

BHS

Burlington High School



1939

Program of Studies

2026

2027

Burlington High School

Mark J. Sullivan
Principal
01803

123 Cambridge Street
Burlington, MA

(781) 270-1838

February 2026

Dear Parents and Students,

It is a pleasure to share with you the *Burlington High School Program of Studies* for 2026-2027. This Program of Studies has been developed so that our students will have access to a well-rounded four-year educational program. As you review the content, I believe that you will be impressed by the academic strength of the curriculum and the diversity of the curricular offerings. The courses offered at Burlington High are designed to foster the scholastic achievement, responsible citizenship, and social skills necessary for success after high school.

In addition to describing classes, the Program of Studies provides information about graduation requirements, credits, grades, course levels, weighted grades, Advanced Placement courses, and special programs. The Program of Studies also identifies particular 21st-century skills that are specifically identified by each department.

Students are expected to select classes that are academically challenging and provide rewarding learning opportunities in areas of interest. It is important that students and families review the course offerings for each department before completing the online registration. Teachers, counselors, department heads, and administrators are available to assist students and families in making these selections.

The scheduling process begins in February and will be completed in June. Student schedules will be mailed home over the summer. During the later part of the registration process, honoring requests for changes becomes increasingly difficult. Therefore, it is essential that students complete the registration process as early as possible, making the best choices available to them.

Please contact me at 781-273-7662 or email sullivan@bpsk12.org if I may be of assistance to you during the registration process.

Sincerely,



Mark J. Sullivan
Principal

Translation Services

If you need assistance reading this document or other school publications, please contact the building principal to obtain translation services.

Spanish

Si usted necesita asistencia en la lectura de este documento o de otras publicaciones de la escuela, por favor póngase en contacto con el director de la escuela para obtener servicios de traducción.

Chinese

如果您在阅读本文或其它学校出版物的时候需要翻译，请与校长联系。

Gujarati

"જો તમે આ દસ્તાવેજ અથવા અન્ય પ્રકાશનો વાંચવા સહાયતાની જરૂર હોય તો, અનુવાદ સેવાઓ મેળવવા માટે મકાન મુખ્ય સંપર્ક કરો"

Portuguese

Se você precisar de assistência a leitura deste documento, ou outras publicações escolares, entre em contato com o edifício principal na obtenção de serviços de tradução.

Hindi

"यदि आपको यह दस्तावेज या स्कूल के अन्य प्रकाशन पढ़ने में सहायता चाहिए हो, तो कृपया अनुवाद सेवा प्राप्त करने के लिए स्कूल प्रिंसिपल से संपर्क करें।"

Korean

이 문서나 기타 학교 인쇄물을 읽는데 도움이 필요하신다면, 건물 책임자에게 부탁하여 번역 도움을 받으십시오.

Japanese

もしこの文書、あるいはその他の学校刊行物を読む際に分からない部分があれば校長に連絡して翻訳サービスを頼んでください。

Russian

Если вам нужна помощь для ознакомления с настоящим документом или другими школьными документами, пожалуйста, обратитесь к директору школы для получения услуг письменного перевода.

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BURLINGTON SCHOOL ORGANIZATION

School Committee

Melissa Massardo, Chair

Katherine Bond, Vice Chair
Christine Monaco

Jeremy Brooks
Meghan Nawoichik

District Administration

Superintendent of Schools
Assistant Superintendent
Director of Operations
Director of Pupil Services
Business Manager
Health & Physical Education
Performing Arts
Visual Arts Coordinator
District Director of Mental Health
Director of English Learner Education
Director of Family and Community Engagement

Eric Conti, Ph.D
Lisa Chen, Ph. D
Bob Cunha
Christina Cicolini
Nichole Coscia
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George Ratkevich
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Burlington High School Administration

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Mission Statement

Burlington High School's mission is to develop lifelong learners and engaged community members who think creatively and critically and who respect human differences in an increasingly diverse society.

Burlington Public Schools Portrait of a Graduate



The Portrait of a Graduate is Burlington Public Schools' vision for student success and well-being. It outlines the skills, dispositions, and competencies the school community wants students to develop before they graduate to thrive in life, learning, and work. The vision is designed as a continuum promoting lifelong learning and growth.

Critical Thinking

Students analyze, evaluate, interpret, and synthesize information to form an argument, solve a problem, or reach a conclusion.

A BPS graduate works to

- Evaluate, analyze, and synthesize information.
- Ask thoughtful questions.
- Engage in self-reflection.
- Seek to understand multiple perspectives.

Successful Collaboration

Students with diverse strengths and perspectives work together effectively to enrich learning, address problems, and complete tasks.

A BPS graduate works to

- Organize and delegate tasks.
- Seek and offer help.
- Address and resolve conflicts.

Effective Communication

Students communicate effectively through writing, speaking, visuals, mathematical expressions, and various forms of media.

A BPS graduate works to

- Articulate thoughts and ideas with purpose.
- Contribute productively to academic exchanges.
- Demonstrate interpersonal communication skills.

Resourceful Problem Solving

Students recognize obstacles and their causes, define and implement solutions, and evaluate the impact of those solutions.

A BPS graduate works to

- Identify and define problems.
- Design solutions.
- Implement solutions.

- Check solutions for impact.

Skill: Critical Thinking

Students analyze, evaluate, interpret, and synthesize information to form an argument, solve a problem, or reach a conclusion.

Skill Domain CT1: Evaluates, Analyzes, and Synthesizes Information

- **CT1A:** Identifies, evaluates, and cites relevant sources
- **CT1B:** Interprets and identifies main ideas and supporting details to follow a line of reasoning
- **CT1C:** Uses evidence to make connections between multiple sources, draw conclusions, and create new understandings

Skill Domain CT2: Asks Thoughtful Questions

- **CT2A:** Asks various types of questions appropriate for the situation (e.g., clarifying, broadening, justifying, factual, hypothetical)
- **CT2B:** Generates inquiries and investigates independent topics to expand understanding
- **CT2C:** Demonstrates curiosity when presented with new concepts and different ways of thinking

Skill Domain CT3: Engages in Self-Reflection

- **CT3A:** Reflects on information received through observations and experiences
- **CT3B:** Seeks and responds to feedback to set and meet individual and collective goals
- **CT3C:** Assesses approaches to learning and identifies ways to improve and progress

Skill Domain CT4: Seeks to Understand Multiple Perspectives

- **CT4A:** Acknowledges how different circumstances, experiences, beliefs, biases, abilities, and cultures can influence understandings, feelings, and actions
- **CT4B:** Identifies and examines whose perspectives are conveyed, what relevant perspectives are missing, and why

Skill: Successful Collaboration

Students with diverse strengths and perspectives work together to enrich learning, address challenges, and complete tasks.

Skill Domain SC1: Organizes and Delegates Tasks

- **SC1A:** Works with others to collectively define roles, goals, resources, and action steps
- **SC1B:** Actively contributes ideas to support and enhance team success
- **SC1C:** Evaluates progress, maintains group accountability, and works with the group to adjust the plan as needed

Skill Domain SC2: Seeks and Offers Help

- **SC2A:** Recognizes individual strengths and challenges when contributing to the group
- **SC2B:** Productively and thoughtfully provides, receives, and responds to constructive feedback

Skill Domain SC3: Addresses and Resolves Conflicts

- **SC3A:** Listens to understand others' perspectives
- **SC3B:** Identifies sources of conflicts when they arise
- **SC3C:** Approaches disagreements with an open mind

Skill: Effective Communication

Students communicate effectively through writing, speaking, visuals, mathematical expressions, and various forms of media.

Skill Domain EC1: Articulates Thoughts and Ideas With Purpose

- **EC1A:** Speaks and writes with clarity and purpose—to inform, persuade, motivate, entertain, and/or collaborate
- **EC1B:** Incorporates technological skills, digital tools, and various media forms when appropriate
- **EC1C:** Expresses thoughts and ideas accurately, meaningfully, and creatively

Skill Domain EC2: Contributes Productively to Academic Exchanges

- **EC2A:** Uses active listening strategies to enhance understanding
- **EC2B:** Generates, supports, qualifies, and challenges claims with reasoning and evidence
- **EC2C:** Acknowledges & seeks to understand multiple perspectives

Skill Domain EC3: Demonstrates Interpersonal Communication Skills

- **EC3A:** Interacts respectfully with people of different experiences, abilities, and backgrounds
- **EC3B:** Identifies intent and impact of communication
- **EC3C:** Acknowledges the impact of communication on others
- **EC3D:** Self-advocates with an understanding of self and situation

Skill: Resourceful Problem Solving

Students recognize obstacles and their causes, define and implement solutions, and evaluate the impact of those solutions.

Skill Domain RPS1: Identifies and Defines Problems

- **RPS1A:** Identifies and defines problems (e.g., personal, technical, intellectual, community, societal)
- **RPS1B:** Breaks down problems into components

Skill Domain RPS2: Designs Solutions

- **RPS2A:** Develops and articulates short- and long-term goals to meet desired outcomes
- **RPS2B:** Prioritizes tasks and creates an effective action plan
- **RPS2C:** Generates solutions by brainstorming strategies and challenging assumptions
- **RPS2D:** Takes intellectual risks; approaches challenges creatively

Skill Domain RPS3: Implements Solutions

- **RPS3A:** Manages time effectively
- **RPS3B:** Applies decision-making skills purposefully
- **RPS3C:** Demonstrates perseverance; engages in productive struggle
- **RPS3D:** Coordinates resources (e.g., research, materials, collaborative partners) to solve problems

Skill Domain RPS4: Checks Solutions for Impact

- **RPS4A:** Collects and analyzes relevant data and feedback
- **RPS4B:** Uses data and feedback to assess the plausibility and potential impacts of their solution
- **RPS4C:** Articulates what information and sources were relevant to developing a conclusion

State College and University of Massachusetts Admissions

Minimum Undergraduate Admissions Requirements for Massachusetts State Colleges and Universities

The minimum undergraduate admissions standards for UMass and the Massachusetts state universities were established to: emphasize the importance of successfully completing a rigorous academic course of study in high school, to ensure that students are well prepared to begin college courses and their path to a degree, and to increase consistency of undergraduate admissions across the UMass and state universities and UMass campuses.

These standards are **minimum requirements**. Meeting these minimum standards does not guarantee admission, since admissions officers consider a wide range of factors when reviewing students' applications, and each campus can establish additional requirements. For more information, please contact the admissions office at the institution(s) to which the student is interested in applying.

Note: These standards do not apply to the state's community colleges, which implement open admissions and enrollment policies.

Admissions Standards for First-Year Applicants at Massachusetts 4-Year Institutions

1. Successful completion of required academic courses in specific subjects, AND
2. A minimum average and weighted grade point average (GPA) earned in high school-level academic courses, AND
3. The submission of SAT or ACT scores (*note: several institutions are participating in test-optional pilots*).

Academic Course Requirements

Successful completion of seventeen (17) courses in the following academic subjects (each course is equivalent to a year-long high school class):

- **English:** Four courses
- **Mathematics:** Four courses (Algebra I & II and Geometry or Trigonometry, or comparable coursework), including mathematics during the final year of high school.
- **Sciences:** Three courses (including three courses with laboratory work)
- **Social Sciences:** Two courses (including one course of U.S. history)
- **World Languages:** Two courses (in a single language)
- **Electives:** Two courses (from the above subjects or from the Arts & Humanities or Computer Sciences)

Minimum GPA Requirement

The grades earned in all academic courses will be averaged into a weighted GPA by admissions offices. In calculating the GPA, extra weight is given for accelerated courses (Honors, Concurrent Enrollment, and Advanced Placement).

Grades earned will be converted to a 4.0 grading scale (where A = 4.0, B = 3.0, C = 2.0, D = 1.0, and F = 0.0). Honors-level courses receive an additional .5 points; Concurrent Enrollment and AP courses receive an additional 1.0 point. (*See online tools*) **The minimum average GPA for first-year applicants is 3.0 for four-year state colleges and universities and UMass.**

SAT/ACT Score Requirements for Applicants

Several Massachusetts State Colleges and Universities and UMass campuses are test-optional, but some programs at these institutions may still require SAT submission. For further information, contact the admissions office at these institutions.

If an institution is *not* participating in the test-optional pilot, all first-year applicants who meet the minimum 3.0 weighted GPA and are within three years of their high school graduation must submit their SAT or ACT scores. For first-year applicants who DO NOT meet the minimum 3.0 weighted GPA, they must earn the following SAT or ACT scores to be eligible for admission.

***NOTE: APPLICANTS WITH A HIGH SCHOOL MINIMUM WEIGHTED GPA BELOW 2.0
MAY NOT BE ADMITTED TO A STATE UNIVERSITY OR UMASS UNDERGRADUATE CAMPUS.***

SAT/ ACT Sliding Scale Table for University of Massachusetts

Campus's Weighted <u>GPA</u>	Required <u>SAT</u>	Required <u>ACT</u>
2.51-2.99	1030	20
2.41-2.50	1070	21
2.31-2.40	1110	22
2.21-2.30	1140	23
2.11-2.20	1180	24
2.01-2.10	1220	25

SAT/ ACT Sliding Scale for State Colleges & Universities

Campus's Weighted <u>GPA</u>	Required <u>SAT</u>	Required <u>ACT</u>
2.51-2.99	990	19
2.41- 2.50	1030	20
2.31-2.40	1070	21
2.21-2.30	1110	22
2.11-2.20	1140	23
2.01-2.10	1180	24

State Institutions with Test-Optional Programs

This table does not include all test-optional policies at each institution. Some institutions may require test scores from students who are home-schooled or attend a school that issues narrative transcripts in place of letter/number grades. Additionally, some institutions may require test scores for admission to specific majors/programs and for merit aid/scholarship consideration. This table is also not a guarantee of admission to the university under test-optional policies, as the institution may consider other factors.

Institution	Test-Optional Programs	GPA (recalculated)*
Bridgewater State University	All programs are test-optional.	Applicants are recommended to have a GPA of 3.0 or higher. Those with a score below 3.0 should submit test scores.
Fitchburg State University	All programs are test-optional EXCEPT for students applying to the nursing and game design programs.	Applicants with a GPA of 3.0 or higher are already eligible candidates for undergraduate admission and are strongly encouraged to submit SAT/ACT scores.
		Applicants with a GPA below 3.0 who elect to be test-optional must submit a letter of recommendation from a teacher or high school guidance counselor
Framingham State University	All programs are test-optional EXCEPT for applicants interested in pursuing a major in the College of Science, Technology, Engineering, and Mathematics.	There is no minimum GPA requirement; however, applicants are encouraged to have a GPA of at least 2.5.
MassArt	All bachelor's programs are test-optional.	Applicants should have a minimum GPA of 3.0. If a student's GPA falls below 3.0, Mass Art reserves the right to contact the student and/or guidance counselor during the admissions process to assess the student's college readiness further.

Salem State University	All programs are test-optional EXCEPT for students applying to the nursing program.	Applicants with a 2.5 GPA or higher are encouraged to submit their test scores (SAT/ACT), as it will assist with academic placement at orientation when registering for classes.
		Applicants with below a 2.5 GPA must submit a letter of reference from a teacher or high school guidance counselor
UMass Boston	All programs are test-optional EXCEPT for students applying to the nursing program.	Applicants should have a minimum GPA of 3.2.
UMass Dartmouth	Test optional only applies to students applying to the Charlton College of Business and the College of Visual & Performing Arts (CVPA)	Applicants should have a minimum GPA of 3.25.
UMass Lowell	All programs are test-optional.	Applicants should have a minimum GPA of 3.25.
Worcester State University	All programs are test-optional EXCEPT first-time nursing and occupational studies applicants.	Applicants are recommended to have a GPA of 3.0 or higher. Applicants with a 2.99 GPA or below must submit one recommendation letter from a high school teacher or counselor and a personal essay.

Further information can be found at
<http://www.mass.edu/forstudents/admissions/admissionsstandards.asp>

Burlington High School

Competency Determination and Graduation Requirements

Competency Determination (CD) Policy

Purpose: One of the requirements for graduation in Massachusetts is a determination of competency in subjects formerly assessed by the MCAS. In addition to other local requirements, Burlington students must be determined by the district to have achieved mastery of the knowledge, skills, and competencies contained in the Massachusetts Curriculum Frameworks.

I. COMPETENCY DETERMINATION REQUIREMENTS

A determination of competency shall include:

- Demonstrating mastery in English Language Arts, Mathematics, Science, and, beginning with the Class of 2027, U.S. History; and
- Satisfactory completion of relevant coursework aligned to those standards measured by the high school English language arts, mathematics, and science MCAS assessments administered in 2023.

To show mastery, a student must successfully complete, in accordance with the school's grading policy:

1. The final assessment for a course, or
2. A capstone or portfolio project; or
3. An equivalent measure identified in Burlington High School's Program of Studies.

Coursework Requirements

A student enrolled at Burlington High School will be determined to have satisfactorily completed coursework and earned full credit in accordance with the district's grading policy and the requirements outlined below:

Content Area	Coursework Requirement	Notes
English Language Arts	Equivalent of two years of high school ELA courses	Must be taken in grades 9–12
Mathematics	Equivalent of one year each of Algebra I and Geometry	Algebra I taken in 8th grade will count toward the requirement.
Science	Equivalent of one year in Biology, Chemistry, Physics	Must be taken in grades 9–12
U.S. History (Class of 2027)	Equivalent of one year in U.S. History course	Must be taken in grades 9–12

Aligned Courses: Aligned courses will be listed in the Burlington High School Program of Studies in accordance with the Massachusetts Curriculum Frameworks and DESE's Competency Determination guidance.

Additional Considerations

- *Students with Disabilities:* The Burlington Public Schools will provide a Free and Appropriate Public Education to students with disabilities and will also determine that the student has met the competency determination and local graduation requirements prior to graduating that student. CD and graduation requirements apply to students with disabilities. Coursework completed in out-of-district placements must meet Burlington's CD requirements. CD determinations must be part of IEP transition planning.
- *English Learners:* The district will determine appropriate courses on a case-by-case basis to ensure both language development and fulfillment of CD requirements. For students at ACCESS English Language Development Levels 1 and 2, ESL courses count toward ELA credit, as they are aligned to grade-level standards.
- *Late-Enrolling Students:* Students entering Burlington Public Schools after ninth grade may demonstrate CD through transcript review, additional coursework requirements, or qualifying MCAS scores.

Appeals Process

Current students and their families/guardians may appeal Competency Determination (CD) decisions through the procedures described below. Burlington Public Schools will maintain a formal, school-level appeals process for students at risk of not meeting CD requirements. This process includes:

1. Students and/or guardians may appeal a CD decision.
 - a. Appeals must be submitted no later than Feb. 1st
 - b. Appeals will be reviewed by the Principal or designee, with a written decision issued within 30 school days.
2. Review of the student's transcript and coursework evidence.
3. Input from teachers, counselors, and administrators.
4. The Principal or designee will issue a final decision.

Former students (Classes 2003–2024) who completed local graduation requirements but did not graduate due to MCAS may also appeal for diploma consideration under current CD standards.

- The process includes notifying eligible students from the Classes of 2003–2025, where accurate contact information is available, regarding their opportunity to earn a diploma. Burlington High School will continue efforts to reach these students and will review transcripts upon request to verify eligibility.
- Students from prior graduating classes (Classes of 2003–2025) who were denied a diploma solely for not meeting MCAS-based CD requirements may now petition for a diploma.
- Burlington Public Schools will review transcripts to verify successful completion of required coursework.
- Verified students will be awarded a diploma consistent with DESE guidance on retroactive CD eligibility.

II. LOCAL GRADUATION REQUIREMENTS

Purpose: In addition to Competency Determination, Burlington students must complete local graduation requirements to earn a diploma. These requirements reflect our commitment to preparing students for college, career, and civic life.

Credit Requirements: Credit represents successful completion of a year-long course or semester course.

A minimum of 110 credits is required for graduation, distributed as follows:

- *English Language Arts:* Four full-year courses (20 credits)
- *Mathematics:* Four full-year courses at Burlington High School (20 credits)
- *Science:* Three full-year courses (including one Physical Science and one Life Science) (15 credits)
- *History and Social Science:* Three full-year courses, including two years of U.S. History and one year of World History (15 credits)
- *World Language:* Two full years of the same language (10.5 credits)
 - Students must complete two consecutive years of the same World Language.
- *Wellness / Physical Education:* Minimum one semester each year (10 credits)
 - 9th Grade PE
 - 10th Grade Wellness & PE
 - 11th Grade PE
 - 12th Grade Wellness
- *Exploratory Courses (10 credits) See below for details*
 - Business
 - Fine Arts
 - Performing Arts
 - Computer Science
 - Humanities
 - STEM
 - Interdisciplinary
- Additional Electives/Courses of Student's Choice (10 credits)

Portrait of a Graduate Requirement (Beginning with the Class of 2030): To earn a Burlington Public Schools diploma, students must demonstrate proficiency in the competencies, skills, and dispositions outlined in the BPS Portrait of a Graduate. Students will reflect on and document their growth in these areas through an ongoing digital portfolio and will present their portfolio as a graduation requirement. *The Burlington Public Schools Portrait of a Graduate local graduation requirement was reviewed and approved by the Burlington School Committee on January 27, 2026. *See below for details.*

Relationship Between CD and Graduation Requirements

- Earning a diploma requires both:
 1. Meeting Competency Determination (CD) requirements, and
 2. Completing Local Graduation Requirements.
- Students must fulfill both sets of criteria to graduate.

Approval and Communication: This policy was approved by the Burlington School Committee on 11/18/25. It will be posted publicly, translated into multiple languages, and communicated to students, staff, and families annually.

Legal References

- DESE Graduation Requirements and Related Guidance
- DESE Graduation and Transition Planning for Students with IEPs
- DESE Competency Determination Guidance and Policy Submission Process
- 603 CMR 30.00
- M.G.L. c 69, § 1D

PORTRAIT OF A GRADUATE REQUIREMENT

Massachusetts's efforts to reimagine high school require us, as a district, to reconsider what readiness for life after the twelfth-grade means in today's world and how students will demonstrate that readiness. The MA Department of Elementary and Secondary Education released its [Vision of a Massachusetts Graduate](#) in October 2025 to serve as a guide for all high schools, ensuring students are prepared to thrive once they graduate. For several years, Burlington Public Schools has been working toward this goal by developing the [BPS Portrait of a Graduate](#), which is aligned with the state's guidance. We are excited to fully implement that vision at BHS in the 2026-2027 school year.

- Beginning with the **Class of 2030**, Burlington High School students must show proficiency or substantial growth in the skills and competencies outlined in the BPS Portrait of a Graduate as a condition of graduation.
- Throughout their four years, students will regularly reflect on their growth in these areas. They will document their progress by developing a digital portfolio with self-selected artifacts that show their learning and applied skills over time.
- As part of demonstrating their proficiency in Portrait of a Graduate competencies, students will also document their work toward creating a career and academic plan aligned with the [Massachusetts Department of Elementary and Secondary Education's MyCAP framework](#). This plan will help students understand the connection between what they are learning and doing at BHS and their hopes for the future.
- In the 2026-2027 school year, BHS will provide a dedicated structure for students' reflection on their learning and academic and career planning. During bimonthly MyCAP (My Career and Academic Plan) blocks, students will meet with a faculty advisor who will guide them through activities that support Portrait of a Graduate skill development, reflections on current learning plans and plans for their future, and the development of their digital portfolio.

EXPLORATORY COURSE REQUIREMENT

The exploratory requirement encourages students to step beyond their usual core coursework to experience a broader range of disciplines. While all students engage deeply in core academic subjects at Burlington High School, this requirement provides opportunities to explore new areas of interest, develop different skills, and challenge themselves in unfamiliar learning environments. Through these experiences, students build a more well-rounded academic profile and gain a clearer understanding of their interests, strengths, and goals. As a result, students graduate from Burlington High School with a varied curriculum experience that supports curiosity, growth, and readiness for future pathways.

*** Courses That Fulfill the Exploratory Requirement *** *(AP Courses do not count towards this requirement)*

Art & Design Department

500	Studio Art (CP) (Full-year) - Gr 9, 10, 11, 12
504	Studio Art Honors I (H) (Full-year) - Gr 9, 10, 11, 12
508	Studio Art Honors II (H) (Full-year) - Gr 10, 11, 12
512	Studio Art Honors III (H) (Full-year) - Gr 11, 12
520	Photography I (CP) (Full-year) - Gr 9, 10, 11, 12
524	Photography II (CP) (Full-year) - Gr 10, 11, 12
532	Advanced Photography (H) (Full-year) - Gr 11, 12
536	Computer Graphics (CP) (Full-year) - Gr 9, 10, 11, 12
540	Graphic Design I (CP) (Full-year) - Gr 9, 10, 11, 12
544	Graphic Design II (CP) (Full-year) - Gr 10, 11, 12
548	Graphic Design III (CP) (Full-year) - Gr 11, 12
552	Drawing and Painting I (CP) (Full-year) - Gr 9, 10, 11, 12
556	Drawing and Painting II (CP) (Full-year) - Gr 10, 11, 12
560	Drawing and Painting III (CP) (Full-year) - Gr 11, 12
564	Clay Studio I (CP) (Full-year) - Gr 9, 10, 11, 12
568	Clay Studio II (CP) (Full-year) - Gr 10, 11, 12
572	Clay Studio III (H) (Full-year) - Gr 11, 12
576	Architecture (CP) (Full-year) - Gr 10, 11, 12
580	Web Design (CP) (Full-year) - Gr 9, 10, 11, 12

Business Department

800/801	Introduction to Business & Marketing (Full-year) (CP, H) – Grades 9, 10
861/862	Business, Marketing, and Digital Technology (Semester) (CP, H) – Grades 9, 10
803/804	Personal Finance (Semester) (CP, H) – Grades 10, 11, 12
805/806	Financial Accounting (Semester) (CP, H, CE)- Grades 10, 11, 12
807/808	Start-Up Business Applications (Semester) (CP, H) – Grades 10, 11, 12
802	Advanced Marketing (Semester) (H) – Grades 11, 12
811/812	Business Law & Ethics (Semester) (CP, H) – Grades 10, 11, 12
819/820	Fashion Marketing & Retail Selling (Semester) (CP, H) - Grades 10, 11, 12
824	Business in a Global Environment - (Semester) (H, CE) Grades 11, 12
826/827/829	Retail Management Project-Based-Learning-Lab I & II- (Semester) (CP, H) Grades 10, 11, 12

English Department

050/051	Journalism I (CP, H) (Full-year) – Grades 9, 10, 11, 12
052/053	Journalism II (CP, H) (Full-year) – Grades 10, 11, 12
058/059	Public Speaking (CP, H) (Semester) – Grades 9, 10, 11, 12
060/061	Creative Writing - (CP, H) (Semester) – Grades 10, 11, 12
066/067	Drama (CP, Honors) (Semester) – Grades 9, 10, 11, 12
069	Advanced Drama (H) (Semester) – Grades 10, 11, 12
073/074	Expository Writing I (CP, H) (Semester) - Grades 9, 10
077/078	Expository Writing II (CP, H) (Semester) - Grades 11, 12
080/081	Introduction to Film and Media Studies (CP, H) (Semester) – Grades 10, 11, 12
082/083	Advanced Film and Media Studies (CP, H) (Semester) – Grades 11, 12
084	Writing Fellows I (H) (Semester) – Grades 11, 12
085	Writing Fellows II (H) (Semester) – Grades 11, 12
086	Writing Fellows III (H) (Semester) - Grade 12
095	Global Story Lab: Critical Reading for the 21st Century (CP) (Semester) - Grades 9-12
096/097	Gender Studies in Literature and Media (CP, H) (Semester) - Grades 11, 12

Social Studies Department

150/151	Introduction to Law (CP, H) (Semester) – Grades 11, 12
159/160	Modern America: 1968-Present (CP, H) (Semester) – Grades 11, 12
165/166	Holocaust and Human Behavior (CP, H) (Semester) – Grades 11, 12
170/171	International Studies (CP, H) (Semester) – Grades 11, 12
184/185	Modern Women's History through Popular Culture (CP, H) (Semester) – Grades 11, 12

Music Department

601	Concert Chorus (Full-year)- (CP) – Grades 9, 10, 11, 12
603	Concert Chorus (Full-year) - (H) – Grades 9, 10, 11, 12
610	Chamber Singers (Audition Required) (Full-year - (CP) – Grades 9, 10, 11, 12
612	Chamber Singers (Audition Required) (Full-year) - (H) – Grades 9, 10, 11, 12
620	Symphonic Band (Full-year) - (CP) – Grades 9, 10, 11, 12
621	Symphonic Band (Full Year) - (H) – Grades 9, 10, 11, 12
623	Wind Ensemble (Audition Required) (Full-year) - (CP) – Grades 9, 10, 11, 12
624	Wind Ensemble (Audition Required) (Full-year) - (H)– Grades 9, 10, 11, 12
626	Percussion Ensemble (Full-year) - (CP) – Grades 9, 10, 11, 12
627	Percussion Ensemble (Full-year) - (H) – Grades 9, 10, 11, 12
628	Orchestra (Full-year) - (CP) – Grades 9, 10, 11, 12
629	Orchestra (Full-year) - (H) – Grades 9, 10, 11, 12
605	Vocal Lab I (1X/Week) - (Non-Leveled) – Grades 9, 10, 11, 12
607	Vocal Lab II (1X/Week) - (Non-Leveled) – Grades 9, 10, 11, 12
618	Piano Lab (1X/Week) - (Non-Leveled) – Grades 9, 10, 11, 12
617	Instrumental Lessons (Sem) - (Non-Leveled) – Grades 9, 10, 11, 12
640	Guitar Laboratory (Semester) - (CP) - Grades 9, 10, 11, 12
641	Guitar Laboratory (Semester) - (H) - Grades 9, 10, 11, 12
630/631	Music Theory and Composition - (Full-year) - (CP, H) – Grades 9, 10, 11, 12
646/647	Music Technology, Production and Film Scoring (Full-year) - (H, CP) – Grades 9, 10, 11, 12
642/643	Hip-Hop Music History - (Semester) (H, CP) Grade 9, 10, 11, 12

Physical Education

719	Wellness II (CP) (Semester)
720	Nutrition in Today's World (CP) (Semester)
721	Sports In Society (CP) (Semester)
722	Art & Wellness (CP) (Semester)

*** Any of these courses count for the senior year health requirement. It may be counted as an exploratory only after one course is taken for the senior health requirement.*

Science Department

387/388 Introduction to Emergency Medicine (Semester) (H,CP)– Grades 11, 12

Burlington Science Center

906 Animal Care & Management - Grades 11, 12

Math & Technology Department

838/839 Creating with Code (CP, H) – Grades 9, 10 (Semester)
840/841 Exploring Computer Science (CP, H) – Grades 9, 10
846 CS1-Computer Science Principles (H, CE) – Grades 10, 11, 12
842/843 CS2-Programming I (CP, H,CE) – Grades 10, 11, 12
851 Introduction to Game Design (H) – Grades 11, 12
830 Technology Exploration I (CP) – Grades 9, 10, 11, 12
832 Technology Exploration II (CP) – Grades 9, 10, 11, 12
834 Technology Exploration III (H) – Grades 10, 11, 12
836 Technology Exploration IV (H) – Grades 10, 11, 12
856/857 Data with Python (CP, H) – Grades 11, 12
858/859 Data Visualization (CP, H) – Grades 11, 12

Family and Consumer Science

893 Child Development I – Grades 11, 12 (CP, CE)
895 Child Development II – Grades 11, 12

Interdisciplinary Courses

090/091 Discover Teaching – (CP, H) – Grades 10, 11, 12
087/088 Purposeful Leadership – (CP, H) –Grades 10, 11, 12

COURSE LEVELS

In selecting courses, students should consider not only the course content but also the academic level at which the course is offered. A course offered at more than one level provides all students with the opportunity to experience its content. The level at which a student elects a course determines the depth and extent of content study. These levels include:

Advanced Placement (AP), Concurrent Enrollment (CE), Honors (H), College Prep (CP), Foundation (FOU)

Advanced Placement Courses (AP)

Advanced Placement (AP) courses allow students to experience college-level work in high school and prepare for college rigor. Students are strongly encouraged to take the AP exam at the end of each course, as high scores may lead to college credit, advanced placement, or tuition savings. Students are responsible for verifying each college's AP credit policy. Grade 12 students must remain in their AP courses through the College Board exam and may participate in the Senior Career Exploration Program part-time during the fourth quarter. For information on AP courses and expectations, see "BHS Advanced Placement Policies."

