

BHS Sophomore Year Course Selection

Parent meeting 1/24/19

Notes from your PTO Reps:

Students will begin the process with their teachers and guidance counselors in February. Teachers will advise as to placement and course selection for next year, including advice on levels or alternative classes or programs. Electives will be previewed in class for students. Please consult the course catalog for more information. Course recommendations will be posed for parents in the Aspen Parent Portal, and you will receive notification when they are posted (on or around March 4). ***Parents are the only ones who will see the totality of course recommendations, so please review with your child if the course load and challenge levels are appropriately calibrated across all recommended courses.*** Class of 2022 Deans Lisa Redding and Brendan Kobus are available for questions.

Please consult the various academic Department's web pages for more details:

<http://bhs.brookline.k12.ma.us/departments.html>

The following curriculum coordinators and program directors presented:

ACE (Amy Bayer, Program Coordinator): An alternative pathway program for sophomores, juniors, and seniors. Feb 7 information night for parents. There will also be an information session for students. Contact program director for more information. March 1 application deadline.

<http://bhs.brookline.k12.ma.us/ace.html>

Science Department Chair (Ed Wiser): Sophomores take Chemistry, offered in standard and honors. Course selection documents and summer opportunities on science department website and Twitter account @ScienceAtBHS. Teachers help guide selection. There is a section of Chem 1 honors offered within SWS (see below for more info on SWS).

World Languages Department Chair (Agnès Albérola): To graduate from BHS students need at least 2 years of study in a world language. Many colleges require completion of 3 years of language; 96% of BHS students study language for 4 years. The department also offers Trips abroad in February or April break.

Social Studies Department Chair (Gary Shiffman): Sophomores study modern world history. The department now offers a racial awareness course (elective) only for sophomores. Students need to express interest and sections will be created based on student interest. The 9th grade world history curriculum is in the midst of an overhaul and will be previewed for rising 9th grade families at a meeting on Feb. 11. Tenth grade curriculum will get overhaul eventually.

Math Department Chair (Josh Paris): Algebra II for sophomores. Math is required for 3 years but state colleges require 4. IMP (honors level) is a different approach to math, inquire for more information or teachers may suggest for students.

English Department Chair (Mary Burchenal): World literature in standard and honors is offered for sophomores. For those interested in different content, Future World Lit and Real World Lit are mixed level classes. Course descriptions are on website.

School Within A School (Dan Bresman, Coordinator): SWS is an alternative, participatory, democratic small school community of 120 sophomores, juniors, and seniors. Students apply and are selected via lottery. They take English and Science or History with their SWS cohort and mainstream classes otherwise. More info at <http://bhs.brookline.k12.ma.us/sws.html> Applications due 2/13, decisions posted 3/1.

➤ **INFORMATION from WORLD LANGUAGE:**

World Language Info for Freshman Year to Sophomore Year:

Agnes_Alberola@psbma.org

Five languages offered: Chinese, Japanese, French, Latin, Spanish from beginning to advanced

How many years of a WL do you need to graduate from BHS? 2 years in the same language.

How many years of a WL do many colleges prefer? 3 years

How many years do most students (>95%) take? 4 years

Follow teachers' recommendations.

Typically the student will move up a grade and stay in the same level (i.e. Spanish 2 Honor going into Spanish 3 Honor)

If recommended by the teacher to go up a level (i.e. from 2 Honors to 3 Advanced, or 2 Standard to 2 Honors) student will fill out an Action Plan (read extra material, study more grammar, increase vocab) to start closing the gaps independently. End of June they will be reassessed to see whether or not it is still a realistic recommendation.

Student wanting to add another language?

Check that it won't prevent them from meeting their other graduation requirements (Elective, H and F, etc.) and let guidance counselor know to add the new course in the schedule.

First language choice will take priority.

What can be taken in place of WL credit?

ELL courses

Pathways: 1 year can be substituted (see pathways options in course catalog)

NEW STUDENTS? HERITAGE SPEAKERS? STUDENTS WHO INTERRUPTED THEIR STUDY OF WL?

Contact Agnès Albérola at 617-713-5094 to have them placed. Courses vary a lot from school to school. Grades and course names are rarely equivalent. Students' perception can be inaccurate as well.

New hours for 2018-2019!

Do you need help in your World Language class?

