

# Urban Science Academy Course Catalogue SY 2016 - 2017

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## Humanities Department Courses

### Humanities I – Full-Year Course

This interdisciplinary course explores the literature, history, and major themes of early America, the building of a nation and society, the promise of the United States, and the Civil War. The time period covered is from the beginning of American History through the Civil War period. In addition, students will focus on habits of effective reading, discourse, and the writing process.

Prerequisite: None

### College English 9 – Full-Year Course

This course focuses on reading and writing skills to supplement the Humanities I curriculum. The essential question for the course is the same as Humanities I: What is our place in the world? Specifically, College English 9 will focus on units that explore the human experience and connecting the past with the present and future.

The main objectives for this course are to practice the seven habits of effective reading through several novel length texts and various shorter pieces. The writing element of this course focuses on the creation of coherent and unified paragraphs and multi-draft writing pieces. All students will write memoirs, expository, and analytical essays.

Prerequisite: None

### Humanities II – Full-Year Course

Throughout this interdisciplinary course, students explore the literature, history, and major themes of the domestic American experience from Reconstruction to the present day. Drawing heavily on literature and primary sources, students examine and analyze how law, activism, culture, art, and major events influence the availability of opportunities for various demographic groups. The recurring question “what is at stake?” guides historical inquiry and encourages consideration of multiple perspectives. For example, the question “What is at stake for African Americans during the great migration?” is central to study of the Jim Crow era. Similarly, “What is at stake for Japanese Americans? For Jewish Americans? For African Americans?” lends focus to study of World War II.

Additional essential questions for this course include:

- How have Americans fought to shape their societies?
- How should people respond to injustice?
- What should be the role of government in society?
- How do my personal choices influence the lives of others?

By the end of the year, students are able to formulate and express their own original answers to each of these questions as part of a major assignment or project.

Prerequisite: Humanities I

### **College English 10 – Full-Year Course**

This course explores the literature, history, and major themes of the domestic American experience from Reconstruction to the present day through a thematic perspective. It also serves as a companion course to Humanities 2, coordinating their efforts whenever possible. The major focus of this course is expanding students writing and reading skills through texts that connect with the essential questions of the course. Students expand their writing process to different genres of writing varying from academic to creative writing. Students complete a writing portfolio as well as preparing for MCAS.

#### **The major essential questions for this course are:**

- How do you do right in the face of injustice?
- How does the past affect the present?
- How should people make change in the world?
- How do “fences” shape our lives?

By the end of the year, students will be able to formulate and express their own original answers to each of these questions as part of a major assignment or project.

Prerequisite: Humanities I and College English 9

### **Humanities III – Full-Year Course**

This interdisciplinary course explores the literature, history, and major themes of the international and domestic American experience from World War I to the contemporary era. While the course moves forward chronologically, particular and repeated attention is paid to the moral dilemmas created by foreign policy events such as war, genocide, and terrorism. This course makes substantial use of the resources created by Facing History and Ourselves, a lead partner of the BPS Humanities initiative. The essential question for this course will be:

- What is our universe of obligation?

By the end of the year, students will be able to formulate and express their own original answer to this question as part of a major assignment or project.

Prerequisite: Humanities II

### **Humanities IV – Full-Year Course**

This interdisciplinary course explores the literature, history, and major themes of diverse World Cultures (Europe, Asia, Latin America, Africa and the Middle East). Inequality, injustice, social change and imperialism serve as the broad themes that tie these disparate cultures together and as lenses through which students can approach this course.

Particular attention will be paid to the 19<sup>th</sup> and 20<sup>th</sup> century histories of these regions and the literature and ideas that reflect them.

The essential questions and broad content for this course will be:

#### Terms One and Four:

- Essential Questions: What is a revolution? How do inequality and injustice create the conditions for a revolution? What can you do about inequality and injustice? What is human nature? Which philosopher’s theory (John Locke, Jean-Jacques

- Rousseau or Thomas Hobbes) on human nature is demonstrated by characters in A Tale of Two Cities/The Kite Runner? How can you be good again?
- History Content Areas Addressed: European/Middle Eastern and Latin American History in the 19<sup>th</sup> and 20<sup>th</sup> centuries

#### Terms Two and Three:

- Essential Questions: What are the causes and legacies of colonialism and imperialism? How can we achieve justice in an unjust world? Does freedom of speech truly exist?
- History Content Areas Addressed: Asian and African History in the 19<sup>th</sup> and 20<sup>th</sup> centuries

Throughout the year, students will be able to formulate and express their own original answers to each of these questions as part of major assignments and projects.

Prerequisite: Humanities III

#### **Creative Writing – Half-Year Course**

This course is for students who simply love to express themselves through writing. Students will write, publish, and share their own stories. Students will learn more about the fundamentals of fiction-based writing, as well as enhance their writing convention and editing skills.

Prerequisite: None

Teacher: TBD

#### **Debate & Public Speaking – Half-Year Course**

Graduations, weddings, job interviews. These are just a few of the countless, important events in our lives that we will need to be able to *speak in front of a crowd*. Public speaking is no simple act and goes well beyond simply standing up and raising your voice for all to hear. In this course, you'll learn techniques for different types of speeches, the art and science of persuasion and argumentation, view powerful speeches from our past, and practice writing and delivering your own speeches. In previous years, students in this course have delivered persuasive speeches, wedding toasts, eulogies, and many other types of speeches. This course also focuses on debate. Being able to support strong claims with stronger evidence is an invaluable skill that people use everyday in their lives, whether they are applying for a job, defending their innocence in a court of law, or simply trying to be 'right.' Debate and Public Speaking will prepare you to enter most debates with the skills and knowledge to not get the last word, but to use the right words at the right time and get what you want.

The course will also offer extra credit for participation on the school's debate team. This is an excellent opportunity to find your voice!

Prerequisite: None

#### **Journalism/Student Newspaper – Half-Year Course**

The first amendment of the Constitution mentions that 'Congress shall make no law limiting the freedom of the press.' This course will teach basic principles of journalism and non-fiction writing. Beyond the mid-term, the focus of our class will be publishing a monthly newspaper that is 95% student-run and generated. It should go without saying, but this course will be very writing-centered and is geared towards those students who enjoy reading and writing and those students who are seeking to improve their reading and writing. All students will learn the power of information, the importance of an informed, connected society, and how people depend on each other for the truth.

Prerequisite: None

### **OneGoal – Full-Year Course**

The OneGoal Year 1 (Y1) course curriculum provides high school juniors with opportunities and resources to explore college as a realistic, attainable, post-high school option. The daily lessons leverage an intensive college awareness curriculum and emphasize building academic behaviors of successful students. Y1 also includes SAT test preparation to maximize potential, improve options for college selectivity and open doors for OneGoal Apprentices/Fellows. During Y1, you will demonstrate your commitment to the three-year OneGoal Fellowship. As individuals and as a cohort, students are accountable for reaching personal and collective goals while embodying Five Leadership Principles: Professionalism, Ambition, Integrity, Resilience and Resourcefulness.

Prerequisite: Junior with GPA of at least 2.3

### **AP English Language and Composition – Full-Year Course**

From our daily conversations with our families and friends, to the advertisements that target our senses, to the movies we watch and the books we read, rhetoric surrounds us. The essential goal of this course, Advanced Placement English Language and Composition, is to help students become highly skilled communicators – readers and listeners who understand not only *what* a speaker says, but *how* and *why* she says it, and writers who effectively engage the world through writing for a range of audiences and purposes. Students in this college-level course will read and carefully analyze a variety of challenging texts, with an emphasis on non-fiction sources (expository, analytical and argumentative pieces). Through frequent writing, students will practice rhetorical strategies, strengthen their powers of composition, and become participants in conversations that shape our lives.

Prerequisite: Humanities 2

### **AP US Government & Politics – Full-Year Course**

This course covers the structure and function of American government and politics. It begins with an analysis of the United States Constitution, the foundation of the American political system. Students study the three branches of government, administrative agencies that support each branch, the role of political behavior in the democratic process, rules governing elections, political culture, and the workings of political parties and interest groups.

Prerequisite: Humanities 2

# Mathematics Department Courses

## **Algebra I – Full-Year Course**

During Year I of Algebra students learn a variety of ways to organize, present, and analyze information using the language of algebra and the properties of algebra. Students work with two-variable statistics and use the graphing calculator as a tool to explore these concepts and relationships. The general idea of functional relationship is developed as students learn about algebraic and geometric representations of functions. Technology use will be an integral part of this course.

Prerequisite: None

## **Math Enrichment – Half-Year Course**

This supplemental course reinforces and extends on the foundational math skills students need in order to excel in Algebra.

Prerequisite: None

## **Geometry – Full-Year Course**

In this course, students will engage in problem solving, communicating, reasoning, connecting, and representing as they explore key geometric concepts. It has been designed in line with Massachusetts' Mathematics Curriculum and Frameworks and as well as with MCAS in mind. Students will have the opportunity to reason out geometrically and algebraically.

Prerequisite: Algebra I

## **Math MCAS Prep – Half-Year Course**

This supplemental course reinforces and extends on the Massachusetts Mathematics Curriculum Standards assessed by the Math MCAS, which all students take in May of their 10<sup>th</sup> grade year. These standards fall under the following strands:

Number Sense & Operations; Patterns, Relations, & Algebra; Geometry; Measurement; and Data, Statistics, & Probability

Prerequisite: Algebra I

## **Advanced Algebra – Full-Year Course**

The Advanced Algebra course provides students with the opportunity to apply to real world situations many of the previously learned basic and critical thinking skills in Algebra and Geometry. The importance of communicating mathematical knowledge and understanding through writing will be emphasized. Technology use will be an integral part of this course.

Prerequisite: Algebra I

## **Pre-calculus – Full-Year Course**

Students will use their previous knowledge of Algebra, Geometry, Statistics, Probability, and Trigonometry to investigate, analyze, and solve word problems in the textbooks, and apply those skills to solve real-life problems encountered in the environment. This course will also lay the foundation skills for the study of Calculus. Integrated technologies will be a strong component of this course. In a cooperative learning atmosphere mixed with classroom discussions, students will work in groups to solve problems by using their critical thinking, and provide high-level responses to open-ended questions.

Prerequisite: Algebra I, Geometry, Advanced Algebra

**Financial Literacy – Half-Year Course**

Why do I need math? When will I use this in life? Do you have a bank account? Do you know how to write a check? Have you ever wondered what the heck "the stock market" is? Do you know how to save money? This course is designed to answer these questions and more. Financial Literacy is a course designed to teach students the basics about finance and investments and how they are used in everyday life.

Prerequisite: Algebra 1

**Statistics – Half-Year Course**

This course will teach the fundamental Prerequisites to AP statistics. The main purpose of the course is to introduce students to new ways of critical and mathematical thinking about data gathering, description, and presentation. It will set the stage to modeling and analysis, which are of the main goal of AP Statistics

Prerequisite: Algebra 1

**AP Statistics – Full-Year Course**

The purpose of this introductory college level course 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: 1) Exploring Data: Describing patterns and departures from patterns 2) Sampling and Experimentation: Planning and conducting a study 3) Anticipating Patterns: Exploring random phenomena using probability and simulation and 4) Statistical Inference: Estimating population parameters and testing hypotheses.

Prerequisite: Algebra I & Geometry

**AP Calculus – Full-Year Course**

AP Calculus AB is an introductory college level course in single variable calculus. It is meant to expand your current knowledge and application of math. We will be studying the behavior of functions from its equation and graph, limits, differential calculus, and integral calculus. Students interested in computer programming, engineering, and math or students who are just thinkers should take this course.

Prerequisite: Pre-Calculus

## Science Department Courses

### **Biology – Full-Year Course**

Biology is a college preparatory course that covers a first-year high school biology curriculum as defined by the Massachusetts Curriculum Frameworks Learning Standards for High School Biology. In this course, students will explore life and its diversity through labs and activities; learn about the cell and its functions in all living things; study genetics and learn about their own inherited traits; and develop an understanding of systems and their interdependence.

Prerequisite: None

### **Chemistry – Full-Year Course**

Chemistry is a college preparatory course that covers a first-year high school chemistry curriculum as defined by the Massachusetts Curriculum Frameworks Learning Standards for High School Chemistry. The course includes substantial laboratory work and laboratory sessions. The goals of the course are for students to develop: (1) new knowledge of many chemistry concepts, (2) laboratory skills, including the ability to carry out many common chemical analyses, (3) the ability to read and learn from high school science textbooks and materials, (4) scientific writing and communication skills, and (5) an understanding of the role of chemistry in society.

Prerequisite: Physics or Biology

### **Anatomy and Physiology – Half-Year Course**

If Biology is the study of living things consider Anatomy and Physiology as the study of the different parts of living things and how those different parts work. Like cars, living things have parts that have different names and functions. If you know the function of each of the parts of a car you have a better understanding of how a car works as a whole. Anatomy and Physiology is simply the study of the names of the parts and all of the functions of the different parts of the human body. It is the study of organs and organs systems. Understanding how each part of the human body works, how each system of the human body works, and how the different systems work together allows you walk away with a rigorous understanding of how the human body works as a whole. If you are curious about your own body and how it works than this is the course for you.

Note: This course requires a weekly lab-based experience at Harvard Medical School.

Prerequisite: Biology

### **Exploring Computer Science – Full-Year Course**

Exploring Computer Science presents students with the conceptual underpinnings of computer science through an exploration of human computer interaction, web design, computer programming, data modeling, and robotics. While these courses include programming, the focus is on the computational practices associated with doing computer science, rather than just a narrow focus on coding, syntax, or tools. Exploring Computer Science courses teach students the computational practices of algorithm design, problem solving, and programming within a context that is relevant to their lives.

Prerequisite: Algebra I

### **Forensics – Half-Year Course**

Forensic science is the application of science and technology for the enforcement of the law. The field of forensic science has helped detectives, crime scene investigators,



criminalists, anthropologists, and others try to understand events that took place at crime scenes or in the past by using many different areas of science. In this class you will learn how to collect evidence, process evidence, analyze different types of evidence, and reconstruct events from a crime scene to solve mysteries. You will also study real case studies to see how professionals use forensic evidence to solve crimes.

Prerequisite: None

### **Urban Ecology (Introduction to Hydroponics) – Half-Year Course**

Students will be actually growing plants using solar powered hydroponics system. This is a research -based class that requires hands-on and a lot of personal time to launch experiments to grow plants and also perform chemical testing. You will learn how to put together a hydroponic system and how to start growing your first crop. We will also learn about food access and about food justice. You will have the option to present your experiment and findings as a science fair project.

Prerequisite: None

### **Introduction to Psychology – Half-Year Course**

Psychology is the study of behavior and mental processes.

The focus of this course includes:

- The theories of Sigmund Freud, the most famous psychologist of modern times. His theories on psychosexual development. (Specifically, the effect our parent’s childrearing practices have on the development of our personalities.) His theories on the three constructs of the mind; the ego, superego and the id including the ten ego defense mechanisms; rationalization, repression, sublimation, reaction formation, and suppression to name just a few.
- We will also explore other psychologists’ theories on personality development - Erik Erikson, Carl Rogers, Abraham Maslow and behaviorists B.F Skinner and Ivan Pavlov.
- Further, we will study the DSM-V Diagnostic Statistical Manual of Mental Disorders (5th edition); how it was developed and how it is employed today to guide psychologist and psychiatrists diagnoses and treatment of people suffering with psycho-pathological illnesses.
- Additionally, we will examine the causes, symptoms and treatments of the major categories of Metal illnesses - Anxiety disorders: panic attacks, phobias, Post Traumatic Stress Disorder-Obsessive Compulsive Disorder, Dissociative Identity Disorder (Multiple Personality Disorder) and Amnesic Fugue, Psychotic disorders- Schizophrenia, Post-Partum Depression Psychosis, Mood disorders: Bi-polar I and II (manic depression), depressive states, cyclothymia and dysthymia, Personality disorders: narcissistic, borderline, histrionic, antisocial, schizotypal, schizoid to name just a few.

Prerequisite: None

### **Wellness – Half-Year Course**

Wellness is a course that will help students become a healthier person both physically and mentally. When one is healthy, they are ready to learn which in turn will increase academic performance. Through this course students will reflect on their lifestyle, connect with their peers, gain knowledge and skills to be healthier as well as gain support from the classroom community. One of the many goals of this course is for students to strengthen their decision-making, communication, and analysis skills to develop into a

thriving successful adult. In this class we will focus on the science of food, the science of nutrition, healthy lifestyles, and healthy balance.

Prerequisite: None

### **AP Biology – Full-Year Course**

AP Biology covers all the topics taught in a one-year college general biology course. AP Biology is taught at an accelerated pace, where the student is expected to be an independent learner and have excellent organizational skills. There is a major lab component requiring extensive lab reports and the maintenance of a student lab research notebook. Some Labs are performed outside school at Harvard Medical School. All labs required by The College Board for an AP Biology course will be performed, as well as many other labs. This course has an extensive summer requirement including 3 days of Bridge program in June in school, reading and other assignments.

Prerequisite: Biology, Chemistry

### **AP Chemistry – Full-Year Course**

Throughout this rigorous, full-year, college-level course, students will delve deep into numerous chemistry topics and develop key scientific skills. Over the year, we will cover matter, atomic and molecular structure, chemical reactions, stoichiometry, periodicity, nuclear chemistry, acids and bases, solutions, gas laws, phases of matter, and electrochemistry. At the center of all scientific exploration and learning this year is a focus on graphical interpretation, experimental design, critical thinking, and testing skills and strategies, which will prepare students for the SAT exams, but especially the AP Chemistry exam which will take place in May 2017.

Prerequisite: Chemistry

### **AP Physics – Full-Year Course**

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. This course is an ONLINE course in collaboration with Boston University (BU). In addition to the in school meetings, all students will come to BU once a week to receive additional mentoring and tutoring.

Prerequisite: Algebra I

# World Language Department Courses

## **Spanish I – Full-Year Course**

Following the guidelines set by the Massachusetts Frameworks, the BPS World Language Curriculum and the national standards as set forth by ACTFL, Spanish I is designed to allow the student to complete all the activities and proficiencies of Stage I including some of the following student to complete all the activities and proficiencies of Stage I including some of the following major goals:

- Identify one's self
- Give and ask directions
- Express likes and dislikes
- Describe family relationships
- Compare and contrast the cultures
- Express basic needs
- Express basic opinions
- Understand basic Spanish conversation
- Read Spanish with increasing proficiency
- Speak Spanish with increasing proficiency
- Write with increasing accuracy and appropriate structures

## **Spanish II – Full-Year Course**

The World Language courses are designed to allow students to complete the four stages of language acquisition within the six strands which categorize the different aspects of the BPS curriculum: culture, connecting, listening, speaking, reading, and writing. In addition we will follow the CCSS for grades 9-12. Spanish II continues to emphasize and reinforce a multilevel acquisition of the linguistic skills of: listening and oral comprehension; correct world language reading and comprehension; correct world language writing. The student should be able to feel comfortable in using Spanish in every day conversations and situations. Repetition and group activities will create familiarity with the language combined with work in the community.

## **AP Spanish Language & Culture – Full-Year Course**

The AP Spanish Language and Culture course is a rigorous college level course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level.

Prerequisite: Spanish 3 or Equivalent Competencies Determined by Placement Test

## Arts & Music Courses

### **Introduction to Photography – Half-Year Course**

Students will learn their way around a digital SLR camera as well as the basic principles that make for good photographs. Students will also learn to develop their own 'eye' and photographic point-of-view, as well as basic mounting and framing techniques. (\$20 materials fee)

Prerequisite: None

### **Introduction to Theater – Half-Year Course**

Using improvisation as its core, the Stage One Theater class includes an emphasis on group work for the development, shaping, and presentation of ideas. Students in the class will develop acting techniques while also creating original individual and group-based scenes. The class will produce at least one piece per quarter dealing with social, political and academic issues relevant to a high school-aged population.

Prerequisite: None

### **Visual Arts – Half-Year Course**

Visual Arts is a semester-long course designed to develop a student's artistic ability by teaching them about the elements and principles of design through the creation and critique of artwork. Students will use a variety of art materials, processes, mediums, and techniques, and appropriate technologies for creating and exhibiting visual art works. In addition, their definition of art will be challenged, validated and expanded through their own self-exploration and through the artists they will be exposed to.

Prerequisite: None

### **Intermediate Visual Arts – Half-Year Course**

Intermediate Visual Arts builds on the techniques, elements, and principles of design introduced in Visual Arts. Students in this course have the opportunity to develop a portfolio that can be used to support their application to art schools.

Prerequisite: Visual Arts

### **HS Chorus – Half-Year Course**

You should understand that by its very nature music is technical. Accordingly, the material that the students must learn in and of itself is not simple. I want the students to enjoy their musical experiences therefore; emphasis is placed on teaching the students to perform some of the music that they themselves like in addition to exposing them to music that they have not previously been exposed to. I therefore try to teach the students the following:

- how to identify musical staff, lines and spaces and to repeat musical scales
- how to identify musical notes and rest values (whole, half and quarter notes)
- how to identify treble clef and bass clef
- learn to recite, compose and perform different pieces of music

Prerequisite: None

### **HS Fundamentals of Music (Instrumental Music) – Full-Year Course**

You should understand that by its very nature music is technical. Accordingly, the material that the students must learn in and of itself is not simple. I want the students to enjoy their musical experiences therefore; emphasis is placed on teaching the students to perform some of the music that they themselves like in addition to exposing them to

music that they have not previously been exposed to. I therefore try to teach the students the following:

- how to identify musical staff, lines and spaces and to repeat musical scales
- how to identify musical notes and rest values (whole, half and quarter notes)
- how to identify treble clef and bass clef
- learn to recite, compose and perform different pieces of music
- learn to play an instrument of their choice

Prerequisite: None

**Yearbook – Quarter Year Course**

This class is comprised of seniors who are tasked with laying out and constructing USA's Yearbook for the Class of 2017.

Prerequisite: None

## **Additional Course Offerings**

### **ESL Intermediate – Full-Year Course**

ESL Intermediate builds on the beginning levels, further developing grammar, sentence patterns, vocabulary and literature, research, conversation and presentations are included in this level (WIDA proficiency levels 3.0-4.0). This class is designed to help English Learners improve their ability to read, write, speak, and understand the English language. Students will enhance their skills in reading comprehension and composition, as well as, their control of grammar, spelling, and mechanics.

Prerequisite: English Language Developmental Level (ELD) 3

### **Study Skills – Half or Full-Year Course**

Most students with IEPs are scheduled for study skills in the Academic Resource Center (ARC) two – five times per week depending on individual needs. Beyond receiving study skill based instruction (i.e. test preparation strategies, organizational strategies, strategic reading and writing strategies, etc.), students also receive direct support from a special education teacher in their other subjects. In addition, IEP accommodations such as having extra time on tests and having assignments read aloud can be delivered in this setting. Teachers in the ARC are in frequent contact with liaisons and other faculty members to ensure that appropriate supports are being provided. Resources located in the ARC include copies of all books from other courses, math materials, books-on-CD with portable CD players, and computers for word processing, research, Lexia program use, Inspiration, and Google Read&Write.

Prerequisite: None

### **Physical Education & Health – Half-Year or Full-Year Course**

Students engage in a variety of activities and games designed to enhance motor skills, movement conceptual understanding, fitness, and understanding of healthy lifestyles. This course is aligned with BPS Physical Education & Health Curriculum Frameworks.

Prerequisite: None

### **Technology Literacy & Tech Support – Half-Year Course**

~IT Essentials

This course provides students with hands experience in the field of Technical support. Some of the topics include hardware, installation and configuration, software installation, hardware and software troubleshooting, networking, website design, and security. Apply basic and intermediate elements of Microsoft Office Excel to create a series of electronic spreadsheets.

~Website Design

This course is designed to introduce students to basic website planning, design, testing, and implementation using HTML5, CSS3, as well as various image editing software. Upon successful completion of this course, students will have a good foundation in web design using HTML and CSS.

Additionally, students will be able to:

- Understand technical terms such as web browsers; URL, web hosting, DNS, and web server.

- Write sample HTML code
- Design and incorporate basic forms and tables into web pages.
- Incorporate basic internal and external Cascading Style Sheets into web pages.
- Effectively plan, design, test, and implement multi-page websites.

Prerequisite: None

Note: Thank you to East Boston High School for sharing their Course Catalogue.