

**2024-25**  
**BHS Program of Studies**  
**Proposed Changes**  
**Executive Summary**

**January 23, 2023**

**Blue text:** New/additions

**Red text:** Removed

\*Grammar, punctuation, and stylistic changes highlighted in document for all content areas

| COUNSELING |   |   |
|------------|---|---|
| Page(s)    | Proposed Change   | Rationale   |
| 10         | Modification of scheduling timeline for students  | Goal is to support students by having schedules in hand for the following school year when they depart in June. |
|            | <ul style="list-style-type: none"><li>In <del>April</del> <b>March</b>, students receive the list of the courses they were recommended for and requested.</li><li><del>Final Tentative</del> schedules for the coming school year <b>will be available in June.</b> <del>are posted in Aspen during the summer</del></li><li><b>Students will be permitted to make schedule changes prior to leaving for summer vacation.</b></li></ul> <p><b>ARENA DAY</b><br/><del>To help facilitate the schedule change process for students at Bedford High School, the BHS Counseling Department hosts Arena Day at the end of August prior to the start of school. This process enables students to begin school with a complete schedule they are comfortable with to fulfill graduation requirements.</del></p>  |   |
| 10         | Modify level change request process   | Remove barriers for students to stretch themselves  |
|            | <p><b>LEVEL CHANGE REQUEST PROCESS</b></p> <p>Teachers make course placement recommendations based upon their knowledge of the student's achievement, academic strength, and motivation. <b>On occasion,</b> <del>when</del> aspirations of students and caregivers conflict with the professional recommendations of the teachers, <del>there is a process for appealing the teacher's recommendation.</del> <b>In these cases, students are encouraged to have conversations first with their teacher and then school counselor about potentially overriding these recommendations. In addition, Caregivers are encouraged to first</b> have a conversation with the recommending teacher <del>first</del> before initiating this process.</p> <p><del>The steps for students and/or parents/guardians to request a level change are as follows:</del></p> <ol style="list-style-type: none"><li><del>1. Obtain a Complete a "Level Change/Appeal Request Form" which is available in either the middle or high school counseling office or print from the BHS Counseling web page. The form asks for both student and parent/guardian to state reasons for requesting the change.</del></li><li><del>2. Complete and submit the form to the BHS office for the appropriate Program Administrator by March 24th 22, 2024.</del></li><li><del>3. The appropriate Program Administrator will review the request and will contact the parent/guardian by phone or email regarding the decision. Requests submitted after March 24th 22, 2024 will be considered on a space available basis in addition to the standard review process.</del></li></ol> |   |

| AAC       |  |   |
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| Page(s)   | Proposed Change  | Rationale   |
| 14        | Introduce Mentoring program  | Facilitate leadership opportunities for upperclassmen and continue to improve upon collaboration within school community  |
|           | <div><div>MENTORING PROGRAM</div><div>Course #????</div><div>Prerequisite: Application and interview required</div><div>This program will provide students with an opportunity to mentor freshman students in an English, math, social studies, or science classrooms under the guidance of the classroom teachers. Mentors work with students in small groups and on a one-to-one basis. Mentors are expected to demonstrate behaviors and skills which will assist class members in attaining academic success. In addition, mentors must complete coursework as directed by the teacher. Mentors will also attend an orientation training session before the start of the school year. Mentors are also expected to attend several other meetings throughout the year. Participation in this course is selective and limited to 2 to 6 mentors per academic class. Students interested must complete the application form, secure a teacher’s recommendation, and interview with the subject matter Program Administrator. Grades are on a pass/fail basis.</div></div>   |   |
| ART       |  |   |
| Page(s)   | Proposed Change  | Rationale   |
| 18-19, 20 | Remove Photography and Photo Intern courses  | Students enrolling in manipulative courses - ceramics & sculpture, plans to develop a more robust digital art program which is more relevant and cost-effective |
|           | <div><div>PHOTOGRAPHY I (Minor)</div><div>College Prep</div><div>Course #7043</div><div>Prerequisite: None</div><div>This course is designed to help you to become a more thoughtful, creative, and visually aware photographer, no matter what kind of camera you use at any given moment. The photographic processes of 35mm camera operation, black and white film development and printing, and compositional design are applied to creative projects in areas including: the development of semi-abstract images, descriptive and interpretive visual essays, environmental studies, and portraiture. Creative expression and exploration of personal interests through the medium of photography is stressed, but success in this course also requires the ability to develop disciplined work habits to master technical material. Students will engage in a variety of visual problem solving.</div></div> <div><div>PHOTOGRAPHY II (Minor)</div><div>College Prep</div><div>Course #7053</div><div>(Major)</div><div>Course #7054</div><div>Prerequisite: Photography I</div><div>This advanced course challenges students to build upon the technical and expressive skills achieved in Photography I. Students will explore experimental and alternative approaches and materials, and will also expand their competence with traditional photographic processes. Topics and projects include, but are not limited to, high contrast photography, close-up photography, montage, and the analysis and exploration of photographic style. Strong emphasis will be placed upon individually conceived projects, which define, refine, and extend the student’s personal vision and style. In addition, students may be called upon to assist in activities of service to the school community, such as visual artwork for the yearbook, school newspaper, and special events.</div></div> |   |

