BOSTON COLLEGIATE CHARTER SCHOOL

HIGH SCHOOL COURSE CATALOG

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OUR MISSION AND VALUES

Our Mission is to prepare each student for college. **Our Vision** is that:

All Boston Collegiate students will…
graduate empowered to choose their own directions, with options aligned with their passions and interests. They will be equipped not only to go to college, but to thrive there, and they will possess the leadership skills and mindsets necessary to make an impact in their communities and the world.

To achieve this vision of our graduates, Boston Collegiate will… be academically rigorous, equitable, and inclusive. Boston Collegiate will create opportunities for each student to thrive and cultivate curiosity, empathy, and the unique talents that each student brings. We will be a beacon of the twin pillars of scholarship and belonging, and thus a national model for what integrated education can look like at its best.

In addition, at Boston Collegiate, five **Core Values** guide our work together. We strive for **Scholarship**, we cultivate **Belonging**, we support **Passions**, we take **Responsibility**, and we operate with **Integrity**.

GRADUATION REQUIREMENTS

Boston Collegiate offers a rigorous college-preparatory curriculum that fosters both college readiness and independence. Graduate requirements include:

Core Courses

- ☐ 4 years of English
- ☐ 4 years of Math
- ☐ 3½ years of Science
- ☐ 3½ years of History
- ☐ 3 years of World Language
- ☐ 2 additional years of some combination of Advanced Art, World Language, English, History, Science, and Math in the senior year

Electives

- ☐ 4 years of Physical Education
- ☐ 3 years of Electives
- ☐ 4 years of Collegiate Skills

Other

- ☐ 80 hours of community service (20 hours per year at Boston Collegiate)
- ☐ Completion of a 2-week junior internship
- ☐ Acceptance into a 4-year college or university
- ☐ Meeting coursework requirements for ELA, Math, and Science set by the state for competency determination (see the Student/Family Handbook for details).
- ☐ Passing the High School ELA, Math, and Science MCAS Assessments

Course Selection

At Boston Collegiate, students have the opportunity to select among a variety of Advanced Placement (AP), Dual Enrollment (SUPA), and College Preparatory (CP) courses. Our college counselors work closely with students to guide them through the selection process and help them make decisions about both individual courses and overall course load. Teachers provide recommendations for advanced courses, but students also have the opportunity to advocate for enrollment. Students at Boston Collegiate are not tracked and are able to move among CP and AP/Dual Enrollment courses throughout their high school careers.

ART DEPARTMENT

The Boston Collegiate art room provides a space to learn about cultures from around the world through the process of creating art. The curriculum includes a variety of 2D and 3D media designed with educating the whole student in mind. Students will develop an expertise in areas that relate to real-world processes like engineering with intellectual development in observation and problem solving, analyses, data collection, concept building, intelligent design and critique. Our arts courses offer opportunities in collaborative community projects and department events such as the annual Art Auction.

Advanced Art: Drawing

0507	Grade 12	Semester	5 meetings

This course is designed to show students how to draw. Anyone can draw, just put marks on paper with any mark-making instrument and that's a drawing. What matters is the motivation and interest to become a better draftsman and a willingness to take risks and do inventive things. Over the semester students will be given a variety of choices to demonstrate, explore, learn, and test their abilities. Each unit will have a variety of project options for a student to choose from. The beginning of the semester is set in a linear fashion (drawing from reality: objects, people and places) and towards the end of the semester it broadens to allow more freedom and choice. Students will work with graphite, charcoal, pastels, colored pencils, pen and mixed media. Weekly sketchbook homework assignments are an important part of the course and independent practice of learned skills are recommended for success.

Advanced Art: Painting

0507	Grade 12	Semester	5 meetings

Students will explore a variety of painting techniques, media, and historical approaches to art. The course is designed to teach two main concepts: skill and creativity. Students will do a deep dive into understanding color theory and skillful handling of the medium all while developing their visual voice and personal expression. Painting will place emphasis on: cultivation of creativity and the art making process, self discovery: developing the student's individual and unique artistic voice, skill building using a variety of materials including acrylic paint, watercolor, ink, paper and canvas as well as a variety of experimental media and weekly sketchbook homework assignments.

Advanced Placement: Art and Design

5153	Grade 12	Full-year	5 meetings

AP Art and Design is a college-level course offered by the College Board that allows high school students to develop a portfolio of original artwork for potential college credit and advanced placement. Rather than focusing on a written exam, the course centers on creating a Sustained Investigation and Selected Works that demonstrate skill, experimentation, and personal artistic growth. A Sustained Investigation is a focused, yearlong exploration in which a student develops a personal question and creates multiple artworks that thoughtfully examine and respond to that inquiry over time. Students choose from three portfolio options—2-D Art and Design, 3-D Art and Design, or Drawing—and explore materials, processes, and ideas that reflect their individual interests and strengths. Throughout the year, they refine their techniques, document their creative process, and submit a digital portfolio for evaluation, showcasing both technical ability and conceptual development.

Visual Art Electives

Visual Art 1: Foundations of Art	Grade 9	Semester	2 meetings
Visual Art 2: Art Exploration	Grade 10	Semester	2 meetings
Visual Art 3: Street Art	Grade 11	Semester	2 meetings
Ceramics	Grade 11	Semester	2 meetings

Visual Art 1: Foundations of Art

Designed for students to study the elements of art and the principals of design as they relate to specific 2-D and 3-D applications of media, techniques, and processes. Students will research and study visual images from various artists, cultures, historic time periods and processes and discuss the characteristics of these images as they pertain to their own works and the works of others. We will draw inspiration from observation, imagination, and research. Students will be encouraged to use their personal experiences and research to design original works. Students will chronicle their ideas through sketches and writing. Students will be involved in group assessment of classmates' completed works and works in progress and are required to exhibit selected products in school and community exhibits.

Visual Art 2: Art Exploration

Designed for students to study the elements of art and the principals of design and color theory as they relate to specific 2-D and 3-D applications of media, techniques, and processes. Students will research and study visual images from various cultures, historic time periods and process and discuss the characteristics of these images as they pertain to their own works and the works of others. We will draw inspiration from observation, imagination, and research. Students will be encouraged to use their personal experiences and research to design original works. Using a personal journal, students will chronicle their ideas through sketches and writing. Students will be involved in group assessment of classmates' completed works and works in progress and are required to exhibit selected products in school and community exhibits.

Visual Art 3: Street Art

This is a course that is devoted to designing, drawing and painting site specific artworks and creating objects for community presentation. Historical and stylistic techniques for painting and street art will be covered and a number of painting media and non traditional materials will be employed. Students taking this course must be willing to have their work exhibited in public spaces.

Ceramics

Students will learn various methods of working with clay including pinch pots, coil building, slab building, and direct sculpture. Experimentation with color, texture, and pattern is highly encouraged and will be introduced along the way. Basic ceramic terminology and glazing techniques will also be covered in this class. Students who select this course need to feel comfortable working with wet clay twice a week all semester long.

Music Electives

Music 1:Recording Technologies	**Grade 9**	**Semester**	**2 meetings**
Music 2: Live Recording	**Grade 10**	**Semester**	**2 meetings**
Music 3: Audio Engineering	**Grade 11**	**Year**	**2 meetings**

Music 1: Recording Technologies

Students will develop a fundamental understanding of audio production principles and be introduced to essential technology and components. The course emphasizes experiential learning, allowing students to master practical sound production skills through hands-on application and projects.

Music 2: Live Recording

Students will develop technology, recording, and production skills more directly connected to their interests, dive deeper into recording programs, and independently create projects.

Music 3: Audio Engineering

Students will engage in career-specific learning, connecting their skills and hands-on experience with recording and audio engineering to post-secondary goals and future career planning. This course features a more specific focus, with projects centered on one of three defined career paths.

COLLEGIATE SKILLS

Every Boston Collegiate student is required to master our Collegiate Skills Program, which is a four year curriculum targeting supplementary topics and soft skills we have found critical to preparing students for college and career success. The course sequence focuses on demonstrating the connection between high school and post-high school options, while guiding and supporting students through a process of self discovery and career exploration, culminating in the real world experience of an off site internship in the junior year. The final year and a half utilizes the interpersonal growth and insights of each student to inform the college search and application process and then focuses on pertinent topics to ease the initial transition to life after Boston Collegiate. The particular content and means of instruction in these courses are facile, and are continually modified in real time to reflect the current reality of the college and career landscape as well as address the unique needs and interests of the particular cohort of students in each class.

Collegiate Skills: Pathways and Possibilities

0661	Grade 9	Full-year	2 meetings

The goal of Pathways is to help cement the connection that success in high school can lead to future opportunities. Although students spend time investigating many options available to them after high school, the bulk of the course focuses on college. Students learn about different factors that can influence a student's college choice and are introduced to resources available to them. The college admissions process is demystified as each piece of their future applications is discussed in detail, including transcripts and GPA, standardized testing, and extracurricular activities. Particular attention is paid to the importance of extracurriculars and community service, with each student creating a resume and researching relevant summer opportunities as well.

Collegiate Skills: My Path

0664	Grade 10	Semester	2 meetings

My Path begins to cement the connection between interests, college, and careers. Students enrolled in My Path will explore their personal character traits and their creative skillset and begin to connect their interests with possible career paths. Students focus on college and career connections through a Career Symposium, observations of junior internship presentations, and guest lectures from local professionals. Lastly, students reflect on their growth in a public presentation of their likes, dislikes, possible internship options, possible college options, and potential careers to which their path could lead.

Collegiate Skills: Junior Seminar

0513	Grade 11	Full-year	2 meetings

This course is designed to further prepare students for the world ahead. By the end of the year, students will have participated in an internship, prepared for the SAT and ACT, and actively begun the college process. The first half of the Junior Seminar students engage in SAT and ACT preparation. The second half is spent preparing for a two-week off-site internship. Students must prove proficiency in necessary professional skills such as interviewing, resume writing, cover letter creation, and professional emails and phone messages. After completing this preparation, students spend two weeks in May off-site at a school-approved internship. By the end of the school year, students will begin their college search and will start the application process.

Collegiate Skills: Senior Seminar

0514	Grade 12	Full-year	2 meetings

The Senior Seminar emphasizes our mission to graduate responsible, prepared, engaged students who will successfully transition to college and the world beyond with knowledge of future expectations and challenges. Small group and individualized help is provided in the first half of the year to guide seniors through the college application process. Dedicated guidance is also provided for students exploring non-collegiate paths as well. Lastly, the students end the year working directly with our Director of Alumni Programming and participate in discussions on topics related to college transition, such as course registration, navigating a roommate, and campus involvement. Financial literacy programming is also facilitated in Senior Seminar.

ENGLISH DEPARTMENT

The English Department is designed to provide students with a rigorous program of studies through examinations of various genres of text as well as expository and narrative writing. Through the study of both classic and contemporary texts, students will be able to make connections between their own lives and the lives of others as they examine each author's literary merit. Students will work to hone their writing skills, with a focus on revision, editing, and voice, in preparation for college. In addition, students will develop their speaking and listening skills by engaging in a variety of class conversations that require students to contribute accurate, relevant and compelling information, support claims with evidence and reasoning, and respond to the ideas of others.

English I

0008	Grade 9	Full-year	5 meetings

In 9th grade English, students will take "A Journey Through Genres." It is a course designed to strengthen students' critical reading, writing, and thinking skills. Students will evaluate the power of journeys, both physical and metaphorical, as they engage with a diverse selection of texts across genres including short stories, novels, literary nonfiction, poems, and plays. The curriculum focuses on analyzing how genre is an art form that shapes a work's themes and allows for interpretation. Students will learn to identify and analyze key literary elements such as theme, plot, characterization, symbolism, allusions, and narrative structure. They will develop both creative and expository writing skills through a variety of formal and informal writing assignments, which wraps with a major research-based application unit. Additionally, students practice editing, hone their public speaking skills through Socratic seminars, and continually develop reading comprehension, vocabulary, and grammar skills.

English II

0006	Grade 10	Full-year	5 meetings

In this course, students will explore a diverse selection of works, composed primarily of nonfiction and fiction, centered on the theme of "the chase" of personal and societal ideals. Students will apply critical reading and analytical skills to identify and analyze literary elements, rhetorical arguments, and complex themes within texts like epics, novels, and historical documents. They will develop their expository and argumentative writing skills through a variety of assignments, including free-response paragraphs, paired research essays, rhetorical analyses, and comparative analyses. Students continue to develop public speaking skills through Socratic Seminars and presentations. The course emphasizes advanced analytical writing and argumentation skills, culminating in an Original Argument application unit designed to prime students for the demands of AP Language or history courses. Finally, students develop their vocabulary, critical reading, and analytical writing skills with the MCAS examination in mind. Students will become adept at implementing standardized test-taking strategies through practice drills and sample tests, also in service of the MCAS examination.

Advanced Placement: English Language and Composition

0040	Grade 11/12	Full-year	5 meetings

The purpose of Advanced Placement Language and Composition is to help students "write effectively and confidently in their college courses across the curriculum and in their professional and personal lives." (The College Board, AP English Course Description) The College Board also states, "An AP course in English language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing." Students will recognize,

appreciate, and utilize the power of the English language in an effort to become capable college-level writers by the end of the school year. In order to practice the important skill of public speaking, students will memorize and perform one declamation per quarter: poetry, dramatic monologue, political speech, and fictional selection.

English III

0022	Grade 11	Full-year	5 meetings

Students in English III focus on critical thinking, reading, and writing by engaging with five fundamental literary genres: novels, short stories, poetry, drama, and nonfiction. The central theme of the course is "Interrogating Systems," where students critically examine social, ideological, and natural systems that influence human life, relationships, and access to opportunities and rights.

Through a "systems lens," students will assess the roles individuals play within these structures and interrogate the extent to which they are healthy. Major written assignments are process-based, emphasizing deep textual engagement and revision. Students will also participate in Socratic Seminars and team critiques, utilizing discussion and collaborative construction of meaning to practice increasingly more sophisticated verbal analysis.

Gender and Literary Texts
AP Equivalent/Dual Enrollment

0044	Grade 12	Semester	5 meetings

This course examines gender as a social construct. Students will analyze how literary and visual texts participate in the social reproduction of gender and how gender influences the production and reception of these texts. Drawing on a range of theoretical frameworks, including feminist theory and intersectionality, the course explores questions of gender in relation to other categories of difference such as race, class, sexuality, and nationality. We will investigate how texts can both reinforce and provide spaces of resistance for reimagining gender norms and identities. Readings and viewings include canonical texts like Kate Chopin's The Awakening, theoretical works by Simone de Beauvoir and bell hooks, and contemporary films such as Moonlight and Barbie (2023). This is a University-designated writing-intensive course.

English Senior Seminars

0071	Grade 12	Semester	5 meetings

Senior Seminar: Dystopian Literature CP

In this course, students will study texts from across the globe in order to explore their own identity, while exploring the central theme of an individual's role in society and responsibilities to his or her fellow citizen. Though our primary texts are works of fiction, students will supplement this reading with nonfiction pieces as they address current events in the political, scientific and technological communities that could contribute to the dystopian worlds that we read about. This course includes film and text pairings and written analysis, as well as student-driven discussions and presentations This course has been designed with an eye toward college readiness, so that students are prepared for the rigor and personal responsibility needed to be successful in college courses.

