

# Course Catalog

*Second Edition*



**Boston Prep**  
**2024-2025**

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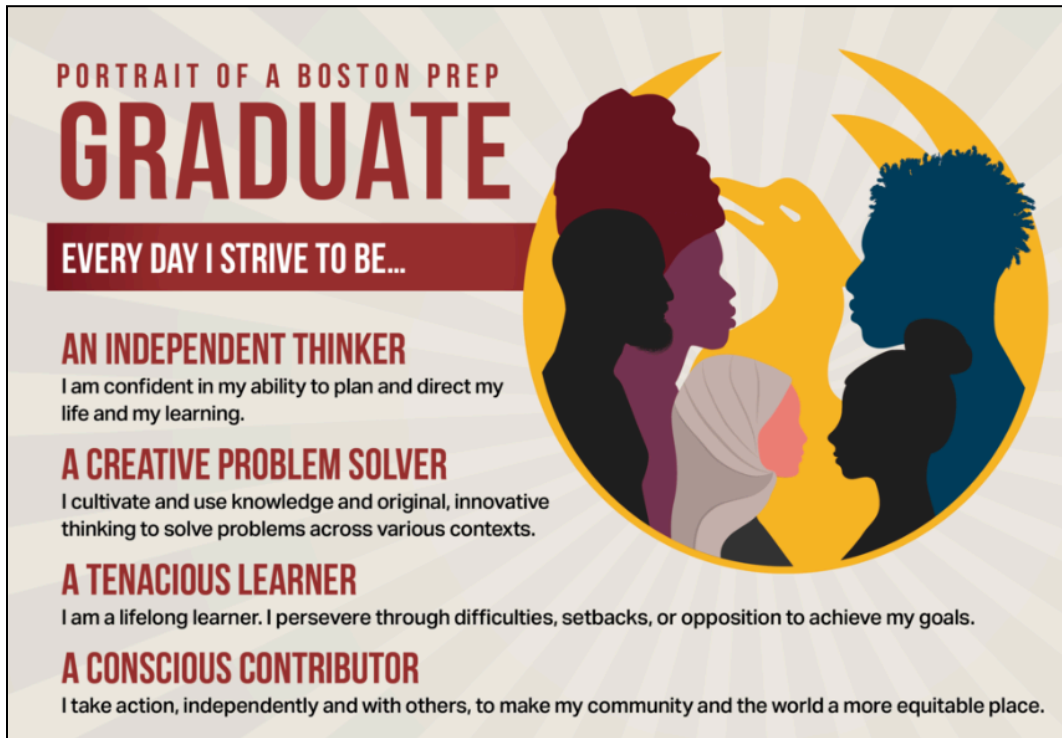
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## Mission Statement

Boston Prep Charter Public School prepares students to succeed in four-year colleges and embody, in thought and action, lifelong ethical growth.



## Current Graduation Requirements

Boston Prep graduation requirements include earning a minimum number of academic credits:

- 4 credits in Math, ELA and Science,
- 3 credits in History
- 2 credits in Ethics, Electives, Enrichment and Language
- 1 credit in Physical Health
- 3 summer enrichments



## Overview of SY25 Courses

### Core Classes:

Classes I can take to earn my CORE credits for the year					
Credit	9th Grade	10th Grade	11th Grade	12th Grade	Notes
Math	Algebra I	Algebra II	Algebra II	Pre-Calc	In order to take Pre-Calc/AP Pre-Calc, you must have completed Algebra II
		Geometry	Pre-Calc	AP Pre-Calc	In order to take Calculus/AP Calculus, you must have completed Pre-Calc/AP Pre-Calc
			AP Pre-Calc	Statistics	In 9th and 10th grade, students are placed in Math classes based on an entrance exam
			Statistics	Calculus	In order to take Statistics, you must have completed Algebra II
				AP Calculus AB	
ELA	Pre-AP English I	Pre- AP English II	Style & Language	AP Literature	
			AP Language	Literature & Composition	
Science	Physics	Biology	Chemistry	Environmental Science	
				AP Environmental Science	
				AP Biology	
				AP Psychology	
				Psychology	
History	World History	US History I	US History II	Ethnic Studies: Civic Activism	
		Honors US History I	AP US History	AP US Government	
				Con Law (S1)	
				Econ (S2)	
Language	Spanish I	Spanish I	Spanish I	Spanish I	

	Spanish II	Spanish II	Spanish II	Spanish II	
	Spanish III	Spanish III	Spanish III	Spanish III	
	ELD	AP Spanish Language	AP Spanish Language	AP Spanish Language	
		ELD	AP Spanish Literature	AP Spanish Literature	
			ELD	ELD	
<b>Physical &amp; Health Education</b>	Physical and Health Education I	Physical and Health Education II	Physical and Health Education III	Physical and Health Education IV	
<b>Ethics</b>	Ethics I	Ethics II	Ethics III	Ethics IV	
<b>Persistence</b>	Freshman Seminar	Sophomore Seminar	College Prep I	College Prep II	
<b>Arts</b>	Music Appreciation	Music Appreciation	Music Appreciation	Music Appreciation	
	Art Studio	Art Studio	Art Studio	Art Studio	
	Art and the Community	Art and the Community	Art and the Community	Art and the Community	
	Introduction to Theatre(S1/S2)	Introduction to Theatre (S1/S2)	Introduction to Theatre (S1/S2)	Introduction to Theatre (S1/S2)	
	Music Technology 1: Beat Making	Introduction to Screenplay Writing (S1/S2)	Introduction to Screenplay Writing (S1/S2)	Introduction to Screenplay Writing (S1/S2)	
	Chorus/Choir 1 - Mixed Styles Ensemble (S1/S2)	Music Technology 1: Beat Making	Music Technology 1: Beat Making (S1/S2)	Music Technology 1: Beat Making (S1/S2)	
		Chorus/Choir 1 - Mixed Styles Ensemble (S1/S2)	Chorus/Choir 1 - Mixed Styles Ensemble (S1/S2)	Chorus/Choir 1 - Mixed Styles Ensemble (S1/S2)	
		Animation II	Animation II	Animation II	
		Painting II	Painting II	Painting II	
		Piano 1 (S1/S2)	Piano 1 (S1/S2)	Piano 1 (S1/S2)	
		Storytelling through Art	Storytelling through Art	Storytelling through Art	
			Introduction to Textile	Introduction to Textile	
			Advanced Drawing	Advanced Drawing	

			AP Drawing	AP Drawing	
			Art Studio III/Elective	Art Studio III/Elective	
			Art of Spain: Making and Art History (S2)	Toys for Animals: Introduction to Sculptur	
		Toys for Animals: Introduction to Sculpture	Toys for Animals: Introduction to Sculpture	Theatre Production	
		Theatre Production	Theatre Production		

## General Elective Classes

Classes I can take to earn my ELECTIVE credits for the year				
Credit	9th Grade	10th Grade	11th Grade	12th Grade
Math	Geometry	Algebra II	Statistics	Statistics
ELA				Gender (S1)
				Love & Literature (S2)
Science			Environmental Science	Environmental Science
			AP Environmental Science	AP Environmental Science
			AP Psychology	AP Biology
			Psychology	AP Psychology
				Psychology
History		Ethnic Studies: Civic Activism	Ethnic Studies: Civic Activism	Ethnic Studies: Civic Activism
		Big History	Big History	AP US Government
			Con Law (S1)	Big History
			Econ (S2)	Con Law (S1)
				Econ (S2)
Language	Spanish if you're in ELD	Spanish if you're in ELD	Spanish if you're in ELD	Spanish if you're in ELD
Arts	Music Appreciation	Music Appreciation	Music Appreciation	Music Appreciation
	Art Studio	Art Studio	Art Studio	Art Studio
	Art and the Community	Art and the Community	Art and the Community	Art and the Community
	Introduction to Theatre(S1/S2)	Introduction to Theatre (S1/S2)	Introduction to Theatre (S1/S2)	Introduction to Theatre (S1/S2)
	Music Technology 1: Beat Making	Introduction to Screenplay Writing (S1/S2)	Introduction to Screenplay Writing (S1/S2)	Introduction to Screenplay Writing (S1/S2)
	Chorus/Choir 1 - Mixed Styles Ensemble (S1/S2)	Music Technology 1: Beat Making	Music Technology 1: Beat Making (S1/S2)	Music Technology 1: Beat Making (S1/S2)



		Chorus/Choir 1 - Mixed Styles Ensemble (S1/S2)	Chorus/Choir 1 - Mixed Styles Ensemble (S1/S2)	Chorus/Choir 1 - Mixed Styles Ensemble (S1/S2)
		Animation II	Animation II	Animation II
		Painting II	Painting II	Painting II
		Piano 1 (S1/S2)	Piano 1 (S1/S2)	Piano 1 (S1/S2)
		Storytelling through Art	Storytelling through Art	Storytelling through Art
			Introduction to Textile	Introduction to Textile
			Advanced Drawing	Advanced Drawing
			AP Drawing	AP Drawing
			Art Studio III/Elective	Art Studio III/Elective
			Art of Spain: Making and Art History (S2)	Toys for Animals: Introduction to Sculpture
		Toys for Animals: Introduction to Sculpture	Toys for Animals: Introduction to Sculpture	Theatre Production
		Theatre Production	Theatre Production	
Physical & Health Education		Real Health, Real Talk	Real Health, Real Talk	Real Health, Real Talk

## **Summer Enrichment:**

All Boston Prep high school students are required to participate in a summer enrichment program each summer of high school. Examples of qualified summer enrichment programs include: participating in a pre-college program, completing an internship program, volunteering a minimum of 40 hours, participating in a summer camp, or obtaining a summer employment position through youth employment programs like SuccessLink and ABCD, or through other summer employment opportunities such as positions in retail and sales.

## **School Counseling Services**

The School Counselor's goal is to provide all students with timely and appropriate academic assistance and support, to supply them with the college and career information necessary for effective decision-making, and to provide personal counseling as it relates to school performance. Students are seen by their school counselor in Seminars and individual meetings. The freshman program assists students with the transition to high school, providing valuable information and strategies to help them perform to the best of their ability. The sophomore program focuses on careers and interests. In January of the Junior Year, college and career counselors work with students regarding post high school planning. Students and parents are encouraged to contact their counselor with any questions or concerns.

School counselors will help students plan their high school program. Because some courses are available only to students in grades 11 and 12, and because courses may have guidelines or prerequisites, students will need to plan carefully.

Counselors will help students:

- a) Assess their interests, strengths, and aptitudes.
- b) Plan for after graduation. Students may need to take specific courses to prepare for college entry requirements, for example, or to enter a chosen career immediately after high school.
- c) Develop their potential as much as possible and in as many areas as possible.
- d) Explore personal career interests. Counselors administer career interest inventories during the School Counseling Seminars (built into your schedule) to help students identify their interests, abilities and strengths.

## **Course Selection Process**

The course selection process is an opportunity for you to assess where you stand academically as well as for you to set yourself up for success by selecting courses that both interest you and challenge you. Boston Prep offers a variety of courses, some taught at different levels. All of our academic courses are designed to prepare students for success at college. Electives provide an outlet for students to experience different subjects, explore new ideas and develop skills in areas of strong interest. We encourage you to review the Program of Studies for helpful information about selecting courses.

Course Selection happens in the month of April, and starts with presentations from teachers about the different options students have for the coming school year. The process culminates with a Google form sent from Ms. Noraky that students fill out to express their desired course load.

While students are engaging in the course selection process teachers will also weigh in and make recommendations as to a student's course load and level--College Prep, Honors, Advanced Placement--for the coming year (See below for more information regarding course levels). Teachers will take into consideration a student's proficiency and engagement in their previous courses as they are making recommendations. If a student or parent/guardian has questions about a teacher's recommendation, he/she should consult with the teacher.

### **Course Levels:**

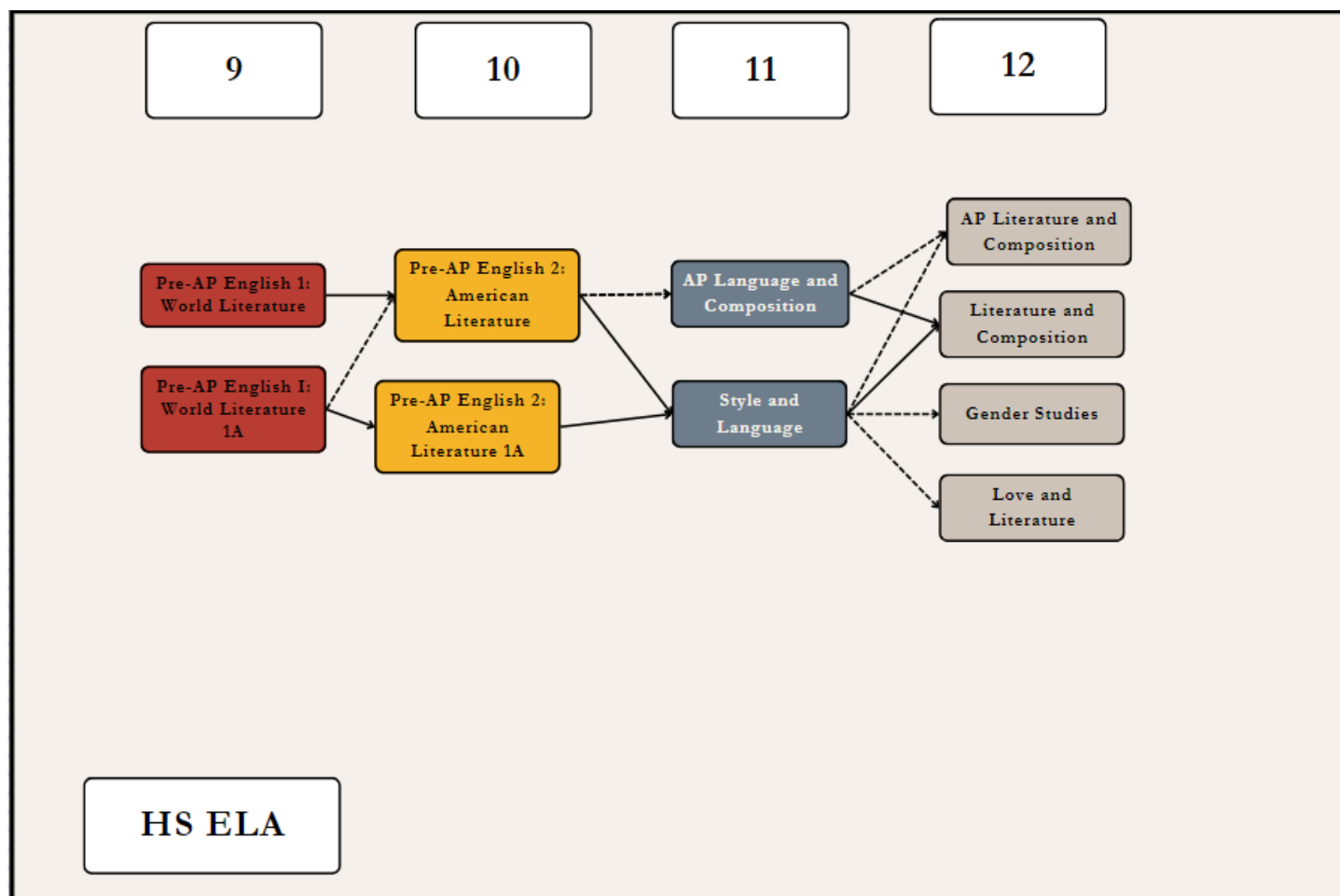
- **College Prep:** Intended for students who are meeting academic expectations. These courses are designed to ensure students have a thorough understanding of content and skills.
- **Advanced Placement:** Intended for students to experience college level courses and engage with an Advanced Placement exam that can support students in earning college credit.

### **Add / Drop Period:**

Allocation of staff, rooms and the number of sections offered of each course are determined by the number of student requests received for a specific course. Students should understand the importance of selecting an appropriate academic schedule that interests and challenges them. Additionally, course changes present a significant disruption to teaching and learning. That said, students are committed to remain in the courses they request for the entire year, or in the case of semester-based courses, for the entire semester. **We do, however,** understand that on occasion extenuating circumstances exist that require a course change request to be considered. A change request made due to poor attendance, tardiness, inadequate class participation, failure to do homework, lack of effort or teacher preference **will not be approved.**

## Course Descriptions

### English Language Arts



Department / Credit Type	Course Name	Grade Level	Course Description
ELA 1.0	<b>Pre-AP English 1: World Literature</b>	9th	<p>Pre-AP English 1 focuses on reading, writing, and language skills that are relevant to students' current work and essential for students' future to future high school and college coursework. Texts take center stage, preparing students for close, critical reading and analytical writing. The course trains readers to observe small details in a text to arrive at a deeper understanding of the whole. It also trains writers to create complex sentences—building this foundational skill en route to sophisticated, longer-form analyses.</p> <p>The Pre-AP English areas of focus are vertically aligned to the practices embedded in high school and college English courses, including AP. This gives students multiple opportunities to prioritize and strengthen key literacy skills throughout their course of study.</p> <ul style="list-style-type: none"> <li>● Reading closely: Students read closely and analyze a range of complex literary and informational texts.</li> </ul>

Department / Credit Type	Course Name	Grade Level	Course Description
			<ul style="list-style-type: none"> <li>● Valuing evidence: Students evaluate textual evidence and incorporate it effectively in writing and speaking.</li> <li>● Noticing language choices: Students understand how writers and speakers use specific words and sentences to move the thoughts, emotions, and actions of readers and listeners.</li> </ul> <p>At Boston Prep, Pre-AP English 1 focuses on the essential question: What is the relationship between culture and identity? How is culture remade or shaped?</p> <p>Students will consider the relationship between culture and identity by examining texts from across cultures, genres, and identities. During our examination, you will practice and explore different writing genres to build your skill and practice in preparing to write in any setting and for any purpose. In the second semester, you will engage in multi-skill units that ask you to apply your learning from multiple types of writing to create quality synthesis end-products. This course is also designed to pair with your 9th grade history courses so that you have a window into the literature of the historical time period you are studying in history.</p>
ELA / Support Services 1.0	Pre-AP English 1: World Literature - B	9th	Pre-AP English 1: World Literature B covers the same content as World Literature, with the addition of additional scaffolds and other supports designed by a Support Services educator to ensure accessibility to grade level content.
ELA 1.0	Pre-AP English 2: American Literature	10th	<p>Pre-AP English 2 builds on the foundations of Pre-AP English 1. While English 1 introduces the fundamentals of close observation, critical analysis, and the appreciation of author's craft, English 2 requires students to apply those practices to a new array of nonfiction and literary texts. As readers, students become aware of how poets, playwrights, novelists, and writers of nonfiction manipulate language to serve their purposes. As writers, students compose more nuanced analytical essays while never losing sight of craft and cohesion.</p> <p>The Pre-AP English areas of focus are vertically aligned to the practices embedded in high school and college English courses, including AP. This gives students multiple opportunities to prioritize and strengthen key literacy skills throughout their course of study.</p> <ul style="list-style-type: none"> <li>● Reading closely: Students read closely and analyze a range of complex literary and informational texts.</li> <li>● Valuing evidence: Students evaluate textual evidence and incorporate it effectively in writing and speaking.</li> <li>● Noticing language choices: Students understand how writers and speakers use specific words and sentences to move the thoughts, emotions, and actions of readers and listeners.</li> </ul> <p><b>At Boston Prep, Pre-AP English 2 focuses on various essential questions:</b> What is the value of empathy, and how should it inform our</p>

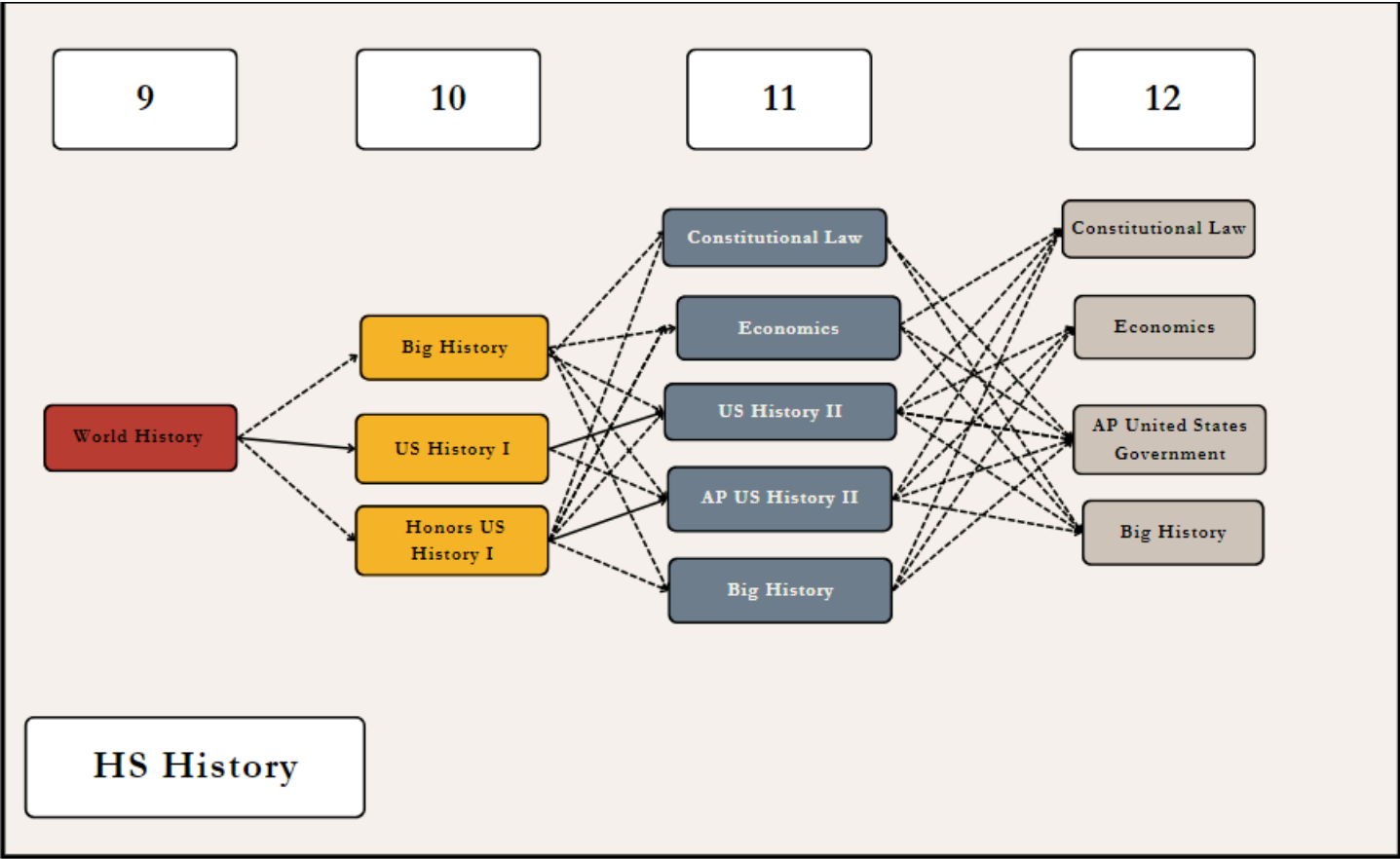
Department / Credit Type	Course Name	Grade Level	Course Description
			<p>decisions as individuals and societies? What is an individual's responsibility to the world, society and other individuals? What does it mean to be an "American"? What has American literature looked like throughout history and today, and how can we use it to understand American identity/ies and ourselves? How has American literature altered America and American society?</p> <p>During this course we will explore a selection from the vast expanse and diversity of American literature and American authors in order to study these questions, ourselves, and the society around us.</p> <p>This course will require students to read every night and to complete a variety of other assignments at home. In addition to reading and writing, we will also engage with critical thinking and discussion skills as we explore novels, short stories, poetry, drama, and nonfiction. The course will culminate in a major essay about a particular time in American history or about a particular American author (of students' choosing) that will involve independent reading, research, and literary analysis.</p>
ELA / Support Services 1.0	Pre-AP English 2: American Literature B	10th	Pre-AP English 2: American Literature B covers the same content as American Literature, with the addition of additional scaffolds and other supports designed by a Support Services educator to ensure accessibility to grade level content.
ELA 1.0	Style and Language	11th	<p><b>Course Essential Question:</b> How can we speak truth to power, fight injustice, and liberate ourselves? How can we work across lines of difference to achieve these goals?</p> <p>This course is all about communication, written and verbal, and how we use language to connect with others and uncover our authentic selves. The aim of this course is to create an environment that allows us to practice for whatever communication task we may be faced with in the future, such as being prepared for college level writing, or practicing incorporating our own voices, styles, and language into any writing or communication task you may undertake in your future. Knowing how to wield language with confidence to communicate our beliefs, hopes, ideas, and purpose can give us great power and access to spaces where our voices belong. We will work together to uncover some of the techniques and tools writers and speakers use to convey their ideas, and all the while learn together about our beliefs and principles on issues that our society faces. While we will do a lot of reading and writing, much of our time in class will be spent in discussion with one another, where we will examine the critical issues raised by our texts, the writing we produce, and our ideas and identities as humans navigating an ever evolving and complex world.</p>
ELA 1.0	AP Language and Composition	11th	<p><i>"A word after a word after a word is power." ~ Margaret Atwood</i>  <i>"Writing comes from reading, and reading is the finest teacher of how to write." ~ Annie Proulx</i></p>

Department / Credit Type	Course Name	Grade Level	Course Description
			<p><b>Course Essential Question:</b> How can we speak truth to power, fight injustice, and liberate ourselves? How can we work across lines of difference to achieve these goals?</p> <p><b>Course Description:</b>  Being an effective communicator is a life skill that every person needs regardless of the path you take in life. AP Language and Composition will build these skills while also preparing you for the AP Lang exam. Students will read and write a lot, both in and out of class. All the major texts of this course are nonfiction, something that makes it different from the ELA classes you've taken so far at Boston Prep. You will engage in student-led discussions about these texts in class, developing your own opinions and learning about those of your peers on topics such as identity, race in America, the world's religions, and how to approach the world's environmental problems. There are several opportunities for students to read and write on topics of their choosing, whether for a persuasive speech, research paper, or service learning project. The class is meant to be both rigorous and engaging, expecting students to complete college level work. Like all AP courses at Boston Prep, your score on the AP Lang Exam might earn you college credit and you will earn an additional point on your GPA.</p>
ELA 1.0	AP Literature & Composition	12th	<p>Advanced Placement Literature and Composition is a 12th grade rigorous, reading-intensive course that prepares students for the AP Literature exam in early May, and provides an opportunity for college credit. As an Advanced Placement class, students would be expected to complete daily out-of-class reading, intensive in-class writing assignments, peer-driven discussion, and practice AP exams.</p> <p>In this course students will consider structure, style, form, and literary strategies while working together to digest and understand the complex nature of the written word. We will explore novels, short stories, plays, and poetry while looking at a variety of genres such as science fiction, fantasy, postmodernism, magical realism, and many more! By engaging with this course, students will cultivate a love of reading, and learn to view literature as an expression of human nature and our experience with it.</p>
Elective ELA 0.5	Gender Studies (Fall) [Optional Elective]	12th	<p>What is gender, how is it constructed, and how do those constructions affect the experiences and interactions of humankind? Through explorations of these questions and how gender intersects with politics, race, and sexuality, we will deepen our understanding of ourselves, the people with whom we interact, and the society in which we live. We will stretch our thinking and challenge our understandings and, through it all, hold a sacred space in the classroom where your full identity and personhood is respected and honored.</p> <p>This course is student-centered and discussion-based, and it is your thinking that is at the forefront of the work done in the classroom. The purpose of this course is not to memorize definitions of what the teacher says gender is, for example, but rather to grapple together with these complex ideas. We will ground our discussions in texts (typically shorter-form, such as essays,</p>

Department / Credit Type	Course Name	Grade Level	Course Description
			<p>articles, or chapters, rather than longer books) and do further exploration via written work. The writing and reading skills learned in the class will be aimed at enabling further reflection and analysis around these topics and deep engagement with the world using the knowledge built in the class (e.g. how do we use what we know to make political or social change via writing?). You can take this course alone, as a one-semester course, or you can take it as a series with Love and Literature, the Spring course. (You do not need to take this course in order to take Love and Literature – they just work well together!) In the series, this course leans more non-fiction and focuses on gender, whereas Love and Literature primarily engages with fiction, poetry, and art and thinks about queerness broadly.</p>
<b>Elective ELA 0.5</b>	<b>Love and Literature (Spring) [Optional Elective]</b>	<b>12th</b>	<p>This course will serve as a small window into the immense and diverse world of LGBTQ+ literature, focusing primarily on love, joy, and flourishing. We will look at novels, short stories, poetry, songs/lyrics, and a variety of other texts (broadly defined), and we will explore topics such as the queer literary tradition (and how different texts and authors build on and speak to each other across the ages), the representation of gender and sexuality in texts, how queer people tell their own stories, and what it means in literary theory to “queer” a text. While some of the texts we look at and some of our discussions will explore anti-queer bias and heterosexism, our focus in these discussions will always be resistance, change, and, of course, love!</p> <p>Love and Lit will be primarily discussion-based and community-focused. You will be expected to complete reading at home (this will be essential for your success in the class) and we will also write creative, reflective, analytic, and argumentative texts. You can take this course alone, as a one-semester course, or you can take it as part of a series with Gender Studies, the Fall course. (You do not need to have taken Gender Studies to take this course – they just work well together!) In the series, this course engages primarily with fiction, poetry, and art and thinks about queerness broadly, whereas Gender Studies leans more non-fiction and focuses specifically on gender.</p>
<b>ELA 1.0</b>	<b>Literature and Composition</b>	<b>12th</b>	<p>Literature and Composition is similar to the AP English Literature course. This is a year-long course designed to refine students' reading, writing, critical thinking, and analytical skills. This course focuses on an in-depth exploration of various literary genres and periods, emphasizing the development of advanced composition skills necessary for college-level writing and beyond. Through a combination of classic and contemporary texts, students will engage in rigorous literary analysis, discussion, and composition exercises. This course will prepare students for college level literature courses.</p>



History



Department / Credit Type	Course Name	Grade Level	Course Description
History 1.0	World History	9th	<p><b>Course Essential Question:</b> What is the relationship between culture and identity? How is culture remade or shaped?</p> <p>World History is a college-preparatory history course that serves as the second half of a two-year world history sequence beginning in the eighth grade. Students will examine cause and effect, change over time and comparative relationships in a variety of international case studies that bridge ancient histories with modern context. First asking what the most important global issues are today, this course will mine the past to find answers that inform students of the deep historical context of these issues. This course covers the histories of Africa (including South Africa and Nigeria), East and South Asia (including India and China) and Europe (including Russia and the broader European Union) as well as in-depth study of genocide globally. Students summative assessment in Semester 1 includes an auto-ethnography in which students explore their own identities and histories. Across these histories this course will examine themes of power, rights and wealth. This course emphasizes the basics of historical document analysis, writing historical analytical essays and conducting historical research. Furthermore it will emphasize foundational annotation, note taking and studying skills. Finally, this course serves as the foundation of Harkness discussion skills in high school. The class is focused on building students' capacities to read,</p>

			communicate, and think like historians (sourcing, contextualizing, corroborating, and close reading). Students will build their critical thinking, close reading, and how to collaborate with other students to generate analytical and academic dialogue.
<b>History 1.0</b>	<b>US History</b>	<b>10th</b>	<p><b>Course Essential Question:</b> What is the value of empathy, and how should it inform our decisions as individuals and societies? What is an individual's responsibility to the world, society and other individuals?</p> <p>United States History I serves as the first course in the college preparatory U.S. History sequence. Beginning with an exploration of issues in contemporary America (especially mass incarceration and institutional racism), the course covers several hundred years of history from the earliest stories of the American Indian peoples who populated the North American continent to the end of the Civil War. Students in U.S. History I will explore the effects of European arrival in the Americas, compare colonial societies in the Americas and indigenous resistance to these societies, explain the causes of the American Revolution and the role of Black folk within this Revolution, examine the experiences of enslaved African-Americans and analyze the resilience and resistance of enslaved and free Black communities, evaluate the degree to which the United States became more democratic in the early 19th century, and analyze the reasons for the American Civil War.</p> <p>Students in the college preparatory section can expect at least one essay per semester and college preparatory level assessments. Students enrolled in U.S. History I will also complete a research project and term papers requiring extensive background research. United States History I is a Harkness discussion-based class focused on building students' capacities to read, communicate, and think like historians. Students will build their critical thinking, close reading, and how to collaborate with other students to generate analytical and academic dialogue.</p>
<b>History 1.0</b>	<b>Honors U.S. History</b>	<b>10th</b>	<p><b>Course Essential Question:</b> What is the value of empathy, and how should it inform our decisions as individuals and societies? What is an individual's responsibility to the world, society and other individuals?</p> <p>At Boston Prep, AP United States History is taken across two school years. The first half of AP U.S. History is the 10th grade Honors U.S. History I course. Because our AP U.S. History course is interwoven with AP African American Studies, much of the content of this course is also interwoven into Honors U.S. History I. Students in Honors U.S. History I focus on U.S. History up to 1865. Beginning with an exploration of issues in contemporary America (especially mass incarceration, master narratives of race, and institutional racism), the course covers several hundred years of history from the earliest stories of the American Indian peoples who populated the North American continent to the end of the Civil War. Students in U.S. History I will explore the effects of European arrival in the Americas, compare colonial societies in the Americas and indigenous resistance to these societies, explain the causes of the American Revolution and the role of Black folk within this Revolution, examine the experiences of enslaved African-Americans and analyze the resilience and resistance of enslaved and free Black communities, evaluate the degree to which the United States became more democratic in the early 19th century, and analyze the reasons</p>

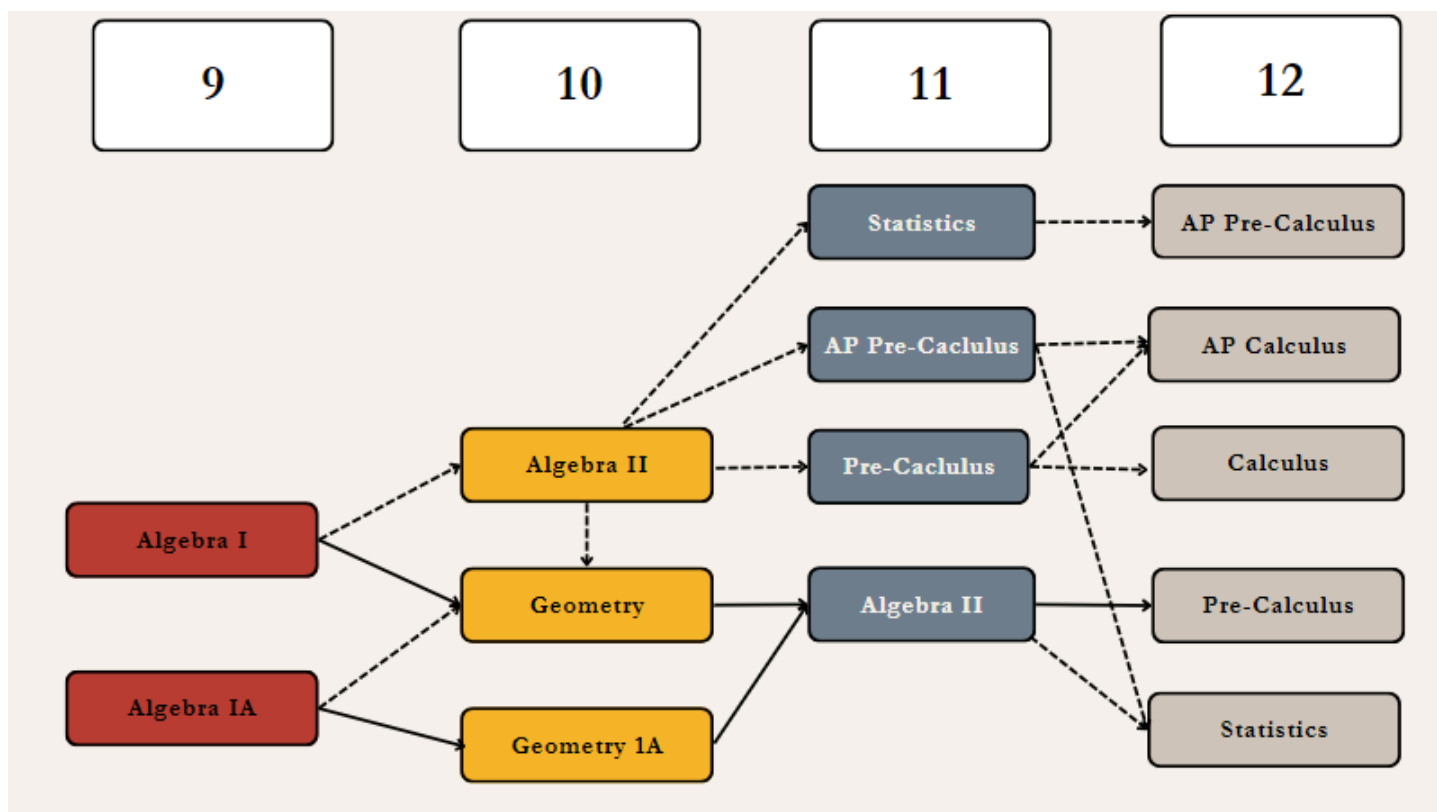
			<p>for the American Civil War.</p> <p>Students in the honors section can expect 1-2 essays per semester and college preparatory level assessments. Students enrolled in Honors U.S. History I will also complete a research project and term papers requiring extensive background research. Honors U.S. History is a Harkness discussion-based class focused on building students' capacities to read, communicate, and think like historians. Students will build their critical thinking, close reading, and how to collaborate with other students to generate analytical and academic dialogue.</p> <p><b>For additional context on AP US History from College Board:</b> In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.</p>
<b>History 1.0</b>	<b>U.S. History</b>	<b>11th</b>	<p><b>Course Essential Question:</b> How can we speak truth to power, fight injustice, and liberate ourselves? How can we work across lines of difference to achieve these goals?</p> <p>This course serves as the second course in the two-year US History sequence. The course begins with an examination of changes and continuities wrought by Reconstruction following the Civil War. Emphasis is then given to economic shifts during the so-called “Gilded” Age, the reform movements of the Progressive Era, the transformations of the 1920s, the crises of the Great Depression and the World Wars of the 20th century. The course will then focus intently on social movements of the second half of the 20th century (Civil Rights, revolutionary nationalist movements, Women’s Liberation, and the Gay Liberation Movement) and the Cold War.</p> <p>Students enrolled in this section can expect one essay per unit, and college-preparatory level assessments. Students enrolled in U.S. History II will also complete a research project and term papers requiring extensive background research. United States History II is a Harkness discussion-based class focused on building students' capacities to read, communicate, and think like historians (sourcing, contextualizing, corroborating, and close reading). Students will build their critical thinking, close reading, and how to collaborate with other students to generate analytical and academic dialogue.</p>
<b>History 1.0</b>	<b>AP U.S. History II</b>	<b>11th</b>	<p><b>Course Essential Question:</b> How can we speak truth to power, fight injustice, and liberate ourselves? How can we work across lines of difference to achieve these goals?</p> <p>In AP U.S. History II, students investigate significant events, individuals,</p>

			<p>developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.</p> <p><b>At Boston Prep,</b> AP United States History is taken across two school years. The first half of AP U.S. History is the 10th grade Honors U.S. History I course. The second half of the course focuses on U.S. History since 1865. This course serves as the second course in the two-year advanced U.S. History sequence. The course begins with an examination of changes and continuities wrought by Reconstruction following the Civil War. Emphasis is then given to economic shifts during the so-called “Gilded” Age, the reform movements of the Progressive Era, the transformations of the 1920s, the crises of the Great Depression and the World Wars of the 20th century. The course will then focus intently on social movements of the second half of the 20th century (Civil Rights, revolutionary nationalist movements, Women’s Liberation, and the Gay Liberation Movement) and the Cold War.</p> <p>The second year of AP United States History is interwoven with AP African American Studies. Much of the content of that course appears, then, in the Honors U.S. History I course. Students can opt in to take the two courses together in their junior year, taking both exams in May of that year.</p> <p>Students enrolled in this section can expect 1-2 essays per unit, and college-preparatory level assessments. Students enrolled in AP U.S. History II will also complete a research project and term papers requiring extensive background research. AP United States History II is a Harkness discussion-based class focused on building students' capacities to read, communicate, and think like historians. Students will build their critical thinking, close reading, and how to collaborate with other students to generate analytical and academic dialogue.</p> <p>Students enrolled in Advanced Placement courses are required to take the AP Exam in the spring.</p>
History 0.5	Constitutional Law (Fall) [Optional Elective]	11th & 12th	<p><b>Course Essential Question:</b> What is the right balance between government power and individual rights?</p> <p>In this class, students are asked to act as if they are a lawyer. Students will argue cases that will focus on possible violations of constitutional rights. The Constitution, the “supreme law of the land,” contains laws that spell out what the government can do, cannot do, and must do. In this class, we will focus on the Bill of Rights, the first ten amendments to the Constitution, the part of the Constitution that tells the government what it cannot do to individual people.</p>

			<p>At the end of the semester students will compete in our annual Boston Prep Moot Court Competition. A moot court is a simulated (ie, not real but somewhat realistic) court. Students will be a lawyer representing a client and arguing a case. Students go head to head with another lawyer classmate.</p> <p>Constitutional Law is a Harkness discussion-based class focused on building students' capacities to read, communicate, and think like lawyers. Students will build their critical thinking, close reading, and how to collaborate with other students to generate analytical and academic dialogue.</p>
History 1.0	AP United States Government	12th	<p><b>Course Essential Question:</b> How do we most effectively confront the abuse of power?</p> <p>In this class, students will come to understand the truth about our political system, the people and institutions who have the power to shape our daily lives, increase or decrease our menu of choices, and map out the possible destinies available to us. Together, students will come to know the truth about how these people and institutions use that power--the legitimate use of that power and, of course, the abuse of that power. We give them that power, we watch and see how they use it, and then decide if they deserve to keep it. Together, we will pursue this Essential Question: How do we most effectively confront the abuse of power? We experience the abuse of power all around us. We know it's there. We feel its presence. What do we do about it?</p> <p>AP U.S. Government is a Harkness discussion-based class focused on building students' capacities to read, communicate, and think like political scientists. Students will build their critical thinking, close reading, and how to collaborate with other students to generate analytical and academic dialogue.</p> <p><b>From the College Board:</b> AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.</p>
History 0.5	Economics (Spring) [Optional Elective]	11th & 12th	<p>It is often said that economics is the study of money. In reality, though, <b>economics</b> is the study of the <i>choices</i> people make in relation to money--and other scarce resources. This course will begin with an introduction to <b>personal finance</b> (the study of how individual people make choices about money), and then move on to <b>microeconomics</b> (the study of how</p>

			<p>businesses and consumers make choices in markets) and <b>macroeconomics</b> (the study of how governments make choices in the world economy).</p> <p>The goal of this class is to introduce students to these three major areas of economics so that they can make the best choices possible in relation to money, markets, and the economy as a whole.</p> <p>Students will play many different roles in this class: money manager, financial advisor, entrepreneur, and economist. As a <b>money manager</b>, students will manage their own money and plan for their financial future. As a <b>financial advisor</b>, they will offer advice and help other people achieve their financial goals. As an <b>entrepreneur</b> they will start their own business: they will envision a new product or service and figure out how to bring it to market. Ultimately, they will figure out how to earn a profit. As an <b>economist</b>, they will conduct research into economic trends that they find most interesting or impactful. More specifically, they will focus on solving economic problem sets, completing mini research projects every few weeks and completing their summative assessment, The Boston Prep Shark Tank Challenge in which they will write a professional-quality business plan and make a pitch to investors.</p>
<b>History 1.0</b>	<b>Big History</b>	<b>10th - 12th</b>	<p><b>Course Essential Question:</b> Big History explores different scales of time and space to view human history from new angles. What do we know about our past? What don't know? And how can all of this help shape our ideas of what the future may hold?</p> <p>Although the Big History Project course is most certainly big, it's laid out in such a way that navigating it is simple. The overarching theme of the course is that complexity in the Universe builds over time. That's the essence of the eight thresholds of increasing complexity. These thresholds serve as the backbone of the 10 units of the course. The course will investigate:</p> <ul style="list-style-type: none"> <li>• How has the Universe and life within it grown more complex over the past 13.8 billion years?</li> <li>• How do we know what we know about the past?</li> <li>• How can we judge claims about the past?</li> <li>• Why does what we "know" change over time?</li> <li>• How does what happened during the early days of the Universe, the Solar System, and the Earth shape what we are experiencing today?</li> </ul>

## Math



Department / Credit Type	Course Name	Grade Level	Course Description
Math 1.0	Algebra I	9th	<p>The major purpose of Algebra 1 is to formalize and extend the mathematics that students learned in the middle grades, working with linear and exponential functions, solving systems of equations and inequalities, and analyzing data. Algebra 1 topics include recognizing and developing patterns using tables, graphs and equations. In addition, students will explore operations on algebraic expressions, apply mathematical properties to algebraic equations. Students will solve problems using equations, graphs and tables to investigate linear relationships. Technology will be used to introduce and expand upon the areas of study listed above. The work in this course establishes a base of reasoning and understanding about relationships that helps students to be sensible in decision-making and in predicting outcomes. Additionally, students connect with rates of change and develop both a conceptual understanding and a procedural fluency for linear, exponential, and quadratic functions. The work with functions in this course is foundational for future math courses up through calculus and beyond.</p> <p><b>Suggested Pre-Reqs:</b> None            Note: Students can opt in to take both Algebra I and Geometry concurrently.</p>
Math / Support Services	Algebra 1 B	9th	Algebra 1B covers the same content as Algebra I, with the addition of additional scaffolds and other supports designed by a Support Services educator to ensure accessibility to grade level content.

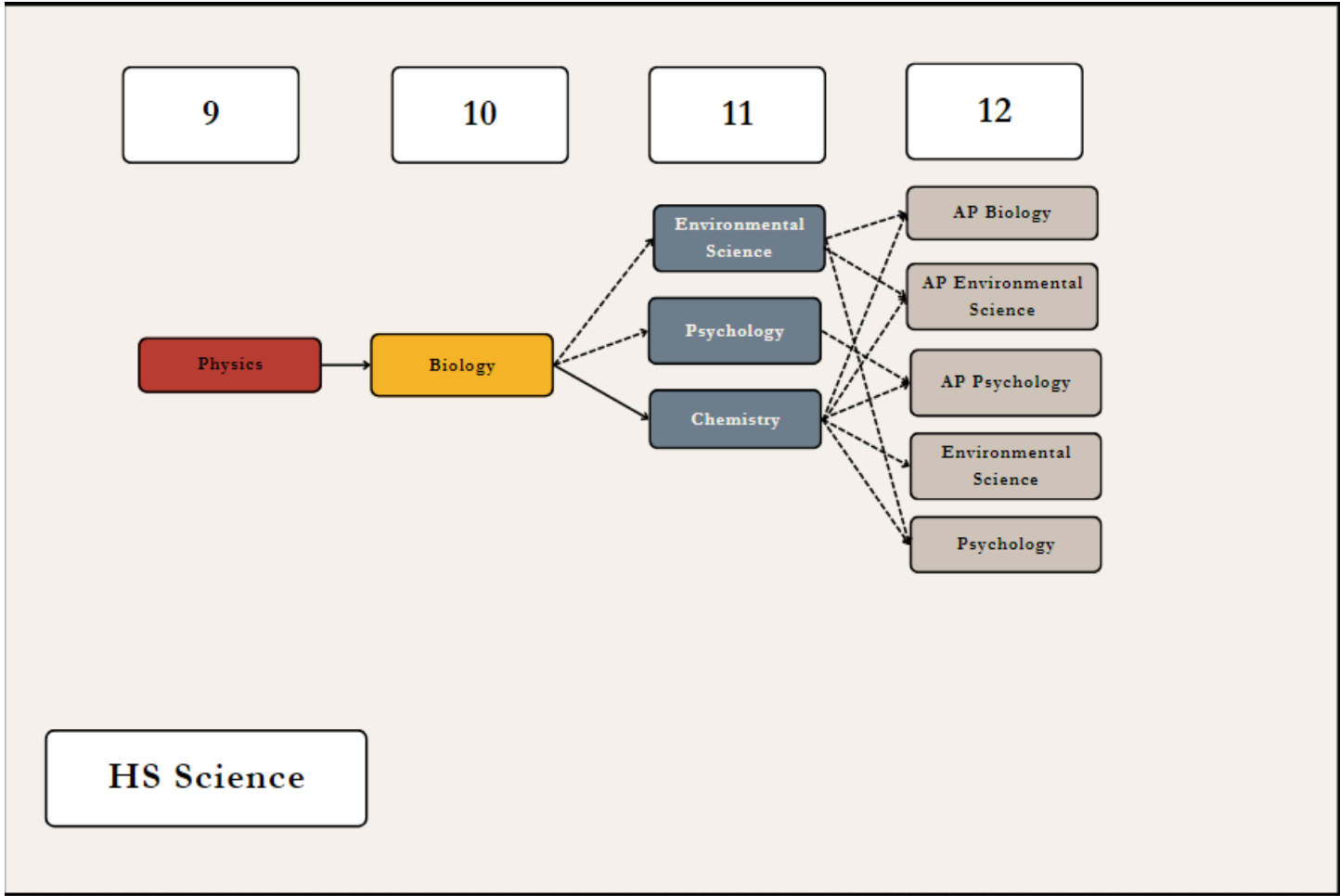
<b>1.0</b>			
<b>Math 1.0</b>	<b>Geometry</b>	<b>9th - 10th</b>	<p>The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. It will emphasize abstract and logical thinking through inductive and deductive reasoning. Students will be challenged to reason through mathematical arguments and write proofs. In Geometry, the students will move towards formalizing definitions of rigid transformations and congruence through reasoning with diagrams, and then proving theorems and formalizing definitions of dilation and similarity that they first learned in Grade 8. The work of this unit prepares students for college and careers as they are able to understand and calculate probabilities from real-world situations. It is also foundational for statistics and other upper-level math courses.</p> <p><b>Suggested Pre-Reqs:</b> None Note: Students can opt in to take both Algebra I and Geometry concurrently.</p>
<b>Math / Support Services 1.0</b>	<b>Geometry B</b>	<b>10th</b>	<p>Geometry B covers the same content as Geometry, with the addition of additional scaffolds and other supports designed by a Support Services educator to ensure accessibility to grade level content.</p>
<b>Math 1.0</b>	<b>Algebra II</b>	<b>10th - 11th</b>	<p>Algebra 2 is designed to build upon student understanding of functions developed in Algebra 1. Throughout the course, students will deepen understanding of both familiar functions and newer, more complex functions, and learn how to manipulate them to create models for real-world data. By the end of Algebra 2, students will have an understanding of function definitions and will be able to graph, perform operations, solve equations, and model data using linear, exponential, quadratic, radical, logarithmic, polynomial, rational, and trigonometric functions.</p> <p><b>Pre-Reqs:</b> completion of Algebra I Note: Students can opt in to take both Algebra II and Geometry.</p>
<b>Math 1.0</b>	<b>Pre-Calculus</b>	<b>11th - 12th</b>	<p>The intent of this course is to provide students with the skills necessary to succeed and progress in the advanced study of mathematics including AP Calculus, Calculus, and Statistics. Students will experience enrichment of topics first introduced to them during Algebra II including functions and polynomials as well as introduction to brand new topics such as trigonometric functions, polar coordinates, conic sections, limits, and derivatives. As often as possible, students will apply mathematics and use technology to model real-world scenarios and solve complex problems. The use of a graphing calculator as well as a laptop computer will be integrated into this course wherever applicable to help make the learning process more efficient such that more cognitively challenging tasks can be tackled. By the end of this course, students will have the prerequisite math skills to take AP Calculus or Calculus senior year and be better prepared to succeed on the SAT.</p> <p><b>Pre-Reqs:</b> Completion of Algebra I, Algebra II and Geometry</p>



<b>Math 1.0</b>	<b>AP Pre-Calc</b>	<b>11th - 12th</b>	<p>AP Precalculus fosters the development of a deep conceptual understanding of functions. Students learn that a function is a mathematical relation that maps a set of input values—the domain—to a set of output values—the range—such that each input value is uniquely mapped to an output value. Students understand functions and their graphs as embodying dynamic covariation of quantities, a key idea in preparing for calculus. With each function type, students develop and validate function models based on the characteristics of a bivariate data set, characteristics of covarying quantities and their relative rates of change, or a set of characteristics such as zeros, asymptotes, and extrema. These models are used to interpolate, extrapolate, and interpret information with different degrees of accuracy for a given context or data set. Additionally, students also learn that every model is subject to assumptions and limitations related to the context. As a result of examining functions from many perspectives, students develop a conceptual understanding not only of specific function types but also of functions in general. This type of understanding helps students to engage with both familiar and novel contexts.</p> <p><b>Pre-Reqs:</b> completion of Algebra I, Algebra II and Geometry. Students should be proficient with factoring, equation solving, and exponent rules.</p>
<b>Math 1.0</b>	<b>Calculus</b>	<b>12th</b>	<p>In this college-level calculus course, students will develop an understanding of the concepts of calculus and apply the skills and mathematical techniques to real-world applications. The course emphasizes a multi-representational approach to calculus, with concepts, results and problems being expressed graphically, numerically, analytically and verbally. This class will develop students' critical thinking and analytical skills; two highly sought after skills in college and the professional world. As a college level class, students will be held to very high expectations. This class will help prepare you all for college curriculums so that you can have a successful first semester in college and beyond. Students are expected to come to class prepared to learn, engage, and work hard each and every day. Graphing calculators will be used regularly to reinforce the relationships among the multiple representations of functions, to confirm written work and support conclusions, to implement experimentation and to assist in interpreting results. The goal of this class is to give you a strong foundation heading into college.</p> <p><b>Pre-Reqs:</b> completion of math classes through Pre-Calculus</p>

<b>Math 1.0</b>	<b>AP Calculus</b>	<b>12th</b>	<p>AP Calculus AB focus on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The course features a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results.</p> <p><b>Pre-Reqs:</b> successful completion of math classes through Pre-Calculus. Proficiency with rational functions, function transformations, factoring, equation solving, and exponent rules.</p>
<b>Math 1.0</b>	<b>Statistics</b>	<b>11th - 12th</b>	<p>Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.</p> <p><b>Pre-Reqs:</b> completion of math classes through Algebra II</p>

Science

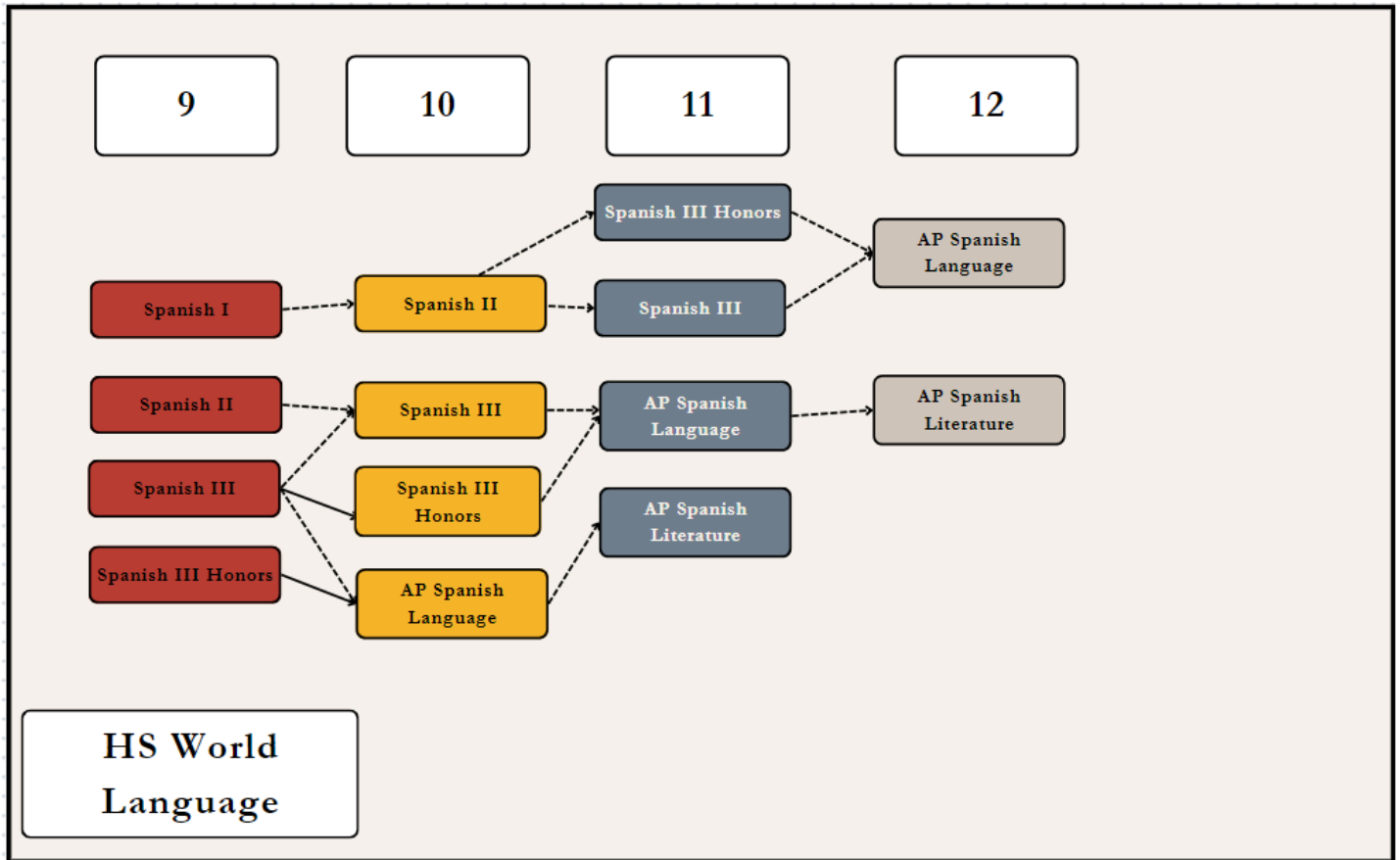


Department / Credit Type	Course Name	Grade Level	Course Description
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Science 1.0	Physics	9th	<p>In high school Introductory Physics, students recognize the nature and scope of physics, including its relationship to the other sciences. Students learn about basic topics such as motion, forces, energy, heat, waves, electricity, and magnetism. They learn about natural phenomena by using physical laws to calculate quantities such as velocity, acceleration, momentum, and energy. Students of introductory physics (or physical science) learn about the relationships between motion and forces through Newton's laws of motion. They study the difference between vector and scalar quantities and learn how to solve basic problems involving these quantities. Students learn about conservation of energy and momentum and how these are applied to everyday situations. They learn about heat and how thermal energy is transferred throughout the different phases of matter. Students extend their knowledge of waves and how they carry energy. Students gain a better understanding of electric current, voltage, and resistance by learning about Ohm's law. They also gain knowledge about the electromagnetic spectrum in terms of wavelength and frequency.</p> <p><b>Pre-Reqs:</b> None</p>
Science 1.0	Biology	10th - 12th	<p>This is an inquiry based introductory course into the study of biology. Students will use concepts they learned in middle school to grapple with real world scenarios to develop their understanding of the world around them. In lieu of a traditional lecture style course, students will engage in hands-on experiments, problem solving exercises and critical analysis to solidify their understanding of the world around them. The course begins with learning about ecosystem interactions and builds to include energy, inheritance, natural selection and evolution. This course is the second in the HS science sequence.</p> <p><b>Pre-Reqs:</b> None</p>
Science 1.0	Chemistry	11th	<p>This is an inquiry based introductory chemistry course. Building off of the learnings done in Biology, students will investigate chemical phenomena in the world around them. In lieu of a traditional lecture style science class, students will engage in hands-on experiments, problem solving exercises and critical analysis. This course covers thermodynamics, properties of matter, chemical and nuclear reactions. This course prepares students for future science courses</p> <p><b>Pre-Reqs:</b> Algebra I and Biology</p>
Science 1.0	AP Biology	12th	<p>The AP Biology course 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. Students enrolled in Advanced Placement courses are required to take the AP exam in the spring.</p> <p><b>Suggested Pre-Reqs:</b> Biology and Chemistry</p>

Science 1.0	Psychology	11th - 12th	<p>Psychology is a college preparatory course which will help students gain a deeper understanding of personality and behavior, as well as relationships with others. Through a variety of articles, films, experiments, and class discussion, students will learn more about themselves and others. Some of the topics to be studied and discussed are scientific method, famous psychologists, child development theories, learning techniques, personalities, mental health issues, intelligence, emotions, adolescence, identity, and dreams.</p> <p><b>Pre-Reqs:</b> Biology</p>
Science 1.0	Environmental Science	11th - 12th	<p>Environmental Science will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.</p> <p>Environmental science is interdisciplinary by nature, and the course will introduce students to the cultural, sociological, political, and economic implications of human interaction with the environment. The course will specifically use case studies from the local food-shed to demonstrate how human extraction of agricultural resources has broad implications for ecosystems, earth systems, and the sustainability of human populations.</p> <p><b>Pre-Reqs:</b> Biology and Algebra I</p>
Science 1.0	AP Environmental Science	11th - 12th	<p>The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them.</p> <p>Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.</p> <p><b>Pre-reqs:</b> Biology and/or Chemistry, Algebra I</p>
Science 1.0	AP Psychology	11th - 12th	<p>The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.</p> <p><b>Pre-Reqs: None</b></p>

## World Language



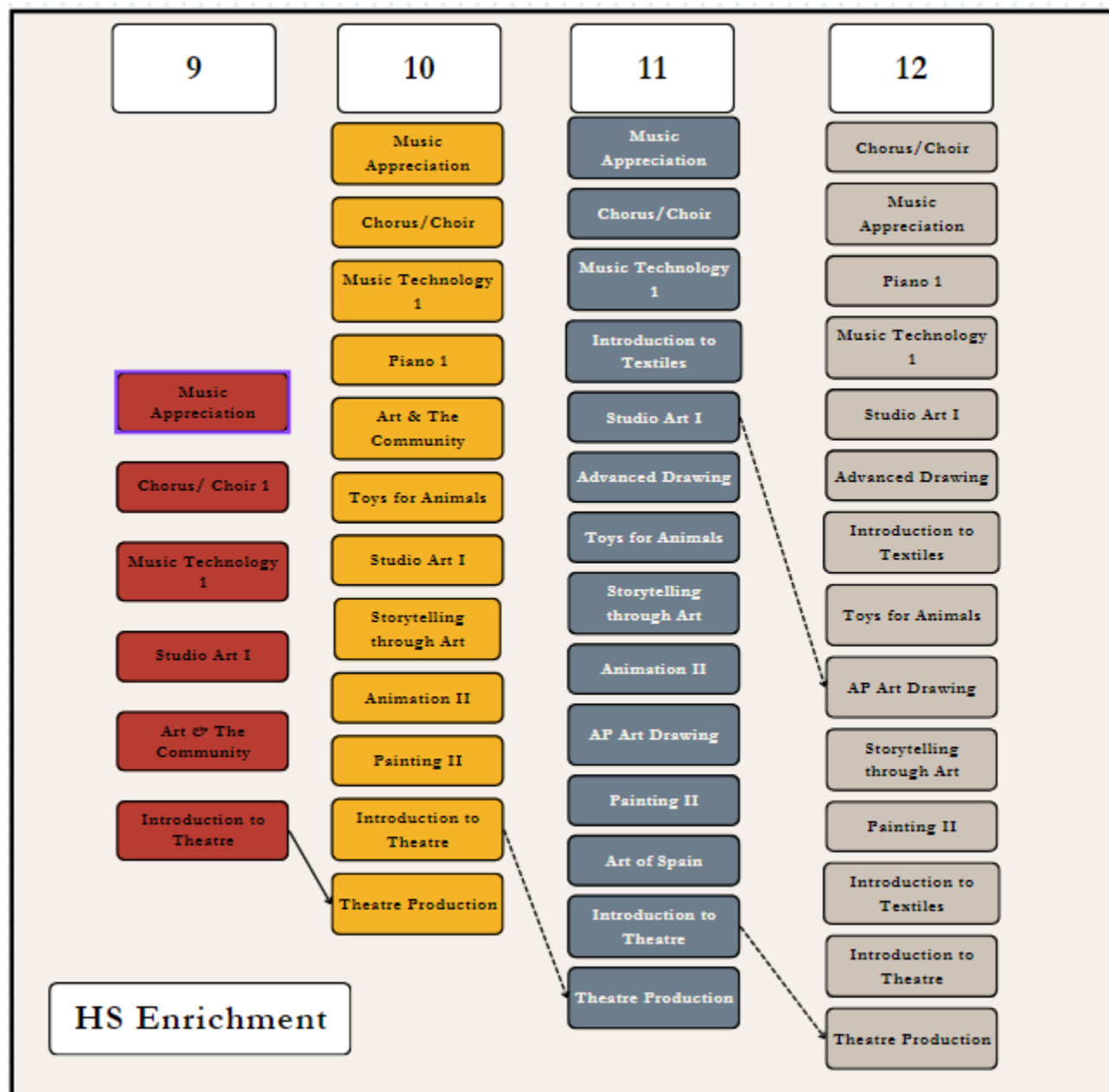
Department / Credit Type	Course Name	Grade Level	Course Description
World Language 1.0	Spanish I	9 - 11	This is a course designed for students with a <b>limited/no understanding</b> of the Spanish language. This introduces fundamental elements of the Spanish language within a cultural context, teaching listening, speaking, reading and writing skills. Students will develop their reading, writing and conversational ability, laying the foundation for further study and use of the language. This course emphasizes understanding and practical application rather than rote memory. Additionally, this course stresses the importance of learning language through culture, pushing students to think critically about the Spanish-speaking world around them as well as their own identities.

<b>World Language 1.0</b>	<b>Spanish II</b>	<b>9 - 12</b>	<p>This is a course designed for students with a <b>developing understanding</b> of the Spanish language. This course reinforces fundamental elements of the Spanish language within a cultural context, teaching listening, speaking, reading and writing skills. Students will continue to develop their reading, writing and conversational ability, laying the foundation for further study and use of the language. This course emphasizes understanding and practical application rather than rote memory. Additionally, this course stresses the importance of learning language through culture, pushing students to think critically about the Spanish-speaking world around them as well as their own identities.</p> <p>Students can enroll in Spanish II based on successful completion of Spanish I or a “Novice-Mid” score on a placement test.</p>
<b>World Language 1.0</b>	<b>Spanish III</b>	<b>9 -12</b>	<p>This is a course designed for students with a <b>foundational understanding (intermediate)</b> of the Spanish language. This course builds intermediate Spanish conversational/interpretive skills in order to delve deeper into the complex elements of the Spanish language within a cultural context. Students will study broad themes that are aligned to AP standards in order to better prepare students for college-level language courses. Additionally, this course stresses the importance of learning language through culture, pushing students to think critically about the Spanish-speaking world around them as well as their own identities.</p> <p>Students may enroll in Spanish III based on successful completion of Spanish II or a “Novice-High” score on a placement test.</p>
<b>World Language 1.0</b>	<b>AP Spanish Language</b>	<b>10th - 12th</b>	<p>AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.</p> <p>Students enrolled in Advanced Placement courses are required to take the AP Exam in the spring.</p>

<b>World Language 1.0</b>	<b>AP Spanish Literature</b>	<b>11th - 12th</b>	<p>The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students continue to develop proficiencies across the full range of the modes of communication (interpersonal, presentational, and interpretive), honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, and literary criticism).</p> <p>Students enrolled in Advanced Placement courses are required to take the AP Exam in the spring.</p> <p>Prerequisite: AP Spanish Language</p>
<b>Language 1.0</b>	<b>Reading</b>	<b>9-12</b>	<p>Students with five days per week reading intervention on their IEP, will receive a language credit.</p>



## Enrichment



Department / Credit Type	Course Name	Grade Level	Course Description
Enrichment 0.5	Music Appreciation	9-12	This is a non-performance class that explores music of various styles through listening experiences. All styles of music are covered (classical, RnB, music theater, jazz, popular, etc.). The study of composers, artists, and performers are integral to the styles included in the class. Activities include listening, discussions, projects, and presentations on each style of music.

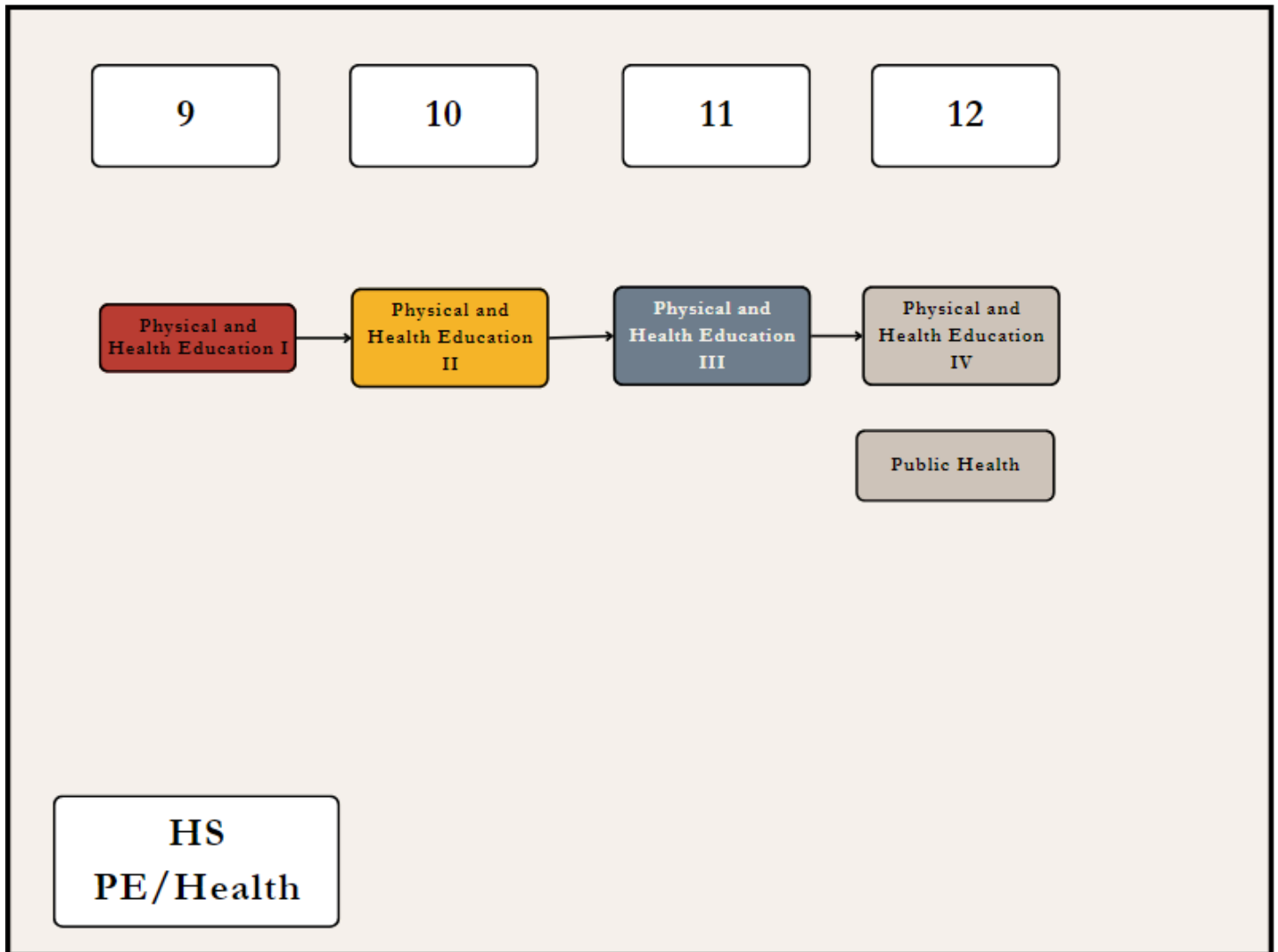
<b>Enrichment 0.5</b>	Chorus/Choir 1- Mixed Styles Ensemble	<b>9-12</b>	<p>In this exciting course students will be guided on a musical journey: Students will be able to perform music of simple to moderate difficulty and understand the basic fundamentals of music from different cultures, periods and styles. Listening to music, both live and recorded will be emphasized, and outside work will be required; including research, concert attendance, and individual practice.</p> <p><i>This course is one of several possible art electives that will be offered based on student interest. Only art electives with the highest levels of student interest will be offered in SY24-25.</i></p>
<b>Enrichment 0.5</b>	Music Technology 1: Beat Making	<b>9-12</b>	<p>The beat is the basis and foundation of rhythm and momentum in most of the contemporary music we listen to today. In this course students will discover the tools needed for beat making; what makes a good beat, and how to make a beat from start to finish.</p> <p><i>This course is one of several possible art electives that will be offered based on student interest. Only art electives with the highest levels of student interest will be offered in SY24-25.</i></p>
<b>Enrichment 0.5</b>	Piano 1	<b>10-12</b>	<p>Beginning Piano provides students with training in basic piano technique, musical notation, history, and culture. This course is designed to develop skills both individually and in small groups. Students will have the opportunity to explore repertoire from different cultures and historical periods as they learn the basics of note reading and performance technique. Students will also learn about influential musicians from the past and present who have contributed to the development of the instrument. Students need no prior experience playing the piano to enroll in Beginning Piano.</p> <p><i>This course is one of several possible art electives that will be offered based on student interest. Only art electives with the highest levels of student interest will be offered in SY24-25.</i></p>
<b>Enrichment 1.0</b>	Studio Art I	<b>9-12</b>	<p>Take a year long art class that will give you access to explore a variety of art making practices. Each quarter is focused around a new way of artmaking to provide a solid foundation for students at any skill level, starting with Animation and moving to drawing 101, painting, and introduction and sculpture. This year-long course is a prerequisite for taking any other art courses at Boston Prep.</p>

<b>Enrichment 1.0</b>	Art and the Community	<b>9-12</b>	<p>This course is geared towards students who want to create large scale artworks that are visible within our community. We will start this class by looking at different artists and locations that have used murals/ artworks to engage and improve communities, create surveys and interviews to learn more about our community, and create proposals for public work. Students will be invited to propose artwork at Boston Prep, or outside of Boston Prep.</p> <p>This class is for students who enjoy working with others, are comfortable and knowledgeable in painting/ other artforms, and want to have an impact in making their community more beautiful.</p> <p><i>This course is one of several possible art electives that will be offered based on student interest. Only art electives with the highest levels of student interest will be offered in SY24-25.</i></p>
<b>Enrichment 1.0</b>	Advanced Drawing	<b>11-12</b>	<p>This course is geared toward pushing students to develop their drawing skills in a variety of 2D mediums, pencil, charcoal, pastels etc. This course will be a mix between live observations, and conceptual drawing prompts. Projects will include figure drawing/ human proportions, still lifes, perspective, and continued development in shading, texture, and linework. Students should only take this course if they enjoyed the drawing portion of Art I.</p> <p><i>This course is one of several possible art electives that will be offered based on student interest. Only art electives with the highest levels of student interest will be offered in SY24-25.</i></p>
<b>Enrichment 1.0</b>	Introduction to Textiles	<b>11-12</b>	<p>This is an introduction to sewing, fabrics, and dying course. Within this course students will be introduced to a variety of different skills within the first weeks from embroidery, crotchet, knitting, and fabric dying. Once we have developed foundational skills, we projects will be created based on class interest. Projects will range from creating embroidered pieces, making mini versions of dresses, tapestries, quilts, and more.</p> <p><i>This course is one of several possible art electives that will be offered based on student interest. Only art electives with the highest levels of student interest will be offered in SY24-25.</i></p>
<b>Enrichment 1.0</b>	AP Drawing	<b>11-12</b>	<p>This introductory, college level art course helps develop your skills in drawing as you experiment with different materials and processes. You'll create artwork that reflects your own ideas and skills and what you've learned. You'll learn how to investigate the materials, processes, and ideas that artists and designers use; practice, experiment, and revise as you create your own work; and communicate your ideas about works of art and design. Students enrolled in AP Art are required to submit a portfolio of their work to the College Board in the spring.</p>

<b>Enrichment 1.0</b>	Storytelling through Art	<b>10-12</b>	<p>This course will be based on the creation of stories and the visuals that support them. Through a wide variety of methods from puppet making, stop motion animation, character design, and mini sculptures. Within this course students will be asked to read folklore from different cultures, write their own stories, and collaborate with each other on artworks. The capstone of this project will be to share one of the stories that were created in class with the Middle School ELA classroom.</p> <p><i>This course is one of several possible art electives that will be offered based on student interest. Only art electives with the highest levels of student interest will be offered in SY24-25.</i></p>
<b>Enrichment 1.0</b>	Toys for Animals: Introduction to Sculpture	<b>10-12</b>	<p>This is a two part science and sculpture class that will teach about animal behaviors as well as the fundamentals of sculpture. This course will be primarily geared towards a collaborative project with Franklin Park Zoo where students will talk to different zoologists and engineers in order to produce enrichment toys for their animals. Typically, the zoo asks for us to create toys for their primates, but this may change based on what the zoo requests next year.</p> <p>Within this course, you will be asked to observe animal behavior, sketch and create a prototype for an enrichment toy that you will pitch to the zoologists, and make changes to your design based on feedback for your final version. Once the toy is completed, we will take another field trip to the zoo to observe and record the interactions of the enrichment toy with the animal and document the success.</p> <p><i>This course is one of several possible art electives that will be offered based on student interest. Only art electives with the highest levels of student interest will be offered in SY24-25.</i></p>
<b>Enrichment 1.0</b>	Animation II	<b>10-12</b>	<p>Within this course we will continue the learning from the Animation unit in Art I. Students will create their own original stories/ characters in a variety of ways through comic book making, 3D stop motion animation, and in depth character design.</p> <p><i>This course is one of several possible art electives that will be offered based on student interest. Only art electives with the highest levels of student interest will be offered in SY24-25.</i></p>
<b>Enrichment 0.5</b>	<p>Art of Spain. Making and Art History</p> <p>[Offered Spring Semester only]</p>	<b>11</b>	<p>This course will be catered to the Spain trip that Boston Prep students partake in their Junior year. Within this course we will take a close look at the history of Spain through Art, and architecture as well as have hands-on projects that will allow us to make the art we observe. If students within the course go on the Spain trip, they will be asked to create a reflection project based on their experiences.</p> <p><i>This course is one of several possible art electives that will be offered based on student interest. Only art electives with the highest levels of student interest will be offered in SY24-25.</i></p>

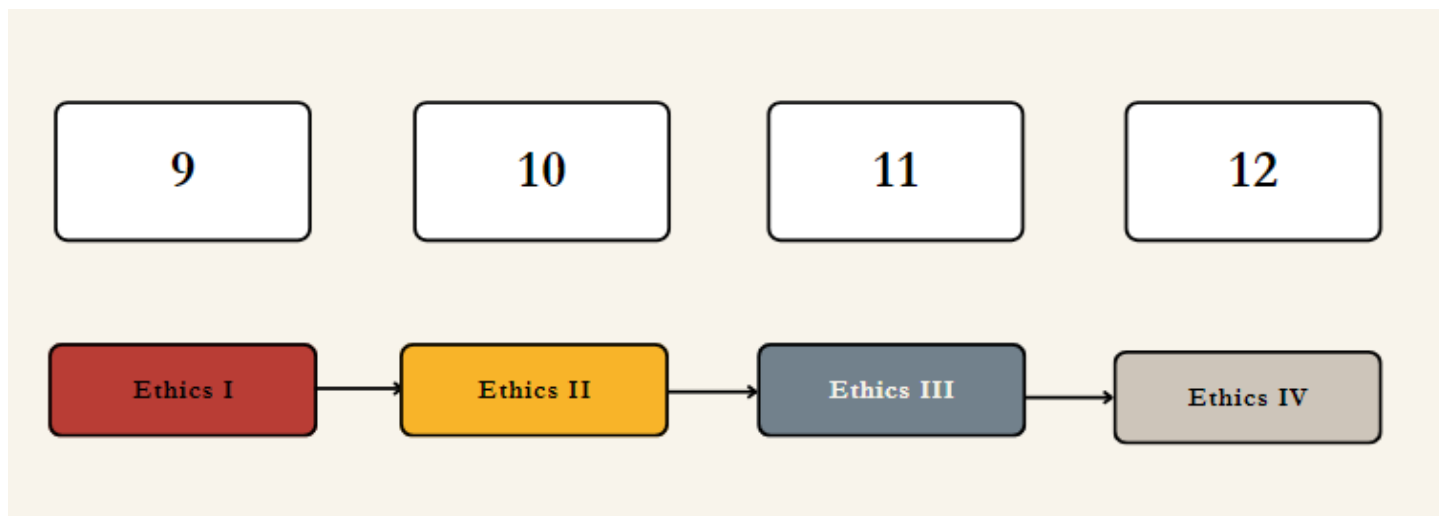
<b>Enrichment 1.0</b>	Painting II	<b>10 - 12</b>	<p>This course will focus on developing skills in three different kinds of painting mediums, watercolor, acrylic, and oil. Within each medium, we will explore the material through small mini lessons, and then do a larger project that will be either an observational painting, whole class concept, or independent project. By the end of the class, each student should have at least a 5 painting portfolio.</p> <p><i>This course is one of several possible art electives that will be offered based on student interest. Only art electives with the highest levels of student interest will be offered in SY24-25.</i></p>
<b>Enrichment 0.5</b>	Introduction to Theater	<b>9-12</b>	<p>Introduction to Theater Arts class is where the stage becomes a vibrant canvas for exploring and celebrating the richness of BIPOC identities and histories. As high school students at BPCS, a school committed to anti-racist education, you will embark on a transformative journey through the world of theater, examining its power to challenge, reflect, and reshape societal narratives. Through a curated selection of techniques, performances, and hands-on activities, we will delve into the roots of storytelling, the dynamics of performance, and the critical role theater plays in social justice and community building.</p>
<b>Enrichment 0.5</b>	Introduction to Screenplay Writing	<b>10-12</b>	<p>Introduction to Screenplay Writing Class is a creative laboratory where your imagination is the key to unlocking worlds unseen and voices unheard. In this course, we'll journey through the art and craft of screenplay writing, focusing on the intricate dance of imagination, style, and subtext to construct narratives that captivate interest and resonate with audiences. As high school students at BPCS, a school committed to anti-racist education, students will draw from the richness of BIPOC identities and histories.</p>

## Physical/Health



Department / Credit Type	Course Name	Grade Level	Course Description
<b>PE/Health 0.25</b>	Physical and Health Education I	<b>9</b>	Physical education students are required to dress in the required uniform daily, participate daily, and take care of their uniform and personal belongings inside the PAC. This course will focus on developing students' knowledge of and competency in motor skills, movement patterns, and strategies essential to perform a variety of physical activities. These activities will include: badminton, handball, basketball, four/five-player volleyball, weight lifting and soccer. Students will also continue to expand their knowledge for fitness concepts and participate in activities to maintain and improve their health related fitness.
<b>PE/Health 0.25</b>	Physical and Health Education II	<b>10</b>	
<b>PE/Health 0.25</b>	Physical and Health Education III	<b>11</b>	
<b>PE/Health 0.25</b>	Physical and Health Education IV	<b>12</b>	
<b>PE/Health 0.25</b>	Athletics with a personal fitness path (Health and Fitness 101)		Students will participate in a personalized fitness plan with Coach Kevin held at Planet Fitness / PAC. The goal is to reach as many students as possible who want to get into physical fitness to its highest degree in hitting personal records, goal setting, change in lifestyle ,etc.
<b>PE/Health 0.5</b>	Public Health [Optional Elective]	<b>12th</b>	<p>This half year (1 semester) course will dive into health topics in order to address public health topics in our society, along with taking a deeper look into gender, sexuality, race, and class issues. . This course will include units on a vast array of health topics including but not limited to; sexual education, sexuality, identity, access to health care, environmental impacts on health, mental health needs in underserved communities and nutrition. Through seminars, classwork, media, and research projects, we will seek to inform ourselves about health topics that are relevant and real to the urban adolescent population, and develop skills to become advocates not only for ourselves, but our communities as well. As the year progresses, we will look at both internal and external factors that affect decision making, and develop negotiating skills. This class is heavily focused on discussions and presentations, and will require students to use their coursework to educate their peers at Boston Prep.</p> <p>*This is a senior course, you would not have to have taken Real Health Real Talk in order to take this course</p>

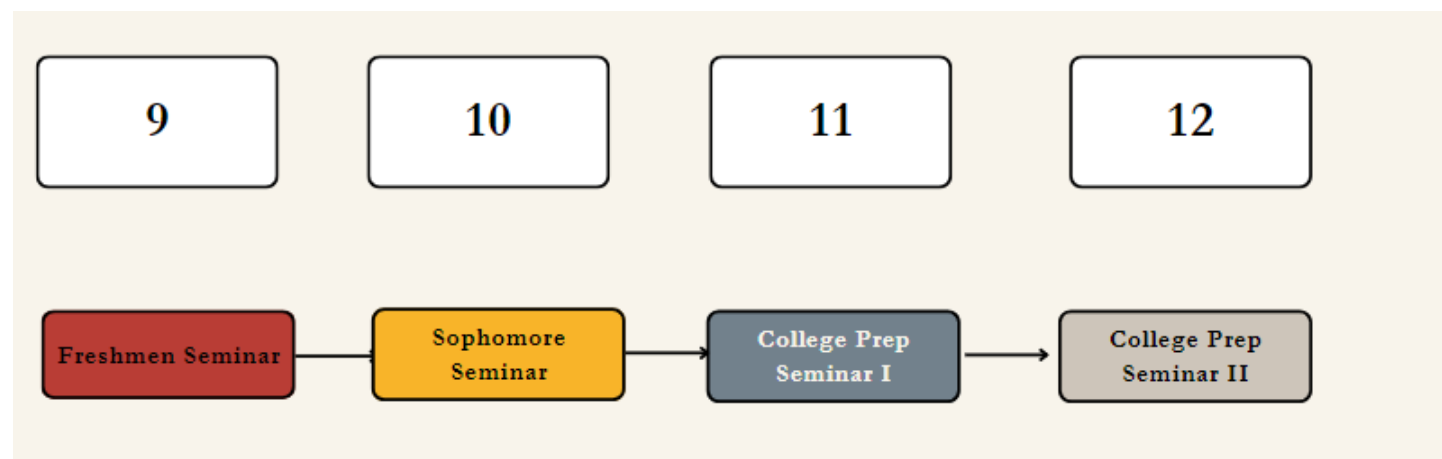
## Ethics



Department / Credit Type	Course Name	Grade Level	Course Description
<b>Ethics 0.25</b>	Ethics I	<b>9</b>	To be developed by PoG working group
<b>Ethics 0.25</b>	Ethics II	<b>10</b>	To be developed by PoG working group
<b>Ethics 0.25</b>	Ethics III	<b>11</b>	To be developed by PoG working group
<b>Ethics 0.25</b>	Ethics IV	<b>12</b>	To be developed by PoG working group



## Persistence



Department / Credit Type	Course Name	Grade Level	Course Description
<b>Counseling</b> 0.25	Freshman Seminar	9	Welcome to the 9th-grade seminar where students begin a transformative journey of self-discovery and skill development. Throughout this course, students will explore essential aspects of personal and academic growth. They will learn to manage their emotions effectively while honing crucial interpersonal skills vital for success in various contexts. By exploring diverse postsecondary options, students will gain insights into potential career paths and educational pursuits. Moreover, they will develop practical strategies for goal setting, note-taking techniques, time management tactics, prioritization methods, and effective email management. Additionally, through career exploration modules, students will master the art of crafting professional resumes, persuasive cover letters, and mastering interviewing skills. This seminar equips students with the tools and knowledge necessary to thrive academically, personally, and professionally as they navigate the exciting journey ahead.
<b>Counseling</b> 0.25	Sophomore Seminar	10	Welcome to the 10th-grade seminar, a continuation of the foundational skills introduced in the 9th grade course. Building upon the groundwork laid in the previous year, students will delve deeper into future planning and career exploration. Through interactive sessions and hands-on activities, students will refine their understanding of managing emotions and applying interpersonal skills, essential for navigating the complexities of personal and professional life. Furthermore, they will engage in comprehensive explorations of postsecondary options, including advanced discussions on college admissions, vocational training, and alternative paths to success. With a focus on personal and academic goal setting, students will expand their repertoire of strategies, diving into advanced techniques for effective note-taking, time management, prioritization, and email etiquette. Additionally, the course will provide in-depth career exploration opportunities. By the end of this seminar, students will emerge equipped with the knowledge, skills, and confidence needed to chart a course towards their desired future and begin the college prep process in their junior and senior years.

<b>Persistence 0.25 (Spring)</b>	College Prep Seminar I  Spring Semester 1x/week	<b>11</b>	This semester-long course will provide juniors with a dedicated weekly touchpoint with the College Counseling Office. Weekly sessions will include topics meant to provide students with foundational knowledge and exposure of post-secondary pathways. Topics of discussion will include, but are not limited to, understanding a college schedule, understanding requirements for various trade and certification programs, effective college research strategies, understanding majors, and college essay/personal narrative-writing workshops. Students will also have the opportunity to take career and interest surveys that will provide further insight on potential career pathways or areas of study. This time may also be used for brief 1-on-1 check-ins with your college counselor as needed, since the course will be co-taught by both Ms. Dewey and Ms. Perry.
<b>Persistence 0.25 (Fall)</b>	College Prep Seminar II  Fall Semester 1x/week	<b>12</b>	This semester-long course will provide seniors with a dedicated weekly touchpoint with the College Counseling Office. Some weeks will be lesson-driven with a focus on essay writing, college list creation, major/career exploration, understanding financial aid, and transitioning to college. Other weeks will be more task-oriented with seniors completing various steps in the college process (planning for rep visits & campus visits, completing & submitting college applications, preparing & submitting financial aid applications, setting up admission portals & following up with colleges). This time may also be used for brief 1-on-1 check-ins with your college counselor as needed, since the course will be co-taught by both Ms. Dewey and Ms. Perry.

## Support Services

Department / Credit Type	Course Name	Grade Level	Course Description
<b>Support Services 0.5</b>	Life Skills	9-12	Life Skills is a real life preparatory course that helps students learn the ins and out of living in the real world post graduation. It includes topics such as job readiness, personal health and independent living. Students engage in classwork, discussions, community outings and projects throughout the course of the year. These skills are valuable to students to help them be successful after graduating from Boston Prep.
<b>Support Services 1.0</b>	Academic Support	9-12	Academic Support is a class designed to provide additional assistance and support to students on the special education caseload. The primary goal of Academic Support is to help students develop effective skills and strategies that will enable them to succeed in their classes and reach their IEP goals. These strategies may include teaching students how to manage their time effectively, how to take effective notes, creating a professional resume, applying for jobs and even navigating public transportation. Overall, Academic Support aims to provide students the tools and resources they need to succeed academically. By offering additional assistance this class will support students with building confidence, improving their grades and developing necessary skills for college readiness and lifelong learning.
<b>Support Services 1.0</b>	MCAS Math	11-12	MCAS Math is a course that empowers students to take control of their own assessment and showcase their mathematical skills through alternative methods. In this class, students will delve into the creation of Massachusetts Comprehensive Assessment System (MCAS) grade-level and competency portfolios aligned with state standards offering a unique approach to measuring educational performance. By the end of MCAS Math, students will have not only a tangible representation of their mathematical abilities but also invaluable skills in self-assessment, communication, and diverse work samples. While not all students are on the competency track, this course empowers students to move beyond traditional assessments, fostering a deeper connection to their learning journey and preparing them for success in future educational and professional endeavors.
<b>Support Services ESL 1.0</b>	ELD	9-12	ELD (English Language Development) supports all multilingual learners to advance their academic language development. Students build on their existing language skills to advance their academic listening, speaking, reading, and writing skills. ELD involves intensive grammar and vocabulary work, as well as rigorous practice of grade-level writing and public speaking skills. Using academic English is a skill that takes dedication and practice. We approach ELD with a growth mindset, ready to polish our skills. This is the place for students to try, make mistakes, and to grow together. ELD students will graduate with the knowledge, skills, and abilities necessary to be successful in college and beyond, and to contribute to life within their community.
<b>Support Services ESL 1.0</b>	HS ELD Humanities	9-12	ELD Humanities provides additional support for multilingual learners' English language and academic development. Students build a strong foundation of language skills for our academic listening, speaking, reading and writing abilities. This course involves rigorous grammar and vocabulary work, as well as building skills to engage with grade-level writing and public speaking. ELD Humanities aligns and supports grade-level content in ELA, with support as needed in social sciences and STEM content.