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| <div>PHOTOGRAPHY III (Minor) College Prep Course #7063</div> <div>(Major) Course #7064</div> <div>Prerequisite: Photography II</div> <div><del>This advanced course challenges students to build upon the technical and expressive skills achieved in Photography II. While the teacher will provide specific assignments, students will also be expected to take an active role in the shaping of their projects and explorations. The course will be structured to encourage students to discover connections between photography and other media and disciplines, the in depth exploration of a particular theme, and the use of photographic imagery in conjunction with other types of research. Topics will include the issues of reality vs. illusion, perspectival vs. atmospheric space, case studies of selected photographers, and the interrelationships of landscape photography to the disciplines of geography and history.</del></div> <div>ART, CERAMICS, PHOTO INTERN College Prep (Pass/Fail) Course #7011</div> <div>Prerequisite: Art I, Ceramics I, or Photography I, or program director approval</div> <div><del>The Art, or Ceramics or Photography Intern will assist the classroom teacher by keeping supplies and equipment ready and updated for classes. Art Interns will be responsible for the ongoing organization, cleaning and inventory of art supplies. Ceramic Interns will be responsible for recycling clay, organizing glazes and cleaning tools. Photography Interns will be responsible for mixing chemicals, cleaning and organizing at enlarger stations, making dodging and burning tools, doing simple camera tests, and testing darkroom techniques and/or materials.</del></div> |  |                                      |
| ENGLISH   |  |                                      |
| Page(s)   | Proposed Change  | Rationale                            |
| 28  | Modify English IV: African-American Literature course description  | Reflect current curriculum in course |
|   | <div>ENGLISH IV: AFRICAN-AMERICAN LITERATURE Unleveled Course #0430</div> <div><del>The focus of this course is on the development of black writing in America, from the colonial to the contemporary. The readings, both fiction and nonfiction, cover a panoply of experiences—from slavery to the riches of the Harlem Renaissance, and from the struggles against institutional racism, to the fight for civil rights. The course will close with African-American contributions to contemporary life and literature. Sample texts and excerpts include <i>Between the World and Me</i>, <i>Binti</i>, and <i>Things Fall Apart</i>. <i>Narrative of the Life of Frederick Douglass</i>, <i>I Know Why the Caged Bird Sings</i>, and <i>Friday Night Lights</i>.</del></div>   |                                      |
| 28  | Modify English IV: Asian-American Literature course description  | Reflect current curriculum in course |
|   | <div>ENGLISH IV: ASIAN-AMERICAN LITERATURE Unleveled Course #0440</div> <div><del>Drawing from works such as Bill Moyer's <i>Becoming American: The Chinese Experience</i>, Helen Zia's <i>Asian American Dreams</i>, the fiction and nonfiction collection <i>Growing Up Asian American</i>, and Gene Luen Yang's graphic novel <i>American Born Chinese</i></del> Drawing from works such as Tracy Chee's <i>We are Not Free</i>, Gene Luen Yang's <i>American Born Chinese</i>, and Robin Ha's <i>Almost American Girl</i>, as well has an assortment of documentaries, feature films, and online resources, students will examine the Asian-American experience and investigate their impact on America and, conversely, the impact life in America has had on them. Students are encouraged to bring in their own families' immigration stories to compare with those explored in the class curriculum. Guest speakers and field trips will also be important aspects of the course. One of the goals of the class is to supplement the existing curriculum taught in American Perspectives and American History.</div> |                                      |
| MATH  |  |                                      |
| Page(s)   | Proposed Change  | Rationale                            |