Concurrent Enrollment (CE)

Concurrent Enrollment (CE) courses allow students to earn both high school and college credit through approved partnerships with higher education institutions. Students who meet course requirements with qualifying grades may earn credits in the Mass Transfer Block, which Massachusetts colleges and universities widely accept. Each institution determines credit acceptance, and students are responsible for confirming transferability. Grade 12 students must complete all CE coursework and assessments before the end of the approved curriculum. They may participate in the Senior Career Exploration Program part-time during the fourth quarter. ***For more information on CE courses, see below.***

Honors (H)

Honors courses are available at all grade levels. These courses are highly academic and require extensive, in-depth study. Students electing honors courses should read, write, and compute with ease and comprehension, and should expect considerable homework assignments. Honors courses offer strong academic preparation for advanced students planning to further their education beyond high school in four-year college programs.

College Preparatory (CP)

College Preparatory (CP) courses are available every year at most grade levels.* These are academic programs requiring serious study. Students electing CP courses should read, write, and compute with accurate comprehension and should expect regular homework assignments. CP courses offer academic preparation for students planning to further their education beyond high school through two- or four-year college programs. ****Please note that all students who are enrolled in Senior English will take the course at the honors level.***

Foundation (FOU)

Foundation courses are academic programs designed to strengthen student success by reinforcing and developing study skills. A student successfully completing a Foundation course may be eligible to elect CP courses in that subject in future years. Foundation courses offered in the junior-senior elective program are high-interest courses, designed to encourage further independent reading, comprehension, and computation. Foundation courses provide academic preparation for students planning to further their education in specialty schools or the workplace. Entry into Foundation courses is reviewed by the School Counseling and Special Education Departments.

CONCURRENT ENROLLMENT OVERVIEW

BHS offers **Concurrent Enrollment** courses with Middlesex Community College, UMass Boston, and Lasell University. These courses are offered during the school day at BHS; students earn credits from both BHS and the university.

What is Concurrent Enrollment? Concurrent Enrollment is when a high school student simultaneously earns high school and college credits for successfully completing designated “college-level” courses.

Who teaches these courses? The instructors of these courses are BHS teachers who also serve as concurrent educators at Middlesex Community College, UMass Boston, or Lasell University.

How do students qualify for Concurrent Enrollment? Students need to meet specific prerequisites to qualify for Concurrent Enrollment credit. The requirements are slightly different for each Concurrent Enrollment course. Typically, these prerequisites include PSAT or SAT scores and/or final exam grades in prerequisite classes.

Are students required to take Concurrent Enrollment courses? No, since students who choose to take advantage of this opportunity must pay (a reduced fee) for college credit, they do NOT have to participate in Concurrent Enrollment.

Are students guaranteed to be part of the Concurrent Enrollment Program once they enroll in the BHS class?

No, students must **first** meet the eligibility criteria for Concurrent Enrollment. After meeting the qualifying criteria, students are required to complete a Concurrent Enrollment application and registration form and pay \$126 per credit (in 2023-2024 for Middlesex Community College. As of February 2024, there is no charge for the UMass Boston or Lasell Concurrent enrollment courses.

What colleges or universities accept Middlesex Community College or UMass Boston credit?

Concurrent Enrollment courses meet the requirements of the Mass Transfer Block, which is a portable block of general education courses. While it is up to the receiving institution to determine whether the course qualifies for credit, we focus on offering Concurrent Enrollment courses that are commonly transferable. For more information on the MassTransfer Block, visit <http://www.mass.edu/masstransfer/students/TransferBlock.asp> or contact specific college(s) of interest.

How will my Concurrent Enrollment course be reported to any colleges I apply to? On the BHS transcript, report card, etc., Concurrent Enrollment courses will read that the student is enrolled in the course at the honors level (e.g., Honors Calculus, Honors Psychology, Honors Programming, etc.). For students’ Concurrent Enrollment college credit to be accepted by their chosen college or university, they must request that official college transcripts be sent to that particular college. We strongly advise students to include on the Common Application and/or each individual college application that they are enrolled in any Concurrent Enrollment courses.

Concurrent Enrollment (CE)

Honors and AP Psychology (Intro to Psych 101)
Honors Calculus (Calculus I for Engineering & Science)
Latin V (Latin 101)
Italian V (Italian IV and Culture)
Studies)Business in a Global Environment
Child Development I (EDU 122 Child Growth and Development)
Honors and AP Computer Science Principles (Intro to Computer Science)

Human Anatomy and Physiology (Bio 131)
Programming 1 (Programming 1)
AP Spanish (Spanish 4 and Culture)
AP Environmental Science(Environmental
Financial Accounting

***BHS is in the process of applying for additional CE courses and will update this document as needed.**

DETAILED DESCRIPTION OF CP AND H COURSE LEVELS

College Preparatory (CP)		Honors (H)
Content	Course content for both levels aligns with the standards outlined in the Massachusetts State Curriculum Frameworks and the BHS Portrait of a Graduate. Students in both college preparatory and honors classes have consistent opportunities to access grade-level curriculum and instruction.	
Pace	Moderate	Accelerated
Prerequisite Skills	Students are progressing toward proficiency in prerequisite content and skills.	Students have demonstrated proficiency in prerequisite content and skills.
Level of Independence	- Students take some initiative for their learning, progressing toward independence. - Teachers break down long-term assignments and provide guidance to help students complete them. - Self-advocacy is explicitly modeled (asking for help, initiating, awareness, email correspondence with teachers, etc.). <i>Students are expected to increase their level of independence as they progress through high school.</i>	- Students take the initiative for their learning. - Students independently manage deadlines. - Skills and content are reinforced both during class and as homework; students are expected to apply and practice skills independently and in new contexts. - Self-advocacy is expected; initiative-taking and intellectual risks are emphasized.
Class Activities	- Skills are scaffolded. - Engagement with different audiences (peer-to-peer, student-to-teacher, public, etc.) is expected with explicit teacher instruction and support. - Awareness of communication expectations for different audiences (peer-to-peer, student-to-teacher, public, etc.) is expected, explicitly emphasized, and modeled. - Students actively engage in all class activities and are progressing toward taking ownership of their learning.	- Some skills are scaffolded. - Engagement with different audiences (peer-to-peer, student-to-teacher, public, etc.) is expected. - Awareness of communication expectations for different audiences (peer-to-peer, student-to-teacher, public, etc.) is expected. - Students actively demonstrate curiosity, are invested in the class, and take ownership of their learning.
Assignments (e.g., homework, projects, papers, research, presentations, discussions, etc.)	- Teacher scaffolds critical thinking tasks and application to new contexts. - Independent reading and writing are required. - Independent work reinforces material introduced in class; application is guided. - Assessments focus on skills and content that have been explicitly taught. - Student awareness of the schedule and deadlines, as well as make-up work policies, is expected. Thoughtful completion of homework is expected.	- Teacher scaffolds critical thinking tasks and application to new contexts. - Significant independent reading and writing are required. - Independent work includes additional challenges requiring students to apply thinking and learning from classwork to new situations. - Assessments focus on skills and content that have been explicitly taught and require students to apply their learning in different contexts, demonstrating independent application of new skills and understandings. - Students are accountable for meeting deadlines, communicating with teachers, making up work on time, and completing homework thoughtfully.

Regardless of class level, teachers will provide accommodations to meet students' individualized education programs and 504 plans. This guide is designed to support students and families in making informed decisions about course enrollment.

BHS ADVANCED PLACEMENT (AP) POLICIES

At BHS, AP coursework is available in twenty-one (21) different areas. Students must meet all course prerequisites to select these classes. All students enrolled in AP courses are ***strongly encouraged*** to take the associated AP examinations. Each student and family must plan for the cost of the AP exam fees if they choose to take the exam (currently \$100.00, but subject to change). Students who receive free or reduced school lunch are eligible for Advanced Placement fee subsidies.

Grade 10 students may only enroll in one (1) AP course.

Grade 11 and Grade 12 students enrolled in two or more AP courses may enroll in 29.5 credits (or one fewer semester course)

Grade 11 and Grade 12 students who enroll in three (3) or more AP courses have the option to enroll in AP Directed Seminar. (pg. 80)

Seniors in AP classes must complete all coursework and **remain in class until the AP exam**. They may join the Senior Career Exploration Program (formerly the Senior Internship) part-time during the fourth quarter and are encouraged to consider a workplace learning experience, community service project, or MCC minimester instead of a full internship.

Advanced Placement Courses offered at Burlington High School:

AP Language & Composition	AP Biology	AP Computer Science A
AP Literature & Composition	AP Environmental Science	AP Computer Science Principles
AP Statistics	AP Chemistry	AP African American Studies
AP Calculus AB	AP French Language & Culture	AP Human Geography
AP Calculus BC	AP Spanish Language & Culture	AP Psychology
AP Music Theory	AP Studio Art	AP U.S. History
AP Physics	AP Cyber: Security	AP World History

OTHER ACADEMIC POLICIES

Promotion Policy

Promotion from grade to grade in Burlington High School and graduation from Burlington High School shall be determined by a cumulative credit system. Points for various subjects shall be determined in the following manner:

1. One (1) annual credit for each period per seven-day cycle that the subject meets.
2. Subjects that only meet for one semester shall earn half ($\frac{1}{2}$) the credit given to an equivalent full-year subject.
3. Students shall be enrolled in at least six (6) academic courses per seven-day cycle (30 credits), in addition to their physical education/health requirement.
4. Students may select a maximum of thirty-five (35) credits per school year.

Credit Requirements for Promotion

1. Promotion to the next grade requires the following minimum credits:

Entering Grade 10:	A minimum of 27 credits is required
Entering Grade 11:	A minimum of 55 credits is required
Entering Grade 12:	A minimum of 82.5 credits is required
Graduation:	A minimum of 110 credits is required
2. Attendance at summer school to make up credits for promotion from grade to grade is permitted; however, students may make up no more than ten (10) credits during summer school. To qualify for summer school make-up credit, students must be approved by the subject teacher unless the high school principal grants special permission.

Absences

Absences affect a student's academic performance. Learning is an ongoing process whereby participation in classroom activities is vital. **Students who miss six or more classes in a quarter may lose credit for that course.**

Course Changes

All course selections should be considered final. The program selected by the student in early spring each year should represent a final choice of courses for the following year. Students are expected to give careful consideration to their course selections so that they discover and develop their special capabilities. **Students who register for a course have made a commitment to complete this course and are expected to do so.** Should students encounter difficulty, their teacher and counselor will be available to explore the reasons for this difficulty and consider ways to address the difficulty without dropping the course. There will be a three-week period after the close of the first-quarter interim reports during which level change requests will be considered. **After the first quarter, no level changes will be made.**

Prerequisites, Recommendations, and Opt-Out Process

Many courses offered at Burlington High School are designed on the assumption that each student has a particular set of knowledge and skills in place before beginning the course. For this reason, specific courses in the Program of Studies list **required** prerequisite courses, teacher recommendations, and/or prerequisite grades. Prerequisites ensure that a student is ready to take a course. Similarly, due to the demanding content of certain courses, families should consider the recommendations for student success. In some cases, a parent or student may feel that a student is ready for a particular course, but that student has not met the prerequisites. Any student requesting to opt out of a Burlington High School course **MUST** follow procedures set forth by each specific department that has approved an opt-out process. The Administration may allow for specific adjustments and course offerings based on individual student needs.

BHS Grading Policy 2025-2026

The BHS school-wide grading policy is designed to support a growth mindset, cultivate a culture of curiosity, increase student ownership of their learning, and ensure equitable evaluation of student work. We hope that these policies encourage students to take intellectual risks and recognize the benefits of practice, revision, and productive struggle.

Learning Process	Applied Learning	Summative Assessments
10-20% of Grade	20-30% of Grade	50-70% of Grade
All teachers of the same course will use the same percentages for each of the three grading categories.		
Purpose: To evaluate students' demonstration of the habits of mind that lead to independent learning. Expectations: Students must meet the expectations outlined in their teacher's Learning Process evaluation tools and activities. <i>All teachers of the same course will use common Learning Process evaluation tools to ensure consistency.</i> Teachers will support student reflection, goal-setting, and growth through ongoing feedback and regular conversations about the learning process.	Purpose: To evaluate how effectively students are using new learning in meaningful contexts during the unit of study, ensuring adequate progress and informing each student's decisions about their academic and personal growth. Possible Examples: quizzes, reading checks, peer feedback, class activities (e.g., collaborative annotations, demonstrations, minor performance assessments, discussions, etc.). <i>These assessments may vary by teacher.</i>	Purpose: To evaluate student mastery of the established standards-based learning goals at the end of a unit or the conclusion of a critical part of the unit. Expectations: Teachers of common courses will use common summative assessments to ensure consistency in measuring student learning and support their instructional decisions. Possible Examples: Unit tests, final projects, significant essays, performance-based assessments, cumulative presentations, long-term projects, etc. NOTE: Students must complete all summative assessments to earn course credit; however, the administration will consider extenuating circumstances as needed.

Grading Floors

- Assignments that are not completed will be entered into Aspen as a zero.
- In a full-year course, a student's **lowest grade** on the first-semester (Q1 and Q2) report cards is 50%, regardless of the student's performance. For a half-year course, the 50% floor applies only to the first quarter.
- Note: If a student fails a course, the 50% grading floor does not automatically qualify the student for credit recovery.

Revisions / Retakes / Corrections

If a student submits a summative assessment by the deadline and scores below 80%, they may revise it once, provided they follow their instructor's guidelines and:

- Show evidence of preparation for the initial assessment **as required by the instructor.**
- Complete the required steps within one week of receiving the graded assessment or feedback.

Required Steps for Revision/Retake/Correction Eligibility:

- ☐ The student processes feedback on the assessment and/or conferences with the teacher.
- ☐ Based on **teacher guidelines**, the student demonstrates efforts to enhance their understanding of the assessed content and skills.
- ☐ The student reflects on their learning process in completing the retake, revision, or correction, including explaining the changes they made and why, and examining how they will continue to grow and improve their understanding and skills.
- ☐ Artifacts related to retakes/revisions/corrections, including this reflection, should be documented and available for review.

- The highest grade students can earn after the revision or retake is 80% of the total possible points for the initial assessment.
- Revisions, retakes, and corrections **are unavailable** for mid-year and final exams/assessments, except as necessary to meet Competency Determination requirements. Any revisions, retakes, or alternative assessments completed solely to meet Competency Determination requirements will not result in a change to the student's course grade.
- Revisions, retakes, and corrections **are unavailable** if a student is found to have engaged in academic dishonesty.
- Grades for revisions, retakes, and corrections will reflect the student's proficiency in the skills and content assessed. The revision, retake, or correction process does not guarantee an 80%.

GRADE POINT AVERAGE (GPA) COMPUTATION

A student's grade point average (GPA) is based on student performance in all courses that have a designated level and are graded using the traditional A, B, C, etc. grading system. The GPA will be developed according to a weighted formula. Only courses completed at Burlington High School are used in the GPA calculation.

<u>Letter Grade</u>	<u>Equivalent Percent</u>	<u>Definition</u>
A+	97-100	Excellent
A	93-96	
A-	90-92	
B+	87-89	Above Average
B	83-86	
B-	80-82	
C+	77-79	Average
C	73-76	
C-	70-72	
D+	67-69	Below Average
D	63-66	Passing
D-	60-62	
F	59 Or Below	Failure

Weight Used to Determine GPA for 2027 & Beyond

<u>Mark</u>	<u>AP/Concurrent Enrollment</u>	<u>Honors</u>	<u>College Preparatory</u>
A or A +	5.0	4.5	4.0
A-	4.7	4.2	3.7
B+	4.3	3.8	3.3
B	4.0	3.5	3.0
B -	3.7	3.2	2.7
C+	3.3	2.8	2.3
C	3.0	2.5	2.0
C-	2.7	2.2	1.7
D+	2.3	1.8	1.3
D	2.0	1.5	1.0
D-	1.7	1.2	0.7

High Honors..... All As

Honors.....All As and Bs

CLASS RANK

** Class rank is not calculated. A Class GPA Profile is available for seniors, which will be posted*

*** Students will receive the Concurrent weight regardless of whether or not they pay for the course*

****Graduation Distinctions**

Burlington High School recalculates GPAs for the graduating class after the completion of the first semester of senior year for various distinctions at commencement. At this point, the highest three GPAs in the graduating class determine the Valedictorian, Salutatorian, and Class Essayist. To be considered for these three distinctions, students must have attended Burlington High School for 14 consecutive quarters. In addition, the top 10% distinction will be awarded to students in the top 10% of the graduating class by GPA.

INNOVATION CAREER PATHWAY PROGRAMS

Burlington offers students the option of participating in the Innovation Career Pathway programs starting in their sophomore year. Pathways build on core 21st-century skills by fostering communication, collaboration, and critical thinking. Through specific courses, career exploration activities, and work-related learning, students will be prepared for their future academic and professional endeavors.

Currently, BHS offers DESE-approved Innovation Pathway programs in Business and in Technology.

Students will take two (2) college-level (AP or CE) business or computer science courses at BHS in addition to two (2) elective or exploratory courses. They will also complete an Innovation Pathway Career Exploration Project or a 100-hour Capstone Project with industry mentors (formerly the “Flipped Internship”). Students receive additional career and academic planning to prepare them for career choices in the business or computer science fields.

Pathway programs are open to all students beginning in their sophomore year. Students who are interested in applying can obtain an application from their counselor, business or computer science teacher.

Sample Course Sequence for Pathway Programs:

- Two exploratory or elective courses
- Two college-level courses (AP or CE) offered through Burlington High School
- Innovation Pathway Capstone Project or Senior Career Exploration Program Project approved by the Capstone Advisor

ENGLISH LANGUAGE ARTS PROGRAM

Consistent with the school's mission and 21st-century learning expectations, the English Department offers a variety of courses that encourage lifelong learning in each of the communication domains: reading, writing, speaking and listening, and language. Through a series of required courses and enriching electives, the curriculum provides students with opportunities to read literature representing writers from a wide range of cultures, eras, and perspectives. The English Department recognizes the importance of writing as a tool for self-expression through thinking, creating, and communicating; consequently, in every English class, students write about their ideas and their experiences as a way of reflecting on their own identity. The English curriculum meets the standards set forth in the Massachusetts English Language Arts framework.

Students must secure the recommendation of their current English teacher before enrolling in English classes. Further, they should consult with their families/guardians and counselors in making these selections.

To fulfill graduation requirements, a student must pass four years of English, 20 credits. Students in grades 9 and 10 are required to take the Introduction to Literature courses. Most juniors are required to take American Literature, and most seniors are required to take Senior English; however, with the recommendation of their current English teacher, incoming juniors and seniors with a passion for literature and a talent for writing may enroll in our Advanced Placement (AP) courses instead. Students in grades 9, 10, 11, and 12 are encouraged to select additional electives to supplement and enrich their English Language Arts background.

English Department Philosophy

Reading literature serves two crucial functions: it allows us to see ourselves for who we really are, and it offers us a window into the world through another person's perspective. Reading is an opportunity, a chance to gain understanding. With that idea in mind, we have created a four-year curriculum designed to support students as they explore, think, respond, reflect, and relate.

In selecting texts for the curriculum, we populated our grade 9 core course with characters who share some of the same struggles of youthful self-discovery that students themselves might be facing, as well as stories of individuals who face challenges that our students are unlikely to experience. Through exploration of these characters and their stories, students will work to understand the importance of personal and social identity, as well as empathy. Our grade 10 curriculum continues this focus on self and social discovery by centering on the danger of a single story. The texts students read during their tenth-grade year reinforce the importance of questioning our assumptions, seeking multiple perspectives, and looking beyond dominant narratives. These two Introduction to Literature courses provide students with the opportunity to understand who they are and how to find their place in the world. Our grade 11 American Literature course centers on the concept of critical patriotism and is shaped by the question: *What does it mean to be an American in the 21st century?* Through the close reading of a variety of American texts, students will explore how we identify ourselves within a complicated personal and social landscape. This level of critical thought continues into the Senior English class, which requires students to consider the class's core question: *What ideas, questions, and stories do I want to explore to better understand my role in the world?* Students in this course engage in a thorough exploration of the role story and inquiry play in our lives and work to grow as independent learners. Through investigation of a range of contemporary topics in fiction, nonfiction, and visual texts, students will think about how to engage in the world responsibly and impact positive change. This type of inquiry drives both intellectual and emotional learning, and helps our students solidify their understanding of self and society.

The BHS English Department believes that this work is important. Helping students to see that stories both reflect and shape our lives is important. Students in BHS English courses will use the literature they read to help them identify topics to investigate and analyze in writing. They will learn how the selection of the right phrase or application of a structural element allows them to create a clear and unique voice in their own writing. They will break down syntax and grammar to understand the power of rhetoric and help them articulate their own ideas. They will improve their public speaking skills through in-class discussions and recitations. We hope that through active reading, peer discussion, personal reflection, critical-writing, varied presentations, and original thought, students will learn more about who they are, question and understand the world around them, and find approaches to live a life that makes them proud.

English Language Arts Required Courses

Grade 9:	Introduction to Literature I (CP, H)
Grade 10:	Introduction to Literature II (CP, H)
Grades 9/10:	Exploring Perspectives Through Literature (FOU)
Grade 11:	American Literature (CP, H)
	Advanced Placement Language & Composition (AP)
Grades 11/12:	Literature and Society (FOU)
Grade 12:	Senior English (H)
	Advanced Placement Literature and Composition (AP)

English Language Arts Electives

Writing Seminar I (CP, H) – Grades 9, 10
 Writing Seminar II (CP, H) – Grades 11, 12
 Gender Studies in Literature and Media (CP, H) - Grades 11, 12
 Journalism I (CP, H) – Grades 9, 10, 11, 12
 Journalism II (CP, H) – Grades 10, 11, 12
 Public Speaking (CP, H) – Grades 9, 10, 11, 12
 Creative Writing (CP, H) – Grades 10, 11, 12
 Drama (CP, H) – Grades 9, 10, 11, 12
 Advanced Drama (H) – Grades 10, 11, 12
 Introduction to Film & Media Studies (CP, H) – Grades 10, 11, 12
 Advanced Film & Media Studies (H) – Grades 10, 11, 12 *(not offered in the 2026-2027 school year)*
 Yearbook Production I (CP, H) – Grades 9, 10, 11, 12 *(not offered in the 2026-2027 school year)*
 Yearbook Production II (CP, H) – Grades 9, 10, 11, 12 *(not offered in the 2026-2027 school year)*
 Writing Fellows I (H) – Grades 11, 12
 Writing Fellows II (H) – Grades 11, 12
 Writing Fellows III: Leadership (H) – Grade 12
 Global Story Lab: Critical Reading for the 21st Century (CP) – Grades 9-12

English Language Arts Course Descriptions

Introduction to Literature I

Grade 9

013 (CP)

014 (H)

Full-year course

5 per/7 day cycle – 5 credits

In **Introduction to Literature I: Coming of Age**, the driving theme is the process of transformation from innocence to experience, from childhood to adulthood. Students read a variety of literary styles, including novels, short fiction, nonfiction, drama, and poetry. By working independently and collaboratively, students will explore their own emerging identities through discussions, original presentations, and personal written responses. This coursework allows students to gain a better understanding of themselves and others while strengthening their sense of compassion and empathy. The major objectives of the class are to encourage critical thinking and clarity in communication. Vocabulary study focuses on developing knowledge of prefixes, roots, and suffixes, as well as an awareness of how understanding those word parts supports the acquisition of unfamiliar words. Grammar study introduces basic rules of syntax and usage. Students will produce analytical, narrative, informational, and argumentative writing that helps them explore the movement toward adulthood and the corresponding understanding of self and society.

Introduction to LiteratureF II

Grade 10

023 (CP)

024 (H)

Full-year course

5 per/7 day cycle – 5 credits

In **Introduction to Literature II: Perspective and Storytelling**, the literary focus extends beyond self-discovery and personal identity to include a concentration on variety of voice and perspective. Through this frame, students read novels, short fiction, nonfiction, poetry, and plays by a diverse group of authors and are encouraged to question the stories as they appear and to distinguish the surface story from the underlying truth that sometimes contradicts it. Through original written responses and class discussions, students will analyze and evaluate the motivations of the characters and their authors. Participation in varied critical thinking activities will help students to recognize their responsibilities as members of a global society. The major objectives of the class are to encourage critical thinking and clarity in communication. Vocabulary study focuses on developing knowledge of prefixes, roots, and suffixes, as well as an awareness of how understanding those word parts supports the acquisition of unfamiliar words. Grammar study introduces and reinforces the rules of syntax and usage. Students will produce analytical, informational, narrative, and argumentative essays that help them to acknowledge their own voice and see how it can exist as a part of a greater society.

022 (FOU) Exploring Perspectives Through Literature

Grades 9/10

Full-year course

5 per/7 day cycle – 5 credits

This foundation-level course is designed to help students develop effective communication, comprehension, and composition skills. Students will explore various forms of fiction, nonfiction, and poetry that center on adventure, growth, and courage. They will learn to analyze and apply literature's themes to life experiences, specifically considering what it takes to overcome adversity, how the setbacks we face can make us stronger, and what it means to make a courageous choice. The composition focus of the course will provide students with an opportunity to practice real-world writing for authentic audiences. Entry into this course will be reviewed by the Guidance and Special Education Departments.

American Literature

033 (CP)

034 (H)

Full-year course

Grade 11

5 per/7 day cycle– 5 credits

What does it mean to be an American in the 21st century? This question drives the work of this course and guides students through their examination of literature produced in an ever-changing, ever-expanding country. By working both independently and collaboratively, students will explore how American residents identify and work to understand themselves within a complicated social landscape. Through a lens of critical patriotism, the class examines the struggle to find personal identity in a community-driven society; how broader social and cultural forces shape what it means to identify as an American; the enduring desire for the American Dream; and the difficulty in balancing contradictory ideologies inherent in American culture. Students will produce analytical, reflective, informational, and argumentative essays that demonstrate their ability to integrate outside readings into their own original writing. They will investigate topics relevant to literature and to contemporary life, helping them to learn how to actively participate in their society.

035 (AP) Advanced Placement Language & Composition

Full-year course

Grade 11

5 per/7 day cycle – 5 credits

Prerequisite: Enrollment in this course is dependent upon the recommendation of the grade ten English teacher. Students who enroll in AP Language and Composition should read with accuracy and insight and write in clear expository prose.

Advanced Placement Language and Composition provides a challenging course of study for high school juniors who are excited about literature and want to engage in high-level critical thinking and sophisticated writing. Students enrolled in AP Language and Composition will focus on developing their writing skills, particularly in the areas of expository prose, argument structure, and critical analysis. Readings are engaging and thought-provoking and are drawn from a wide variety of American authors. Though students will read novels and short stories, the course centers on nonfiction texts. Reading assignments will encourage students to investigate independent topics, create original responses to challenging material, and develop as both individual and collaborative learners. **Students in this course should be prepared to explore and discuss mature and potentially controversial content.**

This course has a mandatory summer reading requirement in addition to BHS's school-wide summer reading requirement for all juniors. This class prepares students to take the AP Language and Composition exam in the late spring.

042 (FOU) Literature and Society

Full-year course

Grades 11/12

5 per/7 day cycle – 5 credits

This foundation-level course is designed to foster critical, independent thinking; effective communication; self-advocacy; goal setting; collaboration; self-reflection; and positive habits of mind. Through a thoughtful exploration of various forms of fiction, narrative nonfiction, poetry, and visual texts, students will discuss the ways we communicate our stories of self, stories of us, and stories of now. Class discussions will center on how authors use writing to make meaning of their experiences. The composition focus of the course will provide students with an opportunity to practice real-world writing for authentic audiences. Entry into this course will be reviewed by the Guidance and Special Education Departments.

**Senior English
044 (H)
Full-year course**

Grade 12

5 per/7 day cycle – 5 credits

This course is designed to help students explore the big questions and ideas they feel are most relevant in today's world. Through close readings of literature, ranging from Shakespearean drama to contemporary climate fiction, students will investigate independent topics, engage in multi-genre research, participate in the academic writing process, and create an artifact that demonstrates their thinking and claims about topics of interest to them. Students will compose and revise multiple narrative, argument, analytical, and digital compositions. They will consistently contribute to a reflective journal, prompting them to consider how inquiry can help them actively participate in the world. Throughout the year, students will work to develop as writers, readers, thinkers, and speakers, while also gaining an understanding of how to serve as responsible members of society. This course supports the development of written and oral communication, critical thinking, collaboration, problem solving, and social responsibility in students. ***To receive credit for this course, participants must successfully complete a sustained independent inquiry project demonstrating their level of mastery of BHS's 21st-century learning expectations outlined in the Portrait of a Graduate and their ability to explore the ethical, social, civic, cultural, and/or socio-economic dimensions of a topic of interest to them.**

*Please note that all students who enroll in Senior English take the course at the honors level.

**045 (AP) Advanced Placement Literature & Composition
Full-year course**

Grade 12

5 per/7 day cycle – 5 credits

Prerequisite: Recommendation of the English teacher. Students in AP Literature and Composition should read with accuracy and insight and write clear expository and analytical prose.

This is a college-level English course that centers on analytical readings of poetry, drama, prose fiction, and expository literature ranging from classic to contemporary works. The goal of the course is to help students develop mature habits of mind and strong critical thinking skills as they increase their capacity as insightful readers and writers. To that end, the course includes regular reading and composition assignments. Writing instruction will focus most heavily on literary argument. Student-led discussions, small-group presentations, peer revision, and collaborative writing exercises all comprise crucial elements of the class. Both demanding and intellectually stimulating, this course challenges students to read carefully and analytically; contribute original ideas to class discussions; respectfully offer and willingly accept peer feedback; take responsibility for their own learning; and reflect honestly on their strengths, needs, and goals. **Students will read and discuss mature, sometimes controversial content.** Potential long-form texts for the course include, but are not limited to: *The Handmaid's Tale* by Margaret Atwood, *Beowulf* translated by Seamus Heaney, *Grendel* by John Gardner, *Frankenstein* by Mary Shelley, *The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare, *1984* by George Orwell, *The Bluest Eye* by Toni Morrison, *The Reluctant Fundamentalist* by Mohsin Hamid, and *Klara and the Sun* by Kazuo Ishiguro. This course uses the dialogic model; students who enroll in AP Lit and Comp should be comfortable engaging in academic exchanges. **Active participation in class discussion is a requirement of the course.**

- ★ While students in AP Lit and Comp can participate in the Senior Career Exploration Program, they must first fulfill the expectations established in the College Board-approved curriculum for the course, which requires attendance in class until the AP Literature and Composition exam.
- ★ To receive credit for this course, participants must successfully complete a sustained independent inquiry project and research paper that explores the ethical, social, civic, cultural, and/or socio-economic dimensions of a novel of interest to them.
- ★ This course has a mandatory summer assignment in addition to the school-wide summer reading program.

982 (FOU) ELL Literature
Full-year course

Grades 9, 10, 11, 12
5 per/7 day cycle - 5 credits

This standards-based course is designed to help multilingual students develop effective speaking, listening, writing, and reading skills, with the goal of progressing to college-preparatory English classes. Students will read various fiction, nonfiction, and poetry texts that are selected to build their skills in analysis, evaluation, and composition. They will learn how to analyze literature, craft effective sentences, present to an audience, and think critically about ideas. Enrollment in this course will be reviewed by the BPS Director of ELE.

English Language Arts Elective Course Descriptions

Not all ELA electives will run every year. Courses are offered when there is enough student interest to support them.

Journalism I
050 (CP)
051 (H)
Full-year course

Grades 9, 10, 11, 12
5 per/7 day cycle – 5 credits

Great journalism requires critical thinking, thoughtful research, and in-depth reporting. It both informs and empowers members of our global community. Journalism I is designed to teach students the fundamental skills involved in accomplishing such journalism: ethical decision-making, sound research, investigative interviews, evidence evaluation, story structure, and engaging writing. Students will also explore the basics of newspaper layout, advertising, and production. In addition to learning the purpose of journalism, students will examine the responsibilities of a journalist in our local, global, and digital society. They will be given the tools to generate story ideas, craft interview questions, communicate effectively with the community, and collaborate successfully with peers to write compelling articles that may be published in our newspaper, *The Devil's Advocate*, or performed and produced on our broadcast news show, *The Devil's Sunrise*. Honors students are expected to attend after-school editing meetings and complete additional assignments.

Journalism II
052 (CP)
053 (H)
Full-year course

Grades 10, 11, 12
5 per/7 day cycle – 5 credits

Prerequisite: Completion of Journalism I

Journalism II is a full-year course for students who have successfully completed Journalism I. In the course, students will continue honing their 21st-century skills from Journalism I (see description above). In addition, the students serve as the principal editorial staff of *The Devil's Advocate* and *The Devil's Sunrise*, with responsibility for editing and producing these publications. Given their experience, they are expected to serve as leaders within the class and mentors for Journalism I students. They must work collaboratively with co-editors and staff to produce thoughtful editions of the paper that tackle issues in their local community and the larger world while maintaining the ethical integrity of the publications. All students who enroll in the course are also required to attend after-school editing meetings. Honors students are expected to complete additional assignments.

Public Speaking**058 (CP)****059 (H) Public Speaking****Semester Course****Grades 9, 10, 11, 12****5 per/7 day cycle– 2.5 credits**

Public Speaking teaches students how to research, write, and deliver informative, demonstrative, persuasive, and special occasion speeches. Students will spend the semester developing tools to communicate effectively and purposefully for specific audiences. In researching and preparing for individual speeches, students will generate their own questions and investigate independent topics. By participating in various independent and collaborative activities, students will develop strategies to reduce stage fright and gain confidence through effective voice control, eye contact, and body language. Students will exhibit respect and responsibility in crafting peer feedback and reflecting on their own work in class. The final project for the course is a TED Talk. Students who enroll in the class at the honors level will have increased responsibility for leading activities and facilitating feedback.

Gender Studies in Literature and Media**096 (CP)****097 (H)****Semester Course*****Prerequisite:*** None**Grades 11, 12****5 per/7 day cycle– 2.5 credits**

Gender Studies in Literature and Media is designed to challenge students to consider the various ways in which gender is depicted in text and media. In particular, we will study who is excluded and the representation of those who are included. The course will cover themes of identity, intersectionality, historical and cultural representation, toxic masculinity, LGBTQ+ issues, power dynamics, social constructs, and more. We will study texts from a variety of genres, including fiction, poetry, creative nonfiction/memoir, plays, film, and television. Skills used in the class mirror those of the standard English curriculum: analysis, argumentative writing, research, presentation, and collaboration. Class discussions will be a prominent feature of the course, and students who enroll should be prepared to be productive and respectful participants in these discussions. Students should expect to complete an independent inquiry project about a musician, artist, text, author, or leader of interest to them as a final assessment for the course. Potential texts may include, but are not limited to, works by canonical authors such as James Baldwin and Virginia Woolf, poets such as Emily Dickinson and Chen Chen, and YA authors such as Alice Oseman and Benjamin Alire Sáenz, as well as critically acclaimed films and television series such as *The Owl House*, *The Golden Girls*, and *The Good Wife*, and films such as *Little Women* and *Maleficent*. Students who enroll in the honors level will take on leadership roles in class activities and meet additional expectations for the final project.

*The course is open to all BHS students in **grades eleven and twelve** who are ready to demonstrate and further develop BHS's core values of empathy, respect, independence, and responsibility.

Creative Writing**Grades 10, 11, 12****060 (CP)****061 (H)****Semester Course****5 per/7 day cycle – 2.5 credits**

This course is a writing workshop that focuses on the study and creation of elements of creative fiction, including personal expression, character development, plot structure, genre, and perspective; as well as various forms of poetry ranging from sonnets to spoken word. Students will read and discuss each other's work, providing feedback to help each other develop as writers. Workshopping original creative pieces will require students to exhibit respect for themselves and empathy for others. In creating original works of poetry and short fiction, students will generate their own questions and investigate independent topics. Students interested in contributing to *Collab*, Burlington High School's literary magazine, are encouraged to take this course. Creative Writing is heavily discussion-based, so willingness to participate is mandatory. As this is a portfolio-driven course, a portfolio is required at the end of the semester. Students who enroll in the course at the honors level will have increased responsibility for attending workshops and additional portfolio requirements.

Drama**Grades 9, 10, 11, 12****066 (CP)****067 (H)****Semester Course****5 per/7 day cycle – 2.5 credits**

Drama is a hands-on half-year course that introduces students to theater arts and covers the principles of improvisation and acting, with considerable time devoted to theater exercises and discussion. The class will also explore playwriting and theater history. Students will work both independently and collaboratively to write, direct, and perform multiple scenes and monologues throughout the semester in a workshop style. By engaging in the four main aspects of drama (reading, acting, directing, and writing), students will think critically as actors, directors, and playwrights. It is the expectation that by taking this course, students will actively participate as members of an artistic community. Students who enroll in the course at the honors level will have increased responsibility for leading activities and workshops. Honors-level students may also have different requirements for monologue lengths and scene selections.

069 (H) Advanced Drama**Grades 10, 11, 12****Semester Course****5 per/7 day cycle – 2.5 credits*****Prerequisite:*** Completion of Drama

Advanced Drama is a half-year honors-level course for students who have successfully completed basic Drama. This hands-on course will expand on principles learned in the basic Drama course. Students will engage in all four main aspects of drama (reading, acting, directing, and writing), but the focus will be on directing and writing. As directors, students will be challenged to generate their own questions while reading scenes, practice leadership skills while working collaboratively, and adapt to various acting styles while directing their peers. As playwrights, students will be challenged to think critically and creatively to produce scenes that can be performed by the class. It is the expectation that by taking this course, students will actively participate as members of an artistic community.

Writing Seminar I

073 (CP)

074 (H)

Semester Course

Grades 9, 10

5 per/7 day cycle — 2.5 credits

In this semester-long writing workshop, students in grades nine and ten will learn the essential skills required to meet or exceed the writing expectations for high school courses across different disciplines. Time in class will center on writing practice combined with mini-lessons connected to informational, argumentative, analytical, creative nonfiction, and research-based writing. Students will complete multiple drafts of essays during class with personalized feedback. To pass the course, students must complete a portfolio of their work that demonstrates the habits of mind for effective composition, builds their knowledge of conventions, and meets the expectations of high school writing across the curriculum. Work for this class should be completed during class time, not at home.

This course is recommended for all grade 9 or 10 students who want support with their writing and/or want to improve their skills and feel better prepared for the writing expectations in high school. Students who enroll in this course at the honors level will have additional portfolio requirements.

Writing Seminar II

077 (CP)

078 (H)

Semester Course

Grades 11, 12

5 per/7 day cycle — 2.5 credits

In this semester-long writing workshop, students in grades eleven and twelve will develop the habits of mind, critical thinking skills, and rhetorical knowledge necessary to meet or exceed the writing expectations for advanced high school and post-secondary experiences. Time in class will center on writing practice combined with mini-lessons connected to informational, argumentative, analytical, narrative, practical, and research-based writing. Students will complete multiple drafts of their written responses during class. Instructors will spend most days conferencing with students, providing real-time feedback and guidance for revision. To pass the course, students must complete a portfolio of their work that demonstrates their ability to meet the expectations of high school writing across the curriculum. This course is recommended for all grade 11 or 12 students who want support with their writing and/or want to progress their skills. **Please note that the course will start with instruction and feedback on creative nonfiction essays in response to the Common Application prompts, combined with a unit on resume writing.** Students who enroll in this course at the honors level will have additional portfolio requirements.

Introduction to Film and Media Studies

Grades 10, 11, 12

080 (CP)

081 (H)

Semester Course

5 per/7 day cycle – 2.5 credits

This course is designed to provide students with the skills necessary to view visual media critically and to become content creators. By studying a variety of cinematic genres and the work of substantial directors, students will learn the basic elements of narrative film form and style. They will examine aspects of cinematography, mise-en-scène, editing, and sound to determine how directors create culturally significant visual texts. In their exploration of films and other visual media—e.g., music videos, television, and advertising—students will discuss the relationship between perception and reality and the impact of representation on society. Working both independently and collaboratively, students will evaluate and analyze media and develop visual products by applying their understanding of film techniques to their own creative work. Students will learn to work through the many stages of the creative process and express themselves, making art that conveys ideas, feelings, and messages important to them. Assessments include engagement in analytical writing, completion of visual projects, and participation in class discussions and activities. The final project for this course is the creation of a short film that requires students to investigate independent topics and express meaning through varied cinematic techniques. In an era where digital communication is essential to every field, from medicine to finance, this course provides a competitive edge. By mastering visual literacy and digital production, students become versatile communicators prepared for careers in marketing, journalism, entrepreneurship, and public service. ***Students in this course should be prepared to view and address mature subject material.** *Students enrolled in this course at the honors level will have increased responsibility for leading learning activities and managing collaborative film projects.

Advanced Film and Media Studies

Grades 11, 12

082 (CP)

083 (H)

Semester Course

5 per/7 day cycle – 2.5 credits

Prerequisite: Completion of Introduction to Film and Media Studies or permission of Department Chair

THIS COURSE IS NOT OFFERED FOR THE 2026-2027 SCHOOL YEAR.

Advanced Film and Media Studies will extend the analysis skills from Introduction to Film and Media. The course will focus on a long-term critical viewing and discussion of several television shows and films. Topics will vary from term to term, with each quarter covering two separate topics at the discretion of the instructor. Potential term-long areas of focus include topics in science fiction, the anti-hero in contemporary television, warrior women, and the mystery genre. Students will work both independently and collaboratively to explore these subjects and effectively communicate their ideas about a variety of visual texts. Assignments will consist of discussions (both teacher- and student-led), critical readings, short analytical essays, short presentations, and discussion boards. The final assessment for this course is a video essay demonstrating students' ability to analyze and create content. **Students in this course should be prepared to view and address mature subjects and content.**

084 (H) Writing Fellows I**Semester Course****Grades 11, 12****5 per/7 day cycle - 2.5 credits****Prerequisite:** Teacher recommendation and writing sample

A Writing Fellow is an individual with strong writing, communication, and interpersonal skills who serves an academic community by helping others with their writing. The BHS Writing Fellows course trains students to become writing fellows by preparing them to collaborate with peers and provide individualized writing assistance. Students will learn the essential habits of successful writing and revision, as well as practical strategies for responding to writers with written and verbal feedback. Additionally, students will work collaboratively with teachers of various disciplines to help their students become more effective writers. This work may include going into classrooms to facilitate small-group writing consultations, providing feedback on specific writing assignments, and conferencing with individual writers to help them meet their writing goals. Interested students will also have the opportunity to earn field study credit by continuing as Writing Fellows after the conclusion of the semester. This class is recommended for students who want to develop their writing and collaboration skills, but especially for those interested in teaching.

085 (H) Writing Fellows II**Semester Course****Grades 11, 12****5 per/7 day cycle – 2.5 credits****Prerequisite:** Teacher recommendation, writing sample, and successful completion of Writing Fellows I

In this course, students fully apply the knowledge and skills gained from Writing Fellows I as they take on a more advanced role in the program. These students will tutor student writers and continue to work in classrooms as Writing Fellows. Compared to Writing Fellows I, the Writing Fellows II course requires students to exercise a greater level of responsibility for their own learning. Students will reflect on their work as peer tutors, develop individual goals, and work with classroom teachers to meet the writing needs of students.

086 (H) Writing Fellows III: Leadership**Semester Course****Grade 12****5 per/7 day cycle — 2.5 credits****Prerequisite:** Writing Fellows I and II, teacher recommendation

This course is for students who want to continue their work as Writing Fellows by serving as leaders. Students enrolled in this course will mentor students in Writing Fellows I, create and facilitate programming that supports the growth of their peers, and take a more active role in working with classroom teachers to create and facilitate writing-based lessons. Based on their personal strengths and interests, students will take on additional projects and responsibilities as the semester progresses. All students enrolled in Writing Fellows Leadership will complete a legacy project that demonstrates their growth and development throughout their three semesters of this program.

Yearbook Production I**091 (CP)****092 (H)****Semester Course****Grades 9, 10, 11, 12****5 per/7 day cycle – 2.5 credits****Prerequisite:** None***THIS COURSE IS NOT OFFERED FOR THE 2026-2027 SCHOOL YEAR.***

In this elective, students will serve as historians of BHS by incorporating journalistic forms, techniques, and knowledge to create a quality product that accurately and impactfully tells the story of the school year. While all students in the course will develop skills in organization and leadership, writing and reporting, photography and design, and marketing and project management, students will also be able to choose an area of interest to focus on more thoroughly. This project-based course will require significant collaboration and problem-solving and offer students the opportunity to increase their sense of responsibility and independence. By the end of the year, students will have marketable experience in print media production and sales. Students who enroll in the honors level of the course will have increased responsibility in leading and organizing various projects required for the completion of the yearbook.

Yearbook Production II**Grades 9, 10, 11, 12****093 (CP)****094 (H)****Semester Course****5 per/7 day cycle – 2.5 credits*****Prerequisite:*** Yearbook Production I***THIS COURSE IS NOT OFFERED FOR THE 2026-2027 SCHOOL YEAR.***

Having already completed Yearbook Production I, students in this course will take on leadership roles in crafting, publishing, and distributing the yearbook. In addition to continuing work on the journalistic and design components of the publication, students will have the opportunity to learn about the business side of the production process. This project-based course will require significant collaboration and problem-solving and offer students the opportunity to increase their sense of responsibility and independence. By the end of the year, students will have marketable experience in print media production and sales. Students who enroll in the honors level of the course will have increased responsibility in leading and organizing various projects required for the completion of the yearbook.

095 (CP) Global Story Lab: Critical Reading for the 21st Century**Grades 9, 10, 11, 12****Semester Course****5 per/7 day cycle – 2.5 credits*****Prerequisite:*** Current English Language Arts Teacher Recommendation

Want to see through the noise and figure out what's really going on in the world? The Global Story Lab is where you can build that power. This dynamic course focuses on reading strategy and skill, turning you into a more expert reader and analyst. We will learn to decode challenging material from history, science, current events, and digital media, gaining the tools to process complex information effectively. You'll build skills in comprehension, media literacy, active analysis, and executive function. Enroll in the Global Story Lab to gain the intellectual confidence to handle the challenging, complex reading you will encounter in high school classes, college, and your career. *(This course requires the recommendation of your current ELA teacher.)*

SOCIAL STUDIES PROGRAM

Consistent with the school's mission and 21st Century Learning Skills, students enrolled in all Social Studies courses are presented with the opportunity to develop skills that teach them accountability, adaptability, and tenacity in their academic, social, and civic interactions. Through participating in the Social Studies curriculum, students will be taught to generate their own questions regarding the content of each course, including, but not limited to, the themes of personal and public identities; concern for sources and their relevance; change over time; cause and effect; hypothesizing; compare and contrast; and local, state, national and global challenges. Students will be provided with opportunities to investigate independent topics of interest relating to history, geography, civics and economics. Students will work both independently and collaboratively to solve problems. Lastly, students will be held to high standards of both personal and academic behavior, which will serve to encourage them to act with integrity in all academic endeavors and to exhibit respect for themselves and empathy for others.

The Social Studies Department is committed to fostering a supportive learning environment where all students can succeed and develop a strong understanding of the social, political, historical, and economic systems that shape our world. All Social Studies courses and electives will support students in developing the skills of a Portrait of a Graduate, including effective communication, successful collaboration, resourceful problem solving, and critical thinking.

Burlington High School students are required to take **three years** of Social Studies. The required course sequence is as follows:

Grade 9 – U.S. History I

Grade 10 – U.S. History II

Grade 11 – World History II

Social Studies Required Courses

Grade 9	U.S. History I (CP, H) Foundations I: US History (FOU)
Grade 10	U.S. History II (CP, H) or AP US History Foundations II: Modern World History and Cultures (FOU)
Grade 11	World History II (CP, H) or AP World History Foundations III: Citizenship in the 21 st Century (FOU)

Social Studies Electives

Advanced Placement World History (AP) – Grades 11, 12
Advanced Placement United States History (AP) – Grades 10, 12
Advanced Placement Psychology (AP/CE) – Grades 11, 12
Advanced Placement Human Geography (AP) – Grade 12
Advanced Placement African American Studies (AP) - Grades 11, 12
Psychology (CP, CE, H) – Grades 11, 12
Sociology (CP, H) – Grades 11, 12
Introduction to Law (CP, H) – Grades 11, 12
United States Government (CP, CE, H) - Grades 11, 12
Modern America: 1968-Present (CP, H) – Grades 11, 12
Holocaust and Human Behavior (CP, H) – Grades 11, 12
International Studies (CP, H) – Grades 11, 12
Modern Women's History through Popular Culture- (CP, H) – Grades 11, 12
A Military Perspective of World War II (CP, H) – Grades 11, 12

Social Studies Course Descriptions

984 (FOU) EL History I

Grades 9, 10, 11, 12

Full-year course

5 per/7 day cycle – 5 credit

Prerequisite: For EL students at a foundational WIDA level and/or recommendation from EL and *content* teacher and counselor.

This course will introduce new English learners to the basic language, skills, and concepts of History and Social Sciences. Students will spend time building both academically specific and general English vocabulary. Topics covered in the course include, but are not limited to, current events, world geography, basic concepts of governance and civic life, and building the ability to analyze various types of source material. Students will work to develop their English language and basic Social Studies skills to communicate effectively.

992 (FOU) EL History II

Grades 9, 10, 11, 12

Full-year course

5 per/7 day cycle – 5 credit

Prerequisite: For EL students at a higher than foundational WIDA level and/or recommendation from EL and *content* teacher and counselor

This course will continue the work of EL History I. Students will spend more time working with academic-specific vocabulary, targeted Social Science concepts, including the continuation of American government and civics, and skills needed to perform basic research. In addition, students will explore a survey of American history to prepare them for entry into future Social Studies courses. Students will work to develop their English language and basic Social Studies skills to communicate effectively.

112 (FOU) Foundations I: U.S. History

Grades 9/10

Full-year course

5 per/7 day cycle – 5 credits

Prerequisite: Entry into FOU level courses will be reviewed by the School Counseling Department and Special Education Departments.

This course will present an overview of US History from 1800 to the present. The course will take as its premise foundational events of US history that connect with events in the country today, presented in chronological order, to help students understand the country in which they live. Topics covered may include, but aren't limited to, significant leaders, conflicts and wars, economic booms and busts, civil liberties and civil rights, technological advancements, and civic activism. Students in this course will receive both traditional and non-traditional assessments, with an emphasis on tasks that reflect civic and career activities. Skills of note-taking, reading comprehension, effective communication, discussion, and collaboration will be stressed. Entry into FOU will be reviewed by the School Counseling Department and the Special Education Department. This course will run on alternate years to Foundations II.

U.S. History I: 1800 to 1910

Grade 9

113 (CP)

114 (H)

Full-year course

5 per/7 day cycle – 5 credits

U.S. History I begins with a review of the historical and intellectual origins of the United States during the Revolutionary and Constitutional periods. Thereafter, in chronological order, students study the growth of the United States of America from 1800 through the outbreak of World War I. Topics covered include: Westward Expansion and Native American relocation; the establishment of and changes to political parties; economic and social change; the Industrial Revolution; sectional conflict and slavery; the Civil War and Reconstruction; the era of Big Business; and the reforms of the Populists and Progressives. In this course, students will focus on developing critical thinking skills by evaluating sources and communicating effectively by composing guided arguments supported by historical evidence.

(122) (FOU) Foundations II: Modern World History and Cultures**Grade 9/10****Full-year course
credits****5 per/7 day cycle – 5**

Prerequisite: Entry into FOU-level courses will be reviewed by the School Counseling Department and the Special Education Department.

This course offers an interconnected study of modern world history and the global cultures that shape both Burlington and the wider world. Using the cultural backgrounds most represented in Burlington (such as Ireland, Italy, India, Guatemala, Uganda, Zimbabwe, and Haiti) as anchor points, students will explore how historical developments from the Atlantic Revolutions to the 21st century have influenced the modern identities, politics, and global relationships of these regions. Throughout the course, current events and cultural case studies will help students understand religion, politics, history, and geography in context. Students will engage with hands-on cultural experiences—from food to festivals to traditions—to build a deeper appreciation of the people who make up their community and understand the history that has shaped our world. The School Counseling Department and Special Education Departments will review entry into FOU. This course will run on alternate years to Foundations I.

U.S. History II: 1900 to the Present**Grade 10****123 (CP)****124 (H)****Full-year course****5 per/7 day cycle – 5 credits**

Prerequisite: Successful completion of U.S History I

U.S. History II begins with America's growing role in global affairs at the start of the 1900s. Students in the class will begin with Imperialism through the conclusion of World War I. They will then proceed through the 20th and early 21st centuries. Topics covered include: the Great Depression and World War II; the subsequent Cold War; the Korean and Vietnam Conflicts; the Civil Rights Movement and other social change movements of the 1960s; the Watergate scandal and the 1970s; Ronald Reagan and the 1980s; the Gulf War; the Clinton years; the War on Terrorism; and the early 21st Century. Students will continue to develop more complex critical thinking skills that build off of the work they did in US History I. They will also learn to communicate effectively with more nuanced argumentative and creative writing. Students in this course will also complete a Civics Project as required by state legislation.

(116) (FOU) Citizenship in the 21st Century**Grade 11****Full-year course
credits****5 per/7 day cycle – 5**

Prerequisite: Successful completion of Foundations I and Foundations II

This course is designed to equip students with the knowledge and practical skills they will rely on long after high school. The curriculum will center on real-world scenarios students will encounter in their post-secondary lives—such as voting and civic participation, media literacy, personal finance, and responsible citizenship in the 21st century. Through inquiry-based activities and authentic problem-solving tasks, students will strengthen their critical thinking as they analyze complex issues and make informed decisions. They will practice effective communication by discussing current events, presenting ideas, and engaging respectfully with diverse perspectives. Collaborative projects will foster successful collaboration, while hands-on challenges related to daily life will build resourceful problem-solving. By the end of the course, students will be prepared to navigate modern society as thoughtful, capable, and engaged citizens. Students in this course will also complete a Civics Project as required by state legislation.

World History II

133 (CP)

134 (H)

credits

Full-year course

Prerequisite: Successful completion of U.S. History I & U.S. History II

Grade 11

5 per/7 day cycle – 5

World History II begins with the emergence of the Enlightenment and the Enlightenment Revolutions of the Atlantic region, then the rise of the nation-state in Europe. Thereafter, units of study may include: the Industrial Revolution; 19th century Imperialism; World Wars I & II; the Cold War and post-Colonialism; the post-Cold War world; Globalization and the modern world. Students will be presented with content via the Inquiry Method, prompting them to compose and address student-generated questions, independently locate and evaluate source materials, and develop independent arguments that embrace both complexity and nuance in their articulation. These will support Portrait of a Graduate skills such as critical thinking, resourceful problem solving, and effective communication.

Social Studies Elective Course Descriptions

Not all courses will run every year. Courses will be offered when there is enough student interest to support a course.

125 (AP) Advanced Placement United States History

Full-year course

Prerequisites: US History I, Honors

Recommended: Grade 'B+' or better and recommendation of the USI teacher

Grade 10, 12

5 per/7 day cycle – 5 credits

The Advanced Placement Program sponsored by the College Board offers an opportunity to study college-level U.S. History and, depending on examination results, to receive advanced placement, college credit, or both upon entering college. All of the major topics and periods of American history will be studied in depth. The course includes extensive reading, discussion, analytical papers, research assignments, and book reports. Students who enroll in this course are expected to take the AP exam. Rising sophomores who have distinguished themselves in U.S. History I at the Honors level may enroll in Advanced Placement United States History with the recommendation of the 9th-grade instructor. This course may substitute for the second-year U.S. History requirement. **(A summer reading assignment is mandatory).** Grade 12 students enrolled in this course who are considering participating in the Career Exploration Program **must remain in the course until the administration of the AP exam.**

135 (AP) Advanced Placement World History: Modern

Full-year course

Grade 11, 12

5 per/7 day cycle – 5 credits

Prerequisites: US History I & II

Recommended: Grade 'B+' or better and recommendation of the USII teacher

The Advanced Placement Program sponsored by the College Board offers an opportunity to study college-level World History and, depending on examination results, to receive advanced placement, college credit, or both upon entering college. The course begins with 'Foundations', which introduces the course and focuses on setting the historical and geographical context. This part of the course introduces world historical patterns that form the basis for future developments. The course then covers the history of the world beginning in 1200 C.E. The major themes of the course include: patterns of interaction among major societies; relationships of change and continuity across the time periods covered in the course; the impact of technology and demography on people and the environment; systems of social structure and gender structure; cultural and intellectual developments; and changes in the functions of world politics. Students who enroll in this course are expected to take the AP exam. This course may substitute for the third-year World History Graduation Requirement (**A summer reading assignment is mandatory**). Grade 12 students enrolled in this course who are considering participating in the Career Exploration Project **must remain in the course until the administration of the AP exam**.

142 (CP) Psychology

Semester course

Grades 11, 12

5 per/7 day cycle – 2.5 credits

Prerequisite: Successful completion of Biology; Grade 10 requires approval of the Department Chairperson

Psychology is the study of individual and group human behavior. This is a survey course exploring the brain and the impacts of brain chemistry on the individual: how we learn, sleep, socialize, form memories, and express personality. Students will also examine clinical research and therapies. Students will explore these units via research principles and focus on successful collaboration through projects.

143 (H, CE) Psychology

Semester course

Grades 11, 12

5 per/7 day cycle – 2.5 credits

Prerequisite: Successful completion of Biology; Grade 10 requires approval of the Department Chairperson

Concurrent Enrollment Credit: Students are eligible to take this course for concurrent enrollment credit if they scored 480 or higher of the PSAT or SAT English Section or take the MCC English assessment before enrolling in the course (*additional cost*).

Honors Psychology is designed for students who have a high degree of interest in learning about human behavior and are eager to participate in a discussion-based college credit-earning course via Concurrent Enrollment from Middlesex Community College. Students will explore units on scientific principles of research and data collection, the brain, learning, cognition, memory, sleep, personality, social dynamics, and clinical therapy in a discussion-based classroom that focuses on learning through projects. MCC requires proficiency in college-level English prior to enrolling in CE. Grade 12 students enrolled in this course in the second semester who are considering participating in the Career Exploration Program **must remain in the course until the middle of May** if seeking CE credit.

144 (AP, CE) Advanced Placement Psychology
Full-year course

Grade 12
5 per/7 day cycle – 5 credits

Prerequisites: Successful completion of Biology, strong writing skills, and the ability to maturely discuss complex readings on sensitive topics within a classroom setting.

Concurrent Enrollment Credit: Students are eligible to take this course for concurrent enrollment credit if they scored 480 or higher of the PSAT or SAT English Section or take the MCC English assessment before enrolling in the course (*additional cost*).

The Advanced Placement Program sponsored by the College Board offers an opportunity to study college-level psychology and, depending on examination results, to receive advanced placement, college credit, or both upon entering college. The AP Psychology course is designed to introduce students to the systematic and scientific study of human behavior and mental processes. Successful students will establish a deep understanding of research principles, the biological causes of behavior (the brain), learning, development, cognition, personality, abnormal behavior, and its treatment according to the DSM 5, and social psychology. Rising Juniors who have distinguished themselves in U.S. History II at the Honors level may enroll in AP Psychology concurrently with World History II, with a recommendation from their 10th-grade teacher. This course is **not** a substitute for any of the three required core courses. Students do not need to take a semester of Psychology before the full-year AP course, but it can be helpful for those who have never previously attempted an advanced-level course. Students who enroll in this course are expected to take the AP exam unless they are taking the course for Concurrent Enrollment credit. All grade 12 students enrolled in this course who are considering participating in the Career Exploration Program **must remain in the course until the AP exam is administered.**

Sociology
147 (CP)
148 (H)

Grades 11, 12

Semester course

5 per/7 day cycle – 2.5 credits

Prerequisite: None; Grade 10 requires approval of the Department Chairperson

Sociology is the study of society and social behavior, focusing on how individuals interact with one another and with the structures that shape their lives. Students explore topics such as culture, social movements, social structures, conformity and adaptation, value systems, and social control. The course also examines key social institutions, including the family, political systems, religion, education, science, and sport. Through discussion, collaborative work, reading, and analysis, students investigate the world around them and consider their own roles within society. Students examine social issues from multiple perspectives, analyze patterns within and across institutions, and develop critical thinking and communication skills that help them better understand social relationships and collective behavior. In this course, students will think critically about their place in society. They will examine society from multiple perspectives and work collaboratively in group settings to analyze patterns in a variety of social situations.

Introduction to Law**Grades 10*, 11, 12****150 (CP)****151 (H)****Semester course****5 per/7 day cycle – 2.5 credits****Prerequisite:** *Grade 10 requires approval of the Department Chairperson

Why do societies create laws, and what does our legal system say about our values and beliefs? Through an exploration of the American legal system, students in Introduction to Law will address these questions while examining the structure and function of U.S. courts, the foundations of criminal justice, and laws that affect everyday life. Students develop an understanding of their legal rights and responsibilities while building awareness of common legal issues individuals may encounter. This course emphasizes case-based learning, using both real and hypothetical scenarios. Students analyze legal disputes, evaluate evidence and arguments, and participate in simulations by assuming roles such as lawyers or judges. Through discussion, problem-solving, and written and oral communication, students strengthen their ability to think critically and apply legal reasoning to authentic situations.

*At the honors level, this course will include more intensive reading and writing requirements, such as reading about Supreme Court decisions and writing legal briefs.

Modern America: 1972-Present**Grades 11, 12****159 (CP)****160 (H)****Semester course****5 per/7 day cycle – 2.5 credits****Prerequisite:** US History I & II

How did Vietnam and Watergate change the way Americans looked at the world and their leaders, as well as the movies, TV, and music Americans listen to? Do your parents talk wistfully about their hairstyles and the music of the 80's? Did the US really outspend the USSR to "win" the Cold War? Do you ever wonder what really happened when Bill Clinton was president that changed our politics forever? Why did superhero movies change after 9/11? When did America start building so much debt? Why did the economy collapse in 2008/9? This course will examine the fundamental changes the USA underwent to reach where it is today. It will begin with the 1972 presidential campaign and continue through Donald Trump's election as President of the United States. Students will create internet-based content tied to an area of popular culture about which they are passionate and attract an audience to that content. Based on the students' areas of interest, the class will explore the evolution of American popular culture as it relates to historical events and the impact of the internet on American society. The course will focus on Portrait of a Graduate skills, such as critical thinking and communicating effectively for a variety of audiences.

United States Government**Grades 11 & 12****161 (CP)****162 (H)****Semester course****5 per/7 day cycle – 2.5 credits****Prerequisite (CP):** Completion of US History II/**Prerequisite (H):** Completion of US History II with a B+ or better

This semester-long elective will allow students to analyze the political and governmental structures of the United States, explore the foundational ideas on which it was created, and examine the systems and institutions that comprise it. Students in this course will uncover differences and similarities among political parties, test how the political system fosters compromise through required checks and balances, and discover the gap between the system's design and its implementation. Throughout the course, students will explore recurring issues in American society and the political problems that surround their resolution. Current events will be a consistent feature of this course, and students will be expected to consume reputable news sources on their own daily. This course requires students to think critically about the world around them and collaborate successfully with their peers in group-based projects and discussions.

Holocaust and Human Behavior**Grades 11, 12****165 (CP)****166 (H)****Semester course****5 per/7 day cycle – 2.5 credits*****Prerequisite:*** US History I & II

This semester-long elective explores the historical and political definitions of genocide, while honing in on human choices and their impact in Germany during the WWII era. Students will then use that vocabulary to examine modern conflicts, from the Armenian Genocide to ongoing conflicts today in Sudan and around the world. Through discussion, critical thinking activities, writing, and primary source analysis, students will examine the moral dimensions of historical turning points, how memory functions at the individual and societal levels, and their own role in our world today.

International Studies: War and Diplomacy in the 21st Century**Grades 11, 12****170 (CP)****171 (H)****Semester course****5 per/7 day cycle – 2.5 credits*****Prerequisite:*** US History I & II

This one-semester course allows students to examine the role and work of armed conflicts and diplomacy around the globe in the 21st Century. Major themes such as terrorism, rebellions, civil wars, water crises, drug cartels, human trafficking, poverty, hunger, immigration, and refugees will be explored. Students will examine how nation-states' use of military and political influence can forever change global relationships. A wide variety of research, discussion methods, and technology will help students analyze how nation-states use the powers of diplomacy, armed forces, and intelligence agencies to advance their interests. This course will use current media reporting, books, databases, and other online resources to enable students to clearly understand the major contemporary issues the globe faces.

A Military Perspective of World War II**Grades 11, 12****182 (CP)****183 (H)****Semester course****5 per/7 day cycle – 2.5 credits**

This course will allow students to study World War II from a military perspective. The course will provide an overview of the events of WWII. Then, students will delve into an in-depth study of battles that involved select branches of the United States Military - Army, Navy, and Marine Corps. Battles will include Pearl Harbor, the Battle for Saipan, Guadalcanal, Iwo Jima, and the Battle of the Bulge, among others. The course will be lecture and discussion-based. Students will read and analyze primary source accounts from soldiers, recreate and analyze military maps, and watch and discuss videos about the war. Videos will include documentaries and selections from *Band of Brothers*, among others. Assessments will be based on projects, which will include but are not limited to presentations, short quizzes, military maps, short essays, debate, and class participation. This course will focus heavily on critical thinking, effective communication, and successful collaboration within groups.

Modern Women's History through Popular Culture

Grades 11, 12

184 (CP)

185 (H)

Semester course

5 per/7 day cycle – 2.5 credits

This course will examine women's history in the modern era by having the students engage in critical thinking and media criticism while answering the questions: what does feminism look like today, and does a women's movement still exist? The course aims to have the students interpret women's history, examine the role of women, and the women's movement, through the lens of popular culture – music, television, and film. The class will explore both the gains that have been made by women in American society and why we still have so far to go as a society to realize equality between genders. The class will be discussion-based, with lectures given from time to time to frame our topics of study. Assessments will include, but are not limited to: short essays, presentations, class discussions, and media criticisms.

192 (AP) Advanced Placement Human Geography

Grade 12

Full-year course

5 per/7 day cycle – 5 credits

Prerequisites: Successful completion of World History II with a recommended Grade: 'B+' or better

Advanced Placement Human Geography is an exploration of the patterns and processes that have shaped human use of the Earth's surface. Students will examine data generated by global information systems, landscape analysis, social organization, and environmental consequences. They will also learn about the methods and tools geographers use in the field. Students taking this course must remain in this course until the AP course has been administered before departing for their internships. **At the time of printing, earning a 4-5 on the AP test counts as 8 credits at UMass Amherst.**

193 (AP) Advanced Placement African American Studies

Grades 11, 12

Full-year course

5 per/7 day cycle – 5 credits

Prerequisites: Recommendation of previous History or English teacher

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct engagement with a range of sources. The course fosters cultural understanding through critical and creative thinking, effective communication, successful collaboration, and resourceful problem-solving. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on historical, literary, visual, and data analysis. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. Students in AP African American studies will have the opportunity to engage with multiple guest speakers and attend various field trips that support their understanding of course content and foster reflection on their learning through the lens of contemporary society. This course is college-level; as such, students should expect to explore sophisticated content, regularly participate in academic discussions and debates, and engage in long-term research projects. With a course framework that highlights cultural affirmation, AP African American Studies is designed to be an empowering learning experience for students of all backgrounds, racial identities, and cultural experiences. Grade 12 students enrolled in this course who are considering participating in the Career Exploration Project must remain in the course until the administration of the AP exam. *The successful completion of an independent inquiry project is a requirement of this course.

*College and Career Connections: The skills developed in this class will provide a competitive edge for students pursuing majors and careers in law, medicine, public policy, business management, education, journalism, engineering, the social sciences, and more.

MATHEMATICS PROGRAM

Consistent with the school's mission and 21st-Century Learning Skills, the Mathematics Department at Burlington High School offers a challenging, relevant, and dynamic curriculum that is fully aligned with the March 2017 Massachusetts Curriculum Frameworks, incorporating the Common Core State Standards for Mathematics. The Mathematics Program is based on sequencing rather than grade level. All prerequisite courses have been designed to ensure readiness in subsequent courses, as well as to ensure an appropriately challenging course sequence for each Burlington High School student.

21st-Century Learning Expectations

Students enrolled in courses in the Mathematics Department will be cognizant of Burlington High School's 21st-century learning expectations as outlined in the Portrait of a Graduate. Specifically, students enrolled in all mathematics courses will think critically, communicate effectively, solve problems resourcefully, and collaborate successfully. The skills developed in mathematics courses will allow students to generate their own questions. Students will foster this curiosity to investigate areas of interest independently. Students will work both independently and collaboratively to solve problems. Lastly, students will participate in a classroom environment where they are expected to act with integrity in all academic endeavors and to exhibit respect for themselves and empathy for others, preparing them for post-secondary success.

Satisfying Prerequisites/Opt-Out Process

If students do not fulfill a prerequisite by successfully completing the course on ground at BHS, they may *opt out* of the prerequisite course. Exams are cumulative exams covering honors-level coursework for the prerequisite course. The following exam grading criteria will be used when determining if a student is qualified to miss a prerequisite:

79% or below = does not meet prerequisite requirements

80-89% range = satisfies prerequisite requirement with a teacher/administrator/department head approval

90% or above = satisfies prerequisite

Students wishing to sit for an opt-out exam must submit a written request to the Mathematics Department Chair, using this [form](#) or see the department head to get a copy, no later than April 1; opt-out examinations will be administered at a date to be determined by the administration between April and August. Students must have a 90% or higher in their current math class to be eligible to sit for the exam.

Please note that successful qualification of the opt-out using the above criteria exam will allow a student to skip the course in their mathematical sequence, but will *not* earn credits toward graduation, and the course will *not* appear on the student's official transcript *or* in the student's GPA. The completion of 20 credits in mathematics is required for graduation. Students may not take the same opt-out Exam twice; if the requirements are not met, the student must take the course on ground at BHS to earn the prerequisite credit.

Teacher Recommendations and Leveling

When considering an effective sequence of courses in mathematics, proper placement is paramount. The Mathematics Department offers courses at each of Burlington High School's three levels: honors, college preparatory, and foundational. In February, classroom teachers will make course and level recommendations for each of their students aimed at giving each student a challenging classroom experience, as well as the best possible chance to succeed.

BHS Mathematics Department
Possible Course Sequences
2026-2027

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Integrated Grade 8 and Algebra I	Geometry H	Algebra II H	Pre-Calculus H	AP Calculus (AB or BC) <i>or</i> Calculus H <i>and/or</i> AP Statistics*
Gr. 8 Math	Algebra I H	Geometry H	Algebra II H	Pre-Calculus H <i>or</i> AP Statistics* <i>or</i> 2 semester courses
		Geometry H	Accelerated Algebra II/PreCalculus H	AP Calculus (AB or BC) <i>or</i> Calculus H <i>and/or</i> AP Statistics*
		Geometry CP or H <i>and</i> Algebra II H	Pre-Calculus H	AP Calculus (AB or BC) <i>or</i> Calculus H <i>and/or</i> AP Statistics* <i>or</i> 2 semester courses
Gr. 8 Math	Algebra I CP	Geometry CP <i>and</i> Algebra II CP	Pre-Calculus CP	AP Statistics* <i>or</i> Calculus H <i>or</i> 2 semester courses
		Geometry CP	Algebra II CP	AP Statistics* <i>or</i> Pre-Calculus CP <i>or</i> Algebra III CP <i>or</i> 2 semester courses
Gr. 8 Math	Essentials for Algebra I CP	Algebra I CP	Geometry CP	Algebra II CP
Gr. 8 Math	Foundational Math I (FOU)	Foundational Math II (FOU)	Foundational Math III (FOU)	Foundational Math IV (FOU)

Fall Semester Courses	Spring Semester Courses
Probability and Statistics CP Probability and Statistics H Trigonometry CP Math Decision Making CP	Probability and Statistics CP Discrete Math CP Intro to Calculus CP Math in the Media CP

**AP Statistics may be taken any time after successful completion of Algebra II (233 with an A or 234 with a B or better) - including concurrently or in lieu of another course such as Pre-Calculus or Calculus, but MAY NOT break up a sequence from Algebra II to PreCalculus to Calculus.*

Mathematics Course Descriptions

210 (FOU) Foundational Math I

Full-year course

Prerequisite: None

Grade 9

5 per/7 day cycle – 5 credits

This course is an introduction to integrated algebra and geometry topics. The standards included in the curriculum include number and quantity, algebra and functions, geometry, and statistics and probability. Students will practice exam-type questions to prepare for the required Grade 10 Math MCAS exam.

211 (CP) Essentials for Algebra I

Full-year course

Prerequisite: None; Students appropriate for this class have not yet demonstrated mastery of Grade 8 Math standards

5 per/7 day cycle – 5 credits

This course is designed to provide students with an opportunity to develop an understanding of pre-algebra concepts and build a foundation for success in the study of algebra. Emphasis is placed on operations with rational numbers, solving algebraic equations, and understanding linear, exponential, and quadratic relationships through tables, graphs, and equations. In alignment with the Massachusetts Curriculum Frameworks, the course will address the following domains: the number system, expressions and equations, functions, geometry, and statistics and probability.

212 (FOU) Foundational Math II

Full-year course

Prerequisite: None

Grade 10

5 per/7 day cycle – 5 credits

This course is a continuation of exposure to integrated algebra and geometry topics. The standards included in the curriculum include number and quantity, algebra and functions, geometry, and statistics and probability. Students will practice exam-type questions to prepare for the required Grade 10 Math MCAS exam.

Algebra I

213 (CP)

214 (H)

Full-year course

5 per/7 day cycle – 5 credits

Prerequisite for CP: Successful completion of Grade 8 Math or Essentials for Algebra I (211)

Prerequisite for H: Successful completion of Grade 8 Math with teacher recommendation

This full-year course develops the foundational skills of algebra, emphasizing critical thinking and problem-solving as students transition from concrete arithmetic to abstract mathematical reasoning. The curriculum includes an in-depth study of polynomials, functions, and exponents, alongside the solving and graphing of linear and quadratic equations and inequalities. Students will also be introduced to data analysis and displays, learning to perform precise analytic computations and clearly communicate their mathematical logic. While both levels cover the same core algebraic content, the Honors (H) level moves at a significantly more rigorous pace, requires students to independently apply their knowledge to novel, complex situations, and demonstrate a high degree of self-advocacy.

***Students enrolled in the Honors (H) level of Algebra I must complete a summer assignment to ensure mastery of essential prerequisite skills before the course begins.**

222 (FOU) Foundational Math III**Full-year course****Prerequisite:** None**Grade 11****5 per/7 day cycle – 5 credits**

This course is an introduction to life skills math. Students will explore mathematical topics necessary for success in their post-secondary plans. The curriculum of the course will be differentiated and individualized to meet student needs.

Geometry**223 (CP)****224 (H)****Full-year course****5 per/7 day cycle – 5 credits****Prerequisite (CP):** Successful completion of Algebra I (213 or 214)

Prerequisite (H): Successful completion of Algebra I 213 with an A or 214 with a B or better), or successful completion of Grade 8 Advanced Math with teacher recommendation and qualifying score on an Algebra I opt-out placement exam.

This full-year course provides a comprehensive study of Euclidean geometry, exploring the properties and relationships of both plane and solid figures. The curriculum is designed to bridge spatial reasoning with numerical analysis, consistently reinforcing and expanding upon the algebraic techniques learned in Algebra I. Students will develop computational proficiency and problem-solving strategies, using integrated MCAS preparatory materials to master geometric concepts. While both levels cover foundational geometric principles, Honors (H) Geometry moves at a faster pace with a greater emphasis on abstract theory and formal proofs. Additionally, the Honors curriculum may include an introduction to trigonometric ratios as time permits, whereas the College Preparatory (CP) level focuses primarily on the practical application of concepts and the development of core computational skills.

*A scientific calculator will be necessary for this course in order to enhance and facilitate the understanding of solutions to problems.

*For grade 9 students considering skipping Algebra I at Burlington High School, families and students are strongly encouraged to use data from readiness assessments to make an informed decision.

232 (FOU) Foundational Math IV**Full-year course****Prerequisite:** None**Grade 12****5 per/7 day cycle – 5 credits**

This course is a continuation of life skills math. Students will explore mathematical topics necessary for success in their post-secondary plans. The curriculum of the course will be differentiated and individualized to meet student need.

Algebra II

233 (CP)

234 (H)

Full-year course

5 per/7 day cycle – 5 credits

Prerequisite (CP): Successful completion of Algebra I (213 or 214) AND Successful completion of OR concurrent enrollment in Geometry (223 or 224)

Prerequisite (H): Successful completion of Algebra I (213 with an A or 214 with a B or better) AND Successful completion of Geometry (223 with an A or 224 with a B or better) OR concurrent enrollment in Geometry (223 or 224)

This full-year course offers a modern and rigorous expansion of algebraic concepts, building upon the foundations established in Algebra I and Geometry. Students will engage in an in-depth study of functions, polynomials, rational expressions, and complex numbers, while refining their ability to solve complex systems of equations and inequalities. The curriculum is designed to challenge students to move beyond basic computation toward a deeper understanding of mathematical structures and relationships.

*The Honors (H) level is an accelerated version of the course that introduces advanced topics, such as conic sections and logarithms, with a heavy emphasis on solving problems that model real-world applications. Additionally, Honors students are required to use graphing calculators (TI-83 or TI-84) regularly to facilitate the analysis and visualization of complex solutions, whereas the College Preparatory (CP) level focuses on mastering the core algebraic frameworks.

242 (CP) Integrated Mathematics I

***not running for 2026-2027**

Semester Course (Fall)

5 per/7 day cycle – 2.5 credits

Eligibility: Students who have passed the Math MCAS are *ineligible* to enroll in this course.

This course is an integrated mathematics course based on the MCAS grade 10 curriculum standards and graduation exam requirements. This course must be taken concurrently with the proper course in the student's mathematical sequence; the curriculum will supplement instruction in the student's current math class. The standards included in the curriculum include number sense, patterns, relations, functions, geometry measurement, statistics, and probability. Students will practice exam-type questions.

243 (CP) Integrated Mathematics II

***not running for 2026-2027**

Semester Course (Spring)

5 per/7 day cycle – 2.5 credits

Eligibility: Students who have passed the Math MCAS are *ineligible* to enroll in this course.

This course is a continuation of an integrated mathematics course based on the MCAS grade 10 curriculum standards and graduation exam requirements. This course must be taken concurrently with the proper course in the student's mathematical sequence; the curriculum will supplement instruction in the student's current math class. The standards included in the curriculum include number sense, patterns, relations, functions, geometry measurement, statistics, and probability. Students will practice exam-type questions.

244 (H) Accelerated Algebra II / PreCalculus **Intended for Juniors to achieve a pathway to Calculus**
Full-year course **5 per/7 day cycle – 5 credits**

Prerequisite: Successful completion of Algebra I (213 with an A or 214 with a B or better) AND Successful completion of Geometry (223 with an A or 224 with a B or better)

Eligibility: Students are *ineligible* to enroll in this course if they have completed either of the prerequisites via an opt-out; Students who have completed Algebra II are *ineligible* for this course

Accelerated Algebra II / PreCalculus, is a challenging course that continues a student's study of algebraic concepts, as well as providing a complete course in trigonometry. We will explore topics such as polynomials, rational expressions, complex numbers, systems of equations, inequalities, conic sections, and logarithms. Much attention is given toward function interpretation, alteration, and utilization. In particular, we will investigate the distinguishing features of linear, quadratic, polynomial, exponential, logarithmic, periodic, and trigonometric functions. A graphing calculator (TI-83 or TI-84 preferred) will be used regularly to enhance and predict our results and to verify understanding of solutions to problems.

245 (CP) Algebra III

Full-year course **5 per/7 day cycle – 5 credits**

Prerequisite: Successful completion of Algebra II (233 or 234)

Eligibility: Students who have completed Pre-Calculus (250 or 251) are *ineligible* to enroll

This mathematics course continues the study of algebraic concepts covered in Algebra I and Algebra II, including topics in advanced algebra and analytic geometry. The emphasis in this course is on understanding and applying algebraic concepts and developing computational skills.

Pre-Calculus

250 (CP)

251 (H)

Full-year course **5 per/7 day cycle – 5 credits**

Prerequisite (CP): Successful completion of Algebra II (233 with a B or better or 234)

Prerequisite (H): Successful completion of Honors Algebra II (234 with a B or better)

This full-year course serves as the essential bridge between advanced algebra and the study of calculus, exploring the relationships within analytic geometry and function theory. Students will conduct an in-depth investigation of linear, quadratic, polynomial, exponential, logarithmic, and trigonometric functions, learning to interpret and alter these models to solve complex problems. A central component of the curriculum is the regular use of the TI-84 graphing calculator to model concepts, predict behaviors, and verify mathematical results. While both levels provide a complete course in trigonometry and function analysis, the Honors (H) level shifts from traditional problem-solving to concept application and function manipulation, and requires more real-world modeling.

252 (CP) Introduction to Calculus

Grade 12

Semester Course (Spring)

5 per/7 day cycle – 2.5 credits

Prerequisite: Successful completion of Pre-Calculus (250 or 251) OR concurrent enrollment in Pre-Calculus (250 or 251)

Introduction to Calculus is a semester-long course designed to make students familiar with the introductory concepts of Calculus. The course will cover functions, limits, basic polynomial and trigonometric derivatives, and application of differentiation. If time permits, an introduction to integration will be included in the course. The goal of the course is to introduce students to the general concepts of Calculus so as to provide them with a sufficient foundation for success in a college Calculus I course.

253 Calculus I (H, CE)

Full-year course

5 per/7 day cycle – 5 credits

Prerequisite: Successful completion of Pre-Calculus (250 with an A or 251)

Concurrent Enrollment Credit: Eligible pending approval of prerequisite requirements (*additional cost*)

Calculus is a year-long course that covers limits, derivatives, analytical applications of derivatives, contextual applications of derivatives, and integrals (when time permits). Calculus will explore these concepts in mechanical aspects rather than theoretical.

254 (AP) Advanced Placement Calculus AB

Full-year course

5 per/7 day cycle – 5 credits

Prerequisite: Successful completion of Honors Pre-Calculus (251 with a B+)

AP Calculus is a challenging course that develops students' understanding of calculus concepts while providing experience with its methods and applications. The course emphasizes a multi-representational approach where ideas, results, and problems are expressed graphically, numerically, analytically, and verbally. Technology, mainly the TI-84 graphing calculator, is used to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Topics covered include derivatives, integrals, limits, and approximations and the relationships between them and applications of them. The emphasis is on a modeling approach with applications to real-world problems. Preparation for the Calculus AB AP Exam is a major component of this course.

255 (AP) Advanced Placement Calculus BC

Full-year course

5 per/7 day cycle – 5 credits

Prerequisite: Successful completion of Honors Pre-Calculus (251 with an A)

Calculus BC is a full-year course in the calculus of functions of a single variable. It includes all topics covered in Calculus AB plus additional topics. Both courses represent college-level mathematics for which most colleges grant advanced placement and credit. The content of Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for Calculus AB.

260 (CP) Trigonometry

Semester Course

Grade 12

5 per/7 day cycle – 2.5 credits

Prerequisite: Successful completion of Algebra II (233 or 234)

Eligibility: Students who have completed Pre-Calculus (250 or 251) are *ineligible* to take this course

Trigonometry is a semester course that will cover numerous topics such as angles and their trigonometric functions, trigonometry of the right angle, reference angles, graphs of the six trigonometric functions, identities, trigonometric equations, and oblique triangles. This course continues the job of building algebraic and geometric skills. Graphing calculators (TI-84) will be used to enhance and facilitate the understanding of solutions to problems. A student who completes this course in conjunction with Algebra III (245) will cover topics equivalent to PreCalculus CP (250).

Probability and Statistics

Grade 12

263 (CP)

264 (H)

Semester Course

5 per/7 day cycle – 2.5 credits

Prerequisite (CP): Successful completion of Algebra II (233 or 234)

Prerequisite (H): Successful completion of Algebra II (233 with an A or 234 with a B or better)

Eligibility: Students who have completed AP Statistics (265) are *ineligible* to take this course

This course is designed as an introduction to the basic topics of probability and statistics. Topics include sample space, permutations, combinations, odds, Venn diagrams, and conditional probability. Also presented are Pascal's Triangle, the Binomial Theorem, Principles of Central Tendency, and methods of presenting and analyzing data.

265 (AP) Advanced Placement Statistics

Full-year course

5 per/7 day cycle – 5 credits

Prerequisite: Successful completion of Algebra II (233 with an A or 234 with a B or better); may be taken concurrently with Pre-Calculus (250 or 251) or in lieu of Pre-Calculus, but may not break up a consecutive Algebra II to Pre-Calculus to Calculus sequence.

The purpose of the AP Statistics course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring Data: Describing patterns and departures from patterns, (2) Sampling and Experimentation: Planning and conducting a study, (3) Anticipating Patterns: Exploring random phenomena using probability and simulation, (4) Statistical Inference: Estimating population parameters and testing hypotheses. Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester introductory college statistics course.

266 (CP) Discrete Mathematics

Semester Course

Grade 12

5 per/7 day cycle – 2.5 credits

Prerequisites: Successful completion of Algebra II (233 or 234)

Discrete Mathematics is the study of topics with non-continuous solutions. Topics will vary based on student interests but could include matrix algebra, social choice, counting, set theory, number theory, and graph theory.

267 (CP) Mathematical Decision Making

Semester Course (Fall)

Grade 12

5 per/7 day cycle – 2.5 credits

Prerequisite: Successful completion of Algebra II (233) or completion of Foundational Math III (222) with teacher/liaison recommendation.

This course is designed to develop students' ability to apply quantitative reasoning skills in real-world applications. Students will apply quantitative reasoning and modeling to prepare for a range of future options in non-algebra-intensive college majors or to enter workforce training programs.

269 (CP) Math in the Media

Semester Course (Spring)

Grade 12

5 per/7 day cycle – 2.5 credits

Prerequisite: Successful completion of Algebra II (233) or completion of Foundational Math III (222) with teacher/liaison recommendation.

This course will teach students to be educated consumers of mathematical information. Students will explore, interpret, and analyze mathematical topics that are found in media such as articles, advertisements, books, television, movies, and more.

272 (CP) Math Review

Semester Course (Fall)

5 per/7 day cycle – 2.5 credits

Prerequisite: Successful completion of Algebra II (233) or concurrent enrollment in Algebra II (233) with teacher/counselor recommendation, or completion of Foundational Math III (222) with teacher/liaison recommendation.

This course is a review of essential Algebra I and Algebra II topics needed to be successful in math classes beyond Algebra II. The course will review topics related to linear and quadratic equations, including solving, graphing, and writing equations in multiple forms.

986 ELL Math I (FOU)

ELL Newcomers Only

Students who have successfully completed one or more full years of school in the US are ineligible to enroll in this course.

Full-year course

5 per/7 day cycle – 5 credits

Prerequisite: None

This course is an introduction to mathematics coursework in the United States. Students will gain skills needed to be successful in school that align with BHS's core values of responsibility, independence, respect, and empathy. Mathematics content will focus on gaps in skills experienced by SLIFE students that indicate they need to begin their mathematics coursework with skills that are aligned to early elementary education in the United States. The curriculum of the course will be differentiated and individualized to meet student needs.

994 (FOU) ELL Math II

Full-year course

5 per/7 day cycle – 5 credits

Prerequisite: ELL Math I (*may be waived if a Newcomer demonstrates math skill level more appropriate for this course*)

This course is a continuation of ELL Math I, extending the introduction to mathematics education in the United States and skills needed to be successful in school that align with BHS's core values of responsibility, independence, respect, and empathy. This course is designed for students who have attended school in the United States for at least one year or who are SLIFE, but have fewer gaps in their mathematics content knowledge and are closer to grade level than ELL Math I students. Mathematics content will focus on upper elementary and middle school skills. The curriculum of the course will be differentiated and individualized to meet student needs.

Math Tutorial

Non-Credit Offering

Open enrollment

Math Tutorial is a one-on-one or small-group setting where a teacher will meet with students to provide assistance with their math skills. Students who wish to receive this assistance must check with the School Counseling Department for availability and then make arrangements. These sessions can be regular weekly meetings intended to reinforce skills through repetition and practice, or shorter-term meetings, where the student requires assistance with a particular assignment or topic. The assistance can be custom-tailored to the student, and this option is open to students of all ability levels. This program will be offered to students in lieu of a study period

SCIENCE PROGRAM

Consistent with our mission and 21st Century Learning Skills, science students will develop through inquiry an understanding and awareness of science and its relevance to their lives, their community, and the world. Students will be able to generate their own insights, concerns, and inquiries, for example, on how new developments in science affect their lives and community, especially over time. They will learn causes and effects, hypothesizing, and comparing and contrasting. They will be able to understand local, state, national, and global challenges. Students will independently and collaboratively investigate current topics in science and develop their own ideas as to how to address these problems. We will hold them to high standards of personal and academic behavior and encourage them to act with integrity in their academic endeavors and to have empathy for others. Finally, we expect Burlington students to become lifelong learners and, as voting citizens, have an understanding of science and its impact on their world.

[Science Pathways Link](#)

Science Courses Offered at Each Grade Level

Grade 9:

Biology (CP, H, FOU)

Grade 10:

Physical Science (CP, FOU)

Chemistry (CP, H)

Physics (CP, H)

* AP Biology – *please see course description*

Grade 11:

Physical Science (FOU)

AP Biology (AP)

Chemistry (CP, H)

AP Chemistry (AP)

Physics (CP, H)

AP Physics C (AP)

Environmental Science (CP, H)

AP Environmental Science (AP, CE)

Human Anatomy & Physiology (CP, H, CE)

Astronomy (CP, H)

Meteorology (CP)

Geology (CP)

Forensic Science (CP, H)

Introduction to Emergency Medicine (CP, H)

Grade 12:

AP Biology (AP)

Chemistry (CP, H)

AP Chemistry

Physics (CP, H)

AP Physics C (AP)

Environmental Science (CP, H)

AP Environmental Science (AP)

Forensic Science (CP, H)

Astronomy (CP, H)

Meteorology (CP)

Geology (CP)

Introduction to Emergency Medicine (CP, H)

[Science Flow Chart Link](#)

Satisfying Prerequisites:

Students may fulfill prerequisites in one of two ways.

1. Students may fulfill a prerequisite in the traditional fashion, by successful completion of the course at BHS.
2. Alternatively, students may fulfill a prerequisite by *opting out* - by passing an Honors-level exam with a score of 90% or above. This option is intended for students who have had exposure to course content outside of BHS and have attained a level of understanding of the content that is similar to having taken the course at BHS. This is not an option for 9th-grade Biology.

Students wishing to sit for an opt-out prerequisite exam must submit a written request to the Science Department Chair. A hard copy of the form may be picked up from the science chairperson, [or click here](#). All written requests to sit for an opt-out prerequisite exam for the subsequent year must be submitted to the Science Department Chair **no later than April 1, 2026**. Opt-out examinations will be administered on a date to be determined by the administration between April and August. All examinations will then be completed at the end of August, during the summer vacation. However, please note that **to qualify, the following criteria will be considered:**

79% or below = does not meet prerequisite requirements

80-89% range = satisfies prerequisite requirement with a teacher/administrator/department head approval

90% or above = satisfies prerequisite

A prerequisite opt-out exam does *not* earn credits toward graduation. The completion of 15 credits in science is required for graduation. Please also note that prerequisite math courses must still be completed before entrance into advanced science courses, using the opt-out method.

Science Course Descriptions

322 (FOU) Biology Full-year Course credits

Grade 9
5 per 7/day cycle – 5

In this introductory life science course, students will investigate biological concepts, including biochemistry, cell biology, reproduction and development, genetics, evolution, biodiversity, anatomy and physiology, and ecology. Students will work both independently and collaboratively to explore these topics through inquiry-based labs and hands-on projects. Additionally, this course will allow students to use problem-solving skills to understand life from the cellular level to the complexity of the biosphere. The students will understand and appreciate their interdependence within nature and their place within the biological community. *Ninth-grade students will take the Biology MCAS test at the end of this course.* This course fulfills the life science graduation requirement.

Biology 323 (CP) 324 (Honors) credits

Grade 9
5 per/7 day cycle – 5

Prerequisite (H): A- or better in 8th-grade Science AND in 8th-grade math

In this introductory life science course, students will investigate biological concepts, including biochemistry, cell biology, reproduction and development, genetics, evolution, biodiversity, anatomy and physiology, and ecology. Students will work both independently and collaboratively to explore these topics through inquiry-based labs and hands-on projects. Additionally, this course will allow students to use problem-solving skills to understand life from the cellular level to the complexity of the biosphere. The students will understand and appreciate their interdependence within nature and their place within the biological community. *Ninth-grade students will take the Biology MCAS test at the end of this course.* This course fulfills the life science graduation requirement.

325 (AP) Advanced Placement Biology**Grades 10*, 11, 12****Full-year course
credits****5 per/7 day cycle – 5****Prerequisite:** Honors Biology and Honors Chemistry (Recommended B or better in both)**Recommended:** B or better in current honors math course or A in current CP math course**Grade 10 requires permission. Students must have an A in their 9th-grade math class and an A in Honors Biology. Honors Chemistry is strongly recommended to be taken concurrently.*

This college-level course is designed for the serious-minded biology student interested in pursuing STEM-related degree programs. Students are expected to take responsibility for their own learning under the instructor's direction and guidance. This course provides an intensive study of the major concepts and principles of biology as outlined by the AP Biology College Board. The curriculum is structured to prepare students for the optional AP Biology exam. Although the AP exam is optional; students not registered for the AP exam must complete a final exam equivalent. All 12th-grade students participating in a 4th Quarter internship are expected to remain in the course until the completion of course content, which coincides with the AP exam date in early May. The course will involve extensive research projects, collaborative group-based activities, daily activities and lectures, and a heavy emphasis on laboratory work and its reporting. With the revised AP Biology curriculum, there is also a greater emphasis in the areas of mathematics and statistical analysis, so a strong background in these areas is necessary. The course will utilize current technologies, such as iPads/Chromebooks and Google Apps,–along with many other web-based programs. Human Anatomy and Physiology may also help prepare prospective students for this course. This course is considered a life science course.

326 (FOU) Physical Science**Grades 10, 11****Full-year course****5 per/7 day cycle - 5 credits****Prerequisite:** Biology

This course is designed as an introduction to the major concepts in chemistry and physics for sophomores and/or juniors in foundational-level courses. The course includes physics concepts such as motion, forces, energy, heat, light, simple machines, and electrostatics. It also includes chemistry concepts such as structure of atoms, the periodic table, chemical reactions, and gases. Students will work both independently and collaboratively to investigate these concepts through laboratory experiences designed to promote and develop appropriate skills in science inquiry to understand how our world works. This course will allow students to use problem-solving skills and sharpen their math skills. Students will also learn conventions of measurement, units, and mathematics as they apply to science. This course fulfills the physical science graduation requirement.

327 (CP) Physical Science**Grade 10****Full-year course****5 per/7 day cycle - 5 credits****Prerequisite:** Biology

This course is designed as an introduction to the major concepts in chemistry and physics for sophomores who may not yet be ready for the complex math-based courses of Chemistry and/or Jr/Sr Physics. The course includes physics concepts such as motion, forces, energy, heat, light, simple machines, and electrostatics. It also includes chemistry concepts such as structure of atoms, the periodic table, chemical reactions, and gases. Students will work both independently and collaboratively to investigate these concepts through laboratory experiences designed to promote and develop appropriate skills in science inquiry to understand how our world works. This course will allow students

to use problem-solving skills and sharpen their math skills. Students will also learn conventions of measurement, units, and mathematics as they apply to science. This course fulfills the physical science graduation requirement.

Chemistry

Grades 10, 11, 12

332 (CP)

333 (H)

Full-year course

5 per/7 day cycle – 5 credits

Prerequisite (CP): Biology, recommended grade of B or better; Biology teacher and current Math class teacher recommendation; or C or better in Physical Science and Algebra I

Prerequisite (H): Honors Biology AND Algebra I, recommended grade of A or better in both CP Biology and CP Physical Science and Algebra I, recommendation of current Science teacher.

Chemistry is an introductory study of matter and the physical world, focusing on atoms, molecules, and the interactions that govern chemical behavior. Students explore topics including atomic theory, chemical equations, chemical reactions, acids and bases, reaction rates, and equilibrium. Through hands-on laboratory investigations, students develop experimental techniques, analyze and interpret data, and connect evidence to scientific explanations. The course emphasizes scientific critical thinking, problem-solving, and effective communication. Students work both collaboratively and independently to design experiments, interpret results, and communicate their understanding through lab reports, discussions, and written analysis. Chemistry provides a strong foundation for further study in science, engineering, health, and technology-related fields.

- The CP-level class emphasizes core concepts, structured problem-solving, and guided laboratory work.
- The H-level class includes more complex problem-solving and laboratory analysis, and prepares students for Advanced Placement Chemistry.

334 (AP) Advanced Placement Chemistry

Grades 11, 12

Full-year course

5 per/7 day – 5 credits

Prerequisite: Honors Chemistry (*Recommended* with a B, or CP Chemistry with an A) and Algebra II (*Recommended* with grade B).

The Advanced Placement Chemistry, sponsored by the College Board, is a college-level course where students can receive college credit upon entering college. This course is designed for students interested in such majors as pre-medical, physical science, engineering, and biological science. Topics covered are chemical equations, stoichiometry, periodicity, atomic and molecular theory, states of matter, solutions, kinetics, equilibria, acid-base chemistry, electrochemistry, and nuclear chemistry. Students will communicate effectively in their lab reports and ask questions pertaining to class topics. Students will solve problems by analyzing and interpreting data, both collaboratively and independently. The AP exam is optional, but students who are not registered for the AP exam will complete a final exam. All 12th-grade students participating in a 4th quarter Senior Career Exploration Program are expected to remain in the course until the completion of course content, which coincides with the AP exam date in early May. This course is considered a physical science.

Environmental Science

Grades 11, 12

341 (CP)

342 (H)

Full-year course

5 per/7 day cycle – 5 credits

Prerequisite (CP): Biology

Prerequisite (H): Biology (*Recommended:* Grade of B+)

Students will actively investigate both natural and human-influenced ecosystems. Additionally, students will collaborate to explore modern-day topics such as waste disposal, environmental contamination, land use, overpopulation, and other current environmental and bioethical issues. This is a highly laboratory-, project-, and activity-oriented course that demands both curiosity and logical analysis. Honors environmental science students will go more in-depth with these topics and be expected to participate in more complex applications and discussions of the content at a faster pace. This course is an interdisciplinary class and is considered both a physical and a life science.

343 (AP) Advanced Placement Environmental Science

Grades 11, 12

Full-year course

5 per/7 day – 5 credits

Prerequisites: Honors Biology (*Recommended:* grade of B or better, or CP with A) and Chemistry (*Recommended* grade of B or better, may be taken concurrently)

Concurrent Enrollment Credit: Eligible pending approval of prerequisite CE requirements (*additional cost*)

Advanced Placement Environmental Science, sponsored by the College Board, is a college level course in which students may earn credit upon entering college; this class is the equivalent of a one-semester, introductory college course in Environmental Science and is offered as a Concurrent enrollment course through Middlesex Community College. This course is an interdisciplinary science class designed to allow students to investigate how the natural world functions and inquire how humans interfere with the environment. Students will explore a variety of present day topics such as an intensive study of ecological principles, the growth of the human population, the causes and effects of polluting our natural resources, anthropogenic climate change, and an in-depth analysis of different energy sources. Students will work collaboratively to investigate these topics and explore solutions to these environmental issues. This course will encourage students to become active and responsible global citizens. Taking the AP exam and/or registering for Concurrent enrollment credit is optional, however, all 12th grade students participating in a 4th quarter internship are expected to remain in the course until the completion of course content which coincides with the AP exam date in early May, regardless of Concurrent enrollment credit or AP Exam registration.

Physics

Grades 10, 11, 12

352 (CP)

353 (H)

Full-year course

5 per/7 day cycle – 5 credits

Prerequisite (CP Grade 10): Completion of Geometry with a grade of a C or better and concurrent enrollment in Algebra II

Prerequisite (CP Grades 11, 12): Completion of Geometry with a recommended grade of a C or better, and concurrent enrollment in or completion of Algebra II.

Physics is a mathematics-based physical science course that explores the fundamental laws governing matter, energy, and the universe. Students investigate topics including motion, force, momentum, energy, gravitation, waves and light, electricity and magnetism, and atomic and nuclear physics. The course emphasizes the use of mathematical reasoning, graphical analysis, and algebraic derivations to model physical phenomena and solve problems. Students engage in both individual and collaborative work, applying concepts through problem-solving and laboratory investigations. Through questioning, experimentation, and data analysis, students develop a deeper understanding of how physical laws explain real-world systems and interactions. This course is a strong option for students interested in pursuing engineering or a career in the physical sciences. ***Because Physics relies heavily on mathematical concepts, students should be prepared to apply algebraic and graphical skills regularly throughout the course.***

*Taking this class at the **Honors (H) level** requires advanced problem-solving, deep theoretical analysis, and significant independence in laboratory investigations. It is a very rigorous course designed for students who intend to pursue engineering or physical sciences in college. It requires a high-level of interest in advanced mathematics and theoretical analysis and places a heavy emphasis on complex problem-solving and independent laboratory work.

354 (AP) Advanced Placement Physics C

Grade 11, 12

Full-year course

5 per/7 day – 5 credits

Prerequisite: Approval of current science teacher and/or AP Physics Teacher. Approval based on B or better in honors pre-calculus

Corequisite: AP or Honors Calculus must be taken concurrently

Recommended: Honors Physics with a grade of B+ or better

Advanced Placement Physics, sponsored by the College Board, is for students who wish to study college-level Physics and receive advanced placement and college credit upon entering college. AP Physics is a calculus-based course designed to make students proficient in problem solving and in the application of the fundamental principles of physics and is recommended for those interested in engineering or physical science majors. Topics include mechanics, electricity, and magnetism. Students will communicate effectively in their lab reports, homework, and classroom assignments and make independent investigations of physics topics. Students will solve problems by analyzing and interpreting data, and they will collaborate successfully on lab work. Taking the AP exam is optional; however, all 12th-grade students participating in a 4th quarter internship are expected to remain in the course until the completion of course content, which coincides with the AP exam date in early May. This course is considered a physical science.

Science Electives

The Science Department offers a variety of elective courses beyond the core science sequence that allow students to deepen their understanding of the natural world and the universe. These electives range from Human Anatomy to Astronomy and are designed to spark intellectual curiosity, extend learning, and connect scientific concepts to real-world applications. Science electives may be taken alongside other science courses, provided all prerequisite requirements are met.

Human Anatomy and Physiology

Grades 11, 12

360 (CP)

361 (H, CE)

Full-year course

5 per/7 day cycle – 5 credits

Prerequisite (CP): Biology and Chemistry or Physical Science

Prerequisite (H, CE): Biology and Chemistry (A in College Preparatory or B in Honors)

Concurrent Enrollment Eligibility: Pending approval of Middlesex Community College's prerequisite requirements (*additional cost*)

Human Anatomy and Physiology is a comparative anatomy course designed to expand students' understanding of how living systems function to maintain homeostasis. Students study human and feline anatomy through four central units: biochemistry, cellular anatomy and physiology, human anatomy with an in-depth dissection (cat/rabbit); and the structure and function of human body systems. Throughout the course, students explore how individual body systems work together and examine what happens when systems do not function normally through case studies, research, and discussion. Students generate questions, analyze evidence, collaborate during laboratory investigations and dissections, and present findings to build scientific communication and problem-solving skills. This elective is well-suited for students interested in science, health, or medical fields and may be taken alongside other science courses, provided prerequisites are met. This course is considered a life science.

- The **CP level** emphasizes structured exploration of body systems, guided dissections, and application of core biological concepts. The **H/CE level** centers on deeper analysis and scientific reasoning, independent research, and advanced case studies.
- Registering for Concurrent Enrollment credit is optional.
- All 12th-grade students enrolled at the CE level, regardless of participation in a 4th-quarter Senior Career Exploration Program, are expected to remain in the course until the end of the 4th quarter, when the course content is completed.

370 (CP) Meteorology

Grades 11, 12

Semester Course

5 per/7 day cycle – 2.5 credits

Prerequisite: Completion of 2 years of science

While studying the weather and the atmosphere, students will think critically and communicate effectively in their lab reports and ask questions pertaining to the class topics. Students will solve problems by analyzing and interpreting data, and they will collaborate successfully on lab work. Covered in this course are the concepts of weather, atmospheric composition and structure, and the processes controlling temperature, winds, precipitation, and storms. We will study global and local weather patterns, and discuss weather forecasting, air pollution, ice ages, and climate

change. We will study the Earth's historical climate and see how the climate has changed in the past and what changes are occurring today. This course is considered a physical science.

375 (CP) Geology

Semester Course

Grades 11, 12

5 per/7 day cycle – 2.5 credits

Prerequisite: Completion of 2 years of science

While studying Earth, students will think critically, examining processes such as mountain building, earthquakes, and plate tectonics. They will communicate effectively in their lab reports and ask questions pertaining to the class topics. Students will solve problems by analyzing and interpreting data, and they will collaborate successfully on lab work. Students will study the history of the Earth, geologic time, and the processes acting both within and on the Earth's surface. For the Earth's interior, this will include earthquakes, volcanoes, mountain building, rock deformation, plate tectonics, and the structure of the Earth. For the Earth's surface, we will study rocks and minerals, weathering, streams, groundwater, glaciers, and the nature of our continents. This course is considered a physical science.

Astronomy

380 (CP)

381 (H)

Full-year course

Grades 11, 12

5 per/7 day cycle – 5 credits

Prerequisite: Completion of 2 years of science (*Recommended for honors:* current science course with a B or better)

While studying the universe, students will think critically, communicate effectively in their lab reports, and ask questions pertaining to the class topics. Students will solve problems by analyzing and interpreting data, and they will collaborate successfully on lab work. This course is an introduction to astronomy with an emphasis on the physical laws that are used to understand astronomy, how astronomical observations are made and interpreted, and how modern technology is used to study astronomy. Topics covered are basic observational astronomy, historical developments that led to modern astronomy, cosmology of the universe, constellations and the celestial sphere, stars and galaxies, the Sun and our solar system, comparative planetology, the moon and tides, and eclipses. This course is considered a physical science. In the honors level, students will be expected to do more independent learning, will move at an accelerated pace through the curriculum, and will go into more depth on some topics. They should have a quick grasp of simple math and the ability to analyze data collected. This course is considered a physical science.

Forensic Science

383 (CP)

385 (H)

Full-year course

Grades 11,12

5 per/7 day cycle - 5 credits

Prerequisite (CP): Biology and either Chemistry or Physical Science

Prerequisite (H): Biology and Chemistry, with a recommended grade of a B or better in both

For both levels, this is a hands-on, lab-based course. Students will communicate effectively in their lab reports and ask questions pertaining to the class topics. Students will solve problems by analyzing and interpreting data, and they will collaborate successfully on lab work. In both levels, students will look at the development of forensic science over time and will focus on the collection of evidence and the analysis of a crime scene. While collecting evidence, such as DNA, insects, bones and teeth, fibers, hair, and footprints, students will learn to use a variety of laboratory techniques. This will include fingerprinting and blood spatter analysis. Real case studies will be analyzed. The students will investigate the psychology behind a real crime. The Forensics course will also offer the students an opportunity to investigate different career paths throughout the program, such as Crime Scene Investigator, Police Detective, Crime Scene Photographer, Blood Spatter Analyst, etc. Forensic Science Topics to be covered are as follows: Hair Analysis / A Study of Fibers and Textiles, Fingerprints, Death: Manner, Mechanism, Cause, DNA Profiling / Blood and Blood Spatter, Handwriting Analysis, Forgery and Counterfeiting, Forensic Anthropology, Forensic Botany / Soil Examination, Forensic Toxicology, Forensic Entomology, Glass Evidence / Casts and Impressions, Tool Marks /

Firearms and Ballistics. Both levels of Forensic Science rely heavily on the students' research and application skills. **Honors Forensic Science** is designed for students interested in all avenues of criminal law while **College Preparatory Forensic Science** emphasizes more hands-on investigation and practical applications for forensic techniques.

Introduction to Emergency Medicine

Grades 11, 12

387 (CP)

388 (H)

Semester Course

5 per wk - 2.5 credit

Prerequisite (H): Biology (Honors Biology or A- or higher in College Preparatory Biology)

Introduction to Emergency Medicine is a hands-on, applied science course focused on patient care, emergency response, and critical decision-making. Students study the principles and practices of emergency medical care through the Emergency Medical Technician-Basic (EMT-B) Framework, learning how first responders assess patients, make rapid decisions, and provide life-saving interventions. Throughout the course, students examine human body systems, injury and illness assessment, and emergency procedures while developing the essential skills of critical thinking, effective communication, problem-solving, and collaboration. Emphasis is placed on real-world scenarios and case-based learning to help students understand how medical responders work individually and as a part of a team to achieve the best possible patient outcomes. This course is well-suited for students interested in health sciences, public safety, or practical life-saving skills.

*The **College Preparatory level** of this course centers the EMT-Basic level of practice. It is designed for students seeking practical medical knowledge or considering careers in EMT or paramedic roles. The **Honors level** of this course extends beyond EMT-Basic concepts into Advanced Life Support-level topics. It includes exposure to the rigor of post-high school medical programs and supports students interested in pursuing medical or health-related careers.

***Special Note for Students:** Due to the nature of emergency medicine and the medical and traumatic injuries it entails, it is necessary for students to discuss and view blood, organs, and other bodily fluids. It is highly encouraged that all students be comfortable with this material before enrolling in this course.

988 (FOU) Biology Foundations

Grades 9, 10, 11, 12

Full-Year Course

5 per/7 day cycle – 5 credits

Prerequisite: For EL students at a foundational WIDA level and/or recommendation from EL and *content* teacher and counselor

This course is designed to help newcomer (WIDA 1) Multilingual Learners broaden their knowledge of Biology, while continuing to develop their academic knowledge of English. The course will broadly address topics outlined in the Massachusetts Frameworks for High School Biology, including an introduction to biochemistry, cell structure and function, DNA and genetics, ecology, and human body systems. This course serves as a foundation or precursor to Biology for Multilingual Learners, an MCAS preparatory course.

WORLD LANGUAGE PROGRAM

The World Language program offers four languages: French, Italian, Latin, and Spanish. The program contains levels of instruction so that students may progress at a pace compatible with their aptitude.

The curriculum of the World Language Department is aligned with the Massachusetts Frameworks and the National Standards in World Languages. The aims of language study are to master the skills of effective communication (reading, writing, listening, and speaking), and to develop an appreciation for other cultures. Instructional materials include texts, videos, audio, and technology resources to complement each language program.

A minimum of two years of a single World Language offered at Burlington High School in consecutive years is required for graduation from Burlington High School. Two years of a single language is required for admission to the Massachusetts State Colleges. It should be understood that this is the minimum requirement and that most colleges give preference to students with extensive secondary school World Language preparation. For this reason, the World Language Department offers a four or five-year course sequence and recommends that students continue their study for as long as possible.

Consistent with the school's mission and 21st Century Learning Skills, students enrolled in all World Language courses are encouraged to develop skills that teach them accountability, adaptability, and tenacity in their academic, social, and civic interactions. Students will acquire skills to generate their own questions regarding course content, including, but not limited to, the themes of personal and public identities, contemporary life, family and community relations, and world challenges. Students will be provided with opportunities to investigate independent topics of interest relating to culture, history, and the language being taught. Students will work both independently and collaboratively to solve problems regarding current events and topics of debate. Lastly, students will participate in a classroom environment where they are nurtured to act with integrity in all academic endeavors and to exhibit respect for themselves and empathy for others.

World Language Courses Offered at Each Grade Level

Spanish I (CP) – Grades 9, 10, 11, 12

Spanish II (CP, H) – Grades 9, 10, 11, 12

Spanish III (CP, H) – Grades 10, 11, 12

Spanish IV (CP, H) – Grades 11, 12

AP Spanish Language and Culture (AP, CE) – Grade 12

French I (CP) – Grades 9, 10, 11, 12

French II (CP, H) – Grades 9, 10, 11, 12

French III (CP, H) – Grades 10, 11, 12

French IV (H) – Grades 11, 12

French V (H) – Grade 12

AP French Language and Culture (AP) - Grade 12

Italian I (CP, H) – Grades 9, 10, 11, 12

Italian II (CP, H) – Grades 9, 10, 11, 12

Italian III (CP, H) – Grades 10, 11, 12

Italian IV (CP, H) – Grades 11, 12

Italian V (H, CE) – Grade 12

Latin I (CP) – Grades 9, 10, 11, 12

Latin II (CP, H) – Grades 9, 10, 11, 12

Latin III (CP, H) – Grades 10, 11, 12

Latin IV (H) – Grades 11, 12

Seal of Biliteracy

The Burlington High School World Language Department celebrates success in language studies by honoring students with the Massachusetts Seal of Biliteracy. The Seal of Biliteracy recognizes and rewards English Language Learners and World Language students for the biliteracy they demonstrate in speaking, writing, reading, and listening. The Seal of Biliteracy is voluntary for students within those districts that elect to participate. In addition, World Language programs that set proficiency targets can demonstrate to students that the longer sequences of language study lead to higher proficiency. Overall, the benefits of rewarding qualified students with the Seal of Biliteracy impacts students' college and career readiness because biliteracy is a skill that enhances most career opportunities. The "Seal of Biliteracy" requirements are subject to change after the vote on January 27th, 2026.

English Language Criteria: To pass the English requirement for the Seal of Biliteracy, students must meet the minimum requirement score of 472 or higher.

Similarly, ACCESS for ELLs is administered to English learners in January and may be used to satisfy the English language criteria for the State Seal of Biliteracy by students who also fulfill the requirements of an Educational Proficiency Plan. These students must demonstrate English proficiency on ACCESS for ELLs with an overall score of at least level 4.2 and a composite literacy score of at least level 3.9.

World Language Criteria: Students who attain a score or level at the Intermediate-High level of the ACTFL language assessment satisfy the world language criteria for the State Seal of Biliteracy. If a language assessment is not available, a student may also be able to demonstrate a high level of proficiency in a world language through a Portfolio-Based Alternative Evidence Method.

State Seal of Biliteracy with Distinction Criteria:

Students who demonstrate mastery of English and a world language may be eligible for the State Seal of Biliteracy with Distinction. To earn the State Seal of Biliteracy with Distinction, students must meet the following criteria:

- **English:** meeting or exceeding the Advanced threshold scaled score of 501-560 on the English Language Arts grade 10 Legacy MCAS test; and
- **World Language:** scoring at the Advanced-Low level of the ACTFL Proficiency Guidelines of 2012 on an assessment or demonstrating an Advanced-Low level of proficiency through a portfolio-based alternative evidence method.

For more information on the State Seal of Biliteracy, please see the Chair of the World Language Department.

SPANISH COURSE DESCRIPTIONS

Spanish I

401 (CP)

Full-year course

Grades 9, 10, 11, 12

5 per/7 day cycle – 5 credits

This course provides an introduction to the basic vocabulary and structure of the Spanish language and to the cultures of the Spanish-speaking world through classroom and homework assessments. Its purpose is to present the structures and vocabulary of the language with the intention of creating a foundation for understanding, speaking, reading, and writing Spanish. Students participate in oral and written activities that explore the history and cultures of people from Spanish-speaking countries. This class is taught progressively in Spanish.

Spanish II

405 (CP)

406 (H)

Full-year course

***Prerequisite:* Spanish I**

Grades 9, 10, 11, 12

5 per/7 day cycle – 5 credits

This course is designed to allow students to build on skills acquired in Spanish I. Students will improve their proficiency in oral comprehension and in speaking, reading, and writing through classroom and homework assessments. Additional language structures are introduced, and the class will be conducted mostly in Spanish. Students will learn the strategies necessary to be able to give oral and written presentations in the target language using grammar and vocabulary topics that are introduced in this course. Students will continue to study the culture and traditions of people from Spanish-speaking countries. The honors-level course moves at a more rigorous pace than the college preparatory level.

Spanish III

408 (CP)

409 (H)

Full-year course

***Prerequisite:* Spanish II**

Grades 10, 11, 12

5 per/7 day cycle – 5 credits

The course builds on previously learned skills of listening, speaking, reading and writing in Spanish. The grammar that is reviewed and introduced derives from Spanish and Latin American reading selections, which include news articles, short stories, and poetry highlighting the themes of global challenges, personal and public identities, science and technology, families and communities, contemporary life, and beauty and aesthetics. All grammar points are applied in the writing of structured, individual compositions and oral presentations. Spanish is the principle means of communication in the classroom. The honors-level course moves at a more rigorous pace than the college preparatory level.

Spanish IV**410 (CP)****411 (H)****Full-year course****Prerequisite:** Spanish III (*Recommended: B or better and teacher recommendation*)**Grades 11, 12****5 per/7 day cycle – 5 credits**

This course is designed to continue development of the student's listening comprehension, speaking, reading, and writing skills through readings, discussion, oral presentations, analysis of written text, and essay writing. Grammar will be reviewed through advanced presentational and interpersonal speaking tasks and presentational and interpersonal writing assessments. A variety of selections concerning culture, history, literature, music and art are explored. Spanish is the principal means of communication in the classroom and students are expected to converse with their peers and teacher entirely in Spanish throughout the course. The honors-level course moves at a more rigorous pace than the college preparatory level. Most notably, the honors-level course helps prepare students for the Advanced Placement Spanish Language and Culture course.

Advanced Placement Spanish Language and Culture**415 (AP, CE)****Full-year course****Concurrent Enrollment Credit:** Eligible pending approval of prerequisite requirements (*additional cost*)**Prerequisite:** Spanish IV (*Recommended: B or better in Honors Spanish IV and teacher recommendation*)**Grade 12****5 per/7 day cycle – 5 credits**

This course is designed to develop students' reading, writing, speaking, and listening skills and to prepare them for the AP Spanish Language and Culture exam. Students focus on increasing their proficiency in various modes of communication, including interpretive communication, interpersonal and presentational writing, and interpersonal and presentational speaking. Selected readings throughout the course curriculum include contemporary works by Spanish and Latin American authors as well as articles of current events from online resources that explore the six AP Spanish culture themes of personal and public identities, contemporary life, families and communities, global challenges, science and technology, and beauty and aesthetics. Mastery of grammar, syntax, and idiomatic expressions at more sophisticated levels of speaking and writing are emphasized. Students who take the course must accept the challenge of very demanding work all year, and are encouraged to take the AP exam in May as the appropriate conclusion to their efforts.

FRENCH COURSE DESCRIPTIONS**French I****420 (CP)****Full-year course****Prerequisite:** None**Grades 9, 10, 11, 12****5 per/7 day cycle – 5 credits**

This first-year course includes intensive work in all phases of language learning. This encompasses listening, speaking, reading, and writing. Use is made of audio-visual materials and online activities to promote learning and proficiency and to present pertinent cultural materials. This course is offered in alternate years depending on enrollment.

French II**422 (CP)****423 (H)****Full-year course*****Prerequisite:*** French I**Grades 9, 10, 11, 12****5 per/7 day cycle – 5 credits**

This course will further develop the students' communication competencies. Students will engage in conversation and understand and interpret written and spoken language on a variety of topics. Students will expand their reading and vocabulary skills through various readings dealing with French culture and the Francophone world to supplement the text. Students will regularly complete reading and writing assignments throughout the year and will also be assigned one or more individual projects. Use of technology and associated CD media is stressed. The honors-level course moves at a more rigorous pace than the college preparatory level.

French III**425 (CP)****426 (H) French III****Full-year course*****Prerequisite:*** French II**Grades 10, 11, 12****5 per/7 day cycle – 5 credits**

This course continues to reinforce and expand on the communication skills learned during the prior two years. Students will learn to use verbal and non-verbal cues that reflect French culture in a variety of situations. Various media and activities are used to work toward competency in written and oral communication. The course continues with listening comprehension and speaking practice, both in class and in the language lab. Students will role-play in a limited number of real-life situations to express opinions, preferences, and provide and receive information. Students are expected to be able to read with meaning and to be able to answer questions about the material read. Diverse aspects of French culture will be discussed using varied media. The honors-level course moves at a more rigorous pace than the college preparatory level.

French IV**427 (CP)****428 (H)****Full-year course*****Prerequisite:*** French III (*Recommended:* C or better)**Grades 11, 12****5 per/7 day cycle – 5 credits**

This course will emphasize the oral and written skills acquired in previous French studies. A basic text plus selected materials, such as magazines, newspapers, short stories, and dialogues, will be used as directives on which students will base their oral and written work. Radio broadcasts and films are also included. Individual and group project work and presentations are emphasized. The honors-level course moves at a more rigorous pace than the college preparatory level.

French V**429 (H)****Full-year course*****Prerequisite:*** French IV (*Recommended:* C or better)**Grade 12****5 per/7 day cycle – 5 credits**

This course is open to students who began their study of French in grades 7 and 8 and who have shown good potential in their World language study. The course will emphasize improved accuracy and higher-level listening, understanding, speaking, reading, and writing skills. Students will use varied selections from a broad scope of French language media. They will answer questions and express concepts in written and spoken form. Quarterly individual projects or video presentations are included to offer students an opportunity to increase their level of proficiency.

Advanced Placement French**Grade 12****430 (AP)****Full-year course****5 per/7 day cycle – 5 credits****Prerequisite:** French IV (*Recommended:* B or better)

This course is designed to develop students' reading, writing, speaking, and listening skills and to prepare them for the AP French Language and Culture exam. Selected readings include contemporary works by French authors as well as articles of current events from online resources. Mastery of grammar, syntax, and idiomatic expressions at more sophisticated levels of speaking and writing will be emphasized. Students who take the course must accept the challenge of very demanding work all year, and are encouraged to take the AP exam in May as the appropriate conclusion to their efforts.

ITALIAN COURSE DESCRIPTIONS**Italian I****Grade 9, 10, 11, 12****431 (CP)****432 (H)****5 per/7 day cycle – 5 credits****Full-year course****Prerequisite:** None

This is a beginning course reflecting the guidelines set forth in the Massachusetts World Language Curriculum Frameworks. The four (4) language skills (listening, speaking, reading, and writing) are developed by the use of various multimedia materials to encourage communication and cultural awareness. Comparisons with our culture and other interdisciplinary connections are integrated into the coursework. The practical use of the language in everyday situations is encouraged. Students are encouraged to use the four language skills to express themselves in spoken and written forms. In the first year course, special attention is placed on the ability to read and pronounce Italian in as nearly native-quality as possible. The honors-level course moves at a more rigorous pace than the college preparatory level.

Italian II**Grades 9, 10, 11, 12****433 (CP)****434 (H)****5 per/7 day cycle – 5 credits****Full-year course****Prerequisite:** Italian I

This course continues to emphasize the skills learned in Italian I, thus reflecting the strands and standards prescribed by the Massachusetts World Language Curriculum Frameworks. Greater emphasis is placed on speaking Italian. Upon completion of this level, students should have the communicative skills necessary to understand and express themselves in everyday situations with native speakers. They will understand many of the cultural aspects of Italy and its contributions to world culture. They will have a knowledge and appreciation of the geography and history of Italy. Stories and dialogues appropriate to this stage will be read. Study at the honors level will be accelerated.

Italian III**Grades 10, 11, 12****436 (CP)****437 (H)****5 per/7 day cycle – 5 credits****Full-year course****Prerequisite:** Italian II

This course will strengthen and build upon the conversational and comprehension skills already mastered. Greater emphasis will be placed upon reading and writing. Films, magazines, newspaper articles, short stories, and cultural reading will be used as the basis for writing and oral exercises. Students will develop many insights regarding the

comparison of their native language and Italian. Aspects of Italian history and contemporary civilization will focus on the diversity of the Italian people. Study at the honors level will be accelerated.

Italian IV

438 (CP)

439 (H)

Full-year course

Prerequisite: Italian III (*Recommended:* C or better)

Grades 11, 12

5 per/7 day cycle – 5 credits

This course will emphasize comprehension and conversational proficiency. A multimedia program of films, magazines, newspapers, short stories, cultural readings, games, and grammar review exercises will develop reading and writing skills. Both the students and the teacher will converse in Italian on a variety of topics. This course brings to fruition the alignment of the communication, cultural, comparison, and connection strands of the Massachusetts World Language Curriculum Frameworks. Honors students will be expected to work at an accelerated pace.

Italian V

440 (H)

Full-year course

Prerequisite: Italian IV (*Recommended:* C or better)

Concurrent Enrollment Credit: Eligible pending approval of prerequisite CE requirements (*additional cost*)

Grades 11, 12

5 per/7 day cycle – 5 credits

This course continues to increase and expand the student's comprehension and conversational proficiency. A multimedia program of films, magazines, newspapers, short stories, cultural readings, games, and grammar review exercises will further develop reading and writing skills. Students will be expected to initiate conversational topics (such as current events) for discussion by the entire class. This course will conclude the alignment of the communication, cultural, comparison, and connection strands of the Massachusetts World Language Curriculum Frameworks.

LATIN COURSE DESCRIPTIONS

Latin I

442 (CP)

Full-year course

Prerequisite: None

Grades 9, 10, 11, 12

5 per/7 day cycle – 5 credits

Latin I is an introduction to the Latin language with an emphasis on the four modes of communication: reading, writing, listening, and speaking. Students will be introduced to vocabulary and concepts of grammar and syntax via an active methodology. Readings will focus on various aspects of Roman culture, history, and mythology to support the learning of grammar and vocabulary.

Latin II

443 (CP)

444 (H)

Full-year course

Prerequisite: Latin I

Grade 9, 10, 11, 12

5 per/7 day cycle – 5 credits

Latin II continues the work of learning the Latin language begun in Latin I. Course emphasis is on reading, writing, listening and speaking Latin as a language. Students will build vocabulary and study its grammatical structures mainly via an active, immersive methodology. Students are also introduced to many aspects of Roman life and culture, including history, literature, art, education and daily life in the Roman world.

Latin III**445 (CP)****446 (H)****Full-year course****Prerequisite:** Latin II**Grades 10, 11, 12****5 per/7 day cycle – 5 credits**

Latin III continues the work of Latin II as students progress through grammatical structures of the language toward mastery via active methodology. There is continued emphasis on vocabulary building and competence in the four communicative modes: reading, writing, listening, and speaking. Students are also introduced to more advanced aspects of Roman history, literature, and art and will pursue and participate in modes of artistic and creative expressions that relate to these topics of the ancient world. By the end of the course, students begin the transition to readings in authentic Roman literature.

Latin IV**447 (H, CE)****Full-year course****Prerequisite:** Latin III (*Recommended:* grade of C or better)**Grades 11, 12****5 per/7 day cycle – 5 credits**

Latin IV is largely a literature course. Students work to master the last concepts of Latin grammar and usage through readings in the transition to authentic ancient sources. Students will develop a sense of appreciation for the scope of Latin Literature by reading selections and stories from some of the great authors and works, including Catullus, Ovid, Martial, Virgil, et al. Students will use an interdisciplinary approach by incorporating methods of literary criticism, historical analysis, and critical thinking in their study of the literature, history, mythology, geography and archeology of the ancient Roman world.

Latin V**448 (H, CE)****Full-year course****Prerequisite:** Latin IV (*Recommended:* grade of C or better)**Concurrent Enrollment (CE) Credit:** Eligible pending approval of prerequisite CE requirements (*additional cost*)**Grade 11, 12****5 per/7 day cycle – 5 credits**

Latin V is a college-level Latin literature course, offered as a Concurrent Enrollment in conjunction with the Department of Classics at the University of Massachusetts, Boston. Students will read and analyze longer texts, primarily from Virgil and Livy, relating to the legendary and mythical origins of Rome. Students will use an interdisciplinary approach as they attune their skills in literary criticism, historical analysis, and critical thinking in their study of the literature, history, mythology, geography, and archeology of the ancient Roman world, often stopping to ask what the Roman origin stories tell us about the Roman conception of themselves. The enduring influence of these great works of Roman literature through time will be emphasized.

ENGLISH LANGUAGE LEARNING PROGRAM

EL Content Area and ESL Course Descriptions

982 (FOU) ELL Literature- Description can be found in the English section.

984 (FOU) ELL History- Description can be found in the Social Studies section.

986 (FOU) ELL Math- Description can be found in the Math section.

988 (FOU) ELL Science- Description can be found in the Science section.

(FOU) EL Content Area Courses

Full-year course

Grades 9, 10, 11, 12

5 per/7 day cycle – 5 credits

Prerequisite: For EL students at a foundational WIDA level and/or recommendation from EL and *content* teacher and counselor

The EL Content Area Courses are designed for English Learners in grades 9-12 with limited English proficiency (Foundational Level, as per WIDA scores) and/or *content* skills and knowledge. These courses provide students with the language and skills required to access the core academic content areas, while preparing them to enter standard (CP) high school level *content* courses. Course work will be customized in content and difficulty for each student, based on ability and need. In the student schedule, these courses are shown with the course titles as such:

ELL Math, ELL Science, ELL History, and ELL Literature.

ENGLISH AS A SECOND LANGUAGE

Enrollment in ESL is determined by the following criteria:

1. A language other than English is spoken at home
2. Results of English language proficiency tests (to determine eligibility and level placement)
3. Teacher recommendation

980 (FOU) English as a Second Language 1 Instruction

Full-year course

Grades 9, 10, 11, 12

5 per/7 day cycle – 5 credits

Prerequisite: None

English as a Second Language 1 (ESL 1) is a 5-credit course offered to all students who have a language other than English as their first language and who demonstrate limited-English proficiency. Instruction focuses on English Language Development (ELD) and interactive learning, which assists students to develop both basic interpersonal communication skills and academic language proficiency, in the four language domains of Reading, Writing, Speaking, and Listening. In addition, WIDA standards and a national shift in ESL theories on pedagogy towards more academic access now inform ELL coursework.

Enrollment in ESL is determined by the following criteria:

1. A language other than English is spoken at home
2. Results of English language proficiency tests (to determine eligibility and level placement)
3. Teacher recommendation

981 English as a Second Language II (CP) Instruction

Full-year course

Grades 9, 10, 11, 12

5 per/7 day cycle – 5 credits

Prerequisite: None

English as a Second Language 2 (ESL 2) is a 5-credit course offered to all students who have a language other than English as their first language and who demonstrate limited-English proficiency. Instruction focuses on English Language Development (ELD) and interactive learning which assists students to develop both basic interpersonal communication skills and academic language proficiency, in the four language domains of Reading, Writing, Speaking and Listening. In addition, WIDA standards and a national shift in ESL theories on pedagogy towards more academic access now informs ELL coursework.

ELL Students in ESL 2 are given more challenging work to mimic the rigor of mainstream high school coursework to fully prepare them for a transition to a standard schedule and full access to the general curriculum.

983 (FOU) English as a Second Language III Instruction**Full-year course*****Prerequisite:* None****Grades 9, 10, 11, 12****5 per/7 day cycle – 5 credits**

English as a Second Language 3 (ESL 3) is a 5-credit course offered to all students who have a language other than English as their first language, and who are developing their English language proficiency. Instruction focuses on English Language Development (ELD) and interactive learning which assists students to develop both basic interpersonal communication skills and academic language proficiency, in the four language domains of Reading, Writing, Speaking and Listening. In addition, WIDA standards and a national shift in ESL theories on pedagogy towards more academic access now informs EL coursework.

EL Students in ESL 3 are completing scaffolded, grade-level work to ensure they have the necessary skills to fully access and succeed with the general curriculum within the mainstream classroom.

Enrollment in ESL is determined by the following criteria:

1. A language other than English is spoken at home
2. Results of English language proficiency tests (to determine eligibility and level placement)
3. Teacher recommendation

985 (FOU) English as a Second Language IV Instruction**Full-year course*****Prerequisite:* None****Grades 9, 10, 11, 12****5 per/7 day cycle – 5 credits**

English as a Second Language 4 (ESL 4) is a 5-credit course offered to all students who have a language other than English as their first language, and who are developing their English language proficiency. Instruction focuses on English Language Development (ELD) and interactive learning which assists students to develop both basic interpersonal communication skills and academic language proficiency, in the four language domains of Reading, Writing, Speaking and Listening. In addition, WIDA standards and a national shift in ESL theories on pedagogy towards more academic access now informs EL coursework.

EL Students in ESL 4 are completing grade-level work to ensure they have the necessary skills to fully access and succeed with the general curriculum within the mainstream classroom.

991 (FOU) English Proficiency Development**Semester Course*****Prerequisite:* For identified EL students who are enrolled in CP or Honors level content-area courses****(Grades 9, 10, 11, 12)****5 per/7 day cycle – 5 credit**

English Proficiency Development is designed for ELL students in grades 9–12 who are concurrently enrolled in CP or Honors grade-level content courses. This course provides targeted language instruction and academic support for students to access rigorous, grade-level curriculum while continuing to acquire English. Coursework is individualized in content and complexity to match each student's language proficiency and content-area needs. Instruction emphasizes content-specific vocabulary, language functions, and scaffolded reading, writing, speaking, and listening skills tied directly to students' content-area classes. Teachers collaborate with CP content-area instructors to align supports, accommodations, and assessments so students progressively move from supported participation to independent success in grade-level coursework.

ART & DESIGN PROGRAM

The Art & Design program will help you develop your visual literacy (your understanding and appreciation of artistic concepts such as the principles of design), creative problem solving, design-thinking (a focus on the *process* of making), and technical skills (craftsmanship). You'll develop your knowledge, understanding, and skills in various materials and techniques through class projects, exercises, and outside assignments. You'll collaborate, share and discuss your work in critiques, and prepare your work for exhibition. You'll be encouraged to build a portfolio of your work. These are all active, hands-on courses!

In our art classes, you will develop your Studio Habits of Mind, which are valuable skills in today's competitive job market. You'll develop your craft, becoming more skillful in using different tools, materials, and artistic processes. You'll learn the proper maintenance for tools, materials, and your workspace. You'll begin to see and embrace problems as opportunities, develop your focus, and persist and persevere at tasks. You'll envision and imagine, thinking creatively, developing your ability to come up with new ideas. You'll learn to plan well. You'll express yourself, making art that conveys ideas, feelings, or personal meanings. You'll observe, looking closely and carefully at things. You'll become more and more sensitive to the natural environment as you work from observation, memory, and imagination. You'll reflect on what you and your fellow artists have done. You'll learn how to look at and talk about art. You'll stretch and explore, reaching beyond what you thought you could do. You'll learn to embrace opportunities, discover through play, and learn from your mistakes. You'll work and interact with one another in the community that is the art class, and you'll have a chance to share your work with your wider communities of school and family. Art classes can serve as a balance to your academic classes. Art-making is an enriching experience that can help to develop a well-rounded person (*Studio Habits of Mind comes out of the framework of Studio Thinking designed by practitioners at Project Zero at Harvard's School of Education*).

21st-Century Learning Expectations

Consistent with the school's mission and 21st-Century Learning Skills, Art & Design students are engaged in modes of artistic and creative expression and critical thinking every day. They are presented with extensive opportunities for growth in creating, presenting, responding, and connecting. Students are encouraged to develop skills that teach them accountability, adaptability and tenacity in their academic, social, and civic interactions. Students will work both independently and collaboratively to solve artistic and conceptual problems, acquiring skills to generate their own questions and investigate independent topics of interest related to the concepts being taught. They will synthesize and relate knowledge and personal experiences to make art, and they will convey meaning through the presentation of artistic work. Students will apply a variety of problem-solving strategies, which may involve generating and conceptualizing artistic ideas through writing or brainstorming; organizing and developing these ideas through drafting, revising, and refining for presentation; working spontaneously and experimentally; and processing feedback from peers.

Students will participate in a classroom environment where they are nurtured to act with integrity in all academic endeavors and to exhibit respect for themselves and empathy for others. They will learn to speak honestly and respectfully to classmates and respect their opinions in discussions and in group critiques of student work. They will interpret meaning and intent in artistic work, and they will use the vocabulary of art in a way that demonstrates informed, critical decision-making, applying criteria to evaluate artistic work. They will exhibit responsible citizenship by maintaining their tools and work space; assisting and serving as resources for classmates; and considering the relevance of art in a local, global and digital society. Students will relate their artistic ideas and works with societal, cultural and historical context to deepen understanding, studying the work of famous artists and artwork from different cultures and eras.

Portrait of a Graduate in the Art Classroom

By the end of an art course, successful students will be able to meet these “Portrait of a Graduate” outcomes:

Communicate

- Share ideas with the class and discuss the work of others. You will be expected to use the vocabulary of art in a way that demonstrates informed, critical decision-making.
- Speak and write with clarity and purpose.
- Employ active Visual Thinking Strategies (viewing, listening) to advance understanding.
- Acknowledge and seek to understand the perspectives of others.

Collaborate

- Demonstrate self-control and respect for all individuals. Speak honestly and respectfully to your classmates and respect their voice and their opinions in discussions and group critiques.
- Exhibit responsible citizenship. Be responsible for your tools and your workspace; assist your classmates when needed; consider how you can reach out to the rest of the school and your community with your art.
- Engage in group critiques and discussions.
- Actively contribute ideas and support team success.
- Thoughtfully respond to constructive feedback.
- Acknowledge and address the impact of communication on others.
- Recognize when help is needed and proactively communicate requests for assistance.

Think Critically

- Pursue and participate in modes of artistic and creative expression.
- Analyze and interpret the artworks of others.
- Reflect on your creative process.
- Consider the feedback of others to improve your work.
- Ask questions to expand understanding.
- Build on and draw connections between others’ ideas to create new understandings.
- Evaluate a speaker’s or artist’s point of view, reasoning, and use of evidence.
- Use evidence to make connections between multiple sources, draw conclusions, and create new understandings.

Solve Problems

Apply a variety of problem-solving strategies. Art requires much thought. You will be learning many ways to approach art-making. Some will involve writing your ideas; some will involve rough drafts; some will involve working spontaneously and experimentally; some will involve receiving and evaluating feedback from peers.

- Engage in Inquiry and Investigation.
- Develop successful artworks through Practice, Experimentation, and Revision.
- Document your creative process.
- Articulate short-term and long-term goals and action steps to meet those goals.
- Assess approaches to learning and identify ways to improve and progress.
- Face challenges productively.
- Articulate common ground and identify shared goals. Workshop possible solutions.

Starting Out

For students in all grade levels who are new to art at the high school, your journey in the art program starts with our foundation courses: Studio Art, Studio Art Honors I, Drawing & Painting I, Clay Studio I, Computer Graphics, Graphic Design I, Photography I, or Web Design. These courses are designed to give students an introduction to our core disciplines while they develop their understanding of artistic concepts and learn the essentials of visual communication. These foundation courses are appropriate for students of all grade levels who are entering the visual arts for the first time.

Studio Art Honors

For committed art students at any grade level, the Studio Art Honors courses (I, II, III, and AP) offer experiences with a wide range of 2D and 3D materials and both traditional and new processes. All Studio Art Honors courses are full-year, honors level courses. In Studio Art Honors I, you will first establish a strong foundation of skills and artistic understanding to build upon in the following years while also having the opportunity to discover new abilities and areas of interest. Participation in honors-level work is an opportunity for students to gain additional experience, strengthen their skills at a more rapid rate, and build their portfolios.

In all four years of the Studio Art Honors program, students will solve visual challenges in drawing, painting, sculpture, printmaking, mixed media, and design. Art appreciation and the study of art historical works will be incorporated throughout each year-long curriculum. Continuation in Studio Art Honors courses leads to AP Studio Art, in which students are encouraged to take one of the AP Studio Art exams. Enrollment in the Studio Art Honors courses are highly recommended for students considering post-secondary study after graduation.

All AP Studio Art students are also encouraged to enroll in an additional art course in their senior year. Students interested in furthering their studies in Architecture, Graphic Design, or Fashion Design beyond high school are encouraged to take as many art courses as possible to create a strong portfolio of work, which is needed for college applications. Please speak with any member of the art faculty for additional course recommendations.

Honors students are engaged in the study of a wider and richer range of content. Outside work for honors-level courses typically requires a commitment of 2 - 3 hours per week.

Advanced Courses (III and AP)

Because of the more independent, personalized nature of the advanced courses, enrollment requires a B+ or higher in the previous year of that discipline.

All art courses help to fulfill the high school's Exploratory graduation requirement.

Art Courses Offered at Each Grade Level

500	Studio Art (CP) (Full-year) - Gr 9, 10, 11, 12
504	Studio Art Honors I (H) (Full-year) - Gr 9, 10, 11, 12
508	Studio Art Honors II (H) (Full-year) - Gr 10, 11, 12
512	Studio Art Honors III (H) (Full-year) - Gr 11, 12
516	AP Studio Art (AP) (Full-year) - Gr 12
520	Photography I (CP) (Full-year) - Gr 9, 10, 11, 12
524	Photography II (CP) (Full-year) - Gr 10, 11, 12
532	Advanced Photography (H) (Full-year) - Gr 11, 12
536	Computer Graphics (CP) (Full-year) - Gr 9, 10, 11, 12
540	Graphic Design I (CP) (Full-year) - Gr 9, 10, 11, 12
544	Graphic Design II (CP) (Full-year) - Gr 10, 11, 12
548	Graphic Design III (CP) (Full-year) - Gr 11, 12
552	Drawing and Painting I (CP) (Full-year) - Gr 9, 10, 11, 12
556	Drawing and Painting II (CP) (Full-year) - Gr 10, 11, 12
560	Drawing and Painting III (CP) (Full-year) - Gr 11, 12
564	Clay Studio I (CP) (Full-year) - Gr 9, 10, 11, 12
568	Clay Studio II (CP) (Full-year) - Gr 10, 11, 12
572	Clay Studio III (H) (Full-year) - Gr 11, 12
576	Architecture (CP) (Full-year) - Gr 10, 11, 12
580	Web Design (CP) (Full-year) - Gr 9, 10, 11, 12

Art & Design Course Descriptions

500 (CP) Studio Art

Grades 9, 10, 11, 12

Full-year course

5 per/7 day cycle – 5 credits

Prerequisite: None

Studio Art is the best all-around entry point to our other art courses. It includes designing, drawing, painting, printmaking, collage, mixed media, clay, and sculpture. Create exciting art that grabs people's attention and visually expresses your ideas.

504 (H) Studio Art Honors I

Grades 9, 10, 11, 12

Full-year course

5 per/7 day cycle – 5 credits

Prerequisite: None

The Studio Art Honors (I, II, III, and AP) courses offer experiences with a wide range of 2D and 3D materials and techniques. You will solve visual challenges in drawing, painting, sculpture, printmaking, mixed media, and design. In Studio Art Honors I, you will build a strong foundation of skills and artistic understanding while discovering new abilities and areas of interest. Honors-level work offers an opportunity for students to gain additional experience, strengthen their skills, and build their portfolios. Continuation in Studio Art Honors courses can lead to AP Studio Art.

508 (H) Studio Art Honors II

Grades 10, 11, 12

Full-year course

5 per/7 day cycle – 5 credits

Prerequisite: Studio Art Honors I (recommended), or a B+ or better in any full-year Art & Design course

Continue to develop your artistic skills using a wide range of 2D and 3D materials and techniques. Solve visual challenges in drawing, painting, printmaking, mixed media, design, and sculpture. Honors-level work offers students an opportunity to gain additional experience, strengthen their skills, and build their portfolios. Continuation in Studio Art Honors courses can lead to AP Studio Art.

512 (H) Studio Art Honors III

Grades 11, 12

Full-year course

5 per/7 day cycle – 5 credits

Prerequisite: Studio Art Honors II

Studio Art Honors III is designed for those students who want to concentrate their artistic efforts at a more advanced level and/or intend to further their education at an art school, college, or university. Through a variety of challenging experiences, students are encouraged to look at themselves and the world around them with their eyes, hands, minds, and hearts. Students in this class must be willing to put in the extra time and effort to produce the high quality work expected in an honors-level art course. Outside work for this honors-level course typically requires a commitment of 2 - 3 hours per week.

516 (AP) Advanced Placement Studio Art

Full-year course

Prerequisite: Studio Art Honors III (B+ or better)

Grade 12

5 per/7 day cycle – 5 credits

Advanced Placement Studio Art is designed for highly motivated students who are committed to the artistic disciplines. Using guidelines established by the Advanced Placement College Board, students will prepare a portfolio of their best work to be submitted for discussion and evaluation at the end of the school year. Students will work in a variety of media on mostly independent projects including a 15-piece concentration that focuses on a theme of personal interest. To be successful in this course many of the art projects must be done outside of class. Outside work for this advanced-level course typically requires a commitment of 3 - 5 hours or more per week. Students in this course are expected to submit the Advanced Placement Portfolio for college credit and/or advanced placement. While students in AP Studio Art can participate in the senior internship program, they must fulfill the expectations established in the College Board-approved curriculum for the course and completion of the AP art portfolio, requiring attendance in class until the end of April. **This course has mandatory assignments to be completed the summer before the course begins.**

*All AP Studio Art students are also encouraged to enroll in an additional art course in their senior year. Students interested in furthering their studies in Architecture, Graphic Design, or Fashion Design beyond high school are strongly encouraged to take as many art courses as possible to create a strong portfolio of work, which is needed for college art program applications.

520 (CP) Photography I

Full-year course

Prerequisite: None

Grades 9, 10, 11, 12

5 per/7 day cycle – 5 credits

You will be introduced to the fundamental processes of black and white photography, including the magic of darkroom development using photographic film and paper, as well as to digital photography using the Apple computer lab. You will develop your ability to select exciting and meaningful compositions from everyday surroundings. You will examine both the artistic and technical aspects of the photographic process. We will explore traditional formats of photography and get to know the mechanics of the 35mm film camera. Students will gain a basic understanding of photography as an art form by learning about metering, lighting, composition, and the mechanical aspects of the camera. In addition, we will investigate more “alternative” methods of photography, such as the pinhole camera. *Students are expected to purchase (at minimal cost) some course supplies, and they are encouraged to provide their own 35mm SLR camera if possible. Supplies and a limited number of cameras are available for students’ use should the expense create a hardship.*

524 (CP) Photography II

Full-year course

Prerequisite: Photography I

Grades 10, 11, 12

5 per/7 day cycle – 5 credits

You will continue to develop your skills with black and white photography, including the darkroom development of photographic film and paper, and with color photography using digital photographic processes. You will continue to develop and refine your ability to select exciting and meaningful compositions from your everyday surroundings. You will examine both the artistic and technical aspects of the photographic process. We will explore traditional formats of photography using the 35mm film camera and the digital SLR camera. *Students are expected to purchase (at minimal cost) some course supplies, and they are encouraged to provide their own 35mm SLR camera if possible. Supplies and a limited number of cameras are available for students’ use should the expense create a hardship.*

532 (H) Advanced Photography**Full-year course****Prerequisite:** Photography II or III (B+ or better)**Grades 11, 12****5 per/7 day cycle – 5 credits**

Advanced Photography involves studying advanced topics and independent projects in photography and the continued development and refinement of a personal photography portfolio. It is designed for those students who are considering photography as a profession or are planning to attend an art college. You will further explore and build upon the lessons learned in your previous photography courses and create new work with a deeper understanding of photography. Much of this class will be seminar-based, with a focus on constructive feedback and implementing personal and visual communication. Students will design and create a final portfolio of photographs, using a style or format they choose, that conveys their idea and reinforces their personal artist statement. Students will also be responsible for exhibiting their artwork throughout the school and in the school gallery. Outside work for this honors-level course typically requires a commitment of 2 - 3 hours per week. *NOTE:* Because of the more independent, personalized nature of the advanced courses, enrollment in this course requires a B+ or higher in the previous year of this subject.

536 (CP) Computer Graphics**Full-year course****Prerequisite:** None**Grades 9, 10, 11, 12****5 per/7 day cycle – 5 credits**

Use the computer for artistic expression and creative exploration. Create original artwork using Adobe Photoshop and Adobe Illustrator, skills with the digital tools and techniques used for graphic design, digital publishing, animation, web design, digital photography, and creative, independent computer art projects.

This course helps meet requirements for the Technology Pathway.

540 (CP) Graphic Design I**Full year course****Prerequisite:** None**Grades 9, 10, 11, 12****5 per/7 day cycle – 5 credits**

Graphic Design is an art that combines images and words to make powerful visual messages. Examples are movie posters, book covers, package design, advertisements, and magazine layouts. Use the Macintosh computer to learn about typography, design, and desktop publishing. *This course helps meet requirements for the Technology Pathway.*

544 (CP) Graphic Design II**Full year course****Prerequisite:** Graphic Design I**Grades 10, 11, 12****5 per/7 day cycle – 5 credits**

Use the Adobe Creative Cloud Suite (Photoshop, Illustrator, InDesign) to create complex personal digital artwork and digital and print publications for the school and community.

This course helps meet requirements for the Technology Pathway.

548 (CP) Graphic Design III**Full-year course****Prerequisite:** Graphic Design II (B+ or better)**Grade 11, 12****5 per/7 day cycle – 5 credits**

Study advanced topics and independent projects in digital art and graphic design, and-develop a personal graphics portfolio. *This course helps meet requirements for the Technology Pathway.*

552 (CP) Drawing and Painting I**Full-year course****Prerequisite:** None**Grades 9, 10, 11, 12****5 per/7 day cycle – 5 credits**

Ease into artmaking in this enjoyable-studio experience. Learn to draw realistically, imaginatively, expressively, and abstractly. Learn to control the expressive powers of color. Learn to visually express yourself with confidence.

556 (CP) Drawing and Painting II**Grades 10, 11, 12****Full-year course****5 per/7 day cycle – 5 credits****Prerequisite:** Drawing and Painting I

Continue to develop your skills with drawing and painting observationally, imaginatively, expressively, and abstractly. Build upon your skills in drawing and painting the portrait, still life, and/or landscapes; and organize elements into cohesive, striking compositions.

560 (CP) Drawing and Painting III**Grade 11, 12****Full-year course****5 per/7 day cycle – 5 credits****Prerequisite:** Drawing and Painting II

Study advanced topics and further develop skills in drawing and painting.

564 (CP) Clay Studio I**Grades 9, 10, 11, 12****Full-year course****5 per/7 day cycle – 5 credits****Prerequisite:** None

Make clay sculptures and develop ceramics skills in handbuilding, wheelworking and glazing pottery and other claywork.

568 (CP) Clay Studio II**Grades 10, 11, 12****Full-year course****5 per/7 day cycle – 5 credits****Prerequisite:** Clay Studio I

Continue to develop your skills with ceramics and clay sculpture, working observationally, imaginatively, expressively, and abstractly.

572 (H) Clay Studio III**Grade 11, 12****Full-year course****5 per/7 day cycle – 5 credits****Prerequisite:** Clay Studio II (B+ or better)

Study advanced topics and independent projects in ceramics and clay sculpture, and build a personal portfolio of three-dimensional artwork. Outside work for this honors-level course typically requires a commitment of 2 - 3 hours per week. **NOTE:** Because of the more independent, personalized nature of the advanced courses, enrollment in this course requires a B+ or higher in the previous year of this subject.

576 (CP) Architecture**Grades 10, 11, 12****Full-year Course****5 per/7 day cycle – 5 credits****Prerequisite:** None

Architects, interior designers, and landscape architects design and build the spaces that we use every day. Gain knowledge of these fields through hands-on activities and projects such as sketching, architectural drafting, creating elevations, model building, and computer-aided design. Students planning a career in these fields will be able to create portfolios of their work.

580 (CP) Web Design**Grades 9, 10, 11, 12****Full-year course****5 per/7 day cycle – 5 credits****Prerequisite:** None

Learn the essentials of web design from planning page layouts to publishing a complete website. Learn about design concepts, making and editing digital images using Adobe Photoshop, HTML markup language and CSS for creating easy-to-use web pages. This course helps meet requirements for the Technology Pathway.

MUSIC PROGRAM

The Music Department offers a variety of courses in vocal and instrumental performance, as well as courses in music theory and guitar. The Burlington High School Band, Chorus, Orchestra and Music Theatre classes are offered five periods per week. Lab classes are offered once a week during study halls and can be arranged at the start of each semester.

Music Courses Offered at Each Grade Level

Concert Chorus (CP, H) – Grades 9, 10, 11, 12
Chamber Singers (CP, H) – Grades 10, 11, 12
Symphonic Band (CP, H) – Grades 9, 10, 11, 12
Orchestra (CP, H) – Grade 9, 10, 11, 12
Percussion Ensemble (CP, H) – Grade 9, 10, 11, 12
Vocal Lab I (non-leveled) – Grades 9, 10, 11, 12
Vocal Lab II (non-leveled) – Grades 9, 10, 11, 12
Instrumental Lesson (non-leveled) – Grades 9, 10, 11, 12
Piano Lab (non-leveled) – Grades 9, 10, 11, 12
Guitar (CP, H) - Grades 9, 10, 11, 12
Music Theory and Composition (CP, H) – Grades 9, 10, 11, 12
Advanced Placement Music Theory (AP) – Grades 10, 11, 12
Music Technology, Production and Film Scoring (CP, H) – Grades 9, 10, 11, 12
Hip-Hop Music History (CP, H) – Grades 9, 10, 11, 12

Music Course Descriptions

Ensemble-Based Classes

Consistent with the school's mission and 21st Century Learning Skills, in our music classes, students will work both independently and collaboratively to solve problems related to vocal/instrumental technique, music literacy, composition, improvisation, and the analysis of cultural concepts. Students will also have the opportunity to be creative individuals by exploring the expressive elements of music making. Students will be asked to actively and responsibly participate as ensemble members by respecting and empathizing with others to contribute to a positive, classroom climate. Students will exhibit strength of character by doing their part as individual musicians to contribute to a dynamic musical ensemble in which students work together to create collective works of art.

601 (CP) Concert Chorus

Full-year course

Prerequisite: None; Open to all interested students

Grades 9, 10, 11, 12

5 per/7 day cycle – 5 credits

Within a fun, ensemble-based environment, the Concert Chorus class will focus on providing a solid foundation in vocal performance, vocal technique, sight-reading, and music theory. The Concert Chorus will study music from a wide variety of genres including classical, jazz, music theater, multicultural, and contemporary music. Additionally, students will learn how to read music. Students are required to participate in four main school concert events and one festival performance such as the MICCA Adjudication or the Great East Festival. Students are also invited to sing in several smaller “gigs” throughout the community. The music department provides the opportunity to travel on a music tour (such as the Disney Music Festival) on a bi-annual basis. The Concert Chorus may have two sections: a Tenor/Bass Chorus and a Soprano/Alto Chorus. Students who are unsure of which section to choose should schedule an interview with the Choral Director. Seniors going on Q4 internship may elect to continue to perform with the ensemble throughout their internship. If interns cannot attend regular class rehearsals, they must work out a rehearsal plan with the Chorus/Orchestra instructor in order to be eligible for Q4 performances, events, and tours.

603 (H) Concert Chorus**Full-year course****Grades 9, 10, 11, 12****5 per/7 day cycle – 5 credits****Prerequisite:** Open to all interested students, instructor approval

Students in Honors Concert Chorus participate in every aspect of the Concert Chorus class. In addition, Honors students perform a solo jury and sight-reading assessment each quarter. Over the course of the year, Honors students also complete a guided research project on a topic pertaining to our music curriculum. The Concert Chorus may have two sections: a Tenor/Bass Chorus and a Soprano/Alto Chorus. Students who are unsure of which section to choose should schedule an interview with the Choral Director. Seniors going on Q4 internship may elect to continue to perform with the ensemble throughout their internship. If interns cannot attend regular class rehearsals, they must work out a rehearsal plan with the Chorus/Orchestra instructor in order to be eligible for Q4 performances, events, and tours.

610 (CP) Chamber Singers**Full-year course****Grades 10, 11, 12****5 per/7 day cycle – 5 credits****Prerequisite:** Audition and instructor approval

This is a group of experienced and dedicated high school singers who will perform in a wide variety of styles including classical, jazz, musicals, and contemporary. This group will provide an opportunity to challenge skilled singers and offer a chance to perform at a higher level. Students will also learn advanced music theory, sight-singing concepts, and vocal technique. Participation in all school concerts and field trips is required. This will include one festival performance such as the MICCA Adjudication or the Great East Festival. The music department provides the opportunity to travel on a music tour (such as the Disney Music Festival) on a bi-annual basis. Seniors going on Q4 internship may elect to continue to perform with the ensemble throughout their internship. If interns cannot attend regular class rehearsals, they must work out a rehearsal plan with the Chorus/Orchestra instructor in order to be eligible for Q4 performances, events, and tours.

612 (H) Chamber Singers**Full-year course****Grade 10 11, 12****5 per/7 day cycle – 5 credits****Prerequisite:** Audition and instructor approval

Students in Honors Chamber Singers participate in every aspect of the Chamber Singers class. In addition, Honors students perform a solo jury and sight reading assessment each quarter. Over the course of the year, Honors students also complete a guided research project on a topic pertaining to our music curriculum. Seniors going on Q4 internship may elect to continue to perform with the ensemble throughout their internship. If interns cannot attend regular class rehearsals, they must work out a rehearsal plan with the Chorus/Orchestra instructor in order to be eligible for Q4 performances, events, and tours.

610 and 612 Chamber Singers and Honors Chamber Singers

* All students interested in auditioning should list Chamber Singers as their first choice.

After the auditions in April, students and the School Counseling Department will be notified of the results.

If a student is not accepted, they will be placed in Concert Chorus.

620 (CP) Symphonic Band**Full-year course****Prerequisite:** Previous experience or instructor approval**Grades 9, 10, 11, 12****5 per/7 day cycle – 5 credits**

The BHS Symphonic Band includes both marching band (fall) and concert band (spring) seasons. While most BHS band members participate in afterschool rehearsals and performances for Marching Band in the Fall, Symphonic Band students meet as a separate group during the school day, where the class curriculum establishes and develops both individual practice skills and ensemble rehearsal techniques through the performance of modern band repertoire. Symphonic Band typically performs wind band, classical, chamber, and popular music literature at several concerts throughout the year. Individual practice is required, private lessons are recommended, and auditioning for the MMEA Northeastern District Band is encouraged. Seniors going on Q4 internship must review and sign the Band/Senior Internship Contract, which requires them to maintain active participation in the band program as it relates to their performance obligations.

621 (H) Symphonic Band**Full-year course****Prerequisite:** Previous experience or instructor approval**Grades 9, 10, 11, 12****5 per/7 day cycle – 5 credits**

In addition to all requirements from the CP course, students taking Symphonic Band for Honors credit will be required to complete a performance jury once per marking period, as well as participating in a service project within the band program. Seniors going on Q4 internship must review and sign the Band/Senior Internship Contract, which requires them to maintain active participation in the band program as it relates to their performance obligations.

623 (CP) Wind Ensemble**Full-year course****Prerequisite:** Audition and instructor approval**Grades 9, 10, 11, 12****5 per/7 day cycle – 5 credits**

The Burlington High School Wind Ensemble includes both marching band (fall) and concert band (spring) seasons. While most BHS band members participate in afterschool rehearsals and performances for Marching Band in the Fall, Wind Ensemble students meet as a separate group during the school day, where the class curriculum further develops both individual practice skills and ensemble rehearsal techniques, following a course of instrumental study that equips students with the performance skills necessary to audition for ensembles at a collegiate level. Wind Ensemble typically performs significant wind band, classical, chamber, popular, and modern music literature at several concerts throughout the year. Individual practice is required, private lessons are highly recommended, auditioning for the MMEA Northeastern District Band is expected, and students will be recommended to participate in local, regional, and national honor band festivals. Seniors going on Q4 internship must review and sign the Band/Senior Internship Contract, which requires them to maintain active participation in the band program as it relates to their performance obligations.

624 (H) Wind Ensemble**Full-year course****Prerequisite:** Audition and instructor approval**Grades 9, 10, 11, 12****5 per/7 day cycle – 5 credits**

Students in Honors Wind Ensemble participate in every aspect of the Wind Ensemble class. In addition, Honors students perform a solo jury and sight reading assessment each quarter. Over the course of the year, Honors students also complete a guided research project on a topic pertaining to our music curriculum. Seniors going on Q4 internship must review and sign the Band/Senior Internship Contract, which requires them to maintain active participation in the band program as it relates to their performance obligations.

623 and 624 Wind Ensemble and Honors Wind Ensemble

* All students interested in auditioning should list Wind Ensemble as their first choice.

After the auditions in April, students and the School Counseling Department will be notified of the results.

If a student is not accepted, they will be placed in Symphonic Band.

626 (CP) Percussion Ensemble**Full-year course****Prerequisite:** Previous experience or instructor approval**Grades 9, 10, 11, 12****5 per/7 day cycle – 5 credits**

The BHS Percussion Ensemble includes both marching band (fall) and concert band (spring) seasons. While most BHS band members participate in afterschool rehearsals and performances for Marching Band in the Fall, Percussion Ensemble students meet as a separate group during the school day, where the class curriculum develops both intermediate and advanced percussion techniques. In addition to performing literature written specifically for Percussion Ensemble, students will be assigned to perform with either the Symphonic Band and/or the Wind Ensemble at several concerts each year. Individual practice is required, private lessons are recommended, and auditioning for the MMEA Northeastern District Band is encouraged. Seniors going on Q4 internship must review and sign the Band/Senior Internship Contract, which requires them to maintain active participation in the band program as it relates to their performance obligations.

627 (H) Percussion Ensemble**Full-year course****Prerequisite:** Previous experience or instructor approval**Grades 9, 10, 11, 12****5 per/7 day cycle – 5 credits**

Students in Honors Percussion Ensemble participate in every aspect of the Percussion Ensemble class. In addition, Honors students perform a solo jury and sight reading assessment each quarter. Over the course of the year, Honors students also complete a guided research project on a topic pertaining to our music curriculum. Seniors going on Q4 internship must review and sign the Band/Senior Internship Contract, which requires them to maintain active participation in the band program as it relates to their performance obligations.

628 (CP) BHS Orchestra**Full-year course****Prerequisite:** Previous experience on Violin, Viola, Cello or Double Bass or instructor approval**Grades 9, 10, 11, 12****5 per/7 day cycle – 5 credits**

The BHS Orchestra is a continuation of the string program in the Elementary and Middle School. It is also open to new high school students who play string instruments. Students meet as a class during the school day, where the class curriculum establishes and develops both individual practice skills and ensemble rehearsal techniques through the performance of popular, modern, world and classical orchestral repertoire. The ensemble will perform at several concerts throughout the year. Individual practice is required, private lessons are recommended, and auditioning for the MMEA Northeastern District Orchestra is encouraged. Seniors going on Q4 internship may elect to continue to perform with the ensemble throughout their internship. If interns cannot attend regular class rehearsals, they must work out a rehearsal plan with the Chorus/Orchestra instructor in order to be eligible for Q4 performances, events, and tours.

629 (H) BHS Orchestra**Full-year course****Prerequisite:** Previous experience on Violin, Viola, Cello or Double Bass or instructor approval**Grades 9, 10, 11, 12****5 per/7 day cycle – 5 credits**

Students in Honors Orchestra participate in every aspect of the String Ensemble class. In addition, Honors students perform a solo jury and sight reading assessment each quarter. Over the course of the year, Honors students also complete a guided research project on a topic pertaining to our music curriculum. Seniors going on Q4 internship may elect to continue to perform with the ensemble throughout their internship. If interns cannot attend regular class rehearsals, they must work out a rehearsal plan with the Chorus/Orchestra instructor in order to be eligible for Q4 performances, events, and tours.

640 (CP) Guitar**Semester Course****Prerequisite:** None**Grades 9, 10, 11, 12****5 per/7 day cycle – 2.5 credits**

This class, appropriate for beginning through advanced students, will provide comprehensive instruction for the acoustic guitar using a student-centered approach. The class consists of whole-class, small group, and individual instruction to meet the needs of each student. Our curriculum revolves around rhythm playing, lead guitar, and music literacy. Students will learn the parts of the instrument, proper playing position, strumming and picking techniques, open position and barre chords, and minor pentatonic soloing. Students will also learn how to read both standard music notation and tablature. Students may bring their own acoustic guitar or they may sign out one of the school-owned instruments.

This course may be repeated for credit. Seniors going on a Q4 internship are free to do so and do not have any remaining obligations to the course.

641 (H) Guitar**Semester Course****Prerequisite:** None**Grades 9, 10, 11, 12****5 per/7 day cycle – 2.5 credits**

Students in Honors Guitar Laboratory participate in every aspect of the class. In addition, Honors students are required to complete three additional long-term assignments in music performance, theory, and guitar history. These long-term projects are created in partnership with the student and teacher. In lieu of these long-term assignments, an honors student may opt to become a mentor for a less experienced student in the class.

This course may be repeated for credit. Seniors going on a Q4 internship are free to do so and have no remaining obligations to the course.

Music Labs

In our music labs, students will work both independently and collaboratively to solve problems related to advanced technique on their instrument or voice. Students will also have the opportunity to be creative individuals by exploring the expressive elements of music making. Students will be asked to actively and responsibly participate as lab class members by respecting and empathizing with others to contribute to a positive classroom climate. Students will exhibit strength of character by continually working to improve their musical skills and knowledge on their instrument or voice.

605 Vocal Lab**Semester Course****Prerequisite:** None**Grades 9, 10, 11, 12****1 per/wk – .5 credit**

Students will develop music literacy, vocal production, and performance practice in a small group setting. Emphasis will be placed upon vocal technique and repertoire.

617 (non-leveled) Instrumental Lesson**Semester Course****Prerequisite:** Membership in Band**Grades 9, 10, 11, 12****1 per/wk – .5 credit**

Small groups are scheduled according to available student/teacher time to develop individual performance skills.

618 (non-leveled) Piano Lab**Semester Course****Prerequisite:** None**Grades 9, 10, 11, 12****1 per/wk – .5 credit**

Students will develop music literacy, piano technique and performance practice in a small group setting. Emphasis will be placed upon piano practice skills and dexterity, note-reading, and repertoire.

Music Theory and Composition Classes

Consistent with the school's mission and 21st Century Learning Skills, in our music theory and composition classes, students will work both independently and collaboratively to solve problems related to music literacy, composition, improvisation, and the analysis of cultural concepts. Students will also have the opportunity to be creative individuals by exploring the expressive elements of music making. Students will be asked to actively and responsibly participate as ensemble members by respecting and empathizing with others to contribute to a positive classroom climate. Students will exhibit strength of character by continually working to improve their musical skills and knowledge.

630 (CP) Music Theory and Composition

Full-year course

Prerequisite: None

Grades 9, 10, 11, 12

5 per/7 day cycle – 5 credits

Music Theory I will provide students with the basic skills to understand and analyze written music in order to encourage original composition and/or advanced performance. Students will also learn to respond to aural music and sight-read. Topics will include scales, keys and modes, intervals, triads, seventh chords, counterpoint, and four-part writing. Students will also learn to sing and move to various musical examples. The ability to play a musical instrument is helpful, but not required. Seniors going on Q4 internship are free to do so and do not have any remaining obligations to the course.

631 (H) Music Theory and Composition

Full-year course

Prerequisite: None

Grades 9, 10, 11, 12

5 per/7 day cycle – 5 credits

Students in Honors Theory and Composition participate in every aspect of the class. Honors students also complete an additional independent composition project each quarter. Seniors going on a Q4 internship are free to do so and do not have any remaining obligations to the course.

637 (AP) Advanced Placement Music Theory

Full-year course

Prerequisite: Music Theory I or instructor approval

Grades: 11, 12 (10th with permission)

5 per/7 day cycle – 5 credits

Advanced Placement (AP) courses are overseen by College Board (www.collegeboard.org) and are designed by using both college-level textbooks and resources. AP Music Theory operates like the first year of a college music theory experience, developing both theoretical and aural skills. The course integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition and, to some extent, history and style. The student's ability to read and write musical notation is fundamental to such a course. Because of this, successful completion of Music Theory I or teacher recommendation are prerequisites. It is also strongly recommended that the student will have acquired at least basic performance skills in voice or on an instrument. In May, all students take the AP Music Theory Exam - those students who score a 3 or higher may receive college credit for up to a year of Music Theory and/or Aural Skills. Seniors going on Q4 internship must continue to attend class meetings up to the AP Music Theory Exam.

Music Technology, Production, and Film Scoring**Grade 9, 10, 11, 12****646 (CP)****647 (H)****Full-year course****5 per/7 day cycle – 5 credits*****Prerequisite:*** None

This course is designed to explore the ways technology plays a role in music creation. Students will acquire basic audio editing/engineering skills, and create/arrange works using various technologies. Students will participate in project-based learning about how to manipulate loops and recordings using different effects and cut/paste functions. They will also learn how to produce music to get the desired effects and balances. In this course students will also learn how to film score, this includes producing music to fit the narrative of a film, commercial, or video game as well as record and place sound effects using techniques currently utilized by the film and video game industries. This course helps meet requirements for the Technology Pathway.

Hip-Hop Music History**Grade 9, 10, 11, 12****642 (CP)****643 (H)****Semester course****5 per/7 day cycle – 2.5 credits*****Prerequisite:*** None

Grades 9-12 Hip-Hop recently celebrated its 50th anniversary as an art form. Once marginalized, it is now an art form that has moved into the collective consciousness of everyday life in fashion, movies, television, business, as well as the tech world. This course will trace the emergence of hip-hop in the 1970s through its development and evolution to today. We will learn how artists drew upon Black and Latinx culture to elevate their art and voice into many influential forms. To increase understanding throughout the course, students will produce a creative project in each unit that will mirror developmental milestones in hip-hop history. Students will also engage in collaborative work through presentations, interviews with guest speakers, and other projects that encourage higher-order thinking skills.

HEALTH AND PHYSICAL EDUCATION PROGRAM

Health and Physical Education is a required course for all students. Each course offers concepts and related activities designed to build the skills, knowledge and attitudes needed to participate in an active healthy lifestyle. During each semester students are given a choice of activity that aligns with the content of their grade level. Providing options to students helps to foster understanding of the importance of lifelong exercise. Consistent with the school's mission and 21st-Century Learning Skills, the Health and Physical Education Department employs a variety of instructional techniques within the structure of its classes, calling for students to work independently and collaboratively to solve problems based on curricular demands. Students will develop their own questions throughout our classes and take steps to investigate the impact of their choices and decision making on their mental/emotional, social, and physical health. Due to the nature and scope of the topics outlined within our program's curriculum (healthy choices and decision making, physical activity, bullying, social media, societal/peer pressures revolving around nutrition, addiction, sexuality, social/emotional learning etc.) students will consistently exhibit and demonstrate integrity in academic endeavors, and responsibly participate as members of a local, global, and digital society, specifically in regards to demonstrating respect for themselves and empathy for others. All courses are subject to change based on any foundational changes to the academic schedule.

Physical Education and Wellness Courses Offered at Each Grade Level

Physical Education and Wellness Required Courses

Grade 9 –	Freshman Physical Education (CP) Freshman Health Education (CP)
Grade 10 –	Sophomore Physical Education (CP) Wellness I (CP)
Grade 11 –	Junior Physical Education (CP)
Grade 12 –	<u>Upperclassmen must choose one of the following:</u> Wellness II (CP) Nutrition in Today's World Sports In Society Art and Wellness

Physical Education Course Descriptions

701 (CP) Freshman Physical Education Semester Course

**Required for all 9th grade students
4 per/7 day cycle - 2 credits**

The freshmen physical education curriculum emphasizes active living. Students will be exposed to movement through lifetime activities that will foster cognitive, affective, psychomotor and social/emotional development. The course offers students the opportunity to participate in cooperative learning and fitness activities. Upon completion of this course, the student will learn to value physical activity and understand the importance of incorporating physical activity into their everyday life.

705 (CP) Freshman Health Education
Semester Course

Required for all 9th grade students
4 per/7 day cycle – 2 credits

This course introduces students to a multi-disciplined curriculum aimed at acclimating students to high school. Students will explore the meaning and role of good citizenship and organizational and higher order thinking skills to assist with academic success and achievement. Topics will include: self-advocacy; self-management; study skills; critical thinking; time management; and goal setting. The course will provide students with an overview of skills and strategies designed to facilitate academic growth and independence. Students will also explore the role of the School Counseling Department and a variety of school resources/entities to skillfully address social issues such as peer pressure and bullying. Additionally, students will investigate the role that social influence has on behavior.

707 (CP) Sophomore Physical Education
Semester course

Required for all 10th grade students
4 per/7 day cycle – 2 credits

The sophomore physical education curriculum emphasizes communication, teamwork, positive leadership, and problem solving as a way to enhance wellness, develop social/emotional literacy, and promote a healthy lifestyle. This class will focus on the basics of team sports and individual fitness skills.

709 (CP) Wellness 1
Semester course

Required for all 10th grade students
4 per/7 day cycle – 2 credits

This sophomore course consists of a comprehensive health curriculum, which defines concepts of wellness, assessing the various emotional, mental, physical, and social/emotional aspects that comprise it. The student will employ self-management, social awareness and critical thinking skills to discover ways for enhancing wellness, reducing the risk of disease, and promoting healthy behaviors.

710 (CP) Junior Physical Education
Semester Course

Required for all 11th grade students
4 per/7 day cycle – 2 credits

The junior physical education curriculum emphasizes lifelong wellness. Students will be exposed to a variety of activities that can be incorporated into his/her lifestyle that promote physical fitness and stress reduction. The course offers students the opportunity to participate in cooperative games, fitness activities, competitive sport, and individual sport. Refinement of movement skills along with the exploration of health, social/emotional development, and skill related components of fitness will be included.

717 Unified Physical Education (Semester)

4 per/7 day cycle – 2 credits

718 Unified Physical Education (Semester)

5 per/7 day cycle – 5 credits

Grades 10, 11, 12

This course combines students of all abilities to participate in developmentally appropriate activities including lifetime activities, physical fitness, and sport. Students will work together to increase competence and confidence in a variety of physical activities. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students.

Seniors are required to enroll in one of the following courses.

Each course meets the BHS Health Graduation Requirements.

719 (CP) Wellness II
Semester Course

Grade 12
5 per/7 day cycle – 2.5 credits

Wellness II is a comprehensive health curriculum that includes cognitive, emotional, and social health. This course offers students an opportunity to attain skills necessary for a successful life beyond high school, such as financial responsibility, healthy eating habits, analyzing influences, and reliable information. This course will explore concepts of lifelong wellness and aim to provide students with the skills necessary to develop a deeper understanding of how wellness can impact other dimensions of their lives.. *This course meets the Health Graduation Requirement.*

720 Nutrition in Today's World
Semester Course

Grade 12
5 per/7 day cycle – 2.5 credits

This course will look at the role of nutrition in our lives. The curriculum will include a review of nutrients, digestion, food allergies, and weight maintenance. Students will examine their own nutritional requirements, the influences on food choices and how those changes throughout the lifespan. Nutrition in Today's World will investigate the environmental and economical impact of our food choices on the local and global society. This course will explore cultural differences and availability of food sources around the globe. *This course meets the Health Graduation Requirement.*

721 Sport In Society
Semester Course

Grade 12
5 per/7 day cycle – 2.5 credits

This course examines the role that athletics plays in our society and culture. Topics include examining sports management, psychology, fundamentals of coaching, the role of sport in the media, the business of sport, socioeconomic factors that impact demographics, and the impact of sport on other cultures.

722 Art and Wellness
Semester course

Grade 12
5 per/7 day cycle – 2.5 credits

The Art and Wellness class will explore the intersection between the creative arts and a person's physical, emotional, and social wellness. In this class students will gain an understanding of how music, visual arts, dance, and theater can promote overall wellness. In this project-based class, students will analyze their own relationship with the arts and participate in art-related activities, including international folk dance and circle drumming, as a way to promote their physical, intellectual, and mental health. Additionally the class will aim to promote a culturally inclusive culture, and foster connections with peers and community. *** Any of these courses count for the senior year health requirement. It may be counted as an exploratory only after one course is taken for the senior health requirement*

BUSINESS & TECHNOLOGY PROGRAM

The Business Department curriculum enables all students the opportunity to achieve 21st Century Learning Expectations and the school's mission. The varied curriculum has been developed to guide students to begin their investigation of business at an introductory level working both independently and collaboratively as various topics of business and economic policies are explored. As students take additional business classes, more opportunities are available to work with the community through various class projects with local businesses; additionally, there are ample opportunities to go out into the community to present ideas both within class and with the co-curricular option of the DECA Club. The elements of the business curriculum allow students to think creatively and critically while demonstrating academic integrity which are essential skills in any workplace. The student experience will build confidence, character and a multitude of skills enabling them to be successful citizens and workers in the 21st century.

Business Pathway Programs

Students have the opportunity to join the Innovation Career Pathways programs in Business or Computer Science. Pathways are open to all students. Students engage in coursework and practical experiences related to their career goals.

Students will take two (2) college level business or computer science courses at BHS in addition to two (2) elective or exploratory courses. They will also complete an internship or 100 hour Capstone Project with industry mentors (Flipped Internship). Students receive additional career and academic planning in order to prepare them for career choices in business or computer science related fields.

Sample course sequence for Pathway Programs:

- Two exploratory or elective courses
- Two college level courses offered through Burlington High School
- Senior Internship (Capstone Project)

Business Courses Offered at Each Grade Level

Introduction to Business & Marketing (CP, H) – Grades 9, 10- Full-year

Business, Marketing, and Digital Technology - (CP, H)– Grades 9, 10- Full-year

Personal Finance (CP, H)– Grades 10, 11, 12

Start-Up Business Applications (CP) – Grades 10, 11, 12

Marketing Management (H) – Grades 11, 12

Business Law & Ethics (CP, H)- Grades 10, 11,12

Fashion Marketing & Retail Selling (H, CP)- Grades 10, 11, 12

Financial Accounting (CP, H, CE)- Grades 10, 11, 12

Business in a Global Environment (H, CE) - 11, 12

Retail Management Project-Based-Learning- Lab I and II- (CP, H) - Grades 11, 12

Business Course Descriptions

Introduction to Business & Marketing

Grades 9, 10

800 (CP)

801 (H)

Full-year course

5 per/7 day cycle – 5 credits

Prerequisite: None

Do you want to understand what is going on in the show Shark Tank? Maybe you just want to understand the basics about business? Take Intro to Business and Marketing and learn about the world of business and receive an introduction to the scope and importance of marketing in the global economy. Introduction to Business and Marketing begins by introducing students to the role of business in the lives of individuals, consumers, workers, and how they impact our economy and leads students through global business, economics, marketing, advertising, social media and product development. Along the way, current events in sports, entertainment, finance and all aspects of business will be discussed to further students' understanding of business and marketing. Emphasis is placed on oral and written communication skills, mathematical applications, problem solving, and critical thinking skills. Instructional strategies include computer/technology applications, real and/or simulated occupational experiences, the stock market game, and projects focused on the marketing functions through the classroom incorporating various industries. Students will generate their own questions and investigate independent topics in business and will enjoy working creatively both independently and collaboratively to solve problems in class. This is a DECA qualified class. *This is an introductory business course that provides the framework for pursuing additional business courses or for selecting the Business and Finance Innovation Pathway.* Honors courses within the Business Program are accelerated for students who are serious about future career paths in each subject area. The anticipated workload will include but is not limited to, additional homework assignments, comprehensive research, and in-depth writing assignments such as marketing portfolios and business plans.

Business, Marketing, and Digital Technology

Grades 9, 10

861 (CP)

862 (H)

Full-year course - This is an Introductory Pathway Course

5 per/7 day cycle – 5 credit

Do you want to understand what is going on in the show Shark Tank AND learn the technology that is reshaping business? Take Intro to Business, Marketing, and Digital Technology. This course is similar to Intro to Business and Marketing but it also includes an introduction to the technology being used in today's businesses. Students will complete hands-on projects using spreadsheets for budgets, and creating a website to promote a business.

This is a Business and Finance Pathway introductory course and a Technology Pathway introductory course.

Personal Finance

803 (CP)

804 (H)

Semester course

Grades 10, 11, 12

5 per/7 day cycle – 2.5 credits

Building a financial foundation, students will explore money management, borrowing, earning power, investing, financial services and insurance. Exploring the importance of a budget, learning to maintain a savings plan, investigating a financial plan and realizing the importance of investing and planning for retirement. This course is well suited for students who have a variety of career objectives, including careers in related business fields for which mastery of some financial knowledge is the goal. This is a DECA-qualified course. Honors courses within the Business Program are accelerated for students who are serious about future career paths in each subject area. The anticipated workload will include but is not limited to, additional homework assignments, comprehensive research, and in-depth writing assignments such as marketing portfolios and business plans.

Financial Accounting**Grades 10, 11, 12****805 (CP)****806 (H, CE)****Semester course****5 per/7 day cycle – 2.5 credits**

Recommended: Successful completion with a grade of B or better in a previous Business course and/or permission from the department chair.

The purpose of this course is to enable students to develop a basic understanding of fundamental accounting concepts and practices. The course focuses on basic accounting concepts and techniques needed to interpret and use financial information in managing and analyzing business operations. Students will learn the theory of debit and credits in this double entry method of accounting. They will become familiar with each step in the accounting cycle. The student will also learn accounting principles and procedures that are applied to accounting records kept for businesses that operate in the private enterprise economy and begin to understand how to review and analyze a business' financial condition. Honors will have additional independent work that explores accounting in more depth. This is a DECA qualified course. Concurrent Enrollment courses within the Business Program are accelerated for students who are serious about future career paths in each subject area. The anticipated workload will include but is not limited to, additional homework assignments, comprehensive research, and in-depth writing assignments such as marketing portfolios and business plans. **This course can lead to a 3-credit transfer at Lasell University.**

This course is a Business and Finance Innovation Pathway-qualified course.

Fashion Marketing & Retail Selling**Grades 10, 11, 12****819 (CP)****820 (H)****Semester course****5 per/7 day cycle – 2.5 credits**

Recommended: Introduction to Business and Marketing

This retail merchandising and selling business course is ideal for students considering a career in fashion, design, merchandising, retailing or related areas or for any student who wishes to develop a new skill set in the areas of marketing or merchandising. Students will coordinate fashion displays, conduct fashion trend research, analyze consumer behavior, plan retail promotions, and understand the importance of the relationship of buyers and manufacturers. Student will also analyze consumer behavior in stores and how it is affected by visual merchandising and store design. Students will utilize target markets to design a new article of clothing for either a sports team or fashion designer, to match the client's needs. Students will plan and organize community based fashion related activities and have the option of participating in the DECA series of competitive events. This is a DECA qualified course. Honors courses within the Business Program are accelerated for students who are serious about future career paths in each subject area. The anticipated workload will include but is not limited to, additional homework assignments, comprehensive research, and in-depth writing assignments such as marketing portfolios and business plans.

Business Law & Ethics**Grades 10, 11, 12****811 (CP)****812 (H)****Semester course****5 per/7 day cycle – 2.5 credits**

Recommended: Introduction to Business and Marketing

This course provides the student with an understanding of legal concepts and terminology by examining real-life case problems that require correct decisions, which must be supported by the applicable rule of law. The course will cover legal areas such as law, justice and how it affects you. Also, the fundamentals of contracts, sales contracts, consumer protection, and legal consideration in marriage and divorce will be examined. This is a DECA qualified course. Honors courses within the Business Program are accelerated for students who are serious about future career paths in each subject area. The anticipated workload will include, but is not limited to, additional homework assignments, comprehensive research, and in-depth writing assignments such as marketing portfolios and business plans.

Start Up Business Applications (previously Entrepreneurship)**Grades 10, 11, 12****807 (CP)****808 (H)****Semester course****5 per/7 day cycle – 2.5 credits**

Everybody loves going out to eat! In The Restaurant Entrepreneur, students combine imagination, creativity, and computer skills as they start their own restaurant and create all the documents a "real" restaurant would need to open its doors. During this semester course, students will investigate the concepts, tools, software applications, and practices of entrepreneurship. This is a simulation-based class where students will be encouraged to dive deep into some of the most significant concepts and analyze small startups to apply entrepreneurial skills and develop creative consulting abilities. At the end of this course, students will be able to write, and present a rocket pitch that will be ready for investor review, and possess a better understanding of their personal entrepreneurial capacity. This is a DECA qualified course. Honors courses within the Business Program are accelerated for students who are serious about future career paths in each subject area. The anticipated workload will include but is not limited to, additional homework assignments, comprehensive research, and in-depth writing assignments such as marketing portfolios and business plans.

802 (H, CE) Advanced Marketing**Grades 11, 12****Semester course****5 per/7 day cycle – 2.5 credits**

Recommended: Successful completion with a grade of B or better in a previous Business course and/or permission from the department chair.

In this course, the fundamentals of marketing are explored for practical application in today's business environment. The process of creating value for customers by utilizing the tools of marketing — market segmentation, targeting and positioning, marketing research and communications, product development, channels of distribution, and pricing — is explored with a project-based, interactive approach. This Concurrent enrollment course includes a generous amount of daily and weekly writing assignments as well as individual and group assignments and presentations. Concurrent Enrollment courses within the Business Program are accelerated for students who are serious about future career paths in the subject area. **This course can lead to a 3-credit transfer at Lasell University.**

824 (H, CE) Business in a Global Environment**Grades 11, 12****Semester course****5 per/7 day cycle – 2.5 credits**

Prerequisite: 90 or better in Intro. to Business and Marketing AND 1 other business course at the honors level* OR Permission of instructor

This course is designed to familiarize students with various aspects of the business world. Areas covered include: private enterprise; forms of ownership; legal aspects; management practices in a diverse and global business environment; marketing; human resources; global operations management; labor relations; and finance. In addition, students become aware of how business functions are integrated into an organization to achieve specific goals both locally and internationally. This is a DECA eligible course. Concurrent Enrollment courses within the Business Program are accelerated for students who are serious about future career paths in each subject area. The anticipated workload will include but is not limited to, additional homework assignments, comprehensive research, and in-depth writing assignments such as marketing portfolios and business plans. This course can lead to a 3-credit transfer at Lasell University.

Retail Management Project-Based-Learning-Lab

826 (CP)

827 (H)

Full-year course

Grades 10, 11 & 12

5 per/7 day cycle – 5 credits

Prerequisite: Successful completion of one or more Business courses OR instructor approval.

Students will have the opportunity to explore key aspects of running a retail business, from understanding customer behavior and inventory control to developing effective marketing strategies and managing store operations. Through hands-on projects, case studies, and real-world scenarios, students will gain practical skills in sales techniques, visual merchandising, customer service, and leadership. Emphasis will also be placed on the use of technology in retail, including point-of-sale systems and e-commerce platforms. Every student will work on a project that brings in revenue for the retail store. By the end of the course, students will have an understanding of retail management and will be prepared to pursue entry-level positions in the retail industry or higher education in business and management fields. This course will provide the essential knowledge and skills for future success in retail.

829 (H) Retail Marketing Lab II

Grade 12

Full-year course

Prerequisite: Successful completion of Retail Management Project-Based-Learning-Lab

Students will have the opportunity to continue to explore key aspects of running a retail business, from understanding customer behavior and inventory control to developing effective marketing strategies and managing store operations. Through hands-on projects, case studies, and real-world scenarios, students will gain practical skills in sales techniques, visual merchandising, customer service, and leadership. Emphasis will also be placed on the use of technology in retail, including point-of-sale systems and e-commerce platforms. Every student will work on a project that brings in revenue for the retail store. Students in Level 2 will be working with clients and designing software in a more hands-on way and work closer with the fulfillment process.

DECA is a co-curricular, international student organization that emphasizes the development of civic consciousness, leadership skills, social intelligence, and vocational understanding to all student members. DECA offers a comprehensive program of competitive events that contribute to the development of skills necessary for careers in marketing, merchandising, management, and entrepreneurship. The DECA Competency-Based Competitive Events Program facilitates effective integration of DECA as an integral component of the total marketing education instructional program. Events are designed to enable students to engage in activities that will extend their interests and skills for careers in marketing and to measure, via performance indicators, the degree to which skills have already been acquired.

COMPUTER SCIENCE AND TECHNOLOGY

BHS offers courses for students who are new to computer science as well as for students with prior experience. Several courses offer college credit in computer science through Concurrent enrollment or AP credit. Courses meet Exploratory and Elective requirements and give students a chance to explore how computer science applies to the social sciences, life sciences, fine arts and business. Students learn to create, collaborate and communicate using computer science, and may take one course, or take a progression of courses to pursue a more in-depth study to prepare for today's careers.

Business Computer Science & Technology Pathway Programs

Burlington offers students the option of participating in the Innovation Career Pathway program starting in their sophomore year. Pathways build on core 21st-century skills by fostering communication, collaboration, and critical thinking. Through specific courses, career exploration activities, and work-related learning, students will be prepared for their future academic and professional endeavors.

Currently, BHS offers Pathway programs in Business and in Technology. Students will take two (2) college level business or technology courses at BHS in addition to two (2) elective or exploratory courses. They will also complete an internship or 100 hour capstone project with industry mentors (the Flipped Internship). Students will receive additional career and academic planning in order to prepare them for career choices in business or computer science related fields.

Pathway programs are open to all students. Students who are interested can obtain an application from their guidance counselor or business or computer science teacher.

Sample course sequence for Pathway Programs:

- Two exploratory or elective courses
- Two college level courses offered at BHS
- Senior Internship or (Capstone Project)

Computer Science and Technology by Grade Level

838/839	Creating with Code (CP, H) - Grades 9, 10 (Semester)
840/841	Exploring Computer Science (CP, H) - Grades 9, 10
830	Technology Exploration I (CP) – Grades 9, 10, 11, 12 (Semester)
832	Technology Exploration II (CP) – Grades 9, 10, 11, 12 (Semester)
834	Technology Exploration III (H) – Grades 10, 11, 12 (Semester)
836	Technology Exploration IV (H) – Grades 10, 11, 12 (Semester)
846	CS1-Computer Science Principles (H) - Grades 10, 11, 12 (Concurrent Enrollment)
847	CS1-AP Computer Science Principles - Grades 10, 11, 12 (Concurrent Enrollment)
842/843	CS2-Programming I (CP, H) –Grades 10, 11, 12 (Concurrent Enrollment)
845	CS3-AP CS A - Grades 11, 12
851	Introduction to Game Design (H) - Grades 11, 12 (Semester)
856/857	Data with Python (CP, H) – Grades 11, 12 (Semester)
858/859	Data Visualization (CP, H) – Grades 11, 12 (Semester)
863	AP Cyber: Security - Grades 11, 12

Satisfying Prerequisites/ Opt-ing Out: Students are encouraged to follow the BHS course prerequisites. Occasionally a student may have advanced subject matter expertise. Students wishing to complete an Opt Out Exam Project must submit a written request using a form they get from the Mathematics Department Chairman no later than March 31, 2025; all projects must be completed before April vacation. ***Please note, a grade of 90% or higher on the prerequisite opt-out project will allow a student to skip the course in their computer science sequence, but will not earn credits toward graduation, and the course will not appear on the student's official transcript or in the student's GPA.***

Satisfying Graduation Requirements: Note that AP courses do not count as Exploratory credits, however they count toward Elective credits. All other Computer Science and Technology courses count as Exploratory credits.

830 (CP) Technology Exploration I

Grades 9, 10, 11, 12

832 (CP) Technology Exploration II

Grades 9, 10, 11, 12

Prerequisite: Technology Exploration I or acceptable performance in the Marshall Simonds Middle School Help Desk Program)

PLEASE NOTE: 834 and 836 are recommended for upperclassmen

834 (H) Technology Exploration III

Grades 10, 11, 12

Prerequisite: Technology Exploration II or completion of a computer science course

836 (H) Technology Exploration IV

Grades 10,11,12

Semester Course

5 per/7 day cycle – 2.5 credits

Prerequisite: Technology Exploration III or completion of a computer science course)

Prerequisite: Prior working knowledge of Apple OS, Microsoft Windows OS, and the iPad iOS, and an interest in pursuing an independent learning path.

Technology Exploration, or student Help Desk, is a hands on study of educational technology devices and applications as well as technology exploration in the classroom. This course requires students to explore various technologies, including drones and robotics, basic programming in app and game development, and other modern applications of technology. As part of their work, students will assess technical issues and educational technology requests from the school and define the best approach to solving problems and coming up with effective uses of technology in classrooms. Students will be required to complete and maintain several running projects to enhance their understanding of and use of technology in the classroom and in society. The course also provides students with the opportunity to pursue an independent learning pathway in areas such as innovation, art and design, and computer programs and applications. Students will develop a project or presentation which positively impacts the Help Desk and/or BHS community. Students may be able to collaborate with outside businesses and organizations as they develop and implement their projects. Contributing to the Help Desk blog and maintaining an individual digital portfolio is a central component of the course. To succeed in this course, students must have an understanding of Apple Mac OS, Microsoft Windows, iOS, and iPad iOS. Incoming freshmen who plan to enroll will have priority if they were a member of the middle school Help Desk program.

Creating with Code**838 (CP)****839 (H)****Semester Course****Prerequisite:** None**Grade 9, 10****5 per/7 day cycle – 2.5 credits**

Do you want to try coding in a way that is fun and creative? Do you wonder what computer science is all about? This course, which is an introductory course for students with little or no computer experience. You will explore how coding is used to create art, stories, games and even apps with easy, hands-on lessons. This course is similar to Exploring Computer Science but it is only a semester so less material is covered. The courses will give students a chance to explore computer science and also take an elective in another subject during their freshman year. This class is welcoming to girls who want to try coding for the first time.

Exploring Computer Science**840 (CP)****841 (H)****Full-year course****Prerequisite:** None**Grades 9, 10****5 per/wk – 5 credits**

How are computers used in Fashion? Business? Healthcare? Sports? Engage your creativity and build your problem solving ability, by doing hands-on activities and projects using computers. This course is recommended for students who have no or little computer science experience. Students will build a simple website, create a game using Javascript, learn problem solving skills, research a topic using big data, explore artificial intelligence, experiment with sensors and lights, and learn how the internet and popular apps work. Each week, students will also read news articles about technology to discover how computers are used in areas that interest them, from fashion and sports to gaming, medicine, and music.

CS1-Computer Science Principles**847 (AP, CE)****846 (H, CE)****Full-year course****Prerequisite:** Algebra I, can be taken while taking Geometry**Concurrent Enrollment (CE) Credit:** Eligible pending approval of CE prerequisite requirements (*additional cost*)**Grades 10, 11, 12****5 per/wk - 5 credits**

In Computer Science Principles, students will examine the many ways in which computers have changed the way we work, think, live and play. They will be introduced to the principles that underlie computer science and explore the thinking skills that computer scientists use. Students will learn the foundations of programming and design a program to solve a problem and complete a task. Work is done collaboratively and independently, and includes reading and communication projects. Topics include how the internet works, to cybersecurity, and how data is used in business and science. This is an excellent course for students who want an introduction to computer science that they can apply to a variety of careers, including art, business, communications, social sciences, healthcare, and science. ***This course counts as a Technology Pathway College Level Course Requirement***

CS2-Programming I**842 (CP)****843 (H, CE)****Full-year course****Grades 10, 11, 12****5 per/wk - 5 credits****Prerequisite:** Exploring Computer Science, CS1-Computer Science Principles or Department Head Approval**Concurrent Enrollment (CE) Credit:** Eligible pending approval of CE prerequisite requirements (*additional cost*)

Have you explored computer science? Are you ready to take the next step? It's time to start text-based coding with an introduction to programming in C++. This course allows students to work both independently and collaboratively to solve more advanced Computer Science problems. The course assumes that the student has an understanding of computer science principles. Students learn how to write programs in an object-oriented high level programming language. Topics covered include fundamentals of algorithms, flowcharts, problem solving, programming concepts, classes and methods, control structures, arrays and vectors, user defined functions and strings. Throughout the year, problem solving skills will be stressed and applied to solving computing problems. Frequent programming labs will provide hands-on experience in topics covered in this course. Course content is delivered using an online interactive textbook that provides students instant feedback and allows them to access course content from any device. ***This course counts as a Technology Pathway College Level Course Requirement***

CS3-Advanced Placement Computer Science A**845 (AP)****Full-year course****Grades 11, 12****5 per/wk – 5 credits****Prerequisite:** CS2-Programming I, CS1-AP CS Principles, or Department Head Approval

AP Computer Science A is equivalent to a first-semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object oriented and imperative problem solving and design using the programming language, Java. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. ***This course counts as a Technology Pathway College Level Course Requirement***

863 (AP) CyberSecurity**Full-year course****Prerequisite:** None**Grades 11, 12****5 per/wk – 5 credits**

Cybersecurity Fundamentals is a full-year course covering foundational cybersecurity concepts and skills and is equivalent to a college-level Introduction to Cybersecurity course. Students will explore the current cyber landscape to understand the types of threats organizations face. Topics in the course include physical, operational, application, and network security; security controls; cryptography; access control; attacks and detection; and response and recovery. Students will research emerging trends in cybersecurity and gain hands-on experience implementing security protocols.

The course is designed to help students develop understanding and skills that will contribute to their ability to pass widely recognized professional cybersecurity certifications such as CompTIA Security+ and Cisco Certified Support Technician (CCST): Cybersecurity.

851 (H) Introduction to Game Design
Semester Course

Grades 11, 12
5 per/7 day cycle – 2.5 credits

Prerequisite: Exploring Computer Science or CS1-Computer Science Principles, CS1-AP CS Principles or CS2-Programming I or Department Head Approval

Do you like to play games? Do you secretly want to develop your own games and market them? If you enjoy games and want to get started with game design, then this course provides a solid foundation. This course presents an overview of the game development process including important historical perspective, content creation strategies, production techniques, and a look into the future. The course covers game development history, platforms, goals and genres, player elements, story and character development, gameplay, levels, interface, audio, development team roles, game development process, and marketing and maintenance. Students will play games, analyze them, and complete portions of game designs with appropriate documentation.

854 (CP) Introduction to Robotics
Semester Course

Grades 11, 12
5 per/7 day cycle – 2.5 credits

Prerequisite: Geometry

This is an introductory course in robotics. Students will design robots to perform increasingly challenging tasks. Design of the robots will include using mechanical parts and actuators that allow the robot to interact with its environment and programming the robot to use actuators effectively. Students will also program using sensors to make a robot that can adapt to its environment. This class does not count as math credit for the purposes of graduation.

Data with Python
856 (CP)

Grades 11, 12

857 (H)

5 per/7 day cycle – 2.5 credits

Semester Course

Prerequisite: CS2-Programming I or CS1-Computer Science Principles

Students will learn Python programming for data analysis. Industries of all types are hiring data scientists to analyze and highlight the hidden patterns in data. This course equips students with the essential skills of a data scientist which include data collection, cleanup, transformation, analysis, and visualization. Students will do hands-on projects, with a final project of their choosing. They will use the same tools that data scientists use to draw meaningful insights in sports analytic, biotech, and business.

Data Visualization

Grades 11, 12

858 (CP)

859 (H)

5 per/7 day cycle – 2.5 credits

Semester Course

Prerequisite: None

Students will learn the foundations of data visualization which uses statistics, computer science, neuroscience and psychology to visually present data. Creating data visualizations is an important skill to have for business, healthcare and science careers, and is a good way for art students to apply their design skills. Students will learn how to choose the correct visualization for their data and the difference between both good and bad data visualizations. By the end of the course, students will be able to create effective visualizations, dashboards and will be able to tell a story with data using Tableau to create their visualizations. Students will learn the basics of spreadsheets for organizing and cleaning data for use in preparing their visualizations.

Business, Marketing, and Digital Technology

Grades 9, 10

861 (CP)

862 (H)

Full-year course

5 per/7 day cycle – 5 credit

Do you want to understand what is going on in the show Shark Tank AND learn the technology that is reshaping business? Take the Intro to Business, Marketing, and Digital Technology. This course is similar to Intro to Business and Marketing but it also includes an introduction to the technology being used in today's businesses. Students will complete hands-on projects using spreadsheets for budgets, and creating a website to promote a business. This qualifies as a Business and Finance Pathway Introductory Course and a Computer Science Technology Introductory Pathway Course. ***This is an Introductory Pathway Course.***

FAMILY AND CONSUMER SCIENCE PROGRAM

Child Development I – Grades 11, 12

893 (CP, CE) Child Development I

Full-year course

Prerequisite: Teacher and Department Head approval required

Limited enrollment

This course will introduce students to Child Development stages and theories with a focus on Early Childhood. Students will collaborate with classmates and employ critical thinking skills and creativity to complete projects related to the course content. The preschool lab allows students to observe 3-5 year old children in an educational environment and serves as the basis for many of our class discussions and projects. Students will apply their knowledge of preschool development, classroom safety, guidance techniques, and appropriate classroom materials to help the preschool children meet the program goals.

This class is a hands-on class with a working preschool. Students who enroll should be invested in engaging with the preschool children, as well as planning curriculum and preparing materials for the classroom. This class is especially beneficial for students who may be interested in pursuing a career in education, health, or human services.

895 (CP, CE) Child Development II

Full-year course

Prerequisite: Child Development I with a grade of C or higher

Limited enrollment

In this course, students will continue their study of Child Development in the areas of observation and assessment, curriculum development, family care and decision making, and discussions of topics related to early childhood. We will explore potential early childhood careers in education, health, and human services. Students will be expected to engage with the 3-5 year-old preschool children who take part in our preschool lab program. In the lab, they will apply their knowledge of curriculum development, classroom safety and management, and the development of preschool aged children as they work closely with each child. Students who enroll in this class should be interested in continuing their work with our preschool program and be invested in helping to prepare developmentally appropriate curriculum and materials to help the children meet the program goals.

Articulation Agreement for Child Development I & II

1. Students who have fulfilled the learning outcomes of Middlesex's identified specialty area based on secondary level of coursework at Burlington High School's Family and Consumer Sciences Department will be granted credits at Middlesex Community College as follows:

Burlington High School	Middlesex Community College
654 (CP) Childhood Development I – and – 655 (CP) Childhood Development II	EDU 100 Introduction to Early Childhood Education (3 credits)

2. To receive credit for the above mentioned Middlesex Community College courses, students must:
 - a. graduate from Burlington High School
 - b. earn a minimum cumulative grade of "B-" (80%) in the Burlington High School courses noted above
 - c. meet all Middlesex admissions requirements and be a matriculated student in good standing
 - d. submit an official high school transcript documenting graduation to Middlesex Enrollment Services
3. Students may apply the articulated credit to any Middlesex Community College certificate or associate degree program that can accommodate the credit.

INTERDISCIPLINARY COURSES

Discover Teaching

090 (CP)

091 (H)

Semester Course

Grades 10, 11, 12

5 per/7 day cycle – 2.5 credits

This introductory course invites students to explore what it's really like to teach while gaining hands-on experience. Through engaging readings, discussions, videos, and interactive activities, students learn how schools work and explore big questions about equity, access, technology, and what makes teaching effective. Students build foundational skills in lesson planning, examine culturally affirming practices, and explore how educational systems can both support and challenge meaningful change. Learning goes beyond the classroom as students work with small groups of elementary students, building confidence and reflecting on their own growth as learners and leaders. Throughout the course, students strengthen key Portrait of a Graduate skills, including critical thinking, communication, collaboration, adaptability, initiative, and problem-solving, while developing the professionalism needed to work with diverse learners. The course emphasizes curiosity, effort, and growth, making it a good fit for students with diverse academic experiences and learning styles. ***It is a strong starting point for students interested in careers in education, social services, leadership, healthcare, or anyone eager to make a positive impact on others.***

Purposeful Leadership

087 (CP)

088 (H)

Semester Course

Grade 10, 11, 12

5 per/7 day cycle – 2.5 credits

Purposeful Leadership is a hands-on course for students who want to lead with confidence, purpose, and impact. Students identify their personal strengths and build the self-awareness, communication, collaboration, critical thinking, and problem-solving skills that colleges and employers value across all fields. The course uses a service-learning model in which students work in teams to investigate real-world issues, design solutions, and take meaningful action. Through discussions, inquiry-based research, and experiential learning, students develop initiative, ethical decision-making, and a leadership mindset that prepares them for roles in business, education, public service, healthcare, and beyond. This course is an excellent choice for students interested in leadership roles in any field, such as business, education, public service, healthcare, law, engineering, and the nonprofit sector. ***Students enrolled in the honors level of this course take on additional responsibility by leading learning activities and helping organize and guide service-learning projects.***

BURLINGTON SCIENCE CENTER

905 Burlington Science Center Aide (non-leveled)

Credit to be arranged

905 Burlington Science Center Aide (non-leveled)

Credit to be arranged

This is an opportunity for students to work in the Burlington Science Center as an animal care aide. The Burlington Science Center houses over 60 different live animals. This course is **taken in lieu of a study period in addition to a normal course load and is a prerequisite to the Animal Care & Management Course for Grades 11 & 12.** Students will have the opportunity to learn aspects of animal care. This will include the proper handling of live animals, care and maintenance of animal living spaces, provide animal enrichment and animal diet preparation. They will also assist with packaging of elementary Science curriculum kit materials. Students must be up-to-date with all current vaccinations. Students must see Ms. Pavlicek in the Science Center to receive appropriate forms to switch their schedule and to see if space in the schedule exists before signing up for this opportunity. (limited to 3 students per block) <http://bsciencecenter.wordpress.com/> Science Center Aides Work Description & Agreements

906 Animal Care & Management

Grades 11 & 12

Semester course

5 per/7 day cycle – 2.5 credits

Prerequisite: At least 1 semester of 905 Burlington Science Center Aide & interview with Mrs. Pavlicek

This is an opportunity for students to continue and expand on their previous work in the Burlington Science Center. The Burlington Science Center houses over 60 different live animals. Students will have the opportunity to learn all aspects of animal care. This will include the proper handling of live animals, care and maintenance of animal living spaces and animal diet preparation. Other topics will include animal enrichment, animal behavior, and animal career studies. There will be various types of assignments that include reflective journaling, class research, and creative exploration project and portfolio with presentation. Students may also assist with packaging of elementary Science curriculum kit materials and elementary science programs. Students must be up-to-date with all current vaccinations. Students must interview with Ms. Pavlicek in the Science Center to receive acceptance and to see if there is space available. (limited to 3 students per block) <http://bsciencecenter.wordpress.com/> Animal Care & Management Student Roles & Responsibilities

SENIOR CAREER EXPLORATION PROGRAM

908 Career/Community Service Intern Program (C.V.I.P.)

Grade 12

Fourth-Quarter

The Burlington High School Senior Career Exploration Program offers eligible seniors the opportunity to extend their learning beyond the classroom through authentic experiences in professional settings during the fourth quarter of their senior year. Participants will explore potential career interests, gain firsthand exposure to workplace expectations, and connect their academic studies to real-world applications. Throughout the program, students will develop essential 21st-century skills aligned with the BPS Portrait of a Graduate, including critical thinking, problem-solving, communication, and collaboration, while learning to adapt and contribute in dynamic environments. Working alongside their Career Exploration Program hosts, students will apply their knowledge in meaningful ways, gaining confidence, independence, and a deeper understanding of the skills and habits that drive success in today's world. Career exploration projects for eligible seniors will take place during the fourth quarter of senior year. Students are responsible for developing their own career exploration plan, which must be reviewed and approved by the BHS Career Exploration Committee. Those who need assistance identifying or securing a placement are encouraged to meet with the BHS Career Exploration Staff or their counselor for guidance and support.

Career Exploration Project Opportunities: Career Internship, Workplace Learning Experience, Community Service Project, Innovation Pathway Project, MCC Minimester

Career Internship: Students work with a professional mentor in a career field of interest, observing and contributing to day-to-day operations while gaining firsthand experience in a professional environment. This option emphasizes developing career-specific and transferable skills, such as communication, problem-solving, adaptability, collaboration, and professionalism. Students learn to take initiative, manage time effectively, and apply classroom knowledge in real-world contexts. Internships help students explore potential career paths, build their professional network, and strengthen skills that support future academic and career success.

Workplace Learning Experience: Students participate in a paid or unpaid work experience to expand their understanding of professional expectations and workplace culture. This option focuses on developing essential employability skills—such as responsibility, punctuality, communication, teamwork, and initiative—while gaining real-world experience in a job setting. Students are expected to meet the standards of a typical workplace, including reliability, professionalism, and consistent effort throughout the program.

Community Service Project: Students engage in a service-based project that meaningfully contributes to the community. While projects typically take place outside of school, in-school service may be approved if it demonstrates a genuine and sustained impact on the community. The project may be completed through an established organization or as an independent initiative, with an approved supervisor verifying participation. Projects should promote personal growth and help students develop skills such as leadership, problem-solving, and collaboration.

Innovation Pathway Project (formerly the “Flipped Internship”): Students enrolled in the BHS Innovation Technology or Business Pathway design a project that applies innovation, creativity, and technical or entrepreneurial skills to solve a real-world problem. Students may also work towards industry certifications, such as Microsoft Excel or CompTIA Security+. Projects may involve prototyping, data analysis, business planning, technology design, and other related tasks. Students who are not enrolled in one of the BHS Innovation Pathways may apply after connecting with the Pathway Leaders. Approval depends on program capacity, the quality of the proposal, and the strength of teacher recommendations. *Students participating in the Innovation Pathway Project are expected to complete their work at BHS.*

MCC Minimester: In partnership with Middlesex Community College (MCC), students enroll in short-term, college-level “minimester” courses during the career exploration period. This option allows students to earn college credit while exploring academic or career fields such as health sciences, criminal justice, education, or business. The college sets coursework and participation expectations.

INDEPENDENT STUDIES PROGRAM

900 AP Directed Seminar (non-leveled)

Grade 11, 12

Semester course

5 per/7 day cycle – 2 ½ credits

This is a non– leveled, pass/fail credited course available to senior students enrolled in 3 or more AP courses. It is important to help students identify signs of stress, how it affects them, and what they can do about it. This directed study period will allow students to manage academic stressors brought on by extremely rigorous academic demands. The focus of this course will be on stress reduction and time management. This directed study will be overseen by the School Counseling Department or administrative staff member. At different times during the semester students will be required to meet with the school's adjustment counselor, school psychologist, and other staff to help manage stress levels.

902 Field Studies (non-leveled)

Credit to be arranged

Semester 1 or semester 2

The purpose of the Field Studies Program is to give students the opportunity to explore career interests through direct experience with staff at Burlington High School during the school day. Through these career explorations, students will have the opportunity for personal growth and development and some experiential basis for making career decisions. All Field Studies placements are finalized through Mr. Attubato, Support Services Coordinator. Academic credit will be given and prorated on the number of hours per week involved in the Field Studies experience. See your counselor for further information.

942 Library Field Study (non-leveled)

Grades 9, 10, 11, 12

Semester course

Credit to be arranged

This is an opportunity for students to assist in the BHS Library. This course can **only be taken in lieu of a study period in addition to a normal course load**. By fostering a love of reading, providing essential resources, and developing critical 21st century skills, the goal of the library is to support BHS's mission statement. To help meet this goal, Library Field Study students will be expected to perform routine circulation and clerical tasks, assist students with locating materials using the catalog, organize materials, shelve books, help with light cleaning, work on displays, and develop creative projects. Students who do not have time available in their schedule may assist before/after school for volunteer hours. Interested students must see Ms. Graham in the BHS Library before signing up for this opportunity.

Independent Study (non-leveled)

Grades 11, 12

Semester course

Credit to be arranged

Approval by the Department Chairperson

Independent Study course involves independent student work as the primary mode of instruction augmented by required interactions with a faculty member acting as an advisor or monitor of the student's work. The independent study is offered in all curriculum areas. To be approved for this course, the student must create a program of study that includes a description of the topic, a methodology of assessment, and a schedule of work. The student must also secure a faculty adviser who is free to meet with the student during the school day. The supervising faculty member and the student will document the course topic, learning outcomes, scope of work, and number of hours expected for student work. Approval for this course will be made by administration. This course cannot serve as a graduation requirement, but a chance for a student to expand beyond the Burlington High School Program of Studies.

941 Peer Tutoring (non-leveled)

Grades 10, 11, 12

Semester course

Credit to be arranged

This is an opportunity for students to help other students by tutoring them in a subject they have done well in. This course can only be taken in lieu of a study period in addition to a normal course load. Students must have earned at least a B as a final grade in the subject they offer to tutor and must receive an endorsement from a teacher in that subject area. Students must meet with their school counselor before signing up for this opportunity. Grading will be on a pass/fail basis. Students will be expected to keep a weekly log of tutoring sessions and/or consultations with teachers and to also offer at least one hour a week of tutoring outside of the school day.

VIRTUAL LEARNING PROGRAM

Students in grade 12 (then grade 11 then 10, if openings are available) may enroll in a school-sponsored virtual course. Students should have a strong academic record as it is anticipated that virtual courses will require at least as much time, organization and preparation as current Burlington High School Advanced Placement, Honors or College Prep courses. Students must have the ability to work independently and possess solid computer skills. Students not meeting the criteria but wishing to enroll, must submit their request in writing to the principal during the prescribed enrollment period, which will result in a review of current academic performance, test scores and teacher feedback. The principal will then make the final decision.

The following guidelines apply:

1. Students may only enroll in **courses not available to them** at Burlington High School.
2. Core course **requirements cannot** be met through virtual courses.
3. Students may **only enroll in one** virtual course per semester, and the application for this course must be filed in the spring prior to the start of the school year.

No Virtual courses will be counted toward G.P.A, but the grade will still be reflected on the transcript.

4. Students must report to an assigned area during the scheduled period. The virtual course instructor, **not the Site Coordinator**, will determine grades, which will be submitted to Burlington High School for report cards and transcripts.
5. The Administration and Counseling Department may allow for virtual courses to accommodate specific and unusual individual student needs (i.e., irresolvable scheduling conflicts, transfer situations, etc). Only in these circumstances will students be able to use VHS courses to meet graduation requirements. These will be handled on a case by case basis. All decisions should be considered final).

Students must register for a full course load at Burlington High School and submit a separate application for the virtual course. Students will be notified of acceptance, and schedules will be adjusted accordingly over the summer.

Please see your counselor for an application.

OTHER ACADEMIC PROGRAMS

926 (FOU) Social Symbolism

Prerequisite: None

Grades 9, 10, 11, 12

Credit to be arranged

This Social/Pragmatic Class has been developed to be a full-year pass/fail course offered daily at the high school level. The purpose of this class is to provide students who have been identified with weaknesses in social/pragmatic skills the opportunity to develop social competencies and generalize these skills outside of their classrooms. This class will prepare students to follow unwritten social rules of their environment, to use expected social skills in order to have positive interactions with their communication partners, to navigate their social environment, and to develop problem solving and self-advocacy skills.

920 (CP) Accelerated Reading

Semester course

Prerequisite: None

Grades 9-12

5 per/7 day cycle – 2.5 credits

The Accelerated Reading course encompasses direct, systematic, and sequential phonetic, morphemic, and comprehension-based instruction. Students learn and apply essential skills and integrated strategies using research based principles. Through the use of high interest texts, students are explicitly taught active literacy-based skills. Students will be presented with the metacognitive and strategic reading strategies needed for growth in the reading process. The Accelerated Reading class is comprehensive and focuses on several reading domains including: decoding, fluency, structural word analysis, morphology, vocabulary development, and text-based comprehension strategies.

930 (CP) Career & Personal Development

Semester course

Prerequisite: None

Grades 12

5 per/7 day cycle – 2.5 credits

This class is designed to prepare students for their future goals and assist them in learning how to achieve their goals. There will be various types of assignments that include class discussion, partner work, reflective journaling, class presentations, written work, and creative exploration. The topics discussed will include, but are not limited to: stress and coping, career interests/job skills, collaborative problem solving, cognitive distortions, self determination/goals, laws of life, learning styles, organizational skills/study skills community service/volunteerism, mental health (anxiety and depression), substance abuse, money management and will offer a cooking module. Targeted Student Expectations.

934 (CP) BRIDGE to Social Emotional Learning

Semester course

Prerequisite: None

Grades 9-12

5 per/7 day cycle – 2.5 credits

This course encompasses a set of evidence-based strategies for improved social/emotional wellbeing. Students will have the opportunity to put these evidence-based findings into practice by building the strategies, skills, and habits that will enable them to lead healthier and happier lives and to improve their performance in academic endeavors. Students will enhance their mental health literacy in each of the following domains: 1) Understanding how to optimize and maintain good mental health; 2) Identifying and understanding negative patterns of thinking; 3) Decreasing stigma; 4) Enhancing help-seeking efficacy; and 5) Developing problem-solving, coping, and organizational skills.

SPECIAL EDUCATION SERVICES

The Burlington High School Special Education Program offers services in the following areas:

INCLUSION PROGRAM (Direct service in mainstream courses): English – Grades 9, 10
Social Studies – Grades 9, 10
Mathematics – Grades 9, 10
Science – Grades 9, 10

STUDENT SUPPORT SERVICES

935 (CP) Academic Support Semester course

**Grades 9-12
5 per/7 day cycle – 2.5 credits**

The course emphasizes study skills, self-advocacy, and academic skills for students. The academic support class is to assist students with academic and functional skills. The academic support teacher is responsible for remediation in deficit areas, addressing transition and self-advocacy, preparation for standardized testing and executive functioning skills. Due to the diversity of student learning styles, abilities, and needs, a variety of instructional strategies will be utilized. The amount of time spent on any one unit will depend on the instructional level of that individual student.

942 (CP) Academic Achievement Center Semester course *Prerequisite:* None

**Grades 9-12
5 per/7 day cycle – 2.5 credits**

This course is designed to strengthen students' academic abilities across all subject areas. This course will help support student learners to develop the skills and knowledge they require to independently access their course curricula and attain academic achievement. Students in this course will have a daily work plan to identify academic tasks and content they need support in, and implement appropriate strategies to complete these tasks. These strategies will include weekly executive functioning practices, time management assistance, organizational tools and support to maintain academic progress.

ALTERNATIVE EDUCATION

Overview: The Simon Youth Academy at Burlington High School is an alternative education program within the Burlington Public School System and is partnered with The Simon Youth Foundation, a national 501(c)(3) nonprofit, whose mission is to help disadvantaged youth reach graduation day and have the opportunity to pursue their dreams through education. The Simon Youth Academy at Burlington offers educational programming to service disenfranchised students by offering alternative high school instruction within several flexible pathways.

Program Descriptions: One pathway at the Simon Youth Academy at Burlington is designed to meet the needs of students who are not thriving in a traditional daytime setting. The program provides a hands-on, discussion-based, and interactive approach to the high school curriculum; it offers students the opportunity to earn their High School diploma by attending classes in the evenings while maintaining a job for a minimum of 25 hours per week. The program meets Mondays through Thursdays from 5:15 pm to 8:15 pm at Burlington High School. All course work is completed within this time frame (no homework or test preparation). Therefore, **daily attendance is mandatory** for student success and meeting state guidelines for graduation requirements. Additionally, our evening program is available to students enrolled at Burlington High School who are in need of credit recovery.

Another alternative pathway at the Simon Youth Academy at Burlington is designed to honor and support English Language Learners by offering a learning experience tailored to their strengths, goals, and language development needs. This program meets daily from 4:15 am to 7:00 pm. Similar to our evening program, all course work is completed within this time frame (no homework or test preparation). Therefore, **daily attendance is mandatory** for student success and meeting state guidelines for graduation requirements.

In order to attend the program full-time, students must meet the following criteria:

- Student is identified as an English Learner that has completed one year of the English Learner Education program at Burlington High School
- Student has had limited or interrupted formal education (SLIFE)
- Priority given to older students
- Undercredited/not on track to graduate
- Employed and job is impacting their ability to engage in school
- Proof of a job for a minimum of 20 hours per week
- Team recommendation including content teacher, ESL teacher, and counselor
- Parental/Guardian approval (if under 18)
- School administration approval

CLUBS, ACTIVITIES AND ATHLETIC TEAMS

Students may join the following clubs, activities, and athletic teams:

Clubs and Activities

Adopt-A-Class	Marching Band*
African American Student Association	Math League
Amnesty International	Medical Careers Club
Anime Club	Mock Trial
Arbor Club	Model United Nations
Art Club	Multicultural Club
Best Buddy/PALS Program*	National Honor Society*
Chess Club	Peer Education*
Chorus*	Peer Tutors*
Collab (Literary magazine)	Photography Club
Color Guard *	Poetry Club
Dance Squad*	Programming Club
Debate Club	Recreation Club
DECA (business leadership)	Red Trebles (Glee club)
Devil's Advocate (newspaper)	Robotics Club
The Devil's Playlist (music appreciation)	School Store
Drama Club (fall play)*	Spanish Club
Factathalon	Spectrum (Gay Straight Trans Alliance)
Fiction Faction	Spring Musical*
French Club	Stage Crew
Girls in STEM	Students Against Destructive Decisions (SADD)
Girl Up	Students for Asian Cultural Awareness (SACA)
Hip Hop Dance Club	Student Council*
Idle Hands (Improv)	Students for Environmental Action
Italian Club	Student Mentoring Program *
Jazz Band*	Yearbook
Latin Club	

**application, election, or audition required*

INTERSCHOLASTIC ATHLETIC TEAMS

FALL SEASON

(The second Monday preceding Labor Day until the conclusion of the MIAA tournament)

Cheerleading: Football

Cross Country: Boys and Girls

E-SPORTS- Varsity, JV

Field Hockey: Varsity, JV

Football: Varsity, JV, and Freshman

Golf: Varsity

Soccer: Boys and Girls – Varsity, JV, and Freshman

Swimming: Girls

Volleyball: Varsity, JV and Freshman

WINTER SEASON

(The Monday after Thanksgiving until the conclusion of the MIAA tournament)

Basketball: Boys and Girls Varsity, JV, Freshman

Cheerleading: Basketball and Hockey

E-SPORTS- Varsity, JV

Hockey: Boys and Girls Varsity, Boys JV

Gymnastics: Boys and Girls

Indoor Track: Boys and Girls

Swimming: Boys

Wrestling

SPRING SEASON

(The third Monday in March until the conclusion of the MIAA tournament)

Baseball: Varsity, JV, and Freshman

E-SPORTS- Varsity, JV

Lacrosse: Boys and Girls Varsity, JV

Softball : Varsity, JV, and Freshman

Spring Track: Boys and Girls

Tennis: Girls & Boys

Unified Basketball

Volleyball- Boys- Varsity and JV

National Collegiate Athletic Association (NCAA)

The NCAA Initial-Eligibility Clearinghouse is the organization that determines whether prospective college athletes are eligible to play sports at NCAA Division I or Division II institutions. It does this by reviewing the student athlete's academic record, SAT or ACT scores, and amateur status to ensure conformity with NCAA rules. Burlington High School recognizes that many of our students are interested in participating in collegiate sports. To play sports at an NCAA Division I or Division II institution, the student must:

- Complete a certain number of high school “core courses” (approved by NCAA)
- Earn a certain minimum grade point average in these core courses
- Earn a certain minimum score on the SAT or ACT (this is scaled according to the student's core-course GPA)
- Graduate from high school

“Core courses” is the name that the NCAA gives to high school courses that meet certain academic criteria specified by the association. Students must complete a certain number of core courses for NCAA Division I and II eligibility. If approved, the courses are added to a database that the NCAA Initial-Eligibility Clearinghouse maintains. You can view a list of approved core courses on the NCAA clearinghouse web-site at Presently only AP, Honors, and CP courses at Burlington High School are approved by NCAA as NCAA approved core courses.

RELEASE OF INFORMATION

In accordance with student record regulations, the Burlington Public Schools will be forwarding the student names, address, date of birth, school and grade of each child enrolled to the Town Clerk's Office. The purpose of this initiative is to assist the Town Clerk in verifying the accuracy of the town census. Parents and eligible students have the right to request that this information not be released without prior consent. If you need any further information, call the Office of Special Education @ 781-270-1822.

Section 9258 of the federal law *No Child Left Behind Act of 2001* requires the release of students' names, addresses, and telephone numbers in response to a request by military recruiters and institutions of higher education. The law also allows parents to deny the release of this information.

If you do not wish to have this student information provided to an armed forces recruiter or institution of higher learning, you must submit a request form in writing to the BHS main office. You may receive a form by contacting the high school office at 781-270-1839 or your child's counselor.

EQUAL EDUCATION OPPORTUNITY

In recognizing the rights to equal access, Burlington High School admits students to all programs, courses of study, and any associated activities without regard to race, color, religion, national origin, sex, sexual orientation, or handicap.

The Burlington Public Schools do not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964; on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of sexual orientation or religion in accordance with Massachusetts General Laws, Chapters 71 and 151B.

To file a complaint alleging discrimination please contact:

Joanne Faust
Civil Rights Officer
Burlington Public Schools
123 Cambridge Street
Burlington, MA 01803