Senior Seminar: Madness in Literature CP

In this course, students will study both fiction and nonfiction texts that explore self and sanity, while also addressing issues of author purpose, intent and style. This course includes film and text pairings and written analysis, as well as student driven discussions and presentations. In addition, students will supplement our primary texts with shorter works of fiction, poetry, and essays. This course has been designed with an eye toward college readiness, so that students are prepared for the rigor and personal responsibility needed to be successful in college courses.

Senior Seminar: Theater and Social Change

Theatre is a means of communication, a vehicle for self and community exploration, and a tool for civic engagement. It can also be a tactic of resistance and a site of revolution. This course examines works of dramatic literature and theories of performance crafted to promote social justice, and explores the means through which they attempt to spark substantive, sustainable, and often radical change. By reading, viewing, discussing, researching, and creating works of social and political theatre, students will grapple with the question of how performance can disrupt oppressive systems in order to combat injustice. In addition, students will continue to build upon their writing skills by crafting a variety of written work. This may include, but is not limited to, analytical essays, close textual analysis, and creative writing assessments. This course has been designed with an eye toward college readiness, so that students are prepared for the rigor and personal responsibility needed to be successful in college courses.

HISTORY DEPARTMENT

The purpose of the History Department is to provide students with a rigorous curriculum designed to augment student understanding of national and global histories and cultures. Department offerings include a core of required global and American history courses, which intertwine political, economic, and social history to create a narrative for the world we live in today. Each course incorporates a wide range of narratives and counternarratives to help students gain a greater cultural competency of the wide range of cultures in the United States and the world around us. Additionally , the department helps students become historians themselves, with an emphasis on research and delivery of research through creation of argumentative essays and performance-based assessments. Through the study of history and the emphasis on research, the department works to foster intellectual curiosity, authentic engagement, and depth of knowledge so that Boston Collegiate students become global citizens.

Making the Modern World CP

0324	Grade 9	Full-year	5 meetings

Making the Modern World investigates the development of various cultures and practices with a focus on globalization from approximately 1400 CE through the modern era. Students will explore different world regions and civilizations from multiple perspectives in order to make connections across geography, experience, and time, and each person will be asked to think critically about the accuracy of the historiography of modern world history. The work is grounded in focus topics, which include but are not limited to: the modernization of education and technology, early modern empires, European and Chinese exploration, political revolutions, industrialization, imperialism, major conflicts, and modern global issues. This course also develops skills in reading, writing, speaking and listening, critical thinking, and claim testing through extensive use of primary and secondary sources. Major themes explored include cultural diffusion, networks of exchange, production and distribution, communities, and human rights.

Self, Society and Politics

0323	Grade 10	Full-year	5 meetings

The founding American ideals of liberty, democracy, rights, equality, and opportunity center this year-long American history class where students gain a clear picture of the patterns, processes, and people that have shaped the United States of America. Spanning pre-Columbian indigenous America through the present, students will develop their understanding of the evolution of the American ideals through thematic and connection-based learning. The class will provide students with the historical framework to understand contemporary social, political, and economic issues in the United States, and the nation's role and relationship with the world. Research, primary source analysis, and argumentation are cornerstone skills framed by key concepts, including national and cultural identity; geography and environment; migration and settlement; politics, power, and interdependence; economic development; and society and culture.

Ethnic Studies

22217	Grade 11	Semester	5 meetings

Ethnic Studies is a dynamic and engaging course that invites students to explore the rich tapestry of human diversity while developing a deeper understanding of their own identity and cultural heritage. Through the examination of various ethnic and cultural groups' histories, traditions, contributions, and experiences in the United States, students will develop critical thinking skills and cultural competency that are essential in our interconnected world. This course engages students in meaningful discussions, research projects, and personal reflection activities that examine the complex relationships between race, ethnicity, power, and society. By analyzing historical movements, contemporary issues, and personal narratives, students will gain valuable perspectives on

social justice, cultural appreciation, and cross-cultural understanding. The course emphasizes respectful dialogue, empathy-building, and the development of tools to become more informed and engaged citizens.

Human Geography

1103	Grades 11/12	Semester	5 meetings

Human Geography explores how humans have shaped, interacted with, and influenced our world's diverse landscapes and cultures. In it, students will analyze patterns of population movement, urban development, cultural diffusion, economic activities, and political organization across the globe. Through case studies, data analysis, and real-world applications, students will develop a deeper understanding of contemporary global issues, including migration, urbanization, agricultural practices, industrialization, and cultural conflicts. The course emphasizes critical thinking and spatial reasoning skills while examining how geography impacts human decision-making and development. Throughout the course, students will learn to use geographic tools and perspectives to better understand current events, environmental challenges, and the interconnected nature of the modern world. This course utilizes college-level materials and provides insights into fields such as international relations, urban planning, environmental science, and cultural studies.

Democracy in America

0333	Grades 11/12	Semester	5 meetings

Today we often hear that American democracy is broken: but what does a healthy democracy look like? How has American democratic governance functioned in the past, and how has it changed over time? This course approaches the American story with these questions in mind. Based on the 'case method' and cases developed by Harvard Business School, each scenario introduces students to a different critical episode in the development of American democracy, from the drafting of the Constitution to contemporary fights over same-sex marriage. The discussion and debate-based course encourages students to challenge each other's assumptions about democratic values and practices, and draw their own conclusions about what "democracy" means in America. The course has a political science focus and will introduce students to the political and economic theories and practices needed to make sense of current national and international issues.

Advanced Placement: Comparative Government and Politics

22216	Grade 12	Full-Year	5 meetings

A college-level course, AP Comparative Government and Politics introduces students to the fascinating and diverse political life outside of the United States. The course uses a comparative approach to examine the political structures, policies, and the political, economic, and social challenges in Nigeria, Great Britain, Mexico, Russia, Iran, and China. Students examine how different governments solve similar problems by comparing the effectiveness of approaches to various global issues. Additionally, students engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. This course is a particularly beneficial class for students who are curious about careers in or topics including political science, government, and foreign policy.

Introduction to Economics

0334	Grades 11/12	Semester	5 meetings

This engaging introductory economics course explores the world of macroeconomics and its real-world applications in both national and global markets. Students will develop a strong foundation in economic theory while examining key concepts such as supply and demand, fiscal and monetary policy, inflation, unemployment, and international trade. Through case studies of economic events, business practices, and market trends, students will learn to analyze how economic principles shape decision-making. The course emphasizes critical thinking and practical

application, with special attention given to understanding business cycles, financial markets, and the role of government intervention in the economy. By the end of this course, students will possess the analytical tools necessary to understand complex economic relationships and make informed decisions as consumers, professionals, and citizens.

Foundations of Human Behavior
AP Equivalent / Dual Enrollment

####	Grades 11/12	Semester	5 meetings

Foundations of Human Behavior is a semester-long, concurrent-enrollment psychology course offered by Syracuse University's psychology department through Project Advance (SUPA). This is a college course utilizing university texts and materials, and successful completion of the course earns full credit at Syracuse University as well as Boston Collegiate. Students in this course are enrolled at BCCS and Syracuse at the same time - attending on BCCS' campus - and receive transcripts from both institutions.

The course combines instruction on the fundamental topics in psychology while building-in opportunities for students to pursue individual topics of interest. The primary goals of the course focus on providing students with a foundational understanding of the psychology topics of learning, memory, cognition, development, personality, and social psychology. During the course, students focus on the basic principles, concepts, and research findings in psychology and become acquainted with psychological research methods and procedures through scientific research practice. Students have opportunities to analyze current topics and events, real-life experiences, and applications of psychological theories and research throughout the semester.

MATH DEPARTMENT

The Mathematics Department offers a comprehensive four-year mathematics program whose goal is to enable all students to reach high standards and their full potential in a supportive, academically rigorous environment. We seek to engage students in meaningful mathematics that stimulates curiosity and enjoyment, while providing a balance between skill development and conceptual understanding. Graphing calculators are used as tools throughout all courses and are required. Throughout our curriculum, we emphasize these eight Mathematical Practices identified in the Common Core State Standards and the Massachusetts Curriculum Framework for Mathematics:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Integrated Math I, II, & III

0110	Grade 9	Full-year	5 meetings
0111	Grade 9/10	Full-year	5 meetings
0112	Grade 10/ 11	Full-year	5 meetings

Instead of taking one year each of Algebra I, Geometry, and Algebra II, students take Integrated Math I, Math II, and Math III that each explore topics of number sense, algebra, geometry, probability, and statistics. The goal is for topics to be more cohesive and for students to use aspects of different disciplines when necessary, as they would in the real world. Students will see strands running through our math curriculum with greater clarity and have more consistent exposure to different fields of mathematics. Students will emerge from these three courses prepared to take AP Pre-Calculus, CP Statistics, Quantitative Reasoning, and Computer Science.

AP Precalculus

0128	Gr 11/12	Full-year	5 meetings

In AP Precalculus, students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. The course is designed to prepare students for college-level mathematics and science courses. The first semester examines polynomial, rational, exponential, and logarithmic functions. During the second semester, students study trigonometric functions and identities and are expected to take the AP test in May.

Prerequisite: Integrated Math III

Quantitative Reasoning CP

0180	Gr 12	Full-year	5 meetings

The content of the course is designed to have students reason with novel situations in a creative way. The big ideas in the course will center around proportional reasoning, finding solutions, modeling, financial literacy, probability, and statistics, with purposeful use of technology when appropriate. Students will be expected to analyze similar situations and decide on an optimal approach for a challenge, recognize mathematical patterns and make conjectures based on observed numerical behavior, make decisions by analyzing mathematical models, and justify and communicate their conclusions in ways appropriate to the audience. Overall, this course develops student skills in interpreting, understanding, and using quantitative information in order to make informed and justifiable decisions as well as solve novel problems.

Prerequisite: Integrated Math III

CP Statistics

0175	Grade 11/12	Full-year	5 meetings

The purpose of this 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, (2) sampling and experimentation, (3) anticipating patterns and (4) making statistical inferences. Students learn how to describe patterns and departures from patterns, plan and conduct a study, explore random phenomena using probability and simulation as well as estimate population parameters through hypothesis testing.

Prerequisite: Integrated Math III

Advanced Placement: Calculus AB

0101	Grade 12	Full-year	5 meetings

Calculus AB is a rigorous course designed to prepare students for the AP exam. There are three main topics: limits, derivatives, and integrals. Though there is a significant amount of skill work, the course emphasizes conceptual understanding and communicating mathematics verbally, graphically, algebraically, and analytically. Students are required to take the AP Calculus AB exam in May of next year.

*Prerequisite: Precalculus in the 11th grade**

**Students who do not take Integrated Math I in the 8th grade can eventually take AP Calculus during 12th grade by enrolling in Integrated Math II & III concurrently during the 10th grade. There are also other Math sequences possible with the permission of the department.*

PHYSICAL EDUCATION AND HEALTH DEPARTMENT

Physical Education

The goal of physical education in the High School is to foster a healthy and active lifestyle for students both in school and at home. Students are encouraged to be active, eat healthy, and make good choices. Students in grades 9 and 10 have PE class two days per week for one semester (half of the year). Students in grades 11 and 12 have PE class one day per week for the entire school year.

Health

At Boston Collegiate, the Health Program is a four year seminar-style curriculum focusing on health topics specific to high school students. These quarter-long courses serve to offer students factual health information to guide them in making educated health decisions, as well as provide a safe space for students to ask questions and have in-depth health-related discussions.

Each grade level will focus on a different detailed health topic, with a class that meets once a week for one quarter a year during a Flex block. Additional standalone classes on nutrition, physical wellness, and fitness are offered during gym class in inclement weather.

Grade 9: The focus is on emotional and mental health wellness and basic first aid knowledge.

Grade 10: The focus is on sexual health, utilizing the Get Real: Sex Education That Works High School curriculum. Topics covered include healthy and unhealthy relationships, sexually transmitted infections, protection methods, abstinence, sexual identity, sexual risks, and a review of male and female anatomy.

Grade 11: The focus is on tobacco, alcohol, and other drug prevention. Students will learn about the harmful short- and long-term physical, psychological, and social effects of these substances, as well analyze and discuss influences and how to access resources.

Grade 12: The focus is college health and the transition as students begin to manage their own health care needs when they leave Boston Collegiate. Topics include college health resources and how to access them, positive and negative health influences on campus, and overall health maintenance after high school.

Strength and Conditioning

08005	Grade 11	Semester	2 meetings

In this course students will be provided a space that integrates resistance and strength training that improves performance and overall health. Students will learn how to properly use weights and other gym equipment, strengthen their overall body, and learn the importance of health and wellness.

Exercise and Overall Health

22214	Grade 12	Semester	5 meetings

Students will have a more scientific background in human movement and behaviors that enhance health and wellness. Students will be guided in project learning activities and research to demonstrate their understanding of exercise physiology, biomechanics and public health. Many of our students believe that the understanding of health is limited to either athletes or those who are considered sick by their doctors. In reality, health and wellness comes in many forms. Learning how to adjust according to your lifestyle is an essential tool.

SCIENCE DEPARTMENT

Our high school science program is designed to provide students with a logical framework to understand complex systems in the natural world through a foundation in lab based courses. The model we follow is often called “Physics First,” meaning that students learn basic principles of energy and force (Physics), followed by a study of matter and its interactions (Chemistry), and then a course in how living things interact with the world and each other (Biology). Seniors can choose between an Environmental Studies course (a discussion based course focusing on how citizens of the U.S. and the world interact with the Earth) or AP Environmental Science (a combination of environmental issues, detailed scientific principles, and lab exercises).

Physics CP

0205	Grade 9	Year	5 meetings

This course will give students a foundation in conceptual physics knowledge and skills. Topics covered will include scientific thought, forces and Newtonian laws of motion, energy, work, electricity, magnetism, and waves. Students will explore the physics curriculum through daily activities and demonstrations, labs, large and small group discussions, and lectures.

Chemistry CP

0204	Grade 10	Year	5 meetings

This class serves to give students a foundation in chemistry knowledge and skills. There is also a focus on chemical topics that affect students' daily lives. Students will, on average, perform one laboratory exercise per week. Class time will be spent on many different activities including: laboratory experiments and demonstrations, internet research projects, large and small group discussions, lessons and note-taking.

Biology CP

0211	Grade 11	Year	5 meetings

This course will provide students with an in-depth understanding in various fields of Biology, including Cell Biology, Genetics, Evolution, and Anatomy. Students will develop and enhance their skills in writing and critical thinking through laboratory investigations, group inquiry projects, and independent research projects. This course also involves a month-long rat dissection. Expectations for course work, both in and outside of class, are rigorous and require a daily commitment in order to stay current in the course.

Advanced Placement: Biology

0212	Grades 11/12	Year	6 meetings

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. Twenty-five per cent of class time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations that require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

Advanced Placement: Computer Science A

0224	Grade 12	Year	5 meetings

AP Computer Science A is a full-year, college-level course that introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes

object-oriented programming and design using the Java programming language. Students utilize an online platform to access lectures, coding practice assignments, quizzes, and tests. Students are expected to maintain the pace of lesson completion as determined by the instructor and are also expected to spend a significant amount of time outside of class completing assignments in a timely manner. Students who take this course are expected to take the AP Computer Science A exam in May which may make them eligible for college credit.

Earth Science
AP Equivalent / Dual Enrollment

0224	Grade 12	Year	6 meetings

Earth Science course is a rigorous, college-level class that explores the complex and dynamic systems of our planet. Topics include geology, meteorology, oceanography, climate change, and environmental sustainability. Students will investigate Earth's physical and chemical processes, the interactions between Earth's spheres, and the impact of human activity on natural systems.

This course emphasizes scientific inquiry, data collection, and critical analysis through hands-on laboratory work, field investigations, and independent research projects. Students will interpret real-world data, utilize geospatial technologies, and apply scientific reasoning to understand and solve environmental challenges.

By successfully completing this course, students will earn Syracuse University credit, gaining valuable college-level experience in scientific study. This course prepares students for future studies in environmental science, geology, meteorology, and related fields while fostering a deeper appreciation for Earth's systems and the challenges of sustainability.

Environmental Science CP

0201	Grade 12	Semester	5 meetings

Environmental Studies is designed to engage students in a rigorous, inquiry-based exploration of environmental systems and sustainability. This course covers key topics such as ecosystems, biodiversity, pollution, climate change, and resource management while emphasizing scientific principles, real-world applications, and problem-solving. Through hands-on labs, case studies, and data analysis, students develop critical thinking skills and gain a deeper understanding of environmental challenges and solutions. The curriculum fosters a sense of environmental responsibility and scientific literacy.

Laboratory Chemistry CP

0206	Grade 12	Semester	5 meetings

This is a lab-based course intended to extend students' basic knowledge of chemistry, with the goal of preparing students for a college major in the sciences. The course will cover topics only touched on in CP Chemistry, and there is a significant use of algebra in problem-solving. Topics will include: equilibria, reaction rates, electrochemistry, and separations. Expect three or four lab periods per week. Lab reports can be short form packets, or long-form research papers. Though tests and quizzes will be given, students will be expected to learn and demonstrate mastery of lab techniques. The final exam is a lab practical.

STEM Electives

STEM 1	Grade 9	Semester	2 meetings
STEM 2	Grade 10	Semester	2 meetings
Introductory Programming & Robotics	Grade 11	Year	2 meetings

STEM 1

STEM 1 welcomes new and returning students to the world of computer science and coding fundamentals. Students work with MIT App Inventor to create basic apps that rely on the concepts of event-driven programming, branching, iteration, variables, and abstraction—the building blocks of creating with code.

STEM 2

STEM 2 continues to reinforce coding fundamentals as students are gradually introduced to text-based programming. Students will code VEX robots to solve mazes, track objects, and use vision sensors for navigation.

Introductory Programming & Robotics

In this year-long elective, you'll build a strong foundation in computer science by learning the basics of text-based programming using Python. Along the way, you'll explore how computing connects to the real world—like how self-driving cars use images to make decisions or how machines can adapt and "learn." You'll work on a variety of projects, including programming robots to navigate maps, creating games and simulations, and developing tools that could solve real problems from your other classes. By the end of the course, you'll not only understand key programming concepts, but also have a portfolio of interactive, creative projects that show what you can build with code!

WORLD LANGUAGE DEPARTMENT

According to the American Council on Teaching Foreign Languages, "Language and communication are at the heart of the human experience. The United States must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad." The Boston Collegiate World Language department embraces this philosophy wholeheartedly in our approach to teaching Spanish. Over the course of three to four years at Boston Collegiate, students can expect to learn how to communicate interpersonally, interpretively, and through presentational tasks in Spanish. Students can also expect to interact with cultural competence and understanding when it comes to our study of the Spanish speaking world, as our language program encourages students to use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Track for true Beginners 9th graders-Spanish I, Spanish II, Spanish III, AP Spanish /IV
Track for Heritage Speakers 9th graders - Spanish III, Heritage Course, AP Spanish/ IV
Track for current - 9th graders in Spanish III-Heritage Course, AP Spanish/ IV

Spanish I CP

0421	Grade 9	Full-year	5 meetings

Designed for students with little to no previous exposure to Spanish. The course aims to develop novice to novice mid language skills. Consequently, it focuses on speaking skills while building your confidence in reading, writing, and listening comprehension. You will participate in language and culture activities involving cooperative group work, theme projects, presentations, role playing, and internet and media activities. Through the study of language, you will appreciate the ability to understand and communicate with others, as well as discover the Spanish-speaking world.

Spanish II CP

0422	Grade 10	Full-year	5 meetings

Designed for students with a previous introduction to Spanish and it builds upon the foundation laid in Spanish I. It aims to develop novice mid to novice high language skills. The course will focus on speaking skills while building confidence in reading, writing, and listening comprehension. Students will participate in language and culture activities involving cooperative group work, themed projects, presentations, role playing, internet and media activities. Through the study of language, you will appreciate the ability to understand and communicate with others, as well as discover the Spanish-speaking world.

Spanish III CP

0423	Gr 9/10/11	Full-year	5 meetings

Designed for students who have taken Spanish I and II or who have placed into it via the placement interview and it confirms the students´ required previous exposure to Spanish. The course aims to develop novice high to intermediate low/mid language skills in reading, writing, listening comprehension and speaking through independent, paired and group work. Students will be given opportunities to gain more confidence in their language skills and to use the language with more spontaneity. Various media, such as Spanish films and authentic texts are also integrated into the coursework to provide students with a solid linguistic and cultural understanding of the Hispanic world.

Spanish for Heritage Speakers

1102	Grade 10	Full-year	5 meetings

Spanish for Heritage Speakers is designed to improve and to further develop the listening, reading, writing and speaking skills of Spanish-speaking students who have not learned or studied the language in a formal academic setting. To this end, special attention is given to the use of the appropriate register, to building vocabulary, to the mastering aspects of grammar and spelling that are particularly

challenging for bilingual speakers. Students will increase their knowledge of the linguistic and cultural diversity of the Spanish speaking world. Students will analyze, reflect, compare and contrast cultural products, practices and perspectives to recognize and better appreciate their own cultural heritage and to understand the experiences of Spanish-speakers in the United States.

Advanced Placement: Spanish Language and Culture

6112	Grade 12	Full-year	5 meetings

This college-level course is intended for the highly motivated and excelling students who have completed the Spanish 3 or Heritage Speakers course. The course aims to develop intermediate low to intermediate mid/high language skills in reading, writing, listening comprehension and speaking through independent, paired and group work. Students will be given opportunities to gain more confidence in their language skills and to use the language with more spontaneity. Students will increase their knowledge of the linguistic and cultural diversity of the Spanish speaking world. Students will analyze, reflect, compare and contrast cultural products, practices and perspectives. Students enrolled in this course are expected to take the AP Spanish Language and Culture Test in May.

COURSE INDEX

SEMESTER COURSES

Art Department

Course Name	Grade	Meetings	Counts in GPA	Counts in Honor Roll
Advanced Art: Drawing	12	5	x	x
Advanced Art: Painting	12	5	x	x
Visual Art 1	9	2		x
Visual Art 2	10	2		x
Visual Art 3	11	2		x
Theatre 1	9	2		x
Theatre 2	10	2		x
Music 1	9	2		x
Music 2	10	2		x
Ceramics	11	1		x

English Department

Course Name	Grade	Meetings	Counts in GPA	Counts in Honor Roll
English Senior Seminars	12	5	x	x
Gender and Literary Texts AP Equivalent / Dual Enrollment	12	5	x	x

History Department

Course Name	Grade	Meetings	Counts in GPA	Counts in Honor Roll
Ethnic Studies	11	5	x	x
Human Geography	11/12	5	x	x
Democracy in America	11/12	5	x	x
Introduction to Economics	11/12	5	x	x
Foundations of Human Behavior AP Equivalent / Dual Enrollment	11/12	5	x	x

Physical Education and Health Department

Course Name	Grade	Meetings	Counts in GPA	Counts in Honor Roll
Strength and Conditioning	11	2	x	x
Exercise and Overall Health	12	5	x	x

Science Department

Course Name	Grade	Meetings	Counts in GPA	Counts in Honor Roll
Environmental Studies CP	12	5	x	x
Laboratory Chemistry CP	12	5	x	x
STEM 1	9	2		x
STEM 2	10	2		x

FULL-YEAR COURSES

Art Department

Course Name	Grade	Meetings	Counts in GPA	Counts in Honor Roll
AP: Art and Design	12	5	x	x
Music 3: Audio Engineering	11	2		x

Collegiate Skills

Course Name	Grade	Meetings	Counts in GPA	Counts in Honor Roll
Collegiate Skills: Pathways and Possibilities	9	2		x
Collegiate Skills: My Path	10	2		x
Collegiate Skills: Junior Seminar	11	2		x
Collegiate Skills: Senior Seminar	12	2		x

English Department

Course Name	Grade	Meetings	Counts in GPA	Counts in Honor Roll
English 9	9	5	x	x
English 10	10	5	x	x
English 11	11	5	x	x
AP: English Language and Composition	11/12	5	x	x

History Department

Course Name	Grade	Meetings	Counts in GPA	Counts in Honor Roll
Making the Modern World CP	9	5	x	x
Self, Society and Politics	10	5	x	x
AP: Comparative Government and Politics	12	5	x	x

Math Department

Course Name	Grade	Meetings	Counts in GPA	Counts in Honor Roll
Integrated Math I	9	5	x	x
Integrated Math II	9/10	5	x	x
Integrated Math III	10/11	5	x	x
AP Pre-Calculus	11/12	5	x	x
Quantitative Reasoning CP	11/12	5	x	x
AP: Calculus AB	12	5	x	x
CP: Statistics	11/12	5	x	x

Science Department

Course Name	Grade	Meetings	Counts in GPA	Counts in Honor Roll
Physics CP	9	5	x	x
Chemistry CP	10	5	x	x
Biology CP	11	5	x	x
AP: Biology	11/12	6	x	x
AP: Computer Science A	12	5	x	x
Earth Science AP Equivalent / Dual Enrollment	12	5	X	X
Introductory Programing & Robotics	11	2		x

World Language Department

Course Name	Grade	Meetings	Counts in GPA	Counts in Honor Roll
Spanish I CP	9	5	x	x
Spanish II CP	10	5	x	x
Spanish III CP	9-11	5	x	x

Spanish for Heritage Speakers	10	5	x	x
AP: Spanish Language and Culture	12	5	x	x