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| 34             | Remove Continuing Algebra II/Pre-Calculus course   | Final phase as part of plan to remove continuing math course track. All other continuing courses were previously removed. |
|                | <del><b>CONTINUING ALGEBRA II/ PRE-CALCULUS</b> <b>Honors</b> <b>Course #2324</b></del><br><del><b>Prerequisite: Teacher recommendation</b></del><br><del>This course is the third course in the Continuing sequence. It begins with a review of topics covered in the Introduction to Algebra II portion of the previous course, including quadratic equations, relations, and functions. Following the review, students explore powers, roots, and radicals, exponential and logarithmic functions, polynomials and polynomial functions, rational functions, conic sections, sequences and series. Students will conclude the year with a study of trigonometry including right triangle trigonometry, inverse trig functions, Law of Sines and Cosines, graphing and identities. This course will be discontinued in 2024-2025.</del>                            |   |
| 35             | Modify Geometry course descriptions  | Reflect current curriculum in course  |
|                | <b>GEOMETRY</b> <b>College Prep</b> <b>Course #2203</b><br><b>Prerequisite: Teacher recommendation</b><br>Aligned to the Common Core State Standards, our Geometry course covers the fundamentals of Euclidean Geometry including constructions, transformations, congruence, similarity, right triangle trigonometry, circles, geometric measurement and dimension, and coordinate Geometry. Greater emphasis is placed on applications of properties than on formal geometric proofs; however, students are expected to develop a basic beginning understanding of deductive reasoning. that supports a given conjecture. This majority 10th grade course incorporates MCAS-style practice throughout the year and students take a formal MCAS practice test.  |   |
|                | <b>GEOMETRY</b> <b>Honors</b> <b>Course #2204</b><br><b>Prerequisite: Teacher recommendation</b><br>Aligned to the Common Core State Standards, our Geometry course covers the fundamentals of Euclidean Geometry including constructions, transformations, congruence, similarity, right triangle trigonometry, circles, geometric measurement and dimension, and coordinate Geometry. Two-column geometric proofs of theorems are embedded in each some units of study, and proofs are “fill in,” meaning students will fill in the details of the proof given a provided structure of some statements and reasons. Algebra skills and concepts are reviewed throughout the year where needed. Ninth graders taking Geometry have successfully completed a full-year Algebra I course in middle school.  |   |
|                | <b>GEOMETRY</b> <b>High Honors</b> <b>Course #2205</b><br><b>Prerequisite: Teacher recommendation</b><br>Aligned to the Common Core State Standards, our Geometry course covers the fundamentals of Euclidean Geometry including constructions, transformations, congruence, similarity, right triangle trigonometry, circles, geometric measurement and dimension, and coordinate Geometry. This is a proof-based course where students write formal, two-column proofs in the majority of units. Students will learn to write proofs “from scratch,” meaning they are expected to create the statements and reasons themselves. A solid mastery and retention of Algebra I concepts and skills is expected. Proofs of theorems are embedded in each unit. Ninth graders taking Geometry have successfully completed a full-year Algebra I course in middle school. |   |
|                | <b>OCCUPATIONAL EDUCATION</b>  |   |
| <i>Page(s)</i> | <i>Proposed Change</i>   | <i>Rationale</i>  |
| 38             | Remove Hospitality course  | Lack of interest in the course, has run only once since 2019, DECA opportunities instead                                  |
|                | <del><b>HOSPITALITY &amp; TOURISM</b> <b>College Prep</b> <b>Course #6023</b></del><br><del><b>Prerequisite: None</b></del>  |   |

