

Bourne High School



Program of Studies

2019~2020

Bourne Public Schools



9~12 Public High School

Program of Studies

2019~2020

Bourne High School

The Bourne Public Schools is committed to connecting individuals to their growth potential; engaging the community in ways to facilitate student achievement; guaranteeing a relevant, viable curriculum for students; and assuring universal accountability that supports the maximum academic potential and civic success of all students.



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



Bourne High School

508-759-0670

BHS Administrative Team

Amy Cetner, Principal.....	x6228
Ken Girouard, Assistant Principal.....	x6247
Kelly Cook, Curriculum Director.....	x6223
Leslie Sullivan, Student Services Director.....	x6233

Main Office Staff

Tracey Francis, Administrative Assistant.....	x6221
Ann Donovan, Administrative Assistant.....	x6222
Jean White, Executive Administrative Assistant.....	x6224

Health Office

Catherine Crosby-Norton, Nurse.....	x6253
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Guidance Department

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Kim Iannucci, Counselor (D-M).....	x6229
Amanda Nemet, Adjustment Counselor	x6325
Margaret Gilbert, Adjustment Counselor.....	x6234
Donna Cox, Administrative Assistant.....	x6227



BPS Vision

We are a committed 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 empower students and staff to achieve personal goals and demonstrate life-long learning.

BPS Core Values

Be Respectful: Demonstrating consideration, regard, and empathy for others

Be Responsible: Engaging in appropriate decision making through the use of good judgment

Be Safe: Promoting an environment free from physical and emotional harm

BHS Mission Statement

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 the Graduate

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

- Critical thinking and problem solving
- Teamwork and collaboration
- Creativity and innovation
- Effective written and verbal communication
- Responsibility and accountability



BPS Multi-Tiered System of Support

- Bourne Public Schools is committed to providing exceptional educational opportunities for every student. Over the past two years, our district's primary initiative has been the development and implementation of a Multi-Tiered System of Support (MTSS). MTSS focuses on system level change across the classroom, school, and district to meet the academic and non-academic needs of all students, including students with disabilities, English Language Learners, and students who have already demonstrated mastery of the concepts and skills being taught.
- MTSS is our district-wide approach that promotes a deeper knowledge of differentiated instruction and interventions. MTSS is aligned with a data system, problem-solving student support teams, and Positive Behavioral Interventions (PBIS). MTSS allows educators to evolve their thinking on how to create and maintain a structure of support that is required to address the needs of all Bourne students.
- As our district continues to refine how we support students to be academically, socially, and emotionally successful, we have deployed MTSS at both the district and school levels. Bourne High School has a building-based team that meets monthly to ensure that MTSS implementation is consistent with the district's core values of respect, responsibility, and safety.





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Instructional Levels

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) Level Courses:

It is the belief of the Bourne School Committee that any student deemed capable of doing college-level work while in high school should be encouraged to read the Advanced Placement (AP) course descriptions and requirements before selecting it as a course of study.

To prospective Advanced Placement students:

Your enrollment in an Advanced Placement course represents a commitment to an intensive course of study at the level 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.

Benefits for completing an AP course and the examination:

- Students have the opportunity to experience college-level work without the cost of college-level 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 Level would be noted.



HONORS Level Courses:

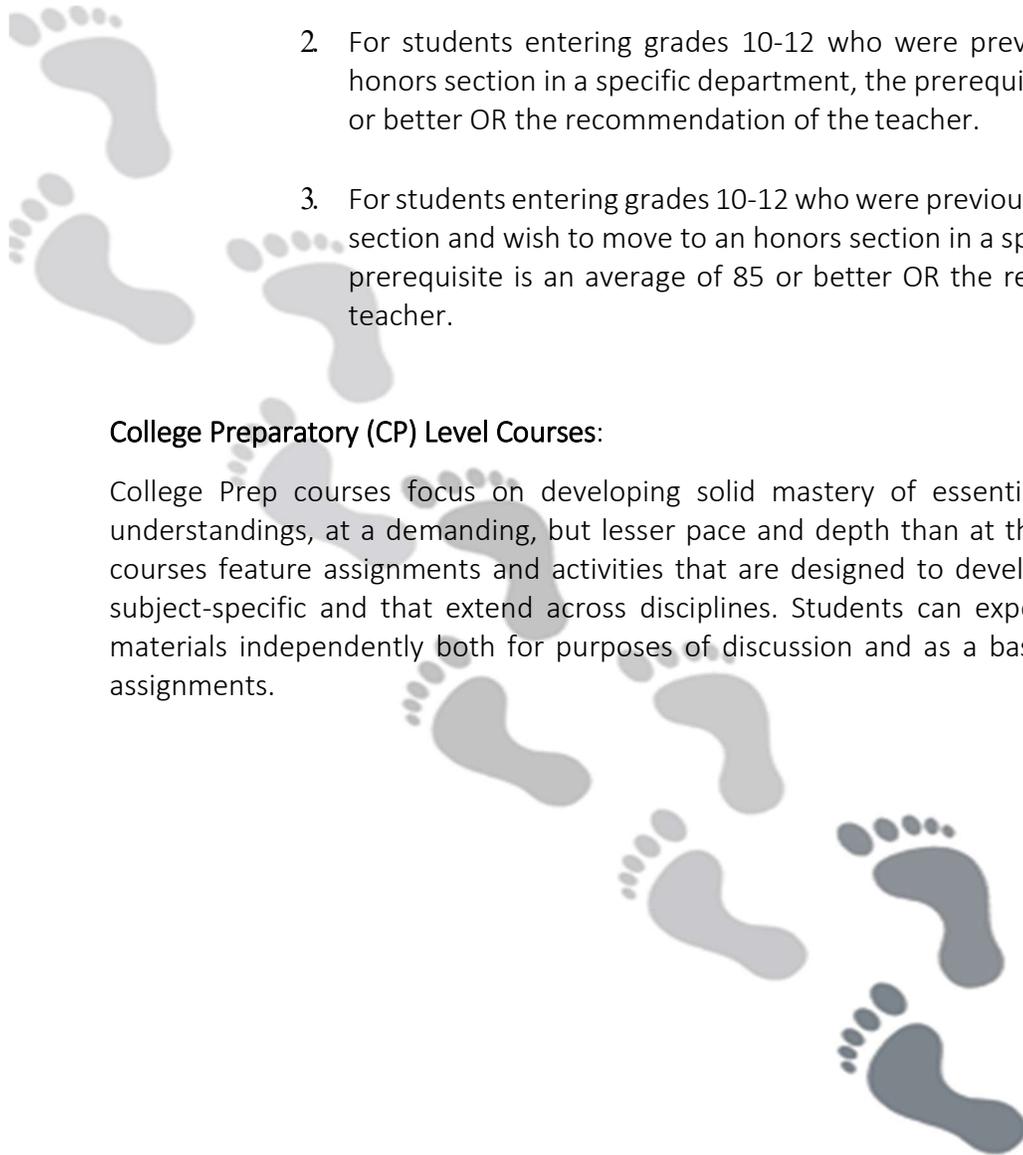
These courses feature assignments and activities that are designed for students who have consistently demonstrated the ability and intrinsic motivation to rise to the challenge of a rigorous academic program. Honors courses emphasize the development of critical reading and analytical writing skills. Given the fact that work in these courses is designed to prepare students for advanced college level assignments, students who enroll in these courses should be prepared to spend a minimum of ten (10) hours per week working on independent assignments.

Prerequisites:

1. For students entering grade 9 the prerequisite is the recommendation of the appropriate eighth grade teacher and/or counselor. It is expected that students will minimally have a cumulative grade of 85 or better in the corresponding subject the previous year. Additionally, standardized test results may also be referenced to determine eligibility.
2. For students entering grades 10-12 who were previously enrolled in an honors section in a specific department, the prerequisite is an average of 80 or better OR the recommendation of the teacher.
3. For students entering grades 10-12 who were previously enrolled in a college section and wish to move to an honors section in a specific department, the prerequisite is an average of 85 or better OR the recommendation of the teacher.

College Preparatory (CP) Level Courses:

College Prep courses focus on developing solid mastery of essential content, skills, and understandings, at a demanding, but lesser pace and depth than at the Honors level. These courses feature assignments and activities that are designed to develop skills that are both subject-specific and that extend across disciplines. Students can expect to read and study materials independently both for purposes of discussion and as a basis of written and oral assignments.





Specialized Academic Programs

School to Careers Program:

Bourne High School students are eligible to earn credit for work/internship experiences through our School to Careers Program. An internship is a structured and supervised hands-on learning experience providing local students with practical career field experience. Internships serve as a valuable tool in helping students navigate their career paths and develop a professional network.

Early College Experience Program:

Bourne Public School District is pleased to partner with Cape Cod Community College (CCCC) to offer an Early College Experience Program (ECEP) to motivated students who would like to get a jump start on college. The goal of ECEP is to provide high school juniors the opportunity to earn their high school diploma and an Associate degree while completing their junior and senior year at CCCC. Admission into this program is a competitive process. Students will take all courses at CCCC. The primary goals of this initiative are:

- To address the needs of motivated students who would like to enroll in college courses prior to high school graduation.
- To graduate students with a high school diploma and an Associate degree.
- To allow students the opportunity to fulfill their educational dreams.

Students will fulfill all state and educational requirements to meet high school diploma and Associate degree requirements, which also includes passing the MCAS. All ECEP students will be considered Cape Cod Community College students and will have access to CCCC services including counseling, advising, career services, fitness center, and leadership activities offered by Student Life.

Dual Enrollment Program (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.*



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.

All students are required to successfully complete the following minimum requirements:

- Four credits in English
- Three credits of Social Studies, including U.S. History II
- Three credits of Mathematics
- Three credits of Science
- The successful completion of 2 units of PE

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 high school courses in each subject at the academic, honors and/or AP levels:

- 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 level suited for them.

Ms. Christensen (A-C; N-Z).....x6231
 Ms. Iannucci (D-M).....x6229



Scheduling Information

1. Each year every student is required to take a minimum six subjects per semester. Of these six required subjects a minimum of three must be academic courses. An academic course is defined as any subject taken in the following departments: ENGLISH, MATHEMATICS, SCIENCE, SOCIAL STUDIES, and WORLD LANGUAGES.
2. Fees may be charged for independent study programs and courses in the fine arts. Fees will depend on the projects 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. Students may not take two required English courses in one year. Exceptions may be granted for extenuating circumstances, and require prior administrative approval. In order for a student to be promoted to the next grade, they must successfully complete the appropriate level English class.

2019-2020 Schedule

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
A	F	D	B	G	E	C
B	G	E	C	A	F	D
C	A	F	D	B	G	E
** Academic Overtime/ Lunch						
D	B	G	E	C	A	F
E	C	A	F	D	B	G





Career and College Pathways

The following “Pathway” documents were 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. Pathways have been developed to support interests in the following areas:

[Arts & Media Technology](#)



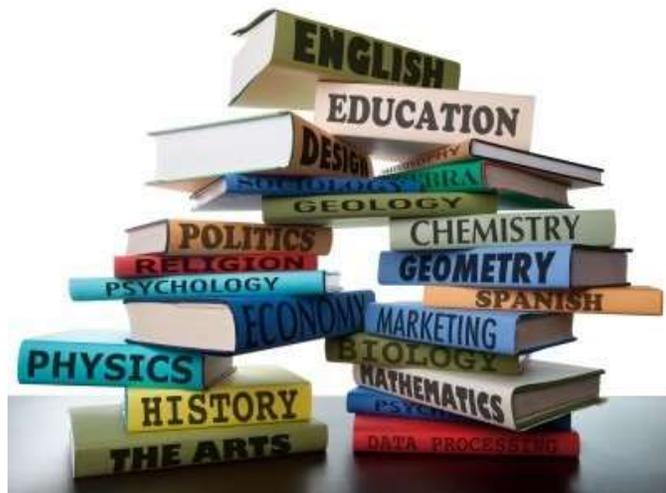
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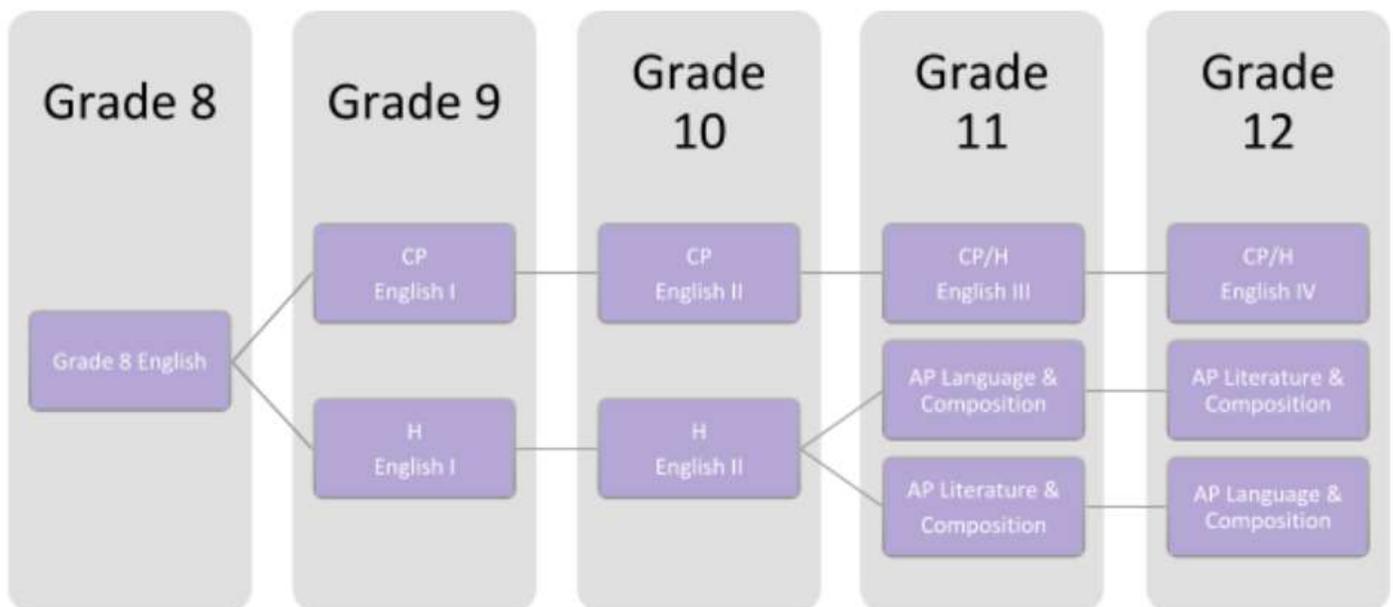
The English Department

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.

Please Note: In lieu of English IV senior year, students may opt to take two semester course offerings in the English (listed below). These courses may also be taken in addition to English IV as an elective course.

English Department – Course Sequencing

There are several pathways students may follow in the English department at Bourne High School. Sequencing of English courses is determined by student motivation, academic performance, and teacher recommendation. Students are required to successfully complete 4 years of English.





Course Descriptions

English I

Level(s): Honors (HS0100)/CP (HS0120)
Credit(s): 1.0

Grade: 9
Prerequisite: None

Description: This course is designed for freshmen 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 survey specific genres, and include the short story, novel, non-fiction, tragic drama and poetry. Writing assignments include a variety of expository, descriptive, creative 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 be responsible for completion of summer reading.

English II

Level(s): Honors (HS0200)/CP (HS0220)
Credit(s): 1.0

Grade: 10
Prerequisite: English I

Description: This course is designed for sophomores 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 survey specific genres, and include the short story, novel, non-fiction, tragic drama, legends and myths, and poetry. Writing assignments include a variety of expository, literary analysis, creative, persuasive and narrative compositions, some based on literature studied and some based on personal experience. Students in honors courses will also do summer reading.

English III

Level(s): Honors (HS0300)/CP (HS0320)
Credit(s): 1.0

Grade: 11
Prerequisite: English II

Description: 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

Level(s): Honors (HS0400)/CP (HS0420)

Grade: 12

Credit(s): 1.0

Prerequisite: English III

Description: 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) Literature & Composition

Level(s): Advanced Placement (HS500)

Grade: 11-12

Credit(s): 1.0

Prerequisite: See Below

Description: 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.

Advanced Placement (AP) Language & Composition

Level(s): Advanced Placement (HS350)

Grade: 11-12

Credit(s): 1.0

Prerequisite: See Below

Description: 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 level 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. Prerequisite: Teacher recommendation, writing portfolio (upon request).



English Electives

Yearbook

Level(s): CP (HS0411)

Grade: 9-12

Credit(s): 1.0

Prerequisite: None

Description: This course is designed for students interested in learning the fundamentals of planning, designing, and promoting sales of the school's yearbook, Canal Currents. Students will learn elements of design, such as planning a page ladder, typography, photo cropping and placement, planning a theme, page layout, and photo editing. This course will also cover elements of marketing and promotion as they apply to yearbook sales. Students also will study the art of storytelling as it applies to yearbook design. Students will complete story starters as practice for designing yearbook pages, and use their stories as models for the pages of the book. Students will also learn how to write captions effectively and learn elements of photo-journalism. Students will be expected to cover/photograph events outside of the classroom as a requirement for this course.

Print Journalism

Level(s): CP (HS0412)

Grade: 9-12

Credit(s): 1.0

Prerequisite: None

Description: This course is designed for students who have an interest in print journalism. Its focus is the production of the Bourne High School Dispatch, which is an online publication attached to the BHS website and is published twice monthly throughout the school year. The course references journalism textbook and major metropolitan daily newspapers in the preparation of the newspaper, and emphasizes the fundamentals of newspaper writing and production and the obligations and responsibilities of a journalist. The course covers writing feature stories, writing editorials, the elements of news, the ethics of journalism, and interviewing skills.

Cultural Influences on American Literature

Level(s): CP (HS0474)

Grade: 12

Credit(s): .5

Prerequisite: None

Description: 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.



Dystopian Literature

Level(s): CP (HS0477)

Credit(s): .5

Grade: 12

Prerequisite: None

Description: This course will engage students in a study of dystopian literature throughout history and ask students to make connections between dystopian societies in literature and modern-day societies of the world. Students will study and discuss what constitutes a dystopic society, how advancements in technology influence literature, how propaganda is used in a society, and how literature can serve as a warning for future generations of people. Students will engage in discussion of literature, film, and current events as they relate to dystopic communities and students will conduct a research project in which they study the connections between dystopic literature and modern societies.

Exploring the Graphic Novel

Level(s): CP (HS0475)

Credit(s): .5

Grade: 12

Prerequisite: None

Description: What do you get when you take a powerful, complex character and storyline and combine them with eye-catching visuals full of depth and subtle nuances? You get the graphic novel. This course combines a study of language arts and graphic design in a dynamic half-year elective where students can explore the graphic novel genre. Through this genre study, students will study graphic novels as a complex form of literature in which characters develop within themes involving gender, race, justice, heroism and culture. Students will be introduced to basic graphic design techniques, and will develop their own storylines and characters in original graphic novellas/stories utilizing a variety of web-based and school-provided software programs. Learning activities will include but are not limited to classroom discussion, cooperative group work, student presentations, internet and library research, sustained silent reading, peer revision/editing, collaborative projects, graphic design, creative writing, literary analysis and reader-response journal writing. Students will be expected to read, write, view and critique creative works in order to prove an understanding of the genre as well as of human nature as presented in literature.

Evolution of the Tragic Hero through Literature and Film

Level(s): CP (HS0473)

Credit(s): .5

Grade: 12

Prerequisite: None

Description: This course will include a comprehensive study of Aristotle's definition of the tragic hero and will constitute a multimedia approach to the study of tragedy. Students will study the origins of Greek drama and the innovations of the Greek playwrights. Students will engage in discussion of the tragic hero's role in literature and film throughout history and modern day. Class discussions and writing assignments will include studies of the role of the literary tragic hero as it applies to themes of choices and consequences, fate vs. free will, understanding of oneself, and corruption due to blind ambition. Students will conduct a research assignment on one such theme.



Real World Communications

Level(s): CP (HS0471)

Credit(s): .5

Grade: 12

Prerequisite: None

Description: How do you create an effective advertisement? What is PR and how can it make or break an organization? What makes an event special? Learn how to communicate effectively both visually and through language while you create TV commercials, publicity campaigns, and special event concepts for the Bourne Public Schools.

Shakespeare Then and Now- A Complete Study of Shakespeare

Level(s): CP (HS0472)

Credit(s): .5

Grade: 12

Prerequisite: None

Description: This course will explore an in-depth reading of Shakespeare's plays and sonnets. Students in this course will immerse themselves in a study of Elizabethan England, Shakespeare's Life and Times and his works. Students will be engaged in meaningful discussions regarding Shakespeare's tragedies, comedies, and histories; and students will take ownership of one play by completing a comprehensive analysis and presentation of thematic concepts in the play to the class. Students will conduct research on an area of interest as it pertains to Shakespeare and his works. This course will focus on critical thinking and emphasize close reading of the texts through intense discussions of rhetoric, historical context, and themes. Students will also study the impact of Shakespeare's influence on the English language and literature and cinema of today.



ANTIGONE performed by Theater I/II



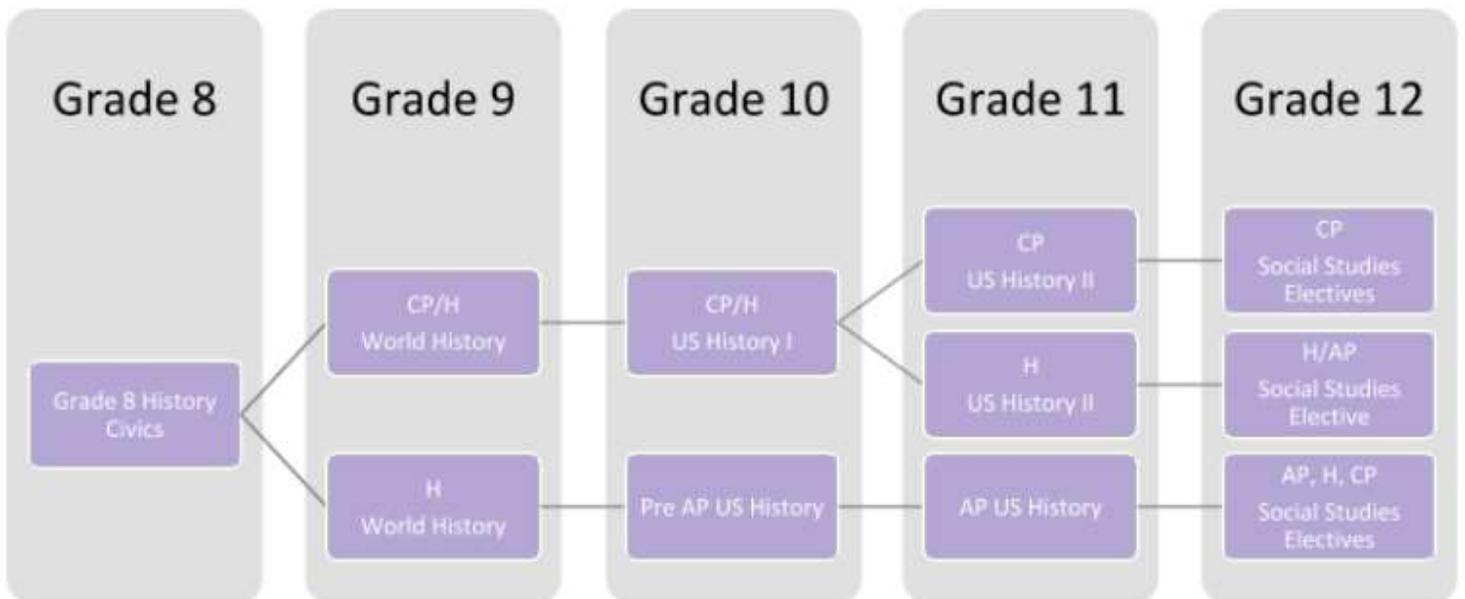
The Social Studies Department

Social Studies teachers employ 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.

The Social Studies Department expects all students to do daily homework assignments, participate in class work, and maintain a notebook. The Advanced Placement (AP) and Honors divisions in Social Studies are distinguishable from other classes by the quantitative and qualitative requirements of the course. Students are expected to read additional supplementary works and are provided with the opportunity to do independent studies. AP and Honors students are expected to demonstrate superior writing and critical thinking, as well as, take a more active role in class work. Additionally, Advanced Placement students are required to take the College Board AP subject exam in May.

Social Studies- Course Sequencing

There are several pathways students may follow in the history department at Bourne High School. Sequencing of courses is determined by student motivation, academic performance, and teacher recommendation. Students are required to successfully complete a minimum of 3 social studies courses, one of which must be US History II (or AP US History).





Course Descriptions

World History

Level(s): CP (HS1205)/H (HS1215)

Grade: 9

Credit(s): 1.0

Prerequisite: None

Description: 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 reoccur 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

Level(s): CP (HS1520)/H (HS1510)

Grade: 10

Credit(s): 1.0

Prerequisite: WH

Description: Students begin their study of United States history with a review of the origins and main events of the American Revolution, Constitutional principles, and events of the early Republic. They examine the causes and consequences of the Civil War, industrialization, immigration, Progressivism and the role of the United States in World War I. The reading and analysis of primary source documents is an integral part of this course.

United States (US) History II

Level(s): CP (HS1550)/H (HS1540)

Grade: 11

Credit(s): 1.0

Prerequisite: USI

Description: Students continue their study of United States history of the 20th and 21st centuries. They learn about the economic history of the Great Depression, New Deal, World War II, and the Cold War, concluding with an examination of domestic and global policies and politics in the 21st century. The reading and analysis of primary source documents is an integral part of this course.



Pre-AP United States (US) History

Level(s): AP (HS1490)

Grade: 10

Credit(s): 1.0

Prerequisite: Teacher Recommendation

Description: The Advanced Placement Program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history from early colonization up to the Civil War and Reconstruction. In addition to preparing the students for the AP exam, the program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students learn to assess historical materials- their relevance to a given interpretive problem, their reliability, and their importance- and to weigh the evidence and interpretation present in historical scholarship. Finally, this course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reason and evidence clearly and persuasively in essay format.

Advanced Placement (AP) United States (US) History

Level(s): AP (HS1500)

Grade: 11

Credit(s): 1.0

Prerequisite: Pre-AP USHistory

Description: The Advanced Placement Program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. In addition to preparing the students for the AP exam in May, the program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students learn to assess historical materials- their relevance to a given interpretive problem, their reliability, and their importance- and to weigh the evidence and interpretation present in historical scholarship. Finally, this course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reason and evidence clearly and persuasively in essay format.





Social Studies Electives

Advanced Placement (AP) Psychology

Level(s): AP (HS1800)

Grade: 10-12

Credit(s): 1.0

Prerequisite: Teacher Recommendation

Description: 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.

Advanced Placement (AP) European History

Level(s): AP (HS1810)

Grade: 12

Credit(s): 1.0

Prerequisite: Teacher Recommendation

Description: The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. In addition to providing a basic narrative of events and movements, students will develop an understanding of some of the principal themes in modern European History, an ability to analyze historical evidence and historical interpretation, and an ability to express historical understanding in writing.

United Nations

Level(s): H (HS1400)

Grade: 9-12

Credit(s): 1.0

Prerequisite: None

Description: This course is designed to examine a wide variety of functions of the United Nations and how it deals with crucial world problems. Students gain insight into how nations, singularly and collectively cope with such crises as poverty, disease, hunger, population growth, human rights, political instability, and others. Students also develop a perspective of how other nations view the United States and the role of America in the world community. Student participation in a conference of a Model of the United Nations is offered but not required. Students participating are responsible for their lodging, meals, and other personal expenses at the conference.

United Nations II

Level(s): H (HS1410)

Grade: 10-12

Credit(s): 1.0

Prerequisite: UNI

Description: Students wishing to continue their studies in UN may elect to take the supplemental course, Model United Nations II. In addition to the goals and expectations for UN I, students of UN II will take on leadership roles; acting as part of the UN Secretariat as well as acting Chairs during Model UN Debates.



United Nations III

Level(s): H (HS1415)

Credit(s): 1.0

Grade: 11-12

Prerequisite: UNII

Description: Students wishing to continue their studies in UN may elect to take the supplemental course, Model United Nations III. In addition to the goals and expectations for UNI & II, students of UN III will chair design simulations and chair the simulation each semester. Further, they will be acting as the head of the UN Secretariat as well as acting chairs during CanalMUN debates.

American Memory: World War II

Level(s): CP (HS9673)

Credit(s): .5

Grade: 9-12

Prerequisite: World History I

Description: 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.

Criminal Law

Level(s): CP (HS1190)

Credit(s): .5

Grade: 9-12

Prerequisite: None

Description: 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.

Current Events and Geography

Level(s): CP (HS1170)

Credit(s): .5

Grade: 9-12

Prerequisite: World History I

Description: 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. The course will be offered at the comprehensive level. Students will be responsible for research projects, journals, debates and position papers. This course will also allow to students to use it as a bridge to the model UN program.



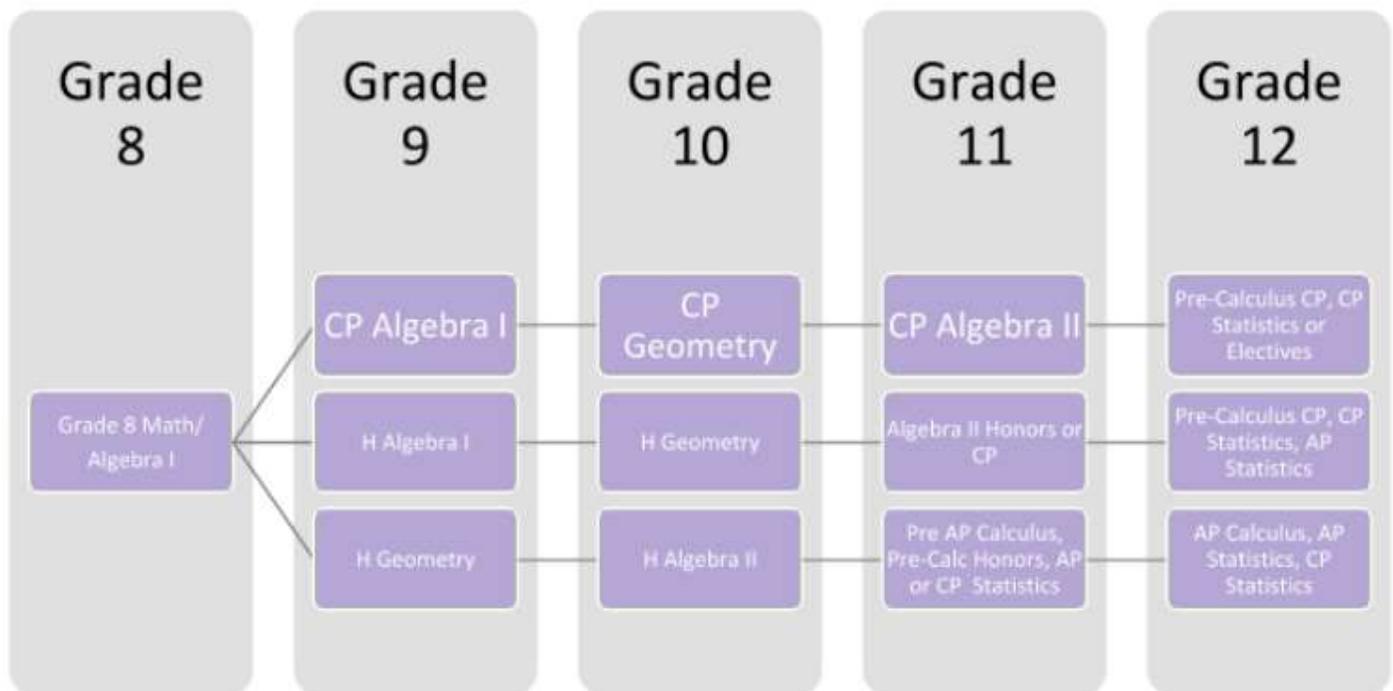
The Mathematics Department

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 level. Prerequisites are required for most courses and levels.

The mathematics department recommends the Texas Instrument's TI-83 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.

Math Department- Course Sequencing

There are several pathways students may follow in the math department at Bourne High School. Sequencing of math courses is determined by student motivation, academic performance, and teacher recommendation. While students are required to successfully complete three (3) years of math, all students are scheduled to take it all 4 years.



**AP Statistics can be taken by any student in grades 10-12.



Course Descriptions

Algebra I

Level(s): CP/H (HS2301)

Grade: 9

Credit(s): 1.0

Prerequisite: None

Description: Algebra I focuses on developing skills in four critical areas of mathematics. Students in this course will: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. Students entering Algebra I should be able to solve linear equations in one variable; apply graphical and algebraic methods to analyze and solve systems of linear equations in two variables; and work with integer exponents using the properties of integer exponents.

Geometry

Level(s): CP (HS2220)/H (HS2220)

Grade: 9-10

Credit(s): 1.0

Prerequisite: Algebra I

Description: This course integrates algebra, discrete mathematics, and applied math together with geometry. Four dimensions of understanding are emphasized: skill in drawing, visualizing and following algorithms; understanding of properties and mathematic relationships and proofs; using geometric ideas in real situations; and representing geometric concepts with coordinates and networks.

Intermediate Math (taken concurrently with Geometry)

Level(s): CP (HS2225)

Grade: 10

Credit(s): 1.0

Prerequisite: Teacher Recommendation

Description: This course integrates algebra, discrete mathematics, and applied math together with geometry. Four dimensions of understanding are emphasized: skill in drawing, visualizing and following algorithms; understanding of properties and mathematic relationships and proofs; using geometric ideas in real situations; and representing geometric concepts with coordinates and networks.

Algebra II

Level(s): CP (HS2320)/H (HS2300)

Grade: 10-11

Credit(s): 1.0

Prerequisite: Algebra 1 & Geometry

Description: This course is designed to extend topics learned in Algebra I and Geometry, and will include the study of functions, matrices, trigonometry, sequences, logarithms, and exponential equations. Projects and other applications will be completed to relate the material to real world problems. All topics will be enhanced by the use of graphing calculators. Review of M.C.A.S. and S.A.T. topics will occur on a regular basis.



Pre-Calculus

Level(s): CP (HS2471)/H (HS2472)

Grade: 11-12

Credit(s): 1.0

Prerequisite: Algebra II

Description: 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.

Calculus

Level(s): H (HS2500)

Grade: 12

Credit(s): 1.0

Prerequisite: Pre-Calculus

Description: This course is designed to extend all topics from previous courses to the study of differential and integral calculus. The curriculum covers the majority of those topics taught in college Calculus I and Calculus II courses. The main topics covered will include derivatives, limits, integrals, differential equations, slope fields, and modeling real-life situations. The graphing calculator will be utilized for all topics.

Pre-AP Calculus

Level(s): AP (HS2570)

Grade: 11

Credit(s): 1.0

Prerequisite: Algebra II

Description: This course is designed as the first year of a two year program in Advanced Placement Calculus. This course begins with an in-depth look at; parent functions and their transformation, trigonometric functions and their inverses, circular functions and radian measure, and exponential and logarithmic functions. The course continues with the study of the limit and continuity, and derivatives of functions. This is a fast-paced course. The difficulty level of the material increases significantly throughout the year. Students should be prepared to be challenged and work hard.

Ability
is what you're capable of doing.
Motivation
determines what you do.
Attitude
determines how well you do it.



Advanced Placement (AP) Calculus

Level(s): AP (HS2510)/AP-BC (HS2570)

Grade: 12

Credit(s): 1.0

Prerequisite: Pre AP Calculus

Description: 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 trigonometric and logarithmic concepts and applications. The curriculum will be completed in a timely matter allowing for plenty of time to be spent on practice exams. Practice questions will be included on all assessments. All students who select AP Calculus are required to take the AP exam at their own expense.

Statistics

Level(s): CP (HS2595)

Grade: 12

Credit(s): 1.0

Prerequisite: Algebra II

Description: 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 (AP) Statistics

Level(s): AP (HS2590)

Grade: 12

Credit(s): 1.0

Prerequisite: Teacher Recommendation

Description: 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
- Statistical Inference: Estimating population parameters and testing hypotheses



Mathematics Electives

Business Math

Level(s): CP (HS2290)

Grade: 12

Credit(s): .5

Prerequisite: 3 years of math

Description: This course includes a review of basic computational skills and applications of those processes used in the business world. Topics include salaries, taxes, checking and savings accounts, cash and credit card purchases, loans, insurance, rents, mortgages, and investments. Students will also learn all terms applied to owning and operating a business.

Critical Thinking in Math I

Level(s): CP (HS)

Grade: 9

Credit(s): 1.0

Prerequisite: none

Description: This course is designed for students to take concurrently with Algebra I. The course teaches previously learned pre-algebra concepts to further a stronger understanding for students. The work includes MCAS practice and study/test-taking skills. Instruction consists of activities and games 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 Algebra I curriculum. The fundamental algebra skills covered in this course include understanding order of operations and PEMDAS, solving for an unknown variable, graphing and writing linear equations, solving systems of equations, understanding the law of exponents, factoring quadratics and multiplying binomials, understanding probability, and reading and applying statistical data through bar graphs, scatterplots, box plots, and stem and leaf plots including mean, median, and mode.

Financial Literacy

Level(s): CP (HS2291)

Grade: 12

Credit(s): .5

Prerequisite: Geometry & Algebra II

Description: This course includes the study of banking, employment, taxes, insurance, investment and major financial decisions such as buying a car, finding an apartment, and living on a budget, proper use of credit, planning a vacation and paying for a wedding.

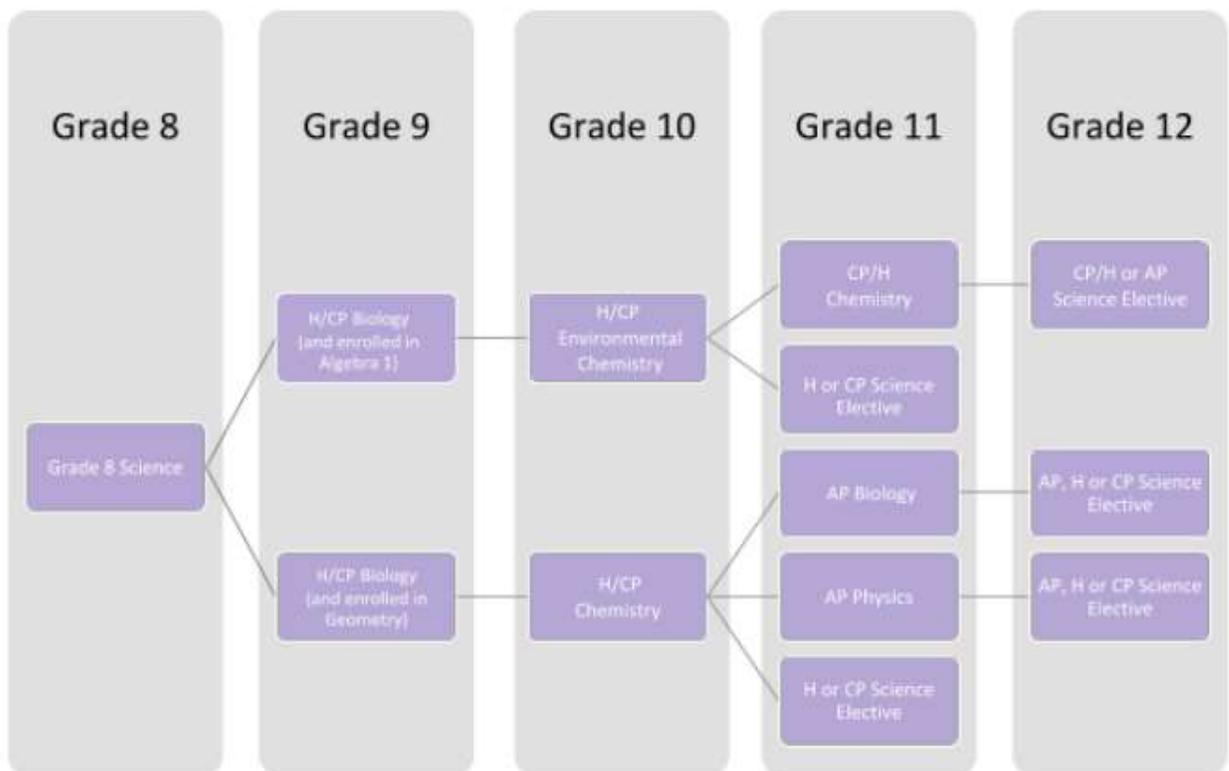


The Science, Technology, and Engineering Department

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 level biology, students will be prepared to successfully complete the Science 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.

Science Department- Course Sequencing

There are several pathways students may follow in the Science department at Bourne High School. Sequencing of Science courses is determined by student motivation, academic performance, and teacher recommendation. Students are required to successfully complete a minimum of three (3) science classes, two of which must be lab science.



**AP Computer Science Principles can be taken by any student grades 9-12.



Course Descriptions

Biology

Level(s): CP (HS3202)/H (HS3201)

Grade: 9

Credit(s): 1.0 (Lab Science)

Prerequisite: None

Description: The Biology courses provide a solid foundation in life sciences; among the topics presented in this course are the biochemical composition of organisms, genetics, cell division and growth, a survey of the six kingdoms of living organisms, and ecology. The ability to express oneself in writing is stressed through, tests, projects, note taking, and laboratory reports. Demonstrations, laboratory explorations and hands-on cooperative activities are an essential component in the learning process.

Environmental Chemistry

Level(s): CP (HS3315)/H (HS3305)

Grade: 10

Credit(s): 1.0 (Lab Science)

Prerequisite: Biology

Description: This course will provide a solid foundation of ecosystems and will also provide students with an introduction to basic chemistry. Topics covered will include water chemistry and water pollution, climate, climate change and air pollution, and the chemistry of plastics and their effect on the environment. Students will formulate and test hypotheses by performing experiments and simulations on how these factors affect the environment and human health. 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 will be conducted since they are essential for the understanding of the subject matter.

Chemistry

Level(s): CP (HS3320)/H (HS3300)

Grade: 10

Credit(s): 1.0 (Lab Science)

Prerequisite: Biology, Algebra I, and Geometry

Description: All chemistry classes provide a solid foundation in the study of inorganic chemistry. Chemical and physical properties, atomic structure, periodicity, chemical bonding, chemical reactions, stoichiometry, acids and bases, gas laws, and kinetic molecular theory are the major concepts covered. 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 will be conducted since they are essential for the understanding of the subject matter.

Physics

Level(s): CP (HS3420)/H (HS3400)

Grade: 11-12

Credit(s): 1.0 (Lab Science)

Prerequisite: Chemistry and Algebra II

Description: Throughout this challenging 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.

Projects emphasize solutions to real-world problems.



Advanced Placement (AP) Biology

Level(s): AP (HS3560)

Grade: 11-12

Credit(s): 2.0 (Lab Science)

Prerequisite: Biology, Chemistry, and Algebra II

Description: This challenging course offers in-depth studies of major biological topics such as respiration, photosynthesis, protein synthesis, homeostasis, cytology and genetics. The ability to express oneself in writing is stressed through, tests, projects, note taking, and laboratory reports. A variety of demonstrations, projects, and cooperative activities will be conducted since they are essential for the understanding of the subject matter. Laboratory explorations will consist of the twelve required College Board labs plus additional exercises. 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 should consider taking this class for college credit.

Advanced Placement (AP) Physics I

Level(s): AP (HS3401)

Grade: 11-12

Credit(s): 2.0 (Lab Science)

Prerequisite: Enrolled in Algebra II

Description: 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.

Advanced Placement (AP) Physics C

Level(s): AP (HS3402)

Grade: 12

Credit(s): 1.0 (Lab Science)

Prerequisite: Enrolled in Calculus

Description: The course covers all of the topics of Newtonian mechanics, including kinematics (vector motion in one and two dimensions), Newton's laws of motion (linear and circular motion), work, energy and power, linear momentum, oscillations, and gravitation. This course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. Calculus is used wherever appropriate in formulating physical principles and in applying them to physical problems. Consequently, students should be simultaneously enrolled in calculus (either AP Calculus or Calculus). Use of calculus in problem solving and in derivations is expected to increase as the course progresses. In addition, laboratory investigations that explore these physics concepts are an important part of this course in order to build understanding and critical thinking skills.



Anatomy and Physiology

Level(s): CP (HS3600)/H (HS3602)
Credit(s): 1.0 (Lab Science)

Grade: 11-12
Prerequisite: Biology and Chemistry

Description: This challenging course offers in-depth studies of major body systems such as the skeletal, muscular, respiratory, cardiovascular, 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 will be conducted since they are essential for the understanding of the subject matter. College-bound students interested in majoring in science should consider taking this class for college credit.



Body Worlds Exhibit: The Rhode Island Convention Center
Sponsored by the Grade Swift Nye Grant





Science, Technology, and Engineering Electives

3D Mechanical Design-Introduction

Level(s): CP (HS3875)
Credit(s): .5

Grade: 9-12
Prerequisite: None

Description: This course introduces students to 3D design, visualization, and product simulation through hands-on use of Solidworks Computer Aided Design modeling software. In addition, students have the opportunity to fabricate their designs using 3D printers to enhance their understanding of how digital representations translate into physical objects. Students will learn essential components of Solidworks and will then have the opportunity to design and 3D print individual projects.

3D Mechanical Design II

Level(s): CP (HS3876)
Credit(s): .5

Grade: 9-12
Prerequisite: Introduction to 3D Design or equivalent 3D modeling experience

Description: This course is a continuation of Introduction to 3D Design for those students who want to continue to develop their 3D modeling skills. Students will learn skills necessary to model more complex shapes and assembly models using professional level software. 3D printing of these designs will help students visualize how their digital designs translate into physical objects.

Advanced Placement (AP) Computer Science Principles

Level(s): CP (HS3405)
Credit(s): 1.0

Grade: 9-12
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.

Coding I

Level(s): CP (HS3885)
Credit(s): .5

Grade: 9-12
Prerequisite: None

Coding I is a blended online course that covers foundational concepts and skills of computer science. The course is designed to be fun, engaging, relevant, collaborative, and creative - and help demonstrate that all students can be successful in computer science. Students will build their understanding of core computing concepts through interactive project-based coding practices using a unique drag-to-text toolkit that helps students gain familiarity with Python syntax and commands. Additional online and offline activities will challenge students to problem solve and think critically.



Coding II

Level(s): CP (HS3886)

Credit(s): .5

Grade: 9-12

Prerequisite: Coding I

In this second course of the Coding series, students advance their knowledge of foundational concepts and skills of programming and computer science (CS). Students build their understanding of programming through coding explorations, practices, and projects in Python, where they create animations, games, and other interactive programs. Supplemental online and unplugged activities foster students' deeper understanding of big ideas in computer science as well as cultivate creative and critical thinking skills. Coding students remain engaged and motivated throughout the course as they collaborate with peers, explore real world applications of computer science, and make personal connections to their own interests and experiences.

Environmental Science

Level(s): CP (HS3830)

Credit(s): .5

Grade: 9-12

Prerequisite: None

Description: The Environmental Science requires the student to utilize knowledge gained from previous science classes in the study of environment. While the course will have a worldwide perspective, special emphasis will be placed upon the fragile environment of Cape Cod. Local issues will be studied and discussed; in some cases, solutions will be developed. Assessments will stress problem solving, written essay responses and mathematics. Students are required to maintain a science notebook and are required to complete daily homework, class work assignments and mini-projects.

Engineering

Level(s): CP (HS3735)

Credit(s): 1.0

Grade: 11-12

Prerequisite: Algebra I, Biology, and Chemistry

Description: Students explore a broad range of topics, including mechanical, electrical, manufacturing, and computer integrated engineering. This course is designed for students who are motivated to apply previous mathematics and science study to the engineering design process. After gaining experience with various types of engineering, students will complete an independent project that allows for in-depth study of a specific topic.

Forensic Science

Level(s): CP (HS3870)

Credit(s): .5

Grade: 9-12

Prerequisite: None

Description: Have you ever wondered how law enforcement agencies solve their crimes? Science can help. 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 an introduction to 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. Students will learn what laws have been enacted to protect the rights of the accused. 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.



Introduction to Robotics

Level(s): CP (HS3893)

Credit(s): .5

Grade: 9-12

Prerequisite: None

Description: Lego Robotics is a course intended to expose students to the engineering process. Using Lego building kits and Robolab programming software, the students build a machine that will solve some sort of problem or excel at some sort of challenge. Students will have to brainstorm, design, build, test and ultimately modify their creations as in real-life engineering. Students will write simple computer programs that use feedback from various sensors such as light, touch, temperature and angle to make their creations perform as desired.

Advanced Robotics

Level(s): CP (HS3894)

Credit(s): 1.0

Grade: 10-12

Prerequisite: Intro to Robotics

Description: Advanced Robotics will be offered to the student who seeks to be challenged beyond Intro to Robotics in the design, building and programming of Lego-based robots. This course will be offered to students who have already completed Intro to Robotics and have a strong desire and work ethic within this field. A more advanced building platform and programming language will be implemented in the design, construction and programming of more complex engineering challenges. Instructor approval is required.

FIRST Tech Challenge Robotics

Level(s): H (HS3891)

Credit(s): .5

Grade: 9-12

Prerequisite: None

Description: Advanced Robotics will be offered to the student who seeks to be challenged beyond Intro to Robotics in the design, building and programming of Lego-based robots. This course will be offered to students who have already completed Intro to Robotics and have a strong desire and work ethic within this field. A more advanced building platform and programming language will be implemented in the design, construction and programming of more complex engineering challenges. Instructor approval is required. Students interested in competing in the FIRST Tech Challenge should select this course.

Science and Engineering Research

Level(s): H (HS3755)

Credit(s): 1.0

Grade: 11-12

Prerequisite: Teacher Recommendation

Science and Engineering research is an independent study course for motivated students who wish to delve deeper into scientific investigation and/or the engineering design process. Teacher and/or community mentors will supervise and support students as they investigate a chosen topic. Students will choose a topic, create a proposal, and after approval, complete a scientific investigation or engineering prototype. Students in this course typically work toward entering their projects in the local, regional, and state Science and Engineering fairs.



Sustainable Living Systems

Level(s): CP (HS3805)

Credit(s): 1.0

Grade: 11-12

Prerequisite: None

Description: 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.



The World Languages Department

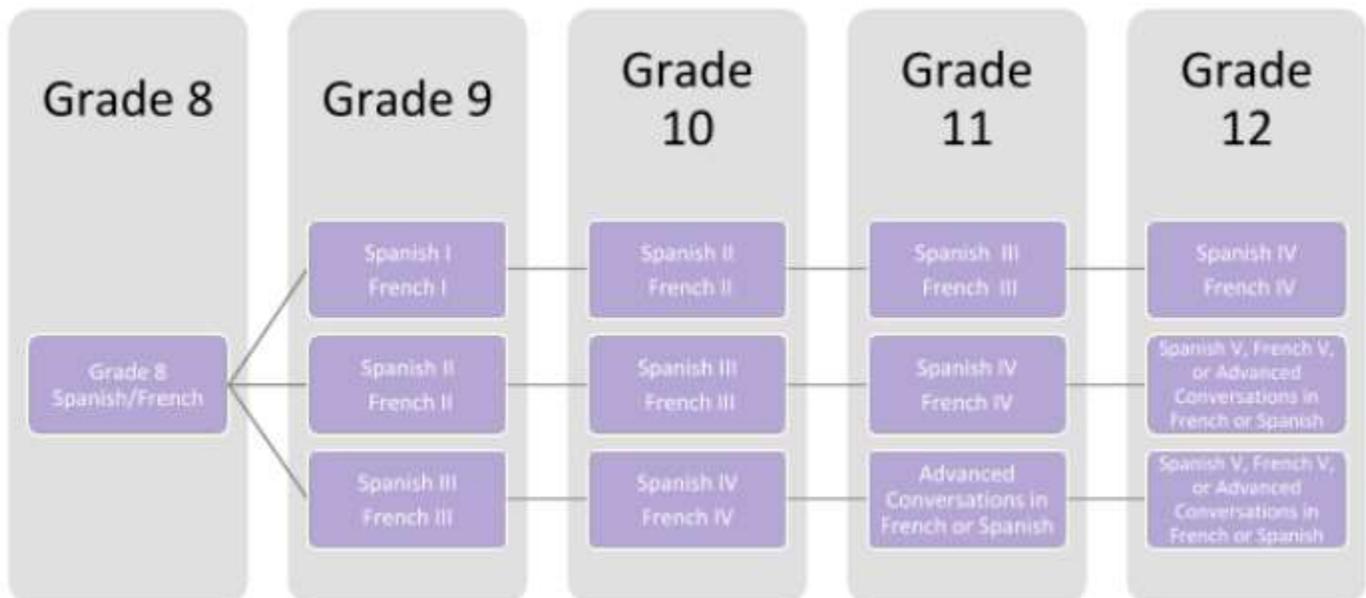
The World Languages department offers a four-year sequence of instruction in Spanish and French. Students of World Language entering the 9th grade will be placed in a level I or level II language class based on a skills rubric completed by the Middle School World Language staff.

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.

Our 24-station language lab is used as an enrichment and reinforcement tool for all World Language activities and strategies. Authentic video material, internet research, audio/video recordings, creative writing, electronically-paired conversations, student voice recordings, and the use of Skype interviews are some of the strategies used in the language lab.

World Languages Course Sequencing

There are several pathways students may follow in the World Language department at Bourne High School. Sequencing of these courses is determined by student motivation, academic performance, and teacher recommendation. Students wishing to matriculate to a four year college are recommended to successfully complete a minimum of three consecutive years in the same language.





Course Descriptions

French I

Level(s): CP (HS4120)
Credit(s): 1.0

Grade: 9-12
Prerequisite: None

Description: In this introductory course, the student will learn to function effectively in the target language within a cultural context. Skills learned derive from text work on vocabulary, grammar, and pronunciation. These skills combine a variety of communicative activities drawn from life experiences which use the skills learned. A strong emphasis is on listening and speaking, with some reading and limited writing.

Spanish I

Level(s): CP (HS4140)
Credit(s): 1.0

Grade: 9-12
Prerequisite: None

Description: Spanish I is an introduction to the Spanish language with emphasis on listening, reading, writing and speaking. These skills are developed and strengthened through various exercises of vocabulary, pronunciation, and grammar. Memorization skills are very important when one learns a World Language, and this is repeatedly emphasized to the students.

French II

Level(s): CP (HS4220)/H (HS4200)
Credit(s): 1.0

Grade: 9-12
Prerequisite: French I

Description: French II expands the use of vocabulary and grammatical concepts learned in French I. Increased emphasis is on the teaching of grammar and structure with continued application in listening, reading, and writing activities based on daily life experiences. Oral proficiency is sought through the use of paired dialogs and conversational activities. Cultural and historical background is reinforced through thematic projects.

Spanish II

Level(s): CP (HS4140)/H (HS4230)
Credit(s): 1.0

Grade: 9-12
Prerequisite: Spanish I

Description: Spanish II continues in developing the speaking, reading and writing skills of the Spanish language. These skills are developed and strengthened through various exercises of vocabulary, grammar, pronunciation, and reading selections.



French III

Level(s): CP (HS4320)/H (HS4300)
Credit(s): 1.0

Grade: 9-12
Prerequisite: French II

Description: French III reviews all grammatical structures of the first two years and continues in greater depth, with more emphasis on utilizing these structures in oral expression. Reading from a variety of sources seeks to promote cultural understanding as well as conversational and project based activities. Paired dialogues, group and role play are implemented to help master vocabulary.

Spanish III

Level(s): CP (HS4340)/H (HS4330)
Credit(s): 1.0

Grade: 9-12
Prerequisite: Spanish II

Description: Spanish III reviews all grammatical structures of the first two years and continues in greater depth, with more emphasis on finer concepts and subtle differences. Reading is emphasized both in length and frequency of assignment. Conversational activities seek to develop more creative skill and variety of application. Spanish is the language of instruction with exceptions made for clarification and explanations. Paired dialogues, group work, and role play situations are implemented to help master categorized vocabulary.

French IV

Level(s): CP (HS4420)/H (HS4400)
Credit(s): 1.0

Grade: 9-12
Prerequisite: French III

Description: For students who want to refine their skills in spoken and written French, the major emphasis is on continued reading and conversational activities. French literature is studied through historical events and periods in France, starting from the French Revolution through the Napoleonic Age and the Romantic period, up until the Impressionistic movement. Field trips funded by the Nye Grant are planned to museums and dramatic performances when available.

Spanish IV

Level(s): CP (HS4440)/H (HS4430)
Credit(s): 1.0

Grade: 9-12
Prerequisite: Spanish III

Description: For students who want to refine their skills in spoken and written French, the major emphasis is on continued reading and conversational activities. French literature is studied through historical events and periods in France, starting from the French Revolution through the Napoleonic Age and the Romantic period, up until the Impressionistic movement. Field trips funded by the Nye Grant are planned to museums and dramatic performances when available.



French V

Level(s): CP (HS4520)/H (HS4500)
Credit(s): 1.0

Grade: 11-12
Prerequisite: French IV

Description: For students who want to refine their skills in spoken and written French, the major emphasis is on reading, writing and conversational activities, including visits to the language lab to enhance these skills. French literature is studied through historical events and periods in France, starting from Gaul, through the Middle Ages, up until the Enlightenment. French is maintained as the official language in the class to increase aural/oral proficiency. Field trips funded by the Nye Grant are planned to museums and dramatic performances when available.

Spanish V

Level(s): CP (HS4650)/H (HS4600)
Credit(s): 1.0

Grade: 9-12
Prerequisite: Spanish IV

Description: The fifth level is for those students who have successfully completed Spanish IV and who want to continue their exposure to the Spanish language and culture. Readings and translations in thematic units are completed through independent and cooperative strategies. Activities will include vocabulary expansion, cultural investigation, literature readings, projects, writing exercises, and oral reports. When and wherever appropriate, a field trip sponsored by a Nye Grant will be planned.

Advanced Conversations in French

Level(s): CP (HS4520)/H (HS4500)
Credit(s): 1.0

Grade: 11-12
Prerequisite: French IV

Description: Speaking fluently in a foreign language is the ultimate goal for language students. In French Conversation class, student will discuss article and stories from the monthly publications of "*Chez Nous*" and "*Ca va.*" These current articles and stories are accompanied by videos of French speaking students from diverse nationalities and perspectives. *Le Point*, an online French news magazine will also be utilized to examine more closely world events. Assessments are mostly oral in nature, as well as written quizzes/tests on vocabulary and expressions from each unit. Each term, students will view one popular French movie which will be reviewed in depth and discusses thoroughly. Students will be expected to sign a contract of earnest effort to speak exclusively in French, as this class will be based on the total immersion model and the Rassias method, world renowned technique created by John Rassias of Dartmouth College.



Advanced Conversations in Spanish

Level(s): CP (HS4520)/H (HS4500)

Credit(s): 1.0

Grade: 11-12

Prerequisite: French IV

Description: Advanced Conversation in Spanish is a course intended to focus on the refinement and development of the language skills necessary to communicate accurately, effectively, and meaningfully in the classroom and beyond. Among the resources will be magazine articles, 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 be primarily listening comprehension. The class will be delivered entirely in Spanish and students will be expected to sign a contract or earnest effort to communicate exclusively in Spanish. Class participation and engagement is critical and will therefore be a greater portion of a students' grade than in other courses.

Advanced Placement (AP) Spanish

Level(s): AP (HS8850)

Credit(s): 1.0

Grade: 12

Prerequisite: Spanish V

Description: AP Spanish Language is intended for students who wish to develop proficiency and integrate their language skills, using authentic materials and resources. Students who apply for enrollment in the course should already have an advanced knowledge of the language and cultures of Spanish-speaking people and should have attained a reasonable proficiency in using the language. The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across the three communicative modes of the Curriculum Frameworks (Interpersonal, Interpretive, and Presentational). The course is meant to be comparable to college courses which focus on speaking and writing in the target language at an advanced level.



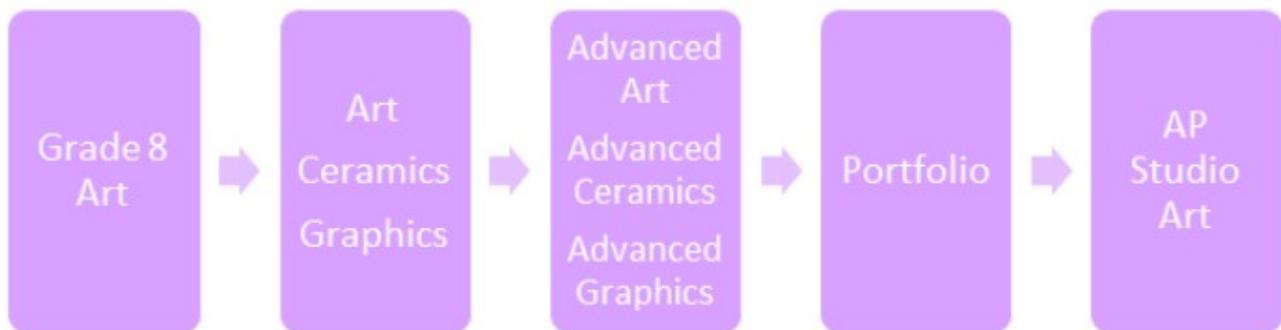
The Fine Arts Department

The Fine Arts and Technology Department at Bourne High School offers a variety of courses in the Visual Arts, Music, and Theater Arts. It is recommended that all students take at least one fine arts course before graduation.

All courses in the fine arts and technology 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 and technology to have great artistic, acting, or musical talent. However, a desire to learn and participate is essential.

The Visual Arts Course Descriptions



Art

Level(s): CP (HS7501)

Credit(s): 1.0

Grade: 9-12

Prerequisite: None

Description: 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, ceramics, sculpture, and printmaking. Acrylic paintings as well as plaster castings 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.



Advanced Art

Level(s): CP (HS7502)

Grade: 11-12

Credit(s): 1.0

Prerequisite: Art and Teacher Recommendation

Description: This course puts more emphasis on individual art projects and creating works of art through observation and imagination. At this level 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, mural painting, or other activities, which benefit the school and community, is encouraged. The development of an art portfolio is suggested.

Graphic Arts

Level(s): CP (HS7601)

Grade: 9-12

Credit(s): 1.0

Prerequisite: None

Description: This course will introduce students to Adobe Design software such as Photoshop and Illustrator in order to learn how to effectively communicate through a skillful combination of text and imagery using the principles of design. Students will explore many visual techniques and projects basic to a graphic arts curriculum such as product design, digital illustration, typography design, and package design. Graphic Arts builds upon the foundations learned in Art and is recommended to students interested in art, graphics, computers, photography, or journalism.

Advanced Graphic Arts

Level(s): CP (HS7602)

Grade: 10-12

Credit(s): 1.0

Prerequisite: Graphic Arts and Teacher Recommendation

Description: This course will continue use of Adobe Design software such as Photoshop and Illustrator to expand previous knowledge of the design principles and digital art gained in Graphic Arts I. The course will focus on a more in depth look at the foundations of design and will work on projects which have a stronger focus on craftsmanship and production of prototypes. A deeper look into communication and emerging themes in design will be focused on. Opportunities to take part in both community and school graphic projects are encouraged. This course is recommended to students in art, graphics, computers, photography, and journalism.



Photography

Level(s): CP (HS7741)

Grade: 9-12

Credit(s): 1.0

Prerequisite: None

Description: This digital photography course will introduce students to Adobe Design software such as Photoshop and Light room in order to learn how to edit and manipulate photographs for exhibition and print. Students will explore many visual techniques and projects as well as learn how to shoot manually on a Canon T5 Rebel DSLR camera. Photography builds upon the foundations learned through fine art such as composition and color and is recommended to students interested in art, graphics, commuters, photography, or journalism.

Advanced Photography

Level(s): CP (HS7742)

Grade: 10-12

Credit(s): 1.0

Prerequisite: Photography and Teacher Recommendation

Description: Advanced Photography is a perquisite course following Photography. This course is open to all high school students who have previously taken the introductory course (Traditional or Digital). The course will build upon previously learned skills and techniques and will consist of both digital photography as well as mixed media art. Students will also be expanding on composition and lighting techniques, camera skills, and exhibition knowledge.

Ceramic Arts

Level(s): CP (HS9678)

Grade: 9-12

Credit(s): 1.0

Prerequisite: None

Description: In Ceramics, students will learn and demonstrate skills in all of the basic hand- building techniques: pinch pots, coil, and slab. They will learn how to apply basic surface decoration, glazing, and firing processes. The assignments will give a basic understanding 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 Ceramic Arts

Level(s): CP (HS9679)

Grade: 9-12

Credit(s): 1.0

Prerequisite: Ceramic Arts and Teacher Recommendation

Description: In Ceramics, students will learn and demonstrate skills in all of the basic hand- building techniques: pinch pots, coil, and slab. They will learn how to apply basic surface decoration, glazing, and firing processes. The assignments will give a basic understanding 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.



Portfolio Preparation

Level(s): CP (HS7465)

Grade: 11-12

Credit(s): 1.0

Prerequisite: Teacher Recommendation

Description: The Portfolio course is intended for the student interested in applying to art school. The preparation of the student's portfolio for college admission is the major course objective. 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.

Advanced Placement (AP) Studio Art

Level(s): CP (HS7460)

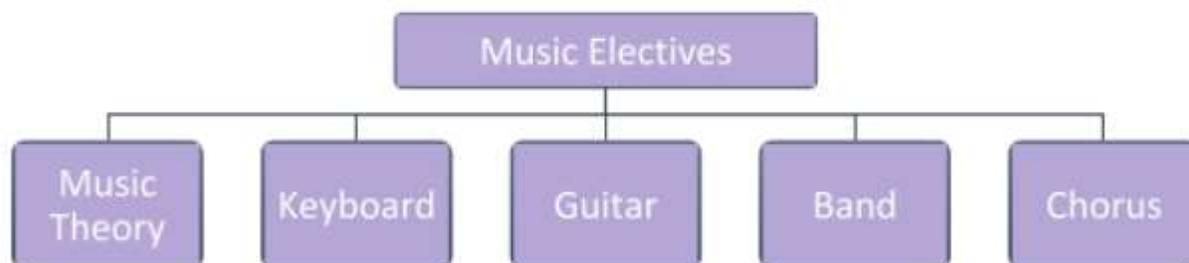
Grade: 12

Credit(s): 1.0

Prerequisite: Teacher Recommendation

Description: AP Studio Art 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 level 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 reflecting an area of concentration. In this course, student work should reflect three areas of concern: quality, concentration on a particular interest or problem, and breadth of experience in the formal, technical and expressive means of the artist. Students should be prepared for homework assignments and work outside of class. Admission to class is based on teacher recommendation and a review of previous artwork. A fee is required when the portfolio is submitted for review.

The Music Department Course Descriptions





Concert Band

Level(s): CP (HS8020)/H (HS8010)

Grade: 9-12

Credit(s): 1.0

Prerequisite: None

Description: 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.

Jazz/Rock Band

Level(s): Enrichment

Grade: 9-12

Credit(s): Enrichment

Prerequisite: Band Director

Recommendation

Description: Jazz/Rock Band is a stage band specializing in standard and "now" jazz and/or rock music. Students must play one of the required instruments for this ensemble, usually saxophone, trumpet, trombone, drums, guitar, bass guitar, string bass, or piano. On occasion, the ensemble also uses clarinet, flute, and mallets. Further details are available from the Band Director.

Chorus

Level(s): CP (HS8060)/H (HS8050)

Grade: 9-12

Credit(s): 1.0

Prerequisite: None

Description: 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 level.

Guitar

Level(s): CP (HS8261)

Grade: 9-12

Credit(s): 1.0

Prerequisite: None

Description: 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 guitarbook.



Music Theory

Level(s): CP (HS8040)/H (HS8030)

Grade: 11-12

Credit(s): 1.0

Prerequisite: None

Description: 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.

Piano Keyboarding

Level(s): CP (HS99222)

Grade: 9-12

Credit(s): 1.0

Prerequisite: None

Description: 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.

The Theater Arts Department Course Descriptions

Theater Arts I/II

Level(s): CP (HS0710)/H (HS0700)

Grade: 9-12

Credit(s): 1.0

Prerequisite: None

Description: This elective course is an introductory theater arts course. Areas studied are pantomime, beginning acting techniques, relaxation, improvisation, vocal techniques, theater history, children's theater and musical theater. A journal is required and will be used to record class activities to assist in developing writing and self-assessment skills.

Theater Arts III/IV

Level(s): CP (HS07830)/H (HS0840)

Grade: 11-12

Credit(s): 1.0

Prerequisite: Theater Arts I/II*

Description: Play Production has as its main objective producing the Festival entry play for the State Drama Festival. Students in this class will read and analyze plays, select one for entry into the Festival, cast and rehearse the play in class and produce all the required technical elements (sets, costume and lights) Studies will also be continued in method acting, play building, and development of acting techniques. Audition techniques will be included for seniors pursuing a performing arts career path in college. A journal will be kept chronicling class exercises, assessments, activities, original work and performance work. Time is required outside of class after school during the months of December, January and February to prepare for the Drama Festival.

*Prerequisite: Theater Arts I or II; letter submitted to Instructor no later than May 1st indicating interest in class; permission of Instructor.



The Physical Education, Health and Wellness Department

All grade 9 students are required to take Health and all students in grades 9-12 are required to take PE every year. Exceptions may be made by the building principal. Students will not be permitted to drop PE in lieu of a directed study hall or half year elective course.

The Physical Education staff utilizes Fitnessgram to access healthy fitness zones. Fitnessgram is a comprehensive health-related fitness and activity assessment and computerized reporting system. The goals of the program are to promote fitness and give a comprehensive assessment of physical fitness and activity levels of students. Upon completion of the battery of tests, student data will be entered into a computer program and fitness level report cards will be distributed. This report card will give suggestions on how to improve and maintain fitness levels.

The Bourne School committee requires students to pass Physical Education for two years in order to graduate from high school.



Course Descriptions

First Aid/CPR

Level(s): CP (HS3660)

Credit(s): .5

Grade: 9-12

Prerequisite: None

Description: 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. It is primarily a laboratory course with lecture, discussion and drill review. 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.**



Personal Fitness

Level(s): CP (HS9085)

Credit(s): .5

Grade: 10-12

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 level 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

Physical Education

Level(s): CP (HS9101)

Credit(s): .5

Grade: 9-12

Prerequisite: None

Description: This course 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 level 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.

Unified Physical Education

Level(s):

Credit(s):

Grade: 9-12

Prerequisite: None

Description: 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-level 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.



Health

Level(s): CP (HS9120)

Grade: 9

Credit(s): .5

Prerequisite: None

Description: This required comprehensive health education 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 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.

Peer Leadership

Level(s): CP (HS9130)

Grade: 9-12

Credit(s): .5

Prerequisite: None

Description: 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. 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.

Wellness

Level(s): CP (HS9080)

Grade: 11-12

Credit(s): .5

Prerequisite: None

Description: This course will provide students with knowledge to build a foundation for a balanced approach to different aspects of wellness. Students will explore comprehensive health, fitness and nutritional concepts through various wellness activities and learning experiences. Students will be expected to apply critical thinking skills to their own personal wellness plan and recognize increased responsibility for their wellness-related decisions, actions and conduct.

Introduction to Dance and Movement

Level(s): CP (HS9675)

Grade: 9-12

Credit(s): .5

Prerequisite: None

Description: This course will provide students with the opportunity to participate in an introductory dance and movement class and receive beginning and intermediate instruction in different dance forms and basic dance steps and movements. Students will explore the different genres and forms of dance and learn about the health and fitness benefits of including dance in their physical activity and personal wellness plans. Units of Study: Yoga, African Dance, Rhythm - Dance/Exercise, Ballet, Jazz, Tap and Modern. Only prerequisite is the desire to dance for fun!



Department of Specialized Instruction: Service and Program Descriptions

Instruction

The Department of Student and Special Education Services facilitates full access to the general education curriculum and the school/community learning environment for every student based on student potential and identified special needs. The district's goal is to provide support services in the least restrictive environment which, for the majority of students, is the general education classroom. Eligibility is reevaluated every three years and a review of current services is conducted annually. Teachers, special education providers, and parents/guardians are integral members of the team process. Placement in special education is based on the Individualized Education Program (IEP) as written for each student identified as eligible within the IEP team process. The goal of the Special Education Department at Bourne High School is that all students are educated in classrooms that meet their diverse learning needs, styles, and abilities.

Inclusion Program

These classes serve students (grades 9-12) with identified disabilities whose formal and informal assessments show discrepancies in achievement as determined by the IEP team. These students are provided academic skills reinforcement, organization, and study skill strategies in the general education classroom. The goal of these classes is to ensure the greatest possible acquisition of age-appropriate academic skills; to internalize strategies that reduce the impact of the disability on learning, and to foster academic independence.

Intensive Learning Program

This program is designed for students (grade 9-12) who demonstrate deficits in the moderate to severe range of intellectual abilities. These students require highly specialized instruction in order to access the curriculum at their instructional level. Curriculum is designed to meet the needs of each individual student's current academic performance level and emphasizes academic content, communication skills, behavioral strategies, social skills and activities of daily living.

Students and staff work 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.



Alternative Learning Program

This program serves students (grades 9-12) and focuses interventions on the social, emotional, and behavioral needs of students with qualifying disabilities while providing instruction to support students' participation and progress in the general curriculum. Individualized behavior intervention plans may be developed and maintained to meet the needs of each student. Students are integrated into the general education classrooms whenever possible while working towards mastery of general content standards as measured by state assessments. Social Skills instruction is used to develop and improve students' social and behavioral skills.

Guidance/Adjustment Counseling

These services are available to provide support to all students in the district. The goal is to assist all students within the school environment to succeed in making good choices, having a positive attitude towards school and being able to resolve problems in a calm and effective manner. The School Guidance Counselor/Social Worker/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.

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.

F.A.S.T.

The Functional Academic Secondary Transition (FAST) program promotes student growth toward independence and the achievement of self-determination goals through transition domains of education, employment, personal effectiveness/wellbeing, and community life. We prepare students for adult life based on their individual needs by helping them realize their potential through innovative teaching methods, community based instruction, and cooperative learning.



Curriculum Information

Teachers have been working on developing curriculum maps for each subject area at every grade level. For an in-depth view of what your child is studying in class, please refer to the Atlas Parent Portal located on the Bourne Public Schools website. Click on the PARENT tab and then ATLAS CURRICULUM MANAGEMENT or go to: <http://bourne-public.rubiconatlas.org/Atlas/Public/View/Default>.

For additional information about each of the content areas, please view the Massachusetts Curriculum Frameworks. The following are links for the content areas represented in this Program of Studies.

- [Massachusetts Arts Curriculum Framework](#)
- [Massachusetts Curriculum Framework for English Language Arts and Literacy](#)
- [Massachusetts Foreign Language Curriculum Framework](#)
- [Massachusetts Comprehensive Health Curriculum Framework](#)
- [Massachusetts History and Social Science Curriculum Framework](#)
- [Massachusetts Curriculum Frameworks for Mathematics](#)
- [Massachusetts Science and Technology/Engineering Frameworks](#)

