kgrzelcyk@bostonpublicschools.org |

| | | | |
|--------------------------|---|-----------------------------|---|
| 504 Coordinator | Monique Kaloyanides Ext. 32239 mkaloyanides@bostonpublicschools.org | Title IX Coordinator | Paige Lemieux Plieux@bostonpublicschools.org |
| Athletic Director | Paige Lemieux Plieux@bostonpublicschools.org | | |

Accreditation, Non-Discrimination, and School Policies

Accreditation

Charlestown High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Boston Public Schools Nondiscrimination Policy

The Boston Public Schools, in accordance with its nondiscrimination policies, does not discriminate in its programs, facilities, or employment or educational opportunities on the basis of race, color, age, criminal record (inquiries only), disability, pregnancy, homelessness, sex/gender, gender identity, religion, national origin, ancestry, sexual orientation, genetics, or military status, and does not tolerate any form of retaliation, or bias-based intimidation, threat, or harassment that demeans individuals' dignity or interferes with their ability to learn or work.

Grievance Procedure

CHS strives to resolve concerns and complaints of students and parents whenever possible.* The school has provided opportunities for students and parents to express their concerns through processes established in school policies. Examples of complaints can include safety concerns, academic complaints such as course grade adjustments or waivers, or other complaints regarding school, or classroom policies. While students are encouraged to raise the issue to their teacher, principal, unit leader, assistant unit leader or counselor to resolve the complaint through informal means, the school recognizes that, at times, a formal process may be necessary for certain types of complaints or if the informal process did not produce satisfactory results.

*Please note, if the grievance involves an issue or report of sexual misconduct, violation of a student's constitutional rights, denial of an equal opportunity to participate in any program or activity for which the student qualifies not related to the student's individual capabilities, or discriminatory treatment on the basis of race, color, religion, sex, age, national origin, or disability, please visit the Boston Public Schools Office of Equity for further information or to file a bias-based or sexual misconduct incident:

<https://www.bostonpublicschools.org/equity>

Filing a Grievance

- To file a grievance, a student or parent or guardian must provide the following information in writing (or email) to the principal, Joel Stembridge at JStembridge@bostonpublicschools.org: (1) the specific decision(s) or action(s) at issue; (2) any school policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or guardian or student believes has been misapplied, misinterpreted or violated if applicable; and (3) the specific resolution desired.
- A grievance must be filed as soon as possible. Delays in filing a grievance may significantly impair the ability of the school to investigate and respond effectively to such complaints.

Grievance Review Process

- Upon receipt of a complaint in writing, the principal or designee shall schedule and hold a meeting with the student and/or parent or guardian as soon as possible after the grievance has

been filed with the principal. The student may be accompanied by a parent or other legal guardian.

- The principal or appointed staff member shall conduct any investigation of the facts necessary before rendering a decision.

Response by Principal

- The principal shall provide a written response to the written grievance. The response will include the principal's decision regarding resolution of the grievance and the basis for the decision. In responding, the principal may not disclose information about other students or employees that is considered confidential by law.

BPS Code of Conduct

The Code of Conduct details Boston Public Schools policy about appropriate student behavior, as well as procedures for disciplinary action. The Code is designed to emphasize the importance of creating safe, welcoming school environments that support student learning. In addition to describing disciplinary steps that school administrators may take, the Code of Conduct also creates new policies designed to address certain types of disruptive text messaging and prevent bullying. Individual schools also adopt codes of conduct that students must follow. Updated in September, 2014 with help from students and parents, the BPS Code of Conduct emphasizes the importance of giving all students the opportunity to make academic progress by strengthening a tiered system of progressive discipline and student supports. The new revision gives students the opportunity to make academic progress during suspensions and expulsions and provides due process for students facing potential suspension or expulsion. BPS is committed to reexamining the Code of Conduct every few years.

To read the entire code of conduct in its entirety, please visit:

<https://www.bostonpublicschools.org/Page/688>

CHS Attendance Policy

Charlestown High School faculty and staff understand that there is a direct relationship between good attendance and high achievement. Students with good attendance achieve higher grades, enjoy school, realize success, gain the necessary credits for graduation, and learn positive habits that carry over to their personal and occupational achievement.

Charlestown High School views attendance as the responsibility of each parent, teacher, administrator, and staff member to promote and stress the value of good attendance. It is also the responsibility of the staff to carry out all attendance policies in a fair, firm, consistent, and timely manner.

Length of Time: Charlestown High School begins classes at 7:30am Monday through Friday. The school day ends at 1:50pm everyday except Wednesdays when school ends at 1:07pm for staff professional development.

Chronically Absent: At any time a student is absent 10% then they are deemed chronically absent by the Commonwealth. If a student is absent 1 day out of ten days then they are chronically absent. Another example is a student who is absent two or more days a month. A student is placed as "permanently chronically absent" once they reach the 18 day mark (or 10% of the 180 mark). It doesn't matter if a student is marked excused or unexcused for this purpose.

Excused/Unexcused Absences: Students must bring in a note after each day they are absent. The note must include the date absent, the reason for the absence, a phone number where a parent or guardian can be reached, and the parent or guardian's signature. The note must be received within seven school days after the absence. The SLC leader will determine whether an absence is excused or unexcused.

Excused absences may include:

- Field trip, school sponsored
- Illness or injury
- Medical, dental, optometric, chiropractic services
- Funeral services for a member of the immediate family
- Jury Duty
- Approved school activity
- Appearance in court
- Holiday or ceremony of student's own religion
- Verified family emergency
- Community disaster/emergency

A student's absence is **unexcused** whenever the absence has been verified as having been avoidable (i.e., oversleeping, missed bus, or skipping class, etc...).

Tardies

A tardy is considered unexcused when the student arrives to class or school late without a signed, dated, and timed excuse from school personnel.

Make-up Work (as it relates to absences): Students should be allowed to complete, with full credit, all work missed during excused absences. Teachers shall determine the make-up work and time allowed. Make-up work for unexcused absences shall be provided at the discretion of the teacher.

Graduation Requirements

The following are the course credits required for Charlestown High School students to graduate:

| COURSE SUBJECT | NOTES | CREDITS NEEDED |
|-------------------------------|--|--|
| ENGLISH | Students must take and pass ELA 11 & 12 and be enrolled in an English course all 4 years NOTE: passing ELA 11 and ELA 12 completes Education Proficiency Plan requirement | 5 Credits |
| MATH | Students must take and pass a course with Advanced Algebra content, must be enrolled in a course all four years | 5 Credits* *Students who earn an NI on the math MCAS in 10th grade must take and pass a math course during their junior AND senior year to meet the Education Proficiency Plan requirement |
| History | Need to pass at least one United States history course | 3 Credits |
| Science | | 3 Credits |
| World Language | Does not need to be same; ESL counts as a World Language | 2 Credits |
| Other Core Courses | | 1 Credit in History in Science |
| Other Elective Credits | Support Module credits can be included in elective totals. | 8 Credits |
| Total Credits | | 27 Credits |

- Students must take and pass state MCAS requirements in Math, English and Science, or receive appropriate waiver (Math, ELA, STE)

Academic Distinctions

Graduating with various types of distinction. Please note, distinction determinations will be based upon senior year third term grades and courses enrolled at the time.

Distinction: 3.2 unweighted GPA with no AP classes required.

High Honors: 3.5 unweighted GPA, with at least 2 AP courses/Credit Bearing Dual Enrollment courses (grade C or better) during high school career. At least one AP course must be completed during senior year. Student must have taken and passed 4 credits in history **or** science.

Highest Honors: 3.9 unweighted GPA, with at least 3 or more AP/Credit Bearing Dual-Enrollment courses (C or better) from two or more departments during high school career. At least 2 AP courses must be completed during senior year. Student must have taken and passed 4 credits in history **and** science.

Note on Education Proficiency Plan

For more information regarding the Education Proficiency Plan, or “EPP,” please visit this Massachusetts Department of Elementary and Secondary Education [website](http://www.doe.mass.edu/ccte/ccr/epp/qa.html):
<http://www.doe.mass.edu/ccte/ccr/epp/qa.html>

Grade-level Promotion Policies

Requirements for students to be promoted from grade 9 to grade 10

1. Students must pass a minimum of four core academic credits, including at least one English and one Math, plus two other academic credits (one of which must be Hist/Science, the other can be English/Math or other Hist/Sci). They must have passed a total of **five credits in grade 9** to be promoted/coded to grade 10.
 - a. ELA 9, Writing 1, Hum 1 (spring term only), ESL 1 or 2 (spring terms only) will satisfy the requirement for English 9.
 - b. **Students must be enrolled in Math 2 (Geometry and Advanced Algebra) to be in grade 10.***
 - c. In addition, Science and History credits are considered core academic credits.
 - d. The fifth credit could be another core content class, but could also be an elective or combination of support modules.
2. Students who meet the 5 credits passed requirement by June but fail other credits will be encouraged to attend summer school in order to gain skills and make progress toward meeting graduation requirements. However, they will be promoted whether or not they choose to attend summer school.
3. Students in grade 9 who have failed English and/or Math will be eligible to attend summer school irrespective of their school attendance.
4. Any exception to these requirements should be presented to the principal using a promotion waiver form.
5. These will be reviewed by the principal and are subject to approval.

* To be promoted to Math 2, a student must pass the spring term of Math 1 (Algebra 1)

Requirements for students to be promoted from grade 10 to grade 11

1. Students must pass a minimum of four core academic credits in grade 10, including at least one English and one Math, plus two other academic credits (one of which must be Hist/Science, the other can be English/Math or other Hist/Sci). Students must have passed a **minimum of 10 credits*** in grades 9 and 10 to be promoted to grade 11.

**9 credits for Class of 2020*

- a. Either ELA 10, Writing 2, Hum 2 (spring term only), ESL 1 or 2 (spring term only) will satisfy the requirement for English 10.
- b. Geometry, Advanced Algebra, or Advanced Algebra Honors will satisfy the requirements for Math.

- c. In addition, Science and History credits are considered core academic credits.
 - d. The fifth grade 10 credit could be another core content class, but could also be an elective or combination of support modules.
2. Students who meet the 10 course requirement by June but fail other credits will be encouraged to attend summer school in order to gain skills, improve their GPAs, and progress toward meeting graduation requirements. If they satisfy all requirements in #1, they will be promoted whether or not they choose to attend summer school.
 3. Students who receive a grade of 240 or more on the ELA, Math or a Science (STE) MCAS and who failed the course during the year may take upper school courses in that subject even if they received a failing course grade. They will, however, be required to create a graduation plan that includes making up the required course credits.
 4. Students who have only passed 2 English credits as they exit grade 10 will need to pass 3 English credits in 11th and 12th grade to graduate on time, unless they score Proficient or higher on the Grade 10 MCAS. The same will apply for Math. These credits are awarded as "CHS Competency-Based Credit" on the transcript.
 5. Any exception to these requirements should be presented to the principal using a promotion waiver form. These will be reviewed by the principal and are subject to approval.