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|                           | <del>Course Description:</del> An introductory course providing an overview and scope of the travel/tourism and hospitality industries. With greater disposable income and more opportunities for business travel, people are traveling the globe in growing numbers. As a result, the hospitality and tourism industry is one of the fastest growing industries in the world. Students learn about key hospitality issues, the development and management of tourist locations, event planning, marketing, and environmental issues related to leisure and travel. Students learn about the four main sectors: Lodging, Food and Beverage, Transportation, Recreation/Entertainment. The course also examines some current and future trends in the field. Students are introduced to career opportunities and the employability skills needed to succeed in specific hospitality fields. No pre-requisite required. Open to all levels and grades. This course will run every other year beginning in 2019-20. <u><b>This course will not be running during the 2023-2024-2025 year.</b></u> |   |
| FAMILY & CONSUMER SCIENCE |  |   |
| Page(s)                   | Proposed Change  | Rationale   |
| 40                        | Remove Fashion Design courses  | Fashion did not run this year. Student interest shows a desire for an expanded foods program.                         |
|                           | <del>FASHION DESIGN I</del> <del>Unleveled</del> <del>Course #6702</del><br><del>Prerequisite: None</del><br><del>This course covers elements and principles of design, history of fashion, and fabric, textiles, and adornments in fashion. Students are introduced to the principles of textiles and caring for clothing. Throughout the course students will complete three to four projects.</del>   |   |
|                           | <del>FASHION DESIGN II</del> <del>Unleveled</del> <del>Course #6712</del><br><del>Prerequisite: Fashion Design I (#6702)</del><br><del>This course builds on previous skills for the student who is interested in the Fashion and Interior Design Industry. Students explore various aspects of the principles of design, influences of fashion trends, marketing techniques, and advanced apparel construction techniques.</del>  |   |
| 40-41                     | Remove CASE/Preschool Internships  | CASE not housed in schools and the Preschool Internship is now categorized as Lane Internship with the preschool move |
|                           | <del>CASE INTERNSHIP</del> <del>Unleveled</del> <del>Course #6832</del><br><del>Prerequisite: Supervisor Approval and Early Childhood Education</del><br><del>Through working in the CASE classroom, students observe children, plan activities, and learn the principles of child growth and development. Offered as a Pass/Fail class.</del>   |   |
|                           | <del>PRESCHOOL INTERNSHIP</del> <del>Unleveled</del> <del>Course #6843</del><br><del>Prerequisite: Supervisor Approval and Early Childhood Education</del><br><del>Through working in the Integrated Pre-School, students observe children, plan activities, and learn the principles of child growth and development. Each student must be able to provide his or her own transportation to the field site. Offered as a Pass/Fail class</del>  |   |
| TECH EDUCATION            |  |   |
| Page(s)                   | Proposed Change  | Rationale   |
| 42                        | Remove Drafting courses  | Lower enrollments as students have gravitated towards the Tech. Ed. courses   |
|                           | <del>DRAFTING TECHNOLOGY I</del> <del>Unleveled</del> <del>Course #6110</del>  |   |