*Reviewing for a test. Retaking a test. Practicing a new structure.
 Making up time. Help on homework. Drilling vocabulary.
 Missing work from absence. Conversation practice.*

**Come find Ms. Gonyer in the
 French and Spanish Support Center
 Room 226 (WL Comp. Lab)**

Monday	Wednesday	Thursday	Friday
7:35 - 8:15	3:00 - 3:50	X Block 3:00 - 3:50	7:35 - 8:15

**Come find Mr. Williams in the
 Latin Support Center
 Room 208**

Monday	Tuesday
7:30 - 8:15	7:30 - 8:15

**Come find Ms. Shorter in the
 Chinese Support Center
 Room 200**

Monday	Wednesday	Thursday	Friday
3:00-3:50	3:00-3:50	3:00-3:50	3:00-3:50

**Come find Ms. Shapiro in the
 Japanese Support Center
 Room 215**

Tuesdays
7:45-8:15

➤ INFORMATION from ENGLISH:

CHOOSING YOUR SOPHOMORE ENGLISH COURSE

TAKING 10TH GRADE ENGLISH AT THE STANDARD LEVEL:

World Lit S is the best choice for students who want to build and hone their reading and writing skills in an intensive way, and for any student NOT particularly drawn to the specific topics in the Real World or Future World course descriptions. World Lit S classes are almost always smaller and thus offer increased teacher support.

TAKING 10TH GRADE ENGLISH IN A MULTI-LEVELED CLASS:

Real World Lit and **Future World Lit** represent an alternative course model. Students taking the course for standard credit and students taking the course for honors credit learn together in the same classroom. These courses work best for students who are particularly attracted to these course descriptions with genuine curiosity in these areas (real world issues, dystopian/sci-fi literature, respectively). These courses also appeal to students drawn to taking a class with more diverse learners than typically found in all-standard or all-honors courses.

These multi-leveled courses offer a whole-class reading and writing pace that falls between standard and honors. These courses contain a project-based, presentation component, as well as an independent reading component (including non-fiction), allowing more freedom to investigate particular books and topics of interest to the student. Students taking these courses for honors credit will need to clear a more challenging bar on assignments, rubrics, and independent reading -- equivalent to the level of performance expected in regular honors classes.

Keep in mind that Real World Lit and Future World Lit study the same three sophomore core books (*Things Fall Apart*, *Macbeth* or *Othello*, *World Writers Today*) as World Lit H and World Lit S, ensuring that all sophomores have a common literary experience in world literature.

TAKING 10TH GRADE ENGLISH AT THE HONORS LEVEL:

If you are looking for the fastest pace of whole-class reading, you will find that in **World Lit H**. World Lit H works best for students who are highly motivated to read both classic and contemporary literature and who prefer a more traditional English course.

CLASS DESCRIPTIONS FROM THE COURSE CATALOGUE:

EN2020 World Literature

In this course, students will examine how authors from different cultures and eras approach universal questions such as: What does it mean to live a good life? Where do we find joy and meaning? What happens when we do wrong? Does suffering strengthen or weaken us? What happens when our beliefs conflict with our family or our community?

What are the forces that make us who we are? Students will consider how literary works can help answer these questions of importance in their own lives.

Students will explore these questions while working intensively on one skill set at a time. For example, students may focus on close reading in the first unit or quarter, and then focus on writing an effective essay in the second unit or quarter. This course is a good choice for students who are interested in exploring the philosophical questions raised by literature from around the world, as well as for students interested in working intensively to improve their reading and writing skills. Students read up to 25 pages per night and will write at least twelve drafted papers (both personal and analytical).

Grade: 10

Credit: 1

EN2030 World Literature Honors

In this more demanding course, students will focus on the formal elements of literature: students will explore identity, culture, and meaning by asking how authors reveal to us who we are. Students will examine how authors from different countries and eras approach universal questions such as: How does culture influence our values, attitudes, and behaviors? What are the ramifications of accepting or rejecting our culture? The course includes books of significant length and complexity. Students read up to 35 pages a night and will write at least twelve drafted papers (both personal and analytical).

Grade: 10

Credit: 1

EN2120 Future World Lit/ EN2130 Future World Lit Honors

Foretelling the future, imagining the unimaginable, thinking about the possible and impossible – writers have been doing this for generations. This course is designed for students who are interested in what lies ahead, whether it is a future predicted by a scientist or by the author of *The Hunger Games*. Students will ask themselves – how will we shape the future? How will the future (and its technology) shape us?

This multi-leveled course is designed for sophomores interested in science fiction, fantasy, and dystopian literature (sometimes called “speculative fiction”). Students in Future World Lit practice the same reading and writing skills and read the same core books as students in World Literature. Additionally, students undertake creative projects (such as fiction writing, visual art, film-making, game design, etc.) inspired by the concerns of speculative fiction and conduct an independent research project related to a scientific, social, or technological issue. Beyond the core books, students study short and longer fiction by such authors as M.T. Anderson, Margaret Atwood, Octavia Butler, Orson Scott Card, Philip K. Dick, Aldous Huxley, Ursula LeGuin, George Orwell, Ayn Rand, Veronica Roth, George Saunders, J.R.R. Tolkien, Kurt Vonnegut, H.G. Wells. Students will also study nonfiction by authors such as Bill McKibben and Sherry Turkle.

This course can be taken for either standard or honors credit (within the same section).

Grade: 10

Credit: 1

EN2220 Real World Lit/ EN2230 Real World Lit Honors

In this multi-leveled course, students use books from the World Literature curriculum to explore their own interests and questions around the central course concepts: identity and community. There is a focus on real-world experiences and examples, including whole-class study of classic and contemporary world literature and with more individualized study. At the beginning of each semester, students read literature that explores the themes of identity and community and prompts some of the following questions: How do I define myself? To what extent can we choose who we are and what we become? How am I defined by family, friends, race, gender, social class, religion? How do I respond when I feel torn between identities? In what ways am I influenced by my communities? What happens when an individual is in conflict with his or her community? Beyond the core books, students study works such as *Purple Hibiscus*, *All Souls*, *Othello*, *The Joy Luck Club*, *The Things They Carried*, *Balzac* and *The Little Chinese Seamstress*, and *Master Harold and the Boys*.

Students deepen their exploration of identity and community by creating their own research and writing projects. After reading fictionalized versions of author's lives, students write about their own lives, families, communities, and experiences. Projects might include research on a neighborhood, family histories, or short stories. Students present culminating projects to a range of audiences.

This course can be taken for either standard or honors credit (within the same section).

Grade: 10

Credit: 1

➤ **INFORMATION from SOCIAL STUDIES:**

Racial Awareness Seminar

This is a yearlong, co-taught Social Studies elective course that explores the complexities of race within our national, local and high school communities. Students will meet in a seminar-style class designed to foster students' capacity to reflect on and speak effectively about their own identities and to listen carefully and thoughtfully as others reflect on and speak about theirs. The class, therefore, will require students to articulate their own experiences, to learn from their classmates' experiences, and to develop a greater understanding across racial identification lines. Students will engage in experiential learning activities and group discussions and will read and view materials provided by the teachers. Each quarter, students will attend two school or community events that will enhance their racial understanding. They will also be challenged to think of ways to share their new understandings with the greater community.

The course is open to all sophomores. Students must complete a written expression of interest in the course in the winter of 9th grade (available in the Social Studies office) in order to have the official course request entered in their schedule. This class counts toward the graduation requirement of 22 credits, but does not fulfill either the Social Studies or BHS Elective requirement.

Level: N Full Year Periods per week: 2 Requirement: Application Credit: 1.0

I. Learning Objectives : By the completion of this course, the successful student will have learned the following:

- Students will be able to discuss issues of race across racial lines
- Students will be able to understand the complexities of race in the 21st century
- Students will have the vocabulary to engage with difficult racial issues and discussions
- Students will learn to be comfortable with their own identity and the complexities that comprise their identity
- Students will embrace diversity and understand the complexities of their peers' racial identities

II. Learning Experiences : In this course, all students will do the following:

- Summer identity paper (Due first day of class)

- Weekly reflections on class discussion, articles or videos.
- Attend at least one *Race Reels* Film Screening per quarter
- Attend at least one meeting where issues of race are discussed per quarter (e.g. Courageous Conversations, Social Justice @ Brookline Teen Center, Asian Pacific American Club, METCO Affinity Group, SWS Race Committee, or independent outside groups confirmed with the teacher)
- Listen and respond to two in-class guest speakers each quarter
- Independent reading of a book about one's own racial identity (Quarter 2)
- Racial Sharing Experience with Peers (Quarter 3)
- Racially Challenging Experience (Quarter 4)
- Independent reading of a book outside of one's racial identity (Quarter 3)
- Anti-racist action (Quarter 4)
- End-of-Year Reflection paper (Quarter 4)

➤ **INFORMATION from MATH:**

Interactive Math Program Honors FAQ

What is IMP?

- The Interactive Mathematics Program (IMP) is an exciting way for high school students to learn mathematics. Brookline's three year IMP program replaces the traditional Algebra II/Trigonometry/Precalculus/Calculus sequence.
- The IMP curriculum is problem-based. Each year consists of five or six units that are each organized around a central problem or theme. Motivated by this central focus, students solve a variety of smaller problems, both routine and non-routine, that develop the underlying skills and concepts needed to solve the central problem in that unit.

How does IMP differ from traditional high school mathematics?

- The IMP curriculum challenges students to actively explore open-ended situations in a way that closely resembles the inquiry method used by mathematicians and scientists in their work. IMP calls on students to experiment with examples, look for and articulate patterns, and make, test, and prove conjectures.
- IMP integrates algebra, geometry, and trigonometry with topics such as probability, statistics, discrete mathematics, matrix algebra, coding, and calculus.
- IMP is very student-centered. The students, working together, develop their own understanding of the concepts being discussed (see below). Instead of providing a lot of direct instruction, the teacher serves as a "coach" who organizes the investigations the students undertake and then creates opportunities for the students to synthesize their learning.

What happens in an IMP classroom?

- The "interactive" aspect of IMP refers, in part, to the program's emphasis on students working with each other in collaborative groups. Students discuss problems, use writing to clarify, and express complex mathematical ideas and present findings to the rest of the class. Students share many different and valid approaches, expanding everyone's thinking. Together, they tackle problems that are usually too complex to be solved by any one individual.

- Students complete daily homework assignments containing exercises that build on concepts that were learned in that day's lesson while at the same time previewing content that will be learned in the subsequent lesson.
- They also work on "Problems of the Week" (POWs); open-ended investigations in which they must write and illustrate their strategies and solutions to complex problems. Students complete one POW during each marking period.
- IMP Students are evaluated according to a variety of criteria. Student grades are based on class participation, daily homework assignments, Problems of the Week, portfolios, and unit assessments.

Is IMP leveled?

At Brookline High School IMP is taught at the Honors level. Students who complete either Geometry Honors or Geometry Advanced in grade 9 are excellent candidates to enroll in IMP. In addition, students who are very successful in Geometry could access the curriculum of the course as well. Students in this situation should speak with their teacher to get a sense if IMP would be a good fit for them.

Can students move in and out of IMP from year to year?

Ideally students would begin in IMP2 Honors in grade 10 and then complete the three year program with IMP4 Honors in grade 12. However, It is possible to complete Algebra 2 Honors in grade 10 and then move into IMP3 Honors as Juniors. Conversely, at the end of the first quarter of IMP2 Honors a student may move back into our traditional math program if they feel that IMP is not a good fit for them. Moving out of IMP any time later than that presents challenges in terms of missed content. As well, students may take a Calculus course currently with IMP4 in grade 12.

Does IMP prepare students for college?

Yes! Students who complete IMP are prepared to take introductory Calculus and Statistics courses at the college level. National data shows that IMP students enroll in highly regarded colleges and universities throughout the country. In addition, a significant number of IMP students enroll in a BHS engineering course each year and/or go on to complete engineering programs in college.

Does IMP prepare students for tests such as MCAS and SATs?

Yes. Data shows that students in IMP do equally as well on these tests as students who complete the traditional BHS math program.

➤ INFORMATION from SCIENCE:

Chemistry Course Selection

Physics teachers will be meeting with students, with the help of their fellow Chemistry teachers, to help them understand the differences between the various Chemistry courses. They will also give one-on-one recommendations when appropriate. Below are Chemistry teachers' words on how to choose a course:

Chemistry 1 is a college preparatory chemistry course in which students learn material through direct instruction and activities that are the foundation of learning. Students learn about a wide range of topics within Chemistry; while many of these topics overlap with those on *Chemistry I Honor*, *Chemistry I* does not delve into the details of the same topics, or with as much algebra as other courses.

Homework in *Chemistry I* consists of both guided reading, with key questions, and independent reading-and-note-taking. Homework involves analyzing lab results, as well as reviewing content taught in the classroom.

The students in *Chemistry I* often need more structure, or have not yet completed *Algebra 1*.

Chemistry I Honor is a fast-paced, intense introductory Chemistry course based around lecture, discussions, and laboratory experiments across a wide-range of content.

Homework in *Chemistry I Honor* requires strong quantitative skills, and consists of reading and problem solving that supplement and guide their class work, as well as completing questions related to lab experiments.

The students in *Chemistry I Honor* are comfortable learning independently through reading, are well organized, and are ready for a challenge. Students interested in eventually enrolling in *AP Chemistry* should consider *Chemistry I Honor* as the best preparation since the content areas are covered in this course, slightly more than in the other Chemistry courses. Further, *Chemistry I Honor* is the introductory course that most prepares students for the SAT II Subject Test in Chemistry. However, to be prepared fully for this exam, students need to independently review and learn some additional material, and therefore are encouraged to take *AP Chemistry* if this is their goal.

SWS Students have the option of taking an SWS section of *Chemistry I Honor*, which is the same course, simply populated with SWS students.

Other pathways

- Summer school is not the best option for students hoping to accelerate, and must consult me before considering any summer school course.
- Simultaneously taking another science course as a 10th grade student is not necessary, and it would not accelerate a student who is very interested in science. This is because many students have successfully taken optional courses concurrently with Biology in 11th grade.