Students who are promoted to 11th Grade have the following minimum core credits:

English (minimum 2)
Math (minimum 2)
Science/History (minimum 2)
Total core academic credits (minimum 8)
Total credits (minimum 10)

Requirements for students to be promoted from grade 11 to grade 12

- In order to be considered grade 12, students must have 11 or fewer credits remaining to graduate. These may be achieved by passing all credits in a 9-credit course schedule, plus 2 additional credits passed through night school or credit recovery.
- Students with 12 or more credits remaining to graduate are considered 11th grade

Semesterization & Academic Calendar 20-21

| Term | Starts | Ends | Progress report | Ends | Report Card |
|--------------------------------|--------|--|---|-------|--------------------|
| 1 | 9/21 | | Window: 10/13 - 10/27 Due date: 10/27 Distributed: 10/28 | 11/20 | Distributed: 11/24 |
| 2 | 11/23 | | Window: 12/16 - 1/6 Due date: 1/6 Distributed: 1/7 | 1/29 | Distributed: 2/5 |
| Exams | 1/25 | | | | |
| 3 | 2/1 | 3/5 | Window: 2/22 - 3/7 Due date: 3/5 Distributed: 3/8 | 4/9 | Distributed: 4/16 |
| 4 | 4/12 | 5/20 | Window: 5/10 - 5/20 Due date: 5/20 Distributed: 5/21 | 6/18 | Distributed: 6/18 |
| EXAM SCHEDULE | | | | | |
| Midterms/Fall Semester* | | 1/25 A and C block 1/26 B and E block 1/27 D block exams (if any) and make ups | | | |
| Spring Semester | | 6/8 A and C block 6/9 B and E block 6/10 D block exams (if any) and make ups | | | |

***Dates are subject to change if CHS experiences any school cancellations or disruption to the academic calendar**

Grading System

Evaluation criteria may vary among content areas and courses. At the beginning of each course, teachers will present to their students the criteria that will be used to assess students' learning.

Grade Equivalents

| Grade Equivalents (from % to Letter Grade) | | |
|--|--------------|---------------|
| A = 93 to 100 | | A- = 90 to 92 |
| B+ = 87 to 89 | B = 83 to 86 | B- = 80 to 82 |
| C+ = 77 to 79 | C = 73 to 76 | C- = 70 to 72 |
| D+ = 67 to 69 | D = 63 to 66 | D- = 60 to 62 |
| F = Below 60 | | |

Report Cards and Progress Reports

Quarterly grades are available four times a year; typically in November, February, April, and after the close of school in June. At the midpoint of each term, progress reports are posted on Aspen. No paper progress reports or report cards will be mailed home, unless at parent request. Report cards and progress reports will be available online through Aspen.

CHS Course Schedule 2020-2021

| MONDAY - SYNCHRONOUS | TUESDAY - SYNCHRONOUS | WEDNESDAY - ASYNCHRONOUS | THURSDAY - SYNCHRONOUS | FRIDAY - SYNCHRONOUS |
|---|---|---|---|---|
| A Block 7:30 - 8:40 (70 Minutes) | A Block 7:30 - 8:40 (70 Minutes) | Student independent work 7:30 - 8:30 (60 minutes) | A Block 7:30 - 8:40 (70 Minutes) | A Block 7:30 - 8:40 (70 Minutes) |
| | | A Block Office Hours 8:40-9:00 (20 minutes) | | |
| B Block 8:50 - 10:00 (70 Minutes) | B Block 8:50 - 10:00 (70 Minutes) | B Block Office Hours 9:10 - 9:30 (20 minutes) | B Block 8:50 - 10:00 (70 Minutes) | B Block 8:50 - 10:00 (70 Minutes) |
| | | Advisory 9:40 - 10:30 (50 minutes) | | |
| C Block 10:10 - 11:20 (70 Minutes) | C Block 10:10 - 11:20 (70 Minutes) | C Block Office Hours 10:40 - 11:00 (20 minutes) | C Block 10:10 - 11:20 (70 Minutes) | C Block 10:10 - 11:20 (70 Minutes) |
| | | E Block Office Hours 11:10 - 11:30 (20 minutes) | | |
| Lunch 11:20 - 11:50 (30 minutes) | Lunch 11:20 - 11:50 (30 minutes) | Lunch 11:30 - 12:00 (30 minutes) | Lunch 11:20 - 11:50 (30 minutes) | Lunch 11:20 - 11:50 (30 minutes) |
| D Block 11:50 - 12:30 (40 minutes) | D Block 11:50 - 12:30 (40 minutes) | | D Block 11:50 - 12:30 (40 minutes) | D Block 11:50 - 12:30 (40 minutes) |
| E Block 12:40 - 1:50 (70 Minutes) | E Block 12:40 - 1:50 (70 Minutes) | Asynchronous Work Time | E Block 12:40 - 1:50 (70 Minutes) | E Block 12:40 - 1:50 (70 Minutes) |

CHS Course Descriptions

Course Levels

Advanced Placement

AP courses are rigorous in both scope and sequence and as such it is suggested that students review their Advanced Placement choices and course load with their School Counselor. Most AP courses will require students to complete and submit summer work prior to the course starting. Students are encouraged to take the Advanced Placement exam in the springtime for the Advanced Placement course in which they are enrolled. Advanced Placement scores range from a low of one to a high of five; many colleges accept Advanced Placement courses for transfer credit for students who score in the three to five range, but this is at each individual college's discretion. Students are cautioned that requirements vary among colleges, and they must check catalogs for AP program details. Please visit the below website for more information on Advanced Placement college course credit.

<https://apstudents.collegeboard.org/getting-credit-placement>

Honors

This rigorous course level moves at a fast pace and explores a deep level of the content. Students are expected to be prepared for class discussion and regularly participate in discussions and activities; teachers expect students to complete homework promptly and thoroughly. Students finding success at this level will possess a strong interest in learning and often have a high level of intellectual curiosity. Students are expected to be both independent learners and collaborative with others on projects and assessments. Students are expected to be mature, responsible and self-motivated.

Dual-Enrollment

Through agreements with area colleges, students can participate in the Dual Enrollment Program. This program allows students to take college-level courses while enrolled at Charlestown High School. Courses taken can be used to fulfill graduation requirements or be used as elective credit. Dual Enrollment courses are intended to provide an opportunity to pursue challenging coursework, and earn college credits. All Dual Enrollment courses will appear on the student's high school transcript in addition to the college in which they are enrolled in dual enrollment coursework.

ENGLISH

| | |
|---------------|--|
| Subject | English Language Arts |
| Course Name | College English 9 |
| Course Number | 151 |
| Year/Semester | Semester |
| Description | <p>In this course, students will explore the topic of <i>identity</i>. By engaging in close readings of fiction and nonfiction texts, students will grow their reading, writing, and critical thinking skills while seeking answers to important year-long essential questions: <i>What is identity? What factors help shape who we are? What choices do we make about our own identities? To what extent do we inherit or receive our identities? How can our choices influence how others see us? How can our choices influence how we understand ourselves?</i></p> <p>As students explore how human beings (themselves, their friends and families, community members, historical figures, and characters from literature) form their identities, they will strengthen their literacy skills by utilizing reading strategies, asking questions, participating in collaborative discussions, annotating texts from a variety of genres (nonfiction, short stories, novels, poetry, and drama), and using writing-to-learn and writing-to-publish strategies. They will take writing products through all 5 stages of the writing process and demonstrate their mastery of the content through a variety of assessments.</p> |

| | |
|---------------|---|
| Subject | English Language Arts |
| Course Name | College English 10 |
| Course Number | 152 |
| Year/Semester | Semester |
| Description | Students will study writing in various genres in order to think critically about the topic of |

| | |
|--|---|
| | <p><i>power</i>. They will continue to expand their reading and writing skills as they examine multiple perspectives in order to find answers to the following essential questions: <i>Who has power? How is power used, gained, and justified? To what extent does power or the lack of power affect individuals? How have and how do people resist oppression? How can we (past, present, and future) interrupt cycles of oppression?</i> Students will sharpen their analytical skills by crafting claim sentences and thesis statements, embedding relevant textual evidence, and articulating their analysis as they write multi-paragraph responses to literature and nonfiction texts. Because 10th grade is an MCAS year, literary analysis is a main focus of ELA 10</p> |
|--|---|

| | |
|---------------|---|
| Subject | English Language Arts |
| Course Name | College English 11 |
| Course Number | 153 |
| Year/Semester | Semester |
| Description | <p>In this course, students will continue to develop their critical reading skills and express their ideas in writing. There is an emphasis this year on evaluating and constructing arguments, using rhetorical devices. By focusing on the power we all have as the authors of our ideas, students will further refine their style and voice as writers. The texts this year will address the year-long theme of <i>conformity vs resistance</i>, and through close reading and text-based discussions, students will work together to explore responses to the essential questions: <i>What happens when belief systems of societies and individuals come into conflict? When should an individual take a stand in opposition to an individual or larger group? What are the benefits and consequences of questioning / challenging social order?</i></p> |

| | |
|---------------|---|
| Subject | English Language Arts |
| Course Name | College English 12 |
| Course Number | 154 |
| Year/Semester | Semester |
| Description | <p>Throughout ELA 12, readers and writers will explore current social issues in Boston, The United States, and the world. The theme for this course is <i>social justice and activism</i>. Students will continue to expand their reading, writing, and thinking skills as they consider the complexities of the social issues introduced through texts across genres. The following questions will frame their reading and thinking: <i>What is social justice? What are the responsibilities of the individual in regard to issues of social justice? When should an individual take a stand against what he/she believes to be an injustice? What are the most effective ways to do this?</i></p> |

| | |
|---------------|--|
| Subject | English Language Arts |
| Course Name | AP Language and Composition |
| Course Number | 171 |
| Year/Semester | Year |
| Description | <p>The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods</p> |

| | |
|---------|---------|
| Subject | English |
|---------|---------|

| | |
|---------------|---|
| Course Name | AP Seminar |
| Course Number | 174 |
| Year/Semester | Year |
| Description | <p>Welcome to AP Seminar, “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” (College Board). What does this mean for you as a student? How is this different from other AP Courses? The answer: a challenging, yet gratifying, year of critical thinking, analysis, research, and collaboration that will help you gain confidence with your own voice in writing and speaking. You will look at other author’s arguments through a variety of perspectives and then will examine real-world issues and develop and defend your own credible arguments, both individually and collaboratively.</p> |

MATH

| | |
|---------------|---|
| Subject | Mathematics |
| Course Name | Math 1 |
| Course Number | 451 & 452 |
| Year/Semester | Year |
| Description | <p>The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. Instructional time focuses on the following six critical areas: (1) extending understanding of numerical manipulation to algebraic manipulation; (2) synthesizing understanding of function; (3) deepening and extending understanding of linear relationships; (4) applying linear models to data that exhibit a linear trend; (5) establishing criteria for congruence based on rigid motions; and (6) applying the Pythagorean Theorem to the coordinate plane.</p> <p><i>This course is also offered in an honors format</i></p> |

| | |
|---------------|---|
| Subject | Mathematics |
| Course Name | Math 2 |
| Course Number | 456 & 454 |
| Year/Semester | Year |
| Description | <p>In Math II, students will explore in this class how to use math representations to effectively communicate their ideas. Students will also learn how to use math to answer questions or solve problems they care about. Students will understand what functions represent real-life activities and how they can represent real-life activities graphically. The concepts and skills students will understand by the end of this course are, Representing Interpreting Data, “Applications of Probability”, Creating Function Rules from Multiple Variations and Types of Patterns, Creating, Explaining and Graphing Exponential Functions, Solving Graphing Quadratic Functions Efficiently by Finding Patterns and Similarities, Spatial Geometry (angles, shapes, areas, volumes, distances), and Geometry Applications</p> <p>This course is also offered in an honors format.</p> |

| | |
|---------------|--|
| Subject | Mathematics |
| Course Name | Math 3 |
| Course Number | 457 |
| Year/Semester | Year |
| Description | <p>It is in the Mathematics III course that students integrate and apply the mathematics they have learned from their earlier courses. Students will learn to apply methods from probability and statistics to draw inferences and conclusions from data; to expand understanding of functions to include polynomial, rational, and radical functions; to expand right triangle trigonometry to include general triangles; and to consolidate functions and geometry to create models and solve contextual problems.</p> <p><i>This course is also offered in an honors format</i></p> |

| | |
|---------|-------------|
| Subject | Mathematics |
|---------|-------------|

| | |
|---------------|---|
| Course Name | AP Statistics |
| Course Number | 471 |
| Year/Semester | Year |
| Description | The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. |

| | |
|---------------|---|
| Subject | Mathematics |
| Course Name | AP Calculus |
| Course Number | 472 |
| Year/Semester | Year |
| Description | <p>Advanced Placement (AP) Calculus AB is an introductory college-level calculus course that covers the concepts and applications of limits, derivatives, and integrals. The goal is for students to not only solve calculus problems, but to understand the theory behind the math and apply the concepts to a wide variety of real-world applications. This experience will enable students to apply their math knowledge and problem-solving skills to a diverse range of majors in college and beyond.</p> <p>In order to succeed in AP Calculus AB, students should be able to expertly apply skills learned from Algebra 1, Advanced Algebra, Geometry, and Precalculus (or Trigonometry). Students will analyze, manipulate, and apply functions numerically, analytically, and graphically. This course is also structured to prepare students to take the AP Calculus AB exam. Taking this class and passing the AP exam may enable students to receive credit for Calculus at some colleges and universities.</p> |

HISTORY

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| Subject | History |
| Course Name | United States History I |

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| Course Number | 2A1 |
| Year/Semester | Semester |
| Description | In U.S. History I, students will learn about the key ideas that America is based on and whether the United States has lived up to them. The class will study the Colonial Period, Revolutionary War and Constitution in order to understand where those key ideas came from. They will look at the questions that reappear throughout United States history, including who belongs in America, what rights people deserve, and how strong the government should be. Additionally they will analyze the role of Africans and their descendants, Native Americans, women and Mexicans in American society. Students will learn how the United States expanded to the borders it has today and the effects of this expansion. The class will conclude by exploring slavery and the tensions that led to the Civil War and how the United States recovered during the Reconstruction period. |

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| Subject | History |
| Course Name | United States History II |
| Course Number | 253 |
| Year/Semester | Semester |
| Description | Students will study the “push” and “pull” factors of 19th century immigration and the impact it had on American society. They will analyze how these new Americans helped make the U.S. an international power during the Industrial Revolution. Next they will examine how the U.S. used this new power to advance its global imperialist goals and enter World War I. From there students will learn about the rollercoaster ride of the 1920s and Great Depression leading into World War II and its aftermath. During the study of the 1950s, 60s, and 70s the focus shifts to Cold War conflicts abroad, and important social, economic, and political changes at home, most notably the |

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| | Civil Rights Movement. Finally the course will cover modern events, movements and trends. |
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| Subject | History |
| Course Name | Ethnic Studies |
| Course Number | 25P |
| Year/Semester | Semester |
| Description | The country we live in, the countries we are from, the languages we use, and even how we see ourselves in the mirror are shaped by ideas like “race,” “ethnicity,” and “nationality.” In this class, we’re going to re-examine events we may already be familiar with and understand how these ideas shaped them. Then we will develop strategies to break free from limitations these ideas may have placed on our understanding of the world and ourselves. |

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| Subject | History |
| Course Name | Civics |
| Course Number | 2AA |
| Year/Semester | Semester |
| Description | In this course, the goal is to build a community of individuals who have the background knowledge and ability to make a difference and realize the potential of living in this country. From looking at the purpose and structure of government, to an examination of your rights as students, we will build towards a focus on key historical social movements and controversial issues. The course will culminate with a focus on building real skills of civic engagement by researching an issue of your choice that is currently taking place in our community, our country, or the world. You will learn about the issue and evaluate possible solutions. |

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| Subject | History |
| Course Name | World History II |

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| Course Number | 252 |
| Year/Semester | Semester |
| Description | This course is an investigation into the idea that <i>power changes hands when people demand it</i> . We will examine the causes, actions, and outcomes of revolutions around the globe. We will consider the different ways in which people have pushed for justice, sometimes in the face of seemingly insurmountable odds. And we will assess whether or not the current Black Lives Matter movement might lead to a kind of revolution. |

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| Subject | History (cross listed with English Language Arts) |
| Course Name | Humanities 1 |
| Course Number | 25F |
| Year/Semester | Semester |
| Description | Welcome to Humanities (English and Social Studies)! In this class we will develop your English skills while exploring themes relating ourselves to the world around us and historical events. We will study topics such as human rights, oppression and resistance as a way to improve your English in all areas (reading, writing, listening and speaking). You will have the opportunity to learn more about topics that are important to you and your classmates through a variety of projects. |

SCIENCE

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| Subject | Science |
| Course Name | Engineering |
| Course Number | 55L |
| Year/Semester | Semester |
| Description | <p>In this class students will explore the concepts and skills needed to build a foundation for a career in engineering.</p> <p>In this course students will demonstrate the ability to use the <i>engineering design process</i></p> |

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| | to solve problems and challenges in the areas of construction technology, fluid systems, thermal systems, communication systems, manufacturing technologies, and electrical systems. Students will exhibit mastery of the standards in these topics by completing a variety of projects that may include but are not limited to: bridge construction, constructing model structures, tower building, glider construction, futuristic cellphone design, rocket design, city design, building hydraulic elevator, building steam powered boats, wiring lighting circuits, and creating a communication system. |
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| Subject | Science |
| Course Name | Physics |
| Course Number | 555 |
| Year/Semester | Semester |
| Description | <p>In this course, you will be able to explore the basic nature of the physical world, with an emphasis on developing conceptual understanding. The focus of Introductory Physics is to expose you to a variety of physics concepts through real-life scenarios.</p> <p>In this class we are going to explore the laws of the universe that cause things like falling down, ocean tides, and air planes to stay in the sky and help us develop systems to live safely here on earth. We are also going to learn how to design experiments to answer questions about the universe and how to assess whether or not our experiments have fully answered our questions.</p> |

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| Subject | Science |
| Course Name | Forensics |
| Course Number | 55H |
| Year/Semester | Semester |
| Description | In this class, you will learn all about the different techniques used by forensic investigators to solve cases. You will then evaluate each kind of evidence for its bias: does this piece of evidence disrupt or reinforce |

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| | racism? You will learn about the ways that bias impacts the criminal justice system, from arrest to conviction. We already know that the criminal justice system is racist. It is up to future forensic investigators to use their scientific analysis skills to reduce bias and disrupt racism. |
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| Subject | Science |
| Course Name | Chemistry |
| Course Number | 554 |
| Year/Semester | Semester |
| Description | <p>Chemistry is a laboratory science class in which you will investigate the composition of matter and the physical and chemical changes it undergoes. You will study the fundamental structure of atoms, the way atoms combine to form compounds, and the interactions between matter and energy.</p> <p>This class will provide you opportunities to think and analyze situations scientifically.</p> |

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| Subject | Science |
| Course Name | Biology |
| Course Number | 553 |
| Year/Semester | Semester |
| Description | <p>In this class we will study the characteristics of living things, and you will learn how these characteristics apply to cells, humans and other organisms, and the ecosystem. You will have opportunities to study Biology as scientists do – by making observations, collecting data, analyzing information, and forming explanations. Biology is an important subject because a solid understanding of the processes of life allows you to make scientifically informed decisions related to your health and the health of the planet.</p> |

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| Subject | Science |
| Course Name | AP Biology |

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| Course Number | 571 |
| Year/Semester | Year |
| Description | AP Biology is a rigorous course intended to prepare students for the AP Biology exam and enrollment in college-level science courses. Students are expected to work on their AP Biology studies outside of school in order to build their skills. Approximately 25% of class time will be used engaging in experimental design, collecting data, and analyzing data. |

Foreign Language

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| Subject | Foreign Language |
| Course Name | Spanish 1 |
| Course Number | 351 |
| Year/Semester | Semester |
| Description | The Spanish 1 course is designed to allow students to complete the four stages of language acquisition within the six strands which categorize the different aspects of the BPS curriculum: culture, connecting, listening, speaking, reading and writing. The course emphasizes a multilevel acquisition of the following linguistic skills: listening and speaking; reading comprehension, cultural awareness, and writing. |

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| Subject | Foreign Language |
| Course Name | Spanish 2 |
| Course Number | 352 |
| Year/Semester | Semester |
| Description | This course is designed as a subsequent course for students who have passed Spanish I. An intensive review of Spanish 1 is given with more extensive units on vocabulary development, sentence structure, listening, oral communication, cultural awareness, reading comprehension, and writing skills |

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| Subject | Foreign Language |
| Course Name | Arabic 1 |

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| Course Number | 3AK |
| Year/Semester | Semester |
| Description | In this class you will learn the fundamentals of the Arabic language. By the end of this year you will be able to pronounce 28 Arabic letters, converse about yourself, your family and your life in Arabic, and be able to read and write short paragraphs in the language. As we learn the language, we will discover Arab culture & society and learn about different Arab countries. |

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| Subject | Foreign Language |
| Course Name | Arabic 2 |
| Course Number | 3AM |
| Year/Semester | Semester |
| Description | In this class you will continue to build off what you learned in Arabic 1 in order to become more sophisticated speakers of the language. We will continue to develop reading, writing, speaking and listening skills in the Arabic language. You will continue to expand your Arabic vocabulary while learning about the cultures and societies of the Arab world. |

ESL

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| Subject | English as a Second Language |
| Course Name | ESL 1 |
| Course Number | 15G |
| Year/Semester | Year |
| Description | Language learning is connected to all areas of knowledge; studying English can truly be enjoyable, creative and intellectually stimulating. Throughout the year, you'll work with a variety of resources to further your language learning: internet, audio and video, fiction and non-fiction texts, the public library, and, of course, English-speaking people in your community. You'll be encouraged to become an independent thinker and a lifelong learner. |

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| | Through <i>reading, writing, listening and speaking</i> practice, you'll become confident in your use of English for all subject areas and understand and gain an appreciation for U.S. culture. You will also prepare for standardized tests such as the ACCESS. |
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| Subject | English as a Second Language |
| Course Name | ESL 2 |
| Course Number | 15K |
| Year/Semester | Year |
| Description | Language learning is connected to all areas of knowledge; studying English can truly be enjoyable, creative and intellectually stimulating. Throughout the year, you'll work with a variety of resources to further your language learning: internet, audio and video, fiction and non-fiction texts, the public library, and, of course, English-speaking people in your community. You'll be encouraged to become an independent thinker and a lifelong learner. You will develop and enrich your English language skills for both academic and social purposes. |

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| Subject | English as a Second Language |
| Course Name | ESL 3 |
| Course Number | 15P |
| Year/Semester | Year |
| Description | In this course, students will continue to develop their critical reading skills and express their ideas in speaking and writing. There is an emphasis on writing lessons and practice at the sentence and paragraph level using The Writing Revolution. By focusing on the power we all have as the authors of our ideas, students will further refine their style and voice as writers. The texts this year will address the year-long theme of story-telling, both our own and others, and the power to craft your story and achieve your goals and dreams. |

ELECTIVES

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| Subject | Electives |
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| Course Name | HS Fundamentals of Music |
| Course Number | 897 |
| Year/Semester | Semester |
| Description | <p>Music is an integral part of our society. At CHS Music we combine State and National Standards, Contemporary Music Industry Expectations, and students' own personal interests. Students will learn to read music, be exposed to music of many cultures/styles, to perform, to express themselves, to find the artist within, and to prepare for music after high school.</p> <p>Students who enroll in Fundamentals of Music will learn what it takes to play one of the four primary contemporary rhythm section instruments: piano, 6-string electric guitar, 4-string electric bass guitar, and drum set. Music from early 1900-Today is the repertoire used in this course.</p> |

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| Subject | Electives |
| Course Name | HS Foundations/Visual Arts |
| Course Number | 880 |
| Year/Semester | Semester |
| Description | <p>In this course, students will begin building drawing skills and learning the foundations of art and design. After building confidence, students use their new skills in the creation of exciting art projects with a focus on the printmaking medium.</p> |

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| Subject | Electives |
| Course Name | HS Dance 1 |
| Course Number | 887 |
| Year/Semester | Semester |
| Description | <p>This class will be geared towards hip hop dance movements with a fusion of other styles. Students will be learning a variety of dance routines that will highlight different movements and techniques that will be used throughout</p> |

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| | <p>the course. Students will also learn the techniques and skills to create choreography.</p> <p>Each week students will learn choreography/routine. Certain days will be designated to learn different styles of dance such as salsa, passada, etc;</p> |
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| Subject | Electives |
| Course Name | Physical Education |
| Course Number | 081 |
| Year/Semester | Semester |
| Description | <p>The objectives of the class are to enable students to: develop coordination, endurance, flexibility, physical fitness, and strength; improve the cardiovascular system; develop and improve the skills to participate in various activities; understand the rules and strategies of the activities; develop and enforce good sportsmanship, respect for others, and ones-self through active participation; introduce activities that can be used as lifetime activities; have fun staying in shape, to have fun being challenged and to have fun working hard.</p> |

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| Subject | Electives |
| Course Name | Harvard MedScience |
| Course Number | 657 |
| Year/Semester | Semester |
| Description | <p>In this class, you will learn all about the human body and how it works. You will then apply your scientific expertise to real-life medical simulations at Harvard Medical School. Through the help of HMS MEDScience's online program, you will learn medical skills like intubation and suturing. You will also work with your classmates to interview patients, present diagnoses, and provide life-saving treatment</p> |

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| Subject | Electives |
| Course Name | Technology Literacy 1 |
| Course Number | C51 |
| Year/Semester | Semester |
| Description | In this class, you will be introduced to various aspects of computer programming and design, and work collectively to problem solve. In this course you will learn how to use source code and HTML language to build websites, how to design a website so that it matches and enhances its purpose, and how to build an interactive, engaging, and complex game. Throughout this course, you will learn how to identify mistakes and fix the bugs, and how to work collaboratively and productively while problem solving. |

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| Subject | Electives |
| Course Name | Entrepreneurship 1 |
| Course Number | 654 |
| Year/Semester | Semester |
| Description | In taking the BUILD: Entrepreneurship (E1) class, you are part of a select group of students across the U.S. learning first-hand what it takes to run your own small business. Over the course of this semester, you will work with a team of peers to plan and develop an idea for a business. Along the way, you will learn basic business concepts and work with professional mentors. In addition to being a business executive and learning how to make money, BUILD's experiential, entrepreneurship-based curriculum will help you develop the skills needed to graduate high school and succeed in college and career |

DUAL ENROLLMENT/EARLY COLLEGE

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| Subject | Dual Enrollment/Early College |
| Course Name | Intro to Business |
| Course Number | 97053DE |
| Year/Semester | Semester |

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| Description | This content will include a survey of the purpose, role, and responsibility of business in a capitalistic society, including an introduction to the major areas of business such as: Finance, Management, Economics, and Marketing. This course provides a basic foundation for the student who will specialize in some aspect of business in college, and it also provides the opportunity for non-business majors to learn about the business in which they will someday be both producers and consumers. This course will also enable students to explore career options in business, define a career path, and make connections between classroom learning and the larger business community. |
| Partnering Institution | Bunker Hill Community College |

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| Subject | Dual Enrollment/Early College |
| Course Name | Principles of Marketing |
| Course Number | 97066DE |
| Year/Semester | Semester |
| Description | This course is a study of the basic principles of marketing and the application of these principles in today's changing competitive environment. The focus of this course is on the behavior of the consumer market and the product, pricing, promotion and distribution decisions employed to create consumer satisfaction |
| Partnering Institution | Bunker Hill Community College |

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| Subject | Dual Enrollment/Early College |
| Course Name | Information Technology Problem Solving |
| Course Number | 9C012DE |
| Year/Semester | Semester |
| Description | This course will give students "hands-on" experience in a wide range of modern information technology. Several IT concepts will be introduced that will provide a basis for further study in Information Technology. Students will work on a number of projects that will give perspectives on areas of IT including but not limited to: visual and/or robotic |

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| | programming, social networking tools, web design and networking. Issues of security, privacy and ethics will also be examined. Students will leave the course with an understanding of the components of modern IT systems and the scope of knowledge needed to become an IT professional |
| Partnering Institution | Bunker Hill Community College |

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| Subject | Dual Enrollment/Early College |
| Course Name | BHCC Introduction to Creating Mobile Apps |
| Course Number | 9C013DE |
| Year/Semester | Semester |
| Description | This course is designed for individuals with no experience with programming languages or previous experience creating mobile applications. The course uses a graphical-user interface blocks editor for students to build their own Android based mobile apps. The course offers reading about the editor and basic programming concepts, tutorial walk through assignments within the editor, and assessments which require students to build unique apps based on the tutorials so that they can demonstrate their understanding and knowledge of what they have learned. Specific programming concepts covered include design logic, programming conditions, variables, procedures, branching and looping. Specific app functionality covered includes sprite animation, multiple screens, and integration with device sensors, texting, databases, video, and other web APIs. |
| Partnering Institution | Bunker Hill Community College |

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| Subject | Dual Enrollment/Early College |
| Course Name | Medical Terminology |
| Course Number | 97054DE |
| Year/Semester | Semester |
| Description | This course provides instruction in the development of basic medical terminology. Competency in medical terminology promotes effective communication among members of the healthcare team. |

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| Partnering Institution | Bunker Hill Community College |
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| Subject | Dual Enrollment/Early College |
| Course Name | Human Biology |
| Course Number | 95021DE |
| Year/Semester | Semester |
| Description | This course introduces students to the basic concepts of biology and how these concepts relate to the structure and function of the human body. Topics include cell structure & function, molecular biology, metabolism, cellular reproduction, and genetics. An introduction to human anatomy and physiology will also be presented. Students will integrate structure and function among all levels of biological organization. This course is specifically designed to provide students with the necessary background in basic biological concepts and molecular biology to be successful in the anatomy & physiology and microbiology prerequisite courses require by allied health programs such as nursing and medical imaging. |
| Partnering Institution | Bunker Hill Community College |

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| Subject | Dual Enrollment/Early College |
| Course Name | Engineering |
| Course Number | 95025DE |
| Year/Semester | Semester |
| Description | Principles of Engineering is the process of applying scientific principles to the conception, design, construction and implementation of machines, technologies, structures, devices and materials. It is a broad field with many sub-fields, including but not limited to: mechanical engineering, electrical engineering, computer engineering, genetic engineering, civil engineering, aerospace engineering and chemical engineering. This course introduces students to the general theory, methods and processes of engineering, and explores the various applications of scientific engineering principles. Topics include the history and development of engineering principles, mechanics, design, |

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| | construction, implementation and the integration of technologies into modern society. |
| Partnering Institution | Cambridge College |