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|                        | <p>The student will develop skills in visualization, multi view drawings, pictorial drawings, auxiliary and sectional views, measurement and dimensioning, and the proper use of drafting tools and equipment. At this level, drawing will be done using drafting machines, CAD drawings and design. The acquisition of these skills will enable the student to interpret industrial drawings and reinforce concepts learned in mathematics. This course provides an excellent background for any student interested in the fields of engineering, manufacturing, or construction.</p> <p><b>DRAFTING TECHNOLOGY II</b> <b>Unleveled</b> <b>Course #6120</b><br/><b>Prerequisite:</b> <b>Drafting Technology I</b><br/>Students will use research and development procedures to solve problems related to the fields of engineering and architecture. Skills will be expanded to include computer applications CAD/CAM/CNC and practice in recording ideas, visualizing probable form, evaluating data, making decisions, and the presentation of workable solutions. The first half of this course will focus on drawing and practices while the second half will focus on an introduction to Solid Modeling and Computer Aided Design. After learning basic CAD techniques, students will design and develop part and assembly models and drawings common to the field in order to build actual working assemblies.</p> <p><b>DRAFTING TECHNOLOGY III</b> <b>Unleveled</b> <b>Course #6130</b><br/><b>Prerequisite:</b> <b>Drafting Technology I and II</b><br/>In this course, students will learn advanced Solid Modeling Techniques common to Mechanical Engineering, beyond those developed in Drafting I and II. Students will design models, drawings, and pictorial/renderings commonly used in Mechanical Engineering. Students will also have the opportunity to perform Structural and Motion Analyses and Design Studies in order to optimize their designs. Finally, they may have an opportunity to engineer and build solutions for problems or opportunities as presented by members of the Bedford School community using equipment both internal and external to the school. By providing solutions to these customers, they will experience opportunities similar to those faced by engineers in various fields.</p> |   |
| 43                     | Remove Engineering course  | Lower enrollments as students have gravitated towards the Tech. Ed. courses |
|                        | <p><b>ENGINEERING AND 3D MODELING</b><br/><b>Prerequisite:</b> <b>Basic knowledge of geometry</b> <b>Honors</b> <b>Course #6214</b><br/>Today's engineering is evolving and the skills needed from conception to implementation are requiring students to develop skills that allow them to learn and practice the process. There are radical changes in the way things are designed, made, analyzed, and communicated. This course is designed for students wishing to pursue an understanding of the engineering process from analyzing and interpreting engineering design challenges to designing and creating working models that meet specific requirements and parameters. Students will develop CAD, 3D Modeling, Simple and Complex Design, and Computer Numeric Design skills. The goal is to provide students with a big picture of the Engineering process through development and implementation of skills. Students are expected to have a base knowledge of Geometry.</p>   |   |
| <b>PERFORMING ARTS</b> |  |   |
| <i>Page(s)</i>         | <i>Proposed Change</i>   | <i>Rationale</i>  |
| 46                     | Introduce Percussion Specialty elective  | Provide specialized instruction for the percussion section                  |
|                        | <p><b>BAND: PERCUSSION SPECIALTY</b> <b>Honors</b> <b>Course #</b><br/><b>Prerequisite:</b> <b>Previous participation in the Band program or approval of the instructor</b><br/>This class would enable percussion students from the BHS Band program (only) to learn percussion-specific skills in a separate setting while mastering percussion parts for the Band ensemble. Students will have focused time with the teacher to learn snare drum rudiments and rolls, timpani technique, mallet instrument technique, and additional skills in auxiliary percussion. At home practice is expected. Students will perform with the BHS Band in</p>   |   |

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|                | evening concerts throughout the year. Concert participation is mandatory. Prior to each concert there will be a mandatory, evening rehearsal. Grades will be based upon rehearsal participation and behavior, concert and dress rehearsal attendance, and recording assignments.   |  |
| SCIENCE        |  |  |
| Page(s)        | Proposed Change  | Rationale  |
| 53             | Remove Media component from Forensic Science course; Add College Prep level as an option for students  | Media is no longer emphasized within the curriculum; High demand for the course and want to increase access  |
|                | <b>FORENSIC SCIENCE (Lab)/<del>FORENSICS-IN-MEDIA</del> Honors</b> <b>Course #3604</b><br><b>Prerequisite: Grade 12 and Teacher Recommendation</b><br>Forensic science is a senior-level course rich in exploration and lab investigation which applies many disciplines of scientific study such as biology/anatomy, chemistry, and physics to solving crimes. The course examines the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. Major topics include processing a crime scene, collecting and preserving evidence, identifying types of physical evidence, organic and inorganic analysis of evidence, trace evidence, serology, DNA, fingerprints, <del>firearms</del> , anthropology, and document analysis. <del>Students will analyze how forensics is presented in various media outlets such as film and print, and explore how forensics science plays a role in our world.</del><br><br><b>FORENSIC SCIENCE (Lab)</b> <b>College Prep</b> <b>Course TBD</b><br><b>Prerequisite: Grade 12 and Teacher Recommendation</b><br>Forensic science is a senior-level course rich in exploration and lab investigation which applies many disciplines of scientific study such as biology/anatomy, chemistry, