



HIGH SCHOOL COURSE REGISTRATION  
12<sup>th</sup> GRADE

STUDENT: \_\_\_\_\_

Course Description

**History**

**Government and Economics:** The 12<sup>th</sup> Grade US Government and Economic Principles class will introduce students to the political and economic theories and practices needed to make sense of current national and international issues and events. Through the course, students will study the structures of American political and economic institutions, practice analyzing and problem solving complex public issues, learn research skills that will allow them to utilize news and commentaries in a variety of formats and incorporate them into their evaluation of current issues, and practice the habits necessary for citizenship in the 21<sup>st</sup> century. More importantly, the course seeks to engage students to be self-reflective about their own values and viewpoints so that they can more confidently take and defend positions, developed through informed and critical inquiry, on the public questions of our day. Before heading to college next year, BCCS alumni will be able to individually assert an answer to the course essential question, how do I define myself politically and economically?

**Science**

**Environmental Science:** This course will use a college lecture approach for students to first learn the underlying concepts of environmental science, and then to apply that science to issues of public policy. On a weekly basis, students will actively engage in student-driven, group conversations about a particular problem that must be solved. The emphasis of this aspect of class time will be placed on developing essential problem-solving, analytical, and communication skills. These skills are essential for *success* in college and everyday live. Students will track and present summaries of current environmental issues and events. On occasion, students will perform laboratory or fieldwork activities.

Teacher  
Recommendation

Student  
Choice

Course Description

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### **French or Art**

**French IV:** French IV will be divided into six units (one review unit of French I-III, four units centered on different areas of Francophone culture and a final review unit). Each unit will be broken down further to focus on grammatical concepts. By the end of year, students will be prepared to answer the essential question of the year: How are the effects of French imperialism seen in culture throughout history? The specific mediums through which these effects will be investigated are poetry, music, art, and theatre. In the first half of the year, students will investigate the contributions of the French and Francophone peoples to the areas of music, poetry, art, and theatre. In the second half of the year, the focus of the course will shift to an in-depth study of French colonization. With a better understanding of the history of the French Empires, students will be able to appreciate the context in which a number of artistic works were created. While these units will serve as the backdrop for the course, a strong emphasis will also be placed on grammar and the development of language skills necessary for post-secondary study of French.

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**French VI:** In French this year, students will further develop their communication skills which will help prepare them to be immersed in a Francophone (French-speaking) country. This class will greatly emphasize Cultural and linguistics concepts, grammatical development, along with the four basic skills, comprising speaking, listening, reading and writing. Students will apply the skills they have acquired in previous French courses to comprehend and discuss a variety of French literary genres, including two short novels by classic French authors (*Monte Cristo* and *Cyrano de Bergerac*). Throughout the year, students will participate in numerous proficiency-oriented activities that will encourage them to explore and appreciate cultural differences and language intricacies. In order to help prepare the senior class for their trip to Paris, there will also be a unit concentrating upon travel and transportation in France. Upon returning from Paris, seniors who attended the trip will be required to present a cultural topic of their choice in French.

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**Art IV:** Art IV builds on the skills gained in drawing from life, both figure and landscape, understanding basic elements of design (composition, balance, proportion, and color) and a familiarity with a variety of art mediums. Students will continue to strengthen their 2-D and 3-D skills, explore the relationships between 2-D and 3-D, and begin to think critically about their own work as well as critique work from other artists. Students will develop an advanced knowledge of a variety of media and techniques. Students who elect to take this course must be self-motivated and self-directed as well as cooperative, responsible art students. Students should be comfortable working independently, analyzing and interpreting art works in relation to form, context, and purpose, and using additional resources and research to enhance their skills. Students will develop a dynamic portfolio of at least 8 pieces of work reflective of their mastery of skills, their understanding of the elements of visual communication, and their ability to express their ideas and creativity through the medium. Students

should be able to produce work incorporating visual elements to the best of their ability and appropriate for exhibition at the end of the year.

### Math

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**Advanced Placement Calculus AB:** Calculus AB is a rigorous course designed to prepare students for the AP exam. The course is a continuation from Pre-Calculus, focusing on the behavior and characteristics of functions. We will be exploring the themes of limits, derivatives, and integration. Though there will be a significant amount of skill work, the course will emphasize conceptual understanding and communicating mathematics verbally, graphically, algebraically, and analytically. After the AP exam, students will define, research, and present a substantial independent project.

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**Pre-Calculus:** This course will include a substantial review of Algebra II and a study of Pre-Calculus. The first quarter will consist of a review linear and quadratic equations, inequalities, and their graphs. The second quarter will be the study of polynomial and rational functions as well as matrices. Third quarter will focus solely on trigonometric and logarithmic functions, and fourth quarter will be center on conic sections. Throughout the year, we will strive to reinforce Algebra II concepts and develop a broad understanding of the nature of Pre-Calculus by investigating how it works and why it works as well as using it in real world applications. We will focus on learning how to think mathematically and communicate mathematical ideas clearly and precisely both verbally and in writing. We will work to become comfortable with the fact that learning math requires persistence and patience, and sometimes lacks immediate gratification. As always, students are expected to actively work, to be involved, to seek extra help when necessary, and to ask questions.

### English

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**Advanced Placement English Literature and Composition:** Advanced Placement English Literature and Composition engages students in the careful, active reading and critical analysis of imaginative literature. Through the close reading of selected texts from a variety of genres and time periods (sixteenth to twenty-first century), students deepen their understanding of the ways writers use language to provide meaning and achieve a purpose for readers. As they read, students consider a work's structure, style and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. Students will read widely and deeply and will be expected to interpret and evaluate literature both orally and in writing in preparation for the AP English Literature and Composition exam. Writing is an integral part of the course and the AP exam; the writing that students produce is designed to reinforce their reading, and the reading and writing assignments are designed to stimulate and support each other. Writing assignments focus on the critical analysis of literature and include expository, analytical and argumentative essays. Writing instruction includes attention to developing and organizing ideas in clear, coherent and persuasive language.

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**World Literature:** In World Literature students will apply critical thinking, reading, and writing to literature from, but

not limited to, Africa, Europe, Asia, South America, and the Middle East. Through the study of novels, poetry, plays, and short stories, students will increase their ability to read for meaning and to analyze "big picture" concepts that demonstrate how the readings reflect the changing world in which we live. Students will express their understanding in formal essays, projects, and presentations that require them to incorporate a high level of vocabulary and the proper use of grammar, as well as sophisticated writing and organizational skills. Students will increase their ability to read for meaning and to make connections between character development, themes, author's purpose, and geographical/cultural setting.

### **Collegiate Skills**

**Collegiate Skills: Senior Seminar:** The senior seminar is designed around three main goals: 1) to prepare students for the college application process, 2) to support students through the college application process, and 3) to prepare students for the transition from BCCS to the "real world". To do this, we will incorporate many different facets into the class including visiting professors and professionals, field trips to learn how to navigate a college campus and more.

X \_\_\_\_\_  
Signature of Student

X \_\_\_\_\_  
Signature of Parent/Guardian

*\*\* Should you choose a course that is different from the teacher recommendation, you will need to coordinate a meeting in which you can advocate for entrance into the alternate course.*

- *Sign up for an advocacy meeting with Ms. Ogundipe.*
- *Ensure that your current academic subject teacher is able to come.*
- *Present your reasons for entrance at the meeting. Be sure to express your desire for the course in a well-thought out argument.*