

Program of Study

2019-2020



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Headmaster

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Table of Contents

Administration.....	3
Headmaster's Message.....	5
Introduction.....	6
Core Values	
Linked Learning School Model	
MADE for Social Justice Pathway	
Academic Regulations.....	8
Graduation Requirements	
Minimum Promotion Requirements	
Curriculum Types	
Adding/Dropping Courses	
Course Sequence	
Teacher Course Recommendations	
Credit Recovery	
GPA Calculation	
Progress Reports	
Scholarships	
Quarterly Academic Honors	
Academic Recognitions	
Academic Interventions	
Course Selection Process	
Final Examinations	
Dual Enrollment	
Programs.....	19
Bridge Program	
OSDC	
Sheltered English Immersion (SEI)	
Alternative Competency Based Education for Scholars (ACES)	



Guidance Department	
Services.....	21
Student Supports/Services	
College Admissions and Selection	
Advanced Placement	
Developmental Guidance Curriculum	
Work-Based	
Learning.....	24
Purpose	
Scope and Sequence	
School-Based Internships/Work Study	
Summer Off-Site Internships	
School-Year Off-Site Internships	
Course Descriptions.....	26
MADE	
English	
ESL	
History	
Science	
Wellness	
World Language	
Electives	
Appendix A	40



Who's Who at Brighton High School? Please do not hesitate to contact us at the school for support. You can call the Main Office at 617-635-9873 or email a staff member directly.

School-Wide			
Name	Role	Location	Email
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Ms. Shachmut	Psychologist	Counseling Suite	lshachmut@bostonpublicschools.org
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Mr. Abraham	Dean of Students	227A	rabraham@bostonpublicschools.org
Ms. Limon	Engagement Counselor	220 A	climon@bostonpublicschools.org

ACES Program			
Name	Role	Location	Email
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Ms. Reid	Dean of Students	Counseling Suite	dreid@bostonpublicschools.org



September 2019

Dear Bengal Students and Families,

I am pleased to share with you a resource to support students' academic planning. The Program of Study is a comprehensive guide that outlines the Brighton High curriculum, academic regulations, programs, and course descriptions.

My goal is to empower students and families with the information they need to make good decisions. Keep in mind this resource is only a starting point. I encourage you to reach out to a Guidance Counselor or Administrator if you would like to discuss any of the information provided here. We are here to support you on your child on their journey to graduation!

In Service,

Robert M. Rametti
Headmaster



Introduction

Core Values

Brighton High School staff and students are expected to exemplify our core values every day:

- Rigor
- Respect
- Inclusivity

Behavior matrices further defining what these values look like in action are posted around the building and were developed collaboratively between staff and students.

Linked Learning School Model

In 2017, Brighton High School adopted the **Linked Learning Model**, an approach that values the integration of rigorous academics, technical skills, work-based learning opportunities, and personalized support. As a Linked Learning school, Brighton High values both college *and* career readiness and has developed a curriculum that will prepare students to have many options after high school. We adopted a social justice theme as the integrative lens for all courses at Brighton High.

FOUR PILLARS OF LINKED LEARNING



MADE for Social Justice Mission and Vision

Our MADE for Social Justice Pathway provides students with opportunities to enroll in media, arts, design, and entrepreneurship classes each year at Brighton High. These industry aligned classes integrate with the other academic classes. Students will persevere through challenging and authentic real-world learning units that require them to utilize the knowledge and skills they acquire in various classes to produce complex projects.

Students of the M.A.D.E for Social Justice Pathway will collaborate, create, and communicate their unique perspectives, while respecting and understanding others, through Media, Arts, Design and Entrepreneurship to influence change within the local and global community. This will enable students to own their education to instill a sense of hope and purpose. We will foster creative exploration in order to empower students as change agents.



Brighton High School's MADE for Social Justice pathway prepares students for college, career, and life readiness by collaborating with our community partners in the media, arts, design, and entrepreneurship industry. Through rigorous coursework design, teachers will bring awareness to contemporary issues. This will enable students to take ownership of their education in order for them to feel a sense of purpose and create a pathway from themselves.

Measurable Student Learning Outcomes

The measurable student learning outcomes drive curriculum and instruction at Brighton High School. All project-based learning units are aligned to the measurable student learning outcomes. These learning outcomes represent the skills all Brighton High students will develop and master throughout their Brighton High career.

Academics

1. Analyze a real-world problem and use multiple means of expression to design and defend innovative solutions.
2. Express ideas clearly and persuasively orally and in writing.
3. Write effectively across content areas for a variety of purposes and audiences.
4. Read, analyze, and evaluate written and non-written texts across content areas.

Agency

5. Practice growth mindset by reflecting on critical feedback to improve in growth areas without fear of failure.
6. Demonstrate ownership of work through attention to detail, ongoing revision, and appropriate presentation suitable for various audiences.
7. Cooperate to accomplish a common goal by valuing all contributions and assuming shared responsibility for collaborative work.



Academic regulations

Graduation Requirements

Students must earn a minimum of 20 credits to graduate. Students must earn...

- 4 English or ESL Credits, and must enroll in an English or ESL course every school year
- 4 Math credits, including one (1) credit for Advanced Algebra, and must enroll in a math course every school year
- 3 Science credits in laboratory science courses
- 3 History credits, including at least one (1) credit in US History and one (1) credit in World History
- 2 credits in World Language courses
- 1 Arts credit as part of the Media, Arts, Design and Entrepreneurship (MADE) for Social Justice Pathway
- 2 additional credits as part of the Media, Arts, Design and Entrepreneurship (MADE) for Social Justice Pathway
- 1 credit in Physical Education, Health, or Wellness

In addition, students must...

- Take and pass the Grade 10 ELA, Math, and Science MCAS exams

Note: Brighton High School students meet the Boston Public Schools' **Technology** requirement through computer and technology education embedded in all courses

Minimum Promotion Requirements

In order to earn a diploma, students must earn 20 credits during their high school career. To ensure students understand their current status as measured against the graduation requirements, students will be coded by grade level according to their cumulative credits.

- In order to be promoted from grade 9 to grade 10, students must pass both Math and English and have accrued at least 5 credits
- In order to be promoted from grade 10 to grade 11, students must pass both Math and ELA and have accrued at least 10 credits.
- In order to be promoted from grade 11 to grade 12, students must pass both Math and English and have accrued at least 15 credits

Students who do not possess the required number of credits to be promoted to the next grade level will need to repeat failed courses. Guidance Counselors will work with students and families to create the most appropriate schedule for each student.



Curriculum Types

All courses at Brighton High School are rigorous and prepare students for life beyond high school.

- **College Prep:** These courses are aligned to the common core state standards and the Massachusetts Curriculum Frameworks. The content and structure of these courses are designed to prepare students with the prerequisite knowledge and skills required for success in college and career.
- **Sheltered English Immersion (SEI):** These courses are aligned to the common core state standards, the Massachusetts Curriculum Frameworks and the WIDA “Can Do” descriptors. Teachers of these courses enhance the curriculum scaffolds and other developmentally appropriate supports for English Learners to aid in language acquisition and content attainment.
- **Honors:** These courses are aligned to the common core state standards and the Massachusetts Curriculum Frameworks. The content and structure of these courses are more demanding and require additional independent work from students. The pace and volume of reading and writing is more demanding in these courses.
- **Advanced Placement (AP):** AP courses are aligned to the College Board’s learning targets and curriculum requirements. These courses approximate the content and rigor of a first year college course. Students in AP courses will be expected to complete significant amounts of reading, writing, and homework on a daily basis. Moreover, students in AP courses will be expected to work independently more frequently than in other courses. AP courses are designed to prepare students to take Advanced Placement Exams in May, offered by the College Board. Students who earn a qualifying score (usually a “3” or higher) may be eligible for college credit.

Adding/Dropping Courses

Students register for next year’s classes during “course selection” with their Guidance Counselor during the Spring. Students should only consider adding or dropping a class after careful consideration and with consultation with the teacher, parents, and guidance counselor. For the purposes of reporting, Brighton High School follows the schedule below when recording marks on the transcript:

- When a student drops a class before September 27th, 2019 the student will be withdrawn from the class and no mark will appear on the transcript.



- When a student drops a class after September 27th, 2019, the student will be withdrawn from the class and a mark of “W” will appear on the transcript.

A student who wishes to drop or add a class must schedule an appointment with his/her guidance counselor and complete the “Drop/Add” form. The Guidance Counselor must grant approval. Once approval is granted, the Registrar will make necessary changes to the student’s schedule.

Note: Course changes are not always possible and depend on availability based on class sizes. No general education class can exceed 31 students.

Course Selection Process

At the end of each academic year, students will participate in the course selection process for the following academic year with the assistance of their grade level guidance counselor. To prepare for this process and to ensure accurate course selection, grade level guidance counselors will complete transcript audits to review the courses the students have taken and are currently taking. The guidance counselors will then work with the student to select courses for the following academic year based on the Brighton High School course sequence and their current transcript.

Final Examinations

Midterm and final examinations occur at the end of every academic school year for Brighton High School Students. The midterm grade is worth 20% of the student’s term 2 grade. Midterms will occur in January when students return from winter break before the close of term 2. The final exam grade is worth 20% of the student’s final grade for the course. Final exams will occur in June for grades 9-11 before the close of term 4. Seniors will participate in final exams in late May to ensure time for final grade calculations for June graduation.



Course Sequence [General Education & Special Education]

	English	Math	History	Science	Pathway Course	World Language and Electives	CREW
9	ELA 9 OR ELA 9 Honors	Math 1 OR Math 1 Honors	World History 1	Physics 1	Visual Arts	Physical Education Strategies for Success	-ELA Intervention -Math Interv.
10	ELA 10 OR ELA 10 Honors	Math 2 or Math 2 Honors	World History 2 OR AP Human Geography	Biology	Graphic Arts	Spanish 1 OR Spanish for Native Speakers	-ELA Intervention -Math Interv.
11	ELA 11 OR AP Language and Composition	Math 3 OR Precalculus	US History	Chemistry OR AP Bio OR Environ. Science	Entrepreneurship OR App Development	Graphic Arts 2 Physical Ed. Photography One Goal Spanish 1 OR Spanish for Native Speakers	-MCAS Support
12	ELA 12 OR AP Literature and Composition	Statistics OR Precalculus OR AP Calculus	Optional: Social Issues	Optional: Biology (if needed to pass MCAS) OR AP Envir. Science		All Above Options <u>AND/OR</u> AP Psychology AP Studio Art One Goal	-Senior Leadership CREW -MCAS Support



Course Sequence [SEI Academy]

	English	Math	History	Science	Electives	CREW
ESL 1	ESL 1A & 1B <u>AND</u> ESL 1 Content Reading (Humanities)	SEI Math 1 <u>AND</u> SEI Algebra 1A Supplement <i>Please refer to incoming assessment for placement</i>	SEI World History I <i>*only for students who are strong in Math and do not need Algebra 1A</i>	SEI Advanced Topics in Science OR SEI Physics	Phys Ed. (if room in schedule)	Newcomer Semester 1 <u>Semester 2?</u>
ESL 2	ESL 2A & 2B	SEI Math 2	SEI World History I <u>AND</u> *SEI American Government	SEI Physics	None	-Work based learning CREW
ESL 3	ESL 3A & 3B	SEI Math 3 OR Mainstream Math 3	SEI World History 2 OR Mainstream World History	SEI Biology OR Mainstream Biology OR Mainstream Chemistry	Up to 2 elective options based on grade level (see above)	-Grade level CREWs -Work based learning CREW -AP Support

Teacher Course Recommendations

In the spring of each year, teachers notify the registrar of those students they recommend for participation in honors or AP classes for the following year. Students are also given the opportunity to express interest in honors and AP classes during the “course selection” process.

Credit Recovery

Students enrolled in credit recovery will work on credit recovery in a designated area of the library during the day or during CREW. Only students enrolled in credit recovery will be

allowed to work in that area of the library. The librarian and possibly a paraprofessional will supervise and assist the students on credit recovery. If a student is found to have had someone else log in under his or her name on credit recovery, then that student’s credit recovery class(es) will be voided immediately. Students may work on credit recovery at home. Once a student completes a credit recovery class, then the librarian will notify the guidance counselor, who will change the student’s transcript to reflect the successful



completion of the credit recovery class. The student will then be enrolled in a study in the Zone (BSA) in place of the credit recovery class.

Academic Intervention Module (AIM):

Students may not take supplemental recovery until the beginning of quarter 2.

Supplemental credit recovery will allow students to earn a 60% on their failing quarter 1 and quarter 2 grades to help students earn credit for the year. Teachers will pick which modules of the credit recovery class that the student has to complete to earn the credit back before the student is enrolled in the credit recovery class. Students will not be taken out of the class that they are failing to complete supplemental credit recovery. In addition, if students do complete the supplemental credit recovery module, they still need to pass their class in both quarter 3 and quarter 4 to earn credit for the year in that class. For students to enroll in supplemental credit recovery, students must complete and return the [BHS CR contract](#). No student will be enrolled in supplemental credit recovery until the BHS CR contract is complete. The student's guidance counselor will enroll the student in AIM once the BHS CR contract is complete.

Acellus Online Courses

Students will be enrolled in reactive credit recovery only if they have failed to earn credit from the previous school year. Guidance staff will enroll students in credit recovery at the beginning of the year and students will take one class at a time. If a student does not finish or earn a passing grade by the end of the quarter, the student will start over the credit recovery class next quarter. Seniors will need to complete all of their credit recovery classes by the last day of finals for seniors to earn credit for the classes.

Grading Scale and GPA Calculation

Students earn grades in all courses according to the numerical/letter grade scale below. For the purposes of GPA calculation, letter grades on report cards are converted to a number on a 0-4 scale. Honors and AP courses earn extra credit in the GPA calculation.



Grades & GPA Calculation				
Numerical	Letter	GPA	Honors	AP
97-100	A+	4.3	4.8	5.3
93-96	A	4.0	4.5	5.0
90-92	A-	3.7	4.2	4.7
87-89	B+	3.3	3.8	4.3
83-86	B	3.0	3.5	4.0
80-82	B-	2.7	3.2	3.7
77-79	C+	2.3	2.8	3.3
73-76	C	2.0	2.5	3.0
70-72	C-	1.7	2.2	2.7
67-69	D+	1.3	1.8	2.3
63-66	D	1.0	1.5	2.0
60-62	D-	.7	1.2	1.7
0-59	F	0	0	0

No Credit Policy

A student with more than three (middle and high school) unexcused absences in a marking term, or more than 12 unexcused absences for the year, will receive a grade of NC (no credit) if the student otherwise earned a passing grade.

If the student has not earned a passing grade, he or she will receive an "F". If a student receives an NC for one or more marking terms, but does not exceed 12 unexcused absences for the year, the NC will be changed at the end of the school year to the grade the student would have otherwise received.

A student may change an NC for the year to a letter/number grade, and earn credit for the course, by passing the final exam at the end of the year.

Students may "earn back" unexcused absences by attending after school tutoring in the library with City Year, in the Zone with BSA, or in a classroom with a teacher. For every two (2) hours that students spend at tutoring, one (1) unexcused absence will be excused in Aspen with a note that reads: "After School Tutoring."



Reporting Progress

Brighton High School operates on a quarter system. Students receive progress reports at the midpoint of each quarter and report cards at the end of each quarter. See below for a schedule of progress reports and report cards.

Grades 6–12¹

	Period 1	Period 2	Period 3	Period 4 Grades 6–11	Period 4 Grade 12
Term	Sept. 5, 2019 - Nov. 8, 2019	Nov. 12, 2019 - Jan. 31, 2020	Feb. 3, 2020 - April 17, 2020	April 27, 2020 - June 19*, 2020	April 27, 2020 - June 5, 2020
Progress Reports	October 9	December 18	March 11	May 20*	
Distribute Report Cards	November 14	February 6	April 30	Last day of school	Last day of school

¹ Includes grades 6-8 in K-8 schools except Boston Teachers Union, Curley, King, and Young Achievers.

EXCEPTION:

- ▶ Greater Egleston High School grades on three marking terms.

* The last marking period will be adjusted in Spring 2020 after the last day of school is established.

Scholarships

Brighton High School is fortunate to have many dedicated donors who fund college scholarships for those students who demonstrate outstanding effort and achievement during their junior and senior years. Each spring, the Scholarship Committee meets to determine which students are eligible for each scholarship.

Quarterly Academic Honors

Each quarter, students are recognized for their academic achievement and attendance according to their report card grades:

- High Honor Roll: Student earned all “A” grades
- Honor Roll: Student earned all “A” and “B” grades
- Merit Roll: Student earned all “A” and “B” grades, with no more than one “C”
- Perfect Attendance: Student attended school every day of the previous quarter, with no excused or unexcused absences and with no tardies



Honors Designation Policy

Rationale:

This proposal is to allow students the option of earning “Honors” designation on their transcript by completing additional, honors level work while in a college prep level course. As our school grows smaller, there are fewer opportunities for students to take honors-specific courses. The purpose of this proposal is to allow motivated students to challenge themselves, even in “non-honors” courses.

The Policy:

After the end of the first term, students who earned a grade eligible for honors (B- or higher) will be invited to join the honors pathway.

Students in the honors pathway will have to complete three projects, one for each term. To earn the credits students will have to complete the three projects with a B- or a higher grade and have an overall grade of B- or higher in the course. Students may decide to drop the honors track at any moment. Only those who successfully complete the three projects and have an attendance rate of 90% by the end of the year will earn the honors designation on their transcript. The grading of the whole class will not be affected by the honors work. Students in the honors pathway will be graded by the course work and their project work.

Teachers will develop three long-term projects with a corresponding rubric to assess students’ work. Students that do not reach the minimum requirements for a project may resubmit their work until they meet the minimum standard set by the teacher, as long as all three projects are successfully completed by the end of the school year.

As part of their work on the project, students must complete at least 5 hours of work time afterschool with City Year.

Before making a decision regarding the Honors Pathway, students should have a conversation with their guidance counselor.

The Guidance Team will create a spreadsheet to centralize information about students in honors pathways.

**Requirements for each project:**

- Honors level work: content (DOK 3 and 4) and competencies
- Independent
- Duration: 1 term (1-2 hours of work/week) outside of class
- Assessment by a rubric that is given to students before the project starts
- Students can resubmit their work after getting feedback from the teachers
- Projects should be the same in every course and will be designed by all the teachers who teach that course.
- Projects will be calibrated by grade level.

An Honors option is available for the following courses:

ELA	Math	Science	History	World Language
ELA 9 ELA 10 ELA 11	Math 1 Math 2 Math 3 PreCalculus	Physics Biology Chemistry	World History 1 US History	Spanish 1 Spanish 2

**Note: The Honors option is not available for ESL/SEI courses, courses where there is an AP alternative, or for elective courses.*

Academic Recognitions

In addition to quarterly honors, students may also earn other special recognitions during their Brighton High career.

Seal of Biliteracy: The Seal of Biliteracy, adopted in 2017 as part of the Look Act, recognizes graduates who speak, listen, read and write proficiently in another language in addition to English with a seal on the high school diploma. The Seal bill has the goal of promoting long term foreign, native, and heritage language study, documenting achievement in biliteracy, and producing a biliterate, multicultural workforce.

National Honor Society: The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students. More than just an honor roll, NHS serves to recognize those students who have demonstrated excellence in the areas of scholarship, service, leadership, and character. These characteristics have been associated with membership in the organization since its beginning in 1921.

Today, it is estimated that more than one million students participate in NHS activities. NHS chapters are found in all 50 states, the District of Columbia, Puerto Rico, many U.S. territories, and Canada. Chapter membership not only recognizes students for their



accomplishments, but challenges them to develop further through active involvement in school activities and community service. *[taken from www.nhs.us.]*

At Brighton High School, students are invited to apply for membership in the National Honor Society during the spring of their junior year. Admission decisions are based on grade point average, application, and contributions to the school community.

Academic Interventions

Brighton High School offers various interventions to students in need of extra support in their core academic subjects. Interventions are offered during CREW on a quarterly basis and focus on areas such as reading, math, and MCAS preparation. Placement tests, previous MCAS scores, and course grades will be used to determine placement in intervention courses.

Bridge Program

The BHS Bridge Program is a program that was launched in September 2018. This program was jointly developed by Brighton High and BRYT (Bridge for Resilient Youth Transitioning).

The BHS Bridge Program provides clinical support, academic coordination, family support, and care coordination services to Brighton High students who are transitioning back to a full schedule after missing extensive amounts of learning due to serious mental health, medical, and/or life transition challenges. BHS Bridge is a short-term, intensive (Tier 3) general education program open to students with and without disabilities; its supports are customized to each student's needs, culturally competent, clinically informed, and flexible. Program staff strive to coordinate resources within Brighton High and the wider community, and partner effectively with families, to help each participating student make the most efficient transition possible and finish the school year on track for graduation.

Core Services:

- ❖ **Direct clinical supports to students:** intentional/planned clinical supports (customized to each student), on-demand supports; crisis intervention where needed
- ❖ **Academic coordination:** direct academic support (tutoring) along with communication/negotiation with a student's teachers to modify assignments and/or secure direct teacher support as needed for the student to demonstrate sufficient mastery to accrue credits.
- ❖ **Family engagement:** consistent, culturally-appropriate two-way communication with parents/guardians about student progress needs; provision of support, learning, and leadership opportunities for family members.



- ❖ **Care coordination:** consultation/collaboration with all in-school supports and collateral providers (available to each student to maximize her/his success).

Dual Enrollment

Brighton High School is proud to offer dual enrollment courses in partnership with Benjamin Franklin Institute of Technology (BFIT) either during the school day or after school. Each course will count towards Brighton High School graduation requirements as well as earning college credits. Only juniors and seniors are eligible to take dual enrollment courses. Students receive free tuition, fees, and books. All credits can be transferred into a BFIT degree program or to another college. These courses expose high school students to the college classroom, offering valuable college experience during their high school career.

Programs

OSDC

The OSDC program is a special education program within BHS that consists of a combination of life skills and academic courses for non-diploma track students. Academic courses are centered around gathering information and data for students to show proficiency on all MCAS Alternate Assessments. Life skills courses are geared toward developing students' skills in the areas of social pragmatics, communication, and independent living. Students partake in work-based externships within the community at organizations including Saint Elizabeth's Medical Center, Goodwill and Wentworth Institute of Technology to gain work-based learning experiences and to practice social pragmatics in real time. Upon successful completion of alternative MCAS assessments, students may exit the program with a certificate of attendance, but most students and families choose to remain in the OSDC program until the age of 22 upon which they exit the program with a certificate of attendance and Mass Rehab and DDS referrals to support students and families with post-academic transition into the workforce and some level of independent living. The mission of the OSDC program is to support students to transition to a wholesome life within the community and to build up students' overall self-confidence and independence.

Sheltered English Immersion (SEI)

English learners (ELs) need to develop academic content area knowledge and cognitive abilities at the same time they are learning a new language. Thus, educators have a dual obligation to ELs: (1) to develop ELs' English language proficiency, and (2) to provide ELs access to grade-level academic content so they can achieve the same rigorous standards as all students. Both parts of this dual obligation need to proceed *simultaneously* in an SEI



program; thus English language development (ELD) takes place throughout the student's day, in both "sheltered" content classrooms (that is, every content classroom serving at least one EL, where rigorous, grade-level content is presented in a way that ELs can access and engage with the content) and in English as a second language (ESL) classrooms, where the focus is on developing the English language skills and abilities ELs need to fully access and engage in grade-level content across the curriculum.

Alternative Competency Based Education for Scholars [ACES] Program

The ACES Program is an alternative program within BHS and the only one of its kind offered in BPS. At BHS 23% of our student population has an Individualized Education Program (IEP). The ACES program was developed specifically for students who receive support in ALL of their content classes as dictated by their IEP. Additionally, our candidates may be students who are overage, have issues with attendance, may have been held back in middle school, and for whom the traditional class setting is not engaging but they still have a goal of earning their diploma.

ACES is a student-centered, competency based program. We do not use Carnegie units (A, B, C, D, F) or traditional grade levels (9th, 10th, 11th, 12th) to measure success or progress. We assess through benchmarks that are aligned with the Common Core standards. We utilize the Project Based Learning method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. During our second semester we work closely with our Work Based Learning Coordinator to provide our students with internships and externships to ensure they are prepared for postsecondary success. Lastly, we work to get our students back on track to graduate with their peers.

Our mission is to re-engage incoming and returning ninth graders who have fallen off-track so that they can see the connection between what they are learning in school and the community around them. We hope to prepare them for postsecondary success and meaningful participation in their community.

What is a Competency-Based Curriculum?

While traditional schools measure student progress in Carnegie units (A,B,C,D,F), ACES measures student progress on demonstration of competence in content or subject areas, using a variety of assessments. ACES's curriculum includes benchmarks in Art, Humanities, Math, Science, Post-graduate Planning, and CREW, that measure the competence of each student, and is aligned with the Common Core Standards. After initial assessment, students' competencies are recorded on their individual learning plan (ILP), which shows students exactly what they have already earned, and what they still need to earn before the end of the year. Students are assessed at the end of each semester,



through oral and written exams, portfolio presentations, and PBL exhibitions. After students have demonstrated all competencies, they are eligible to transition out of ACES and back into the BHS community.

Do students attending ACES need to pass the MCAS exam to graduate?

Yes. All students that receive a Massachusetts high school diploma must pass MCAS exams in ELA, Math and Science, but we make sure that students take these tests when they are ready to pass them.

ACES Program Grading System

Our A.C.E.S program is designed to provide curriculum, instruction and assessments focused on knowledge, skills and understandings that are competency-based and standards-aligned. Students advance at their own pace, and are promoted or graduated to the next level according to their abilities in core competencies rather than seat time, age, or credits.

Students acquisition of skills are tracked using the following grades:

- **Not Yet Competent**-Student has NOT YET shown independent mastery of the skill
- **Competent**-Student has shown independent mastery of the skill
- **Highly Competent**-Student has shown independent mastery of the skill and is able to go above and beyond in showcasing the mastery of the skill

For each “Unit” the teacher will provide the class with the set of benchmarks that will be taught. The teacher will clearly delineate which benchmarks in the unit are non negotiable and MUST be met with at least “competent” in order to continue on with the next unit of study.

Guidance department services

Student Supports/Services

Brighton High offers a holistic approach to promoting academic success by offering a variety of student support services. The following partners support the work of the Guidance Department:

- **Boston Private Industry Council (PIC)** - The Boston Private Industry Council (PIC) is a nonprofit organization that strengthens Boston’s communities and its workforce by connecting youth and adults with education and employment opportunities that align with the needs of area employers. Their work is grounded in the belief that meaningful employment changes lives, lifts people out of poverty, and strengthens the local economy. The Boston Private Industry Council is both the city’s Workforce Development Board and its school-to-career intermediary



organization. The PIC brings together employers, educators, and workforce organizations, often by industry sector, to help guide the agenda for education and workforce preparation.

- **Youth Development Network (YDN)** - The Youth Development Network partners with four BPS high schools to address and reduce chronic absenteeism among students. Their services are completely voluntary to the student and family.
- **The Talent Search** - The Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education. The program publicizes the availability of financial aid and assist participant with the postsecondary application process. Talent Search also encourages persons who have not completed education programs at the secondary or postsecondary level to enter or reenter and complete postsecondary education. The goal of Talent Search is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in and complete their postsecondary education.
- **College Advising Corp** - The College Advising Corps-Boston University (CAC-BU) seeks to increase the number of low-income, first generation, and underrepresented students entering and completing college. To achieve this mission, CAC-BU places well-trained recent college graduates into underserved high schools to serve as near-peer college advisors. CAC-BU college advisers work within their school placements to promote a culture of college attendance and to increase educational opportunities for all students. College advisers assist students with completing college applications and applying for financial aid; advisers are committed to helping each student find his or her “best-fit” institution.
- **Boston Scholar Athletes (BSA)** - Scholar Athletes’ mission is to support academic achievement through athletics. The program is unique in that we have dedicated space – called Zones – in each of our partner schools. When not in class or playing their sport of choice, students are in the Zones studying, working on homework, writing college essays, learning more about scholarship options for college and creating a roadmap for life after high school – all guided by Scholar Athletes staff and volunteers.



- **Higher Education Recruitment Consortium (HERC)** - HERC will facilitate college-readiness workshops to juniors and seniors within the classroom and provide them with tools to be successful in high education institutions.

College Admissions and Selection

From grades 9th to 12th, Brighton High School students will engage in activities and experiences that will better prepare them to be college, career and life ready. All BHS students will pursue a rigorous, college-preparatory curriculum, conduct career interest and exploration activities, have opportunities to participate in internships, independent study, and on-campus college visits as well as College Admissions Representative visits at Brighton High School.

- 9th Grade - Transition to high school
- 10th Grade - PSAT In October, MCAS in Math and English in the Spring
- 11th Grade - PSAT in October, MCAS re-test (if necessary), SAT in May or June, build a prospective college list, ask two teachers to write recommendations for college applications
- 12th Grade - SAT, complete Student BRAG Sheet, finalize college list, write college essay(s) apply to college, complete FAFSA and CSS Profile with uAspire Financial Aid Counselor, complete Common Application, send SAT scores to chosen colleges, utilize the College Advisers and School Counselor to complete these activities

Advanced Placement

In order to prepare our Brighton High Scholars for post-secondary education success, Brighton High offers a variety of Advanced Placement courses that allows students to delve deeper within the content and progress towards mastery.

We currently offer the following AP Courses:

- AP Literature
- AP Language and Composition
- AP Human Geography
- AP Psychology
- AP Calculus AB
- AP Biology
- AP Environmental Science
- AP Studio Art



Brighton High partners with Mass Insight Education and Research in order to offer extra Saturday Study Sessions for our AP students, Mock Exams for Science, Math, and ELA, as well as professional development for staff.

Work-based learning

Excerpt from Work-Based Learning in Linked Learning: Definitions, Outcomes, and Quality Criteria:

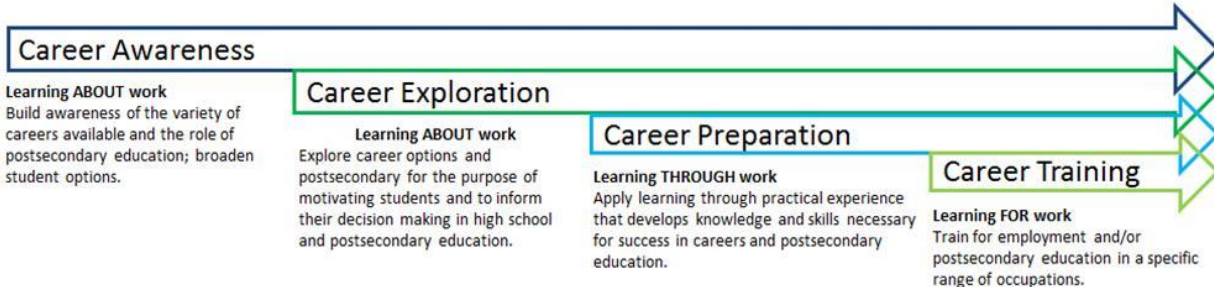
Work-based learning is an instructional strategy that is essential in preparing all students for success in postsecondary education and careers and is a core component of the Linked Learning approach. The primary purposes of work-based learning are to expose students to future options and provide opportunities for skill development and mastery over time. All work-based learning experiences involve interactions with industry or community professionals that are linked to school-based instruction. These learning experiences are intentionally designed to help students extend and deepen classroom work and to make progress toward learning outcomes that are difficult to achieve through classroom or standard project-based learning alone. The term “work-based” does not mean the experience must occur at a workplace or during the standard “work day.”

Stated most simply, the stages of work-based learning can be described as:

- Learning ABOUT work.
- Learning THROUGH work.
- Learning FOR work.

Scope and Sequence

Brighton High students will travel through the Brighton High M.A.D.E for Social Justice pathway by taking Pathway Courses facilitated by experts in the industry (see Course Descriptions). Freshmen and sophomores will be exposed to the different careers in the media, art, design, and entrepreneurship pathways through mentoring from industry professionals, panel discussions, hands-on workshops, and job shadow events. They will be trained in career-readiness skills i.e. teamwork and collaboration, honoring deadlines, and communication skills. Juniors and seniors will begin to apply these skills while participating in internships designed to ignite interest in careers within the pathway and encourage postgraduate education.



California Center for College and Career. "Work-Based Learning Continuum". *ConnectEd Solutions Linked Learning in Action*. September 20, 2016. <https://connectedstudios.org/url-zvlwjKfwKIRqX3P7h-1fUaLqZX4Ww5GZSbdZZEUP>

School-Based Internships/Work Study

Seniors who have successfully completed their graduation requirements before the start of their senior year will have the opportunity to participate in a School-Based Internship. Interested students are paired with members of the Brighton High Leadership Team for one period a day and engage in real-work experiences i.e. preparing promotional communication for events, tracking and analyzing data, managing social media platforms. The interns are managed through their CREW leader who will track the interns progress and facilitate professional workshops to enhance the intern experience.

Student Internships

Juniors and Seniors who have successfully completed career-readiness training workshops will have the opportunity to participate in Off-Site Internships during the school year and Summer Internships within the media, art, design, and entrepreneurship pathway coordinated by the Work-Based Learning Coordinator. Brighton High also offers introductory work experiences within other fields of interest through our partnership with the Boston Private Industry Council.



Course Descriptions

Media, Arts, Design, and Entrepreneurship (MADE) Pathway

Visual Arts Foundation, Full Year

1 Credit

Students will participate in numerous art based exercises on a daily basis which include but are not limited to:

1. A design project intended to explore how monuments and sculptures function within society through museum trips, visiting artists workshops, and curriculum that increases sustained visual inquiry and critical thinking.
2. Project Based Learning questions and scaffolding techniques used to develop independent thinking, problem solving, and team building skills through student participation in group projects.
3. The foundational elements of art such as line, shape, color, value, form, texture and space will be taught and incorporated with art history
4. Students will be able to access technology and software interfaces to build and develop and increase their skills in design.

Digital Arts, Full Year

1 Credit

Digital Arts is a yearlong introductory graphic design and composition course with emphasis on the elements and principles of art, design and communication. Additional emphasis is on typography, it's history, characteristics and creative use to communicate an idea. Students explore visual communication, self-expression, and creative problem solving through the process of project-based assignments. Students will work in a state-of-the-art Mac Lab that utilizes the latest industry-standard graphics software – Photoshop and Illustrator. Through lectures, software demonstrations and projects, students will acquire the skills and knowledge to use the computer as a design tool. Generating ideas and acquiring creative confidence is the focus.

Graphic Arts 1, Semester

0.5 Credits

Graphic Arts 1 is a semester long introductory graphic design course with emphasis on the elements and principles of art, design and communication. Additional emphasis is on typography, it's history, characteristics and creative use to communicate an idea. Students explore visual communication, self-expression, and creative problem solving through the process of project-based assignments. Students will work in a state-of-the-art Mac Lab that utilizes the latest industry-standard graphics software – Photoshop and Illustrator. Through lectures, software demonstrations and projects, students will acquire the skills and knowledge needed to use the computer as a design tool. Generating ideas and acquiring creative confidence is the focus.

**Graphic Arts 2, Semester****0.5 Credits**

Graphic Arts 2 is a semester-long advanced level graphic design course that builds on the skills and techniques learned in Graphic Arts 1. Through lectures, software demonstrations and projects, students will expand their skills and knowledge to produce advanced level design projects.

Photography, Semester**0.5 Credits**

This class is an introductory, semester-long course in photography designed to offer experiences with a digital camera. Various camera settings will be learned to offer greater creative and technical control. This course builds the foundation for visual literacy regarding both form and content of photographic images. The elements and principles of design as they relate to photographic composition are emphasized. Students explore various compositional elements and learn to examine images critically through weekly critiques. Digital processing techniques are introduced using Adobe Photoshop.

Entrepreneurship 1, Full Year**1 Credit**

In the course, students will study the attitudes and skills that characterize entrepreneurship. They will learn the enterprising skills related to creativity, initiative, problem solving, flexibility and adaptability. They will develop a business plan, assessing the feasibility of their ventures, the likelihood of acquiring financing and the probability of success. Students will have the opportunity to read about and interview entrepreneurs. Students will learn to appreciate the role of entrepreneurs in our economy and will explore it as a career option.

App Development, Semester**0.5 Credit**

In Startup Tech students use their entrepreneurial mindset and tech skills to identify ways to improve their world and build marketable digital solutions. Through learning to create digital products and businesses of their own design, **students gain essential 21st Century skills** that will open new doors for themselves and serve others.

Every student will imagine, create, and launch an original app that addresses a community need using MIT App Inventor. Students will develop an original corresponding business plan to work with their app and pitch to a panel of expert judges for the chance to win funding and publicity.

Studio Art, Semester**0.5 Credits**

Studio Art students will explore traditional painting, drawing, printmaking and sculpture techniques through multiple mediums. Students will complete homework and in class exercises based on content ranging from representation artwork, collage, comics,



cartooning to abstraction. Along with in class critiques, peer to peer reviews, and in house art projects, students will have an opportunity to complete long and short term self directed exercises with a timeline, rubric, and tuning protocol approval by instructor.

AP Studio Art, Full Year

1 Credit

In AP Art 2D Design students must submit and complete a summer assignments and reading prior to class. Students must submit a portfolio, artist statement, and complete homework assignments in class and outside of class. Students will work in group and individually on artwork, by enhancing their skills in traditional foundations in art; portraiture, landscape, abstraction, sculpture, color, and painting. Project based learning exercise ranging from clothing, architecture, game, and human centered design. Students will interact with professionals within these fields and visit project sites during class. Students will construct a portfolio, research local and national colleges or universities that support the arts and design.

English

College English 9, Full Year

1 Credit

College English 9 is a course for students functioning near 9th grade level in language arts and reading. This class is a reading- and writing-intensive course that focuses on strengthening students' reading skills, developing students' writing proficiency, honing students' grammar knowledge, and enriching students' vocabulary resources. Students will read and write often, both in class and for homework, in order to log hundreds of hours of practice by the time this course is complete. Students will be expected to come to class daily, prepared and eager to learn. By participating fully in this course, students will improve the skills needed to succeed on the ELA MCAS Assessment given to all sophomores. In doing this, students will also make strides toward becoming lifelong readers and articulated writers and speakers in postsecondary education and/or the workforce.

College English Honors 9, Full Year

1 Credit

College English Honors 9 is a course for students who are functioning on grade level or above in language arts and reading. These students demonstrated an average or above average ability to perform on-grade-level language skills. In addition, this class is a reading- and writing-intensive course that focuses on strengthening students' reading skills, developing students' writing proficiency, honing students' grammar and syntax knowledge, and enriching students' vocabulary resources. Students will read and write often, both in class and for homework, in order to log hundreds of hours of practice by the time this course is complete. Students will be expected to come to class daily, prepared and eager to learn. By participating fully in this course, students will improve the skills



needed to succeed on the ELA MCAS Assessment given to all sophomores. In doing this, students will also make strides toward becoming lifelong readers and articulated writers and speakers in postsecondary education and/or the workforce.

College English 10, Full Year

1 Credit

This course challenges students to improve their reading, writing, and oral communication skills. Throughout the year we will be reading, writing, and discussing many different genres of writing. These genres include narrative, argument, and informational. Students will work in groups and independently to analyze and evaluate various types of literature. Students will also be encouraged to develop and refine their writing. Through their work and discussions students will gain a deeper knowledge about humanity and the world around them.

College English 11, Full Year

1 Credit

The purpose of this course is to provide grade 11 students an opportunity to integrate the writing, reading, and analytical skills learned in earlier grades to a variety of literary fiction and nonfiction ranging in complexity.

Students will begin to examine: text craft and structure, elements of literature, arguments and claims supported by textual evidence, power and impact of language, influence of history, culture, and setting on language, personal critical and aesthetic response.

College English 12, Full Year

1 Credit

The purpose of this course is to provide grade 12 students, using texts of high complexity, an opportunity to integrate and hone the language arts skills in reading, writing, speaking, listening, and language for college and career readiness. Students will read, discuss, analyze, and write on literature from a variety of genres and time periods.

AP Language and Composition, Full Year

1 Credit

Students in this introductory college-level course read and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Students prepare for the AP® English Language and Composition exam and may be granted advanced placement, college credit, or both as a result of satisfactory performance. (AP Central/College Board)

**AP Literature and Composition, Full Year****1 Credit**

The purpose of this course is to provide grade 12 students critical thinking strategies and skills to analyze literature on a college level. Students will prepare for the AP Lit Exam administered in May. This is an intensive, faster paced, college level course for students who are willing to work above and beyond the regular ELA 12 course requirements in terms of additional reading and writing assignments.

English as a Second Language (ESL)**ESL 1A/1B, Semester****1 Credit**

In the ESL 1 class, students will learn how to use the English language for social and academic purposes in reading, writing, listening and speaking. Students will develop their English language skills through thematic units and by engaging with classmates and teachers.

ESL 1 Content Reading, Full Year**1 Credit**

In ESL 1 Content Reading, students will go through the System 44 reading curriculum which will help students master the foundational reading skills required for success with the new standards, college, and career through explicit instruction in phonics, comprehension, and writing.

ESL 2A/2B, Semester**1 Credit**

In this 2 hour daily class, you will become more empowered as a learner, reader, writer and speaker of English. Everyday you will have opportunities to practice reading, writing, speaking and listening using specific strategies. Our topics relate to important themes such as Values, Immigrants' Rights, and Career Exploration. By the end of the year, you will be able to read harder texts, write longer essays and have more interesting discussions. You will be able to use all of the learning, reading, writing and speaking strategies we learn in class in your other classes and life!

ESL 3A/3B, Semester**1 Credit**

In this course, students will advance their intermediate English skills for social and academic purposes in reading, writing, listening and speaking. Additionally, through project based learning, students will strengthen critical thinking skills in order to analyze texts and the world around them. Students' culture and experiences are an important component to the course.



History/Social Sciences

American Government, *Full Year*

1 Credit

The American Government course introduces students to all major concepts and pillars of United States Government, including the Constitution, the election process, the Supreme Court, the Congress, and the President and role of media. This course includes both the study of general concepts used to interpret US politics and the analysis of specific examples. Students will examine the constitutional basis of government, political beliefs and behaviors, political parties, mass media, institutions of government, and civil rights and liberties. Our study will include regular readings of the news and discussion of current events. The course will emphasize understanding and evaluating alternative views expressed in the political process. We will also study what it means to have agency and an ability to make change in one's community.

World History 1, *Full Year*

1 Credit

What does it mean to be human? In this course we'll study how people from all around the world lived, from the very first humans to the Mayans and the Incans. We will become historians to analyze what they did to survive and what lessons we can learn from them.

World History 2, *Full Year*

1 Credit

In World History II, students study the rise of the nation state in Europe and the economic and political roots of the modern world, including the Industrial Revolution, 19th century political reform in Western Europe, and European imperialism in Africa, Asia, and South America. They also examine the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, the Russian and Chinese revolutions, the rise of nationalism, and the continuing persistence of political, ethnic, and religious conflict in many parts of the world.

US History, *Full Year*

1 Credit

The US History course aims to blends thematic and chronological approaches to history instruction. The goal is to construct and critique historical narratives in order to help students to investigate and understand important ways in which history has shaped the contemporary American landscape, as well as build essential knowledge for meaningful participation in civic life.



Alongside developing a deep understanding of American history, we will focus on the following skills, which are important for success in a wide variety of college majors, careers, and beyond:

- Literacy (with traditional paper texts and online)
- Critical thinking
- Writing persuasively and citing evidence
- Designing and delivering presentations to large groups

AP Human Geography

1 Credit

Human geography is the study of where things happen and why, as they relate to the impact of humanity on the landscape. Over the course of the year, you will learn how geographers think and will use that perspective to approach a wide variety of topics. The course and units are based on the College Board's standards for preparedness to take the AP Exam.

Contemporary Social Issues, Full Year

1 Credit

This course will examine issues that affect us today. We will focus on controversial and emerging issues such as criminal justice, digital privacy and speech rights on the internet, racial discrimination, economic inequality and gentrification, and sexism and sexual identity. We will use a historical lens to explore the roots of these problems and examine different ways that societies have approached similar issues in the past. We will draw on this historical knowledge to create and justify solutions for today. Key skills we will focus on developing are: persuasive writing, critical reading of texts and statistics, and debate and discussion skills.

AP Psychology, Full Year

1 Credit

Advanced Placement Psychology is designed as a rigorous curriculum that provides an overview of current psychological theory and practice. Students will explore the systematic and scientific study of the behavior and mental processes of humans and other animals. Students will be exposed to the principles, concepts and phenomena associated with major subfields within psychology, including biological bases of behavior, cognitive and emotional processes, and diagnosis and treatment of psychological disorders. In accordance with the driving principles of current psychological practice, this course will emphasize scientific method and procedure, ethical standards in research, and critical thinking skills. Student academic performance is expected to meet or exceed the challenging requirements of an introductory-level college survey course. Student work will be required outside of class time. The course provides an opportunity for students to receive college credit by taking the A.P. Psychology Exam.



Mathematics

Math 1, Full Year

1 Credit

The fundamental purpose of the Integrated Math I course is to formalize and extend the mathematics that students learned in the middle grades. Instructional time focuses on the following six critical areas: (1) extending understanding of numerical manipulation to algebraic manipulation; (2) synthesizing understanding of function; (3) deepening and extending understanding of linear relationships; (4) applying linear models to data that exhibit a linear trend; (5) establishing criteria for congruence based on rigid motions; and (6) applying the Pythagorean Theorem to the coordinate plane. On a daily basis, students use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others while sharing information, expertise, and ideas and through this collaboration achieve fluency with the mathematical content.

Algebra 1A, Full Year

1 Credit

Algebra 1A supports students in mastering fundamental concepts and skills they need to have to be successful in Math 1. Students will explore algebraic expressions and integers, solve one-step equations and inequalities, decimals and equations, factors, fractions, exponents, operations with fractions, ratios, proportions, percents, linear functions and graphing, spatial thinking, area and volume, right triangles in Algebra, data analysis and probability, and nonlinear functions and polynomials.

Math 2, Full Year

1 Credit

Students in Math 2 learn how to: make sense of problems and persevere in solving them; create and critique mathematical arguments such as proofs; and model real-world situations using mathematics. Students will collaborate with others while sharing information, expertise, and ideas. The course is balanced between procedural fluency and deep conceptual understanding of algebraic and geometric skills.

Math 3, Full Year

1 Credit

This high school Advanced Algebra course builds on work with linear, quadratic, and exponential functions, with students extending their repertoire of functions to include logarithmic, polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, are facile with algebraic manipulations of expressions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.



PreCalculus, Full Year

1 Credit

Precalculus is a course designed to prepare students for topics covered in an elementary Calculus course at the college level. It begins with a comprehensive study of functions and moves into an analysis of rudimentary calculus concepts such as the difference quotient and the notion of “taking a limit.” In addition to introducing students to terminology and concepts essential to the study of Calculus, this course should also help students develop reasoning and analytical skills which may be applied to problems outside the typical realm of mathematics.

AP Calculus AB, Full Year

1 Credit

An Advanced Placement (AP) course in calculus consists of a full high school academic year of work that is comparable to a calculus course in colleges and universities. AP Calculus will follow the topics outlined by the College Board, along with additional topics that the instructor deems fit to include. Each student will complete a simulated AP exam at the end of the semester. During the last weeks of spring semester (after the official AP exam), advanced topics will be covered. The course is primarily concerned with developing students’ understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are demonstrated through the unifying themes of derivatives, integrals, limits, approximation, applications, and modeling. A major objective of the class is to prepare students for the AP Calculus AB exam to be given in the spring. Most universities award credit to students based upon their scores on this exam. **The national exam is in May.**

Statistics

1 Credit

This course is a practical hands-on approach to the study of statistics and probability. It provides students with an introduction to important topics in statistics by focusing on the statistical thinking behind data collection and analysis. It helps students be more discerning consumers of statistics, teaching them to interpret the numbers in surveys, election polls, and medical studies. Topics include sampling, surveys, experimental design, organizing data, distributions, probability, and inference.



Science

Advanced Topics in Science, Full Year

1 Credit

This class will build a strong foundation of English language and fundamental academic science content. Topics related to the high school curriculum standards in science and technology will be introduced at a pace and depth appropriate to the class and individuals in the class.

Topics covered, pertinent to the Boston Public Schools and Massachusetts Curriculum Frameworks, will serve as a foundation for future SEI science classes and MCAS exams. Students participating in this class will be provided an introduction to foundations of English language and key science concepts in a contextualized setting.

Physics 1, Full Year

1 Credit

Physics I is an introductory lab science course. In this class, we will slowly uncover the mysteries of the universe, such as how heat moves from object to object, the nature of light, how magnets work, why basketball shoes stick to the court, and much, much more. This course will engage students in genuine inquiry, often having students ask their own questions and have to figure out their own answers to those questions. Class will consist of a mix of group and individual work, focusing on building personal responsibility, personal accountability, and ability to collaborate. While building general science skills, students will be progressing toward proficiency in state physics science standards, eventually taking the Physics MCAS in May.

Biology 1, Full Year

1 Credit

This is a hands-on course where you will learn about the evolution of living organisms, how they work, and how they interact with their environment. In addition, you will continue to grow as young scientists by practicing the principles of inquiry and the scientific method you were introduced to in middle school courses. This will include practicing our skills of reading texts, making evidence-supported arguments, and critical thinking. The end result will also prepare students for success on the state MCAS Biology exam.

AP Biology, Full Year

1 Credit

This course is designed to give students a solid foundation in college-level biology and prepare them for the **AP Biology Exam in May**. We will be reading complex texts, diving into inquiry, and practicing our critical thinking skills. By the end of the year, all students will understand the role biology has on society and the responsibility that we all have to make informed decisions about issues raised by advancements and research in biology.

**Chemistry 1, Full year****1 Credit**

This one-year introductory course is designed to give students a general overview of the fundamental principles of chemistry, which are the properties of matter and its interactions. We will cover the 8 essential topics as specified in the 2006 Massachusetts Science and Technology/Engineering Curriculum Framework. I believe that these topics will give you practical knowledge about the chemistry you experience within and around you in everyday life as well as establish a firm foundation for any post- high school chemistry training you may pursue.

Environmental Science, Full Year**1 Credit**

The purpose of this course is to provide students with opportunities to engage in issues regarding the relationship between humans and the environment that surround us. Students will study the interrelationships of the natural world, examine causes and effects of environmental problems, and evaluate and develop solutions to these problems. Through the context of investigating these topics with labs, fieldwork, and discussion, students will improve their literacy, writing, critical thinking, and problem-solving skills as related to contemporary issues.

AP Environmental Science, Full Year**1 Credit**

The goal of this course is to provide students with opportunities to deepen their abilities to utilize scientific principles, concepts, and methodologies to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternate solutions for resolving and/or preventing them. Students will experience college-level instruction through lectures, readings, discussions, labs, fieldwork, and varied technology-based means. They will demonstrate understanding with written notebooks, lab reports, research projects, presentations, and evidence-based discussions. In May, students will be taking the A.P Environmental Science exam. If a student scores well on the exam, he/she may be eligible for placement and course credits when attending a college or university.

Wellness Education**Physical Education, Full Year****1 Credit**

Welcome to our Physical Education course! At Brighton High School we value all aspects of Physical Education. We try to pass on our values so you can learn how to lead a long, healthy, and physically productive life while enjoying several different aspects of Physical Fitness. This Physical Education class will comprise many different activities related to



personal physical fitness and team sports. Cardiovascular fitness, muscular strength and endurance, agility, and flexibility will be incorporated on a daily basis. Relaxation techniques and circuit training will be used on a weekly basis. Team sports and non-competitive activities will be prominently featured, not limited to but including dedicated workout days every week, soccer, flag football, volleyball, street hockey, ultimate frisbee, basketball, wiffle ball, and other team centered activities. This is an accredited course required to graduate by Boston Public Schools and Brighton High School.

Advisory (called CREW), Full Year

1 Credit

The purpose of CREW is to provide students with an opportunity to form a strong relationship with at least one adult in the building. Each CREW focuses on team and community building activities as well as a grade level specific theme. Themes include Exploring Careers (NFTE), STEPS-A (Social Emotional Learning curriculum), Newcomer Support, and Academic Intervention. Important grade level-specific events also take place during CREW on a regular basis, including but not limited to college presentations, guidance counselor presentations, special guest speakers, field trips, and work-based learning opportunities.

World Languages

Spanish 1, Full Year

1 Credit

In this class we will engage in meaningful language practice by focusing on the development of our listening, speaking, reading and writing skills in Spanish. We will explore the myths, legends, festivals, history, literature, music, famous foods, daily life and customs of various Spanish-speaking countries. The class will be divided into units of study. We will begin learning basic information such as greetings, the Spanish alphabet, numbers, and introductions. As the year progresses, we will learn more about activities, food & beverages, daily schedules, telling time, describing classes, location, and expressing feelings, clothing, shopping, places and events, around town, and in a restaurant. Each unit will have a central cultural theme and focus on various Spanish grammar concepts, including the present, preterit, and present progressive tenses, reflexive verbs, affirmative tú commands, and help build conversational skills. We will also spend time looking at current events and discussing issues that significantly impact the Latino community, such as immigration.

Spanish 2, Full Year

1 Credit

In this class we will engage in meaningful language practice by focusing on the development of our listening, speaking, reading and writing skills in Spanish. We will explore the myths, legends, festivals, history, literature, music, famous foods, daily life and



customs of various Spanish-speaking countries. This course is a continuation of language skills and concepts experienced in Spanish 1. We will be learning how to concretely discuss or past experiences, clarify sequence of events, describe continuing, explore conversational skills and learn how to make general suggestions. The class will be divided into units of study. Each unit will have a central cultural theme and focus on various

Spanish grammar concepts, including but not limited to, preterite of irregular verbs, the imperfect tense, reciprocal reflexive verbs, and the subjunctive mood. Emphasizing vocabulary, grammar, and cultural knowledge that will help students communicate in everyday situations. At the end of the course, the student will be able to understand, speak, read, and write about basic daily activities and make themselves understood by sympathetic Spanish speakers.

Spanish for Native Speakers, Full Year

1 Credit

This course is designed for Latinx heritage language students who are bilingual or multilingual and multicultural, having a personal or familial connection to Spanish as a minoritized language/culture. In this course, the students will be able to develop their Spanish literacy along with the study of the socio-political histories of Latin American nations and Spain from a critical standpoint. The students will creatively engage with authentic readings, videos, and writings regarding sociocultural and historical events shaping their sense of self and heritage. By the end of the year, the students will have developed a critical Youth-led Action Research Project in their communities about migration.

Electives

OneGoal Year 1, Full Year

1 Credit

This is a college preparation course that will help students to develop the skills to increase their GPA and college entrance exam scores, which in turn increases acceptance rates into more selective post-secondary schools. As well as assist students to identify 7 best fit colleges. Students will also work on developing the non-cognitive skills and mindsets needed to graduate from college.

OneGoal Year 2, Full Year

1 Credit

High school seniors apply for and enroll in their best-fit college. Their Program Director supports them through tactical steps, including applications and financial aid, while also honing non-cognitive skills and Leadership Principles that will prepare them for the year ahead in their undergraduate studies.



Fitness and Conditioning, Semester

0.5 Credit

Fitness and Conditioning is a course in which you will learn how to exercise properly using different techniques to accomplish your own personal fitness and conditioning goals.

Students are expected to be highly energetic, eager to learn and perform physical and mental tasks to the best of their ability. Athletes and non-athletes are welcome to apply.

This course will meet first period five days a week. Location will vary between the gym, weight room, and outside. Students are expected to dress appropriately, bring a personal full water bottle, and notebook to track progress on a daily basis. Students will learn how to design their own exercise schedule and are expected to track personal progress throughout the term.

Students wishing to apply for the Fitness and Conditioning course should see Mr. Stack for an application.



Appendix A

Fast Track SEI (Overaged & Under-credited)

Pass 4 English Classes (2 ESL classes & 2 ELA Fundamentals)
 Pass 4 Math Classes (Alg, Alg 1A & Geometry & 1 Math Fundamentals)
 Pass 2 Science (Science Foundations & Physics)
 Pass 3 History Classes (maybe 1 in after school program?)
 Pass 1 Art Class
 Pass 1 Wellness Class

Year 1 In-School	Year 1 Acceleration Academy	Summer SEI Acceleration Academy	Year 2 In-School	Year 2 Acceleration Academy
ESL 1 Cohort (2 credits)	Real-world Literacy (1 credit)	Arts (1 credit)	ESL 2 Cohort (2 credits) + MCAS	Current Events (1 credit)
Algebra (1 credit)	Real-world Math (1 credit)	MCAS Math (1 credit)	Geometry (1 credit)	Internship/Wellness/Art Elective (1 credit)
Algebra 1A (1 credit)			American Government (1 credit)	
Science Foundations (1 credit)			US History 2 (1 credit)	Pass MCAS: ELA, Math, Science
ESL 1 Supplement (1 credit)			Physics/BIO (1 credit) + MCAS	
6 credits	2 credits	2 credits	6 credits	2 credits
				Total 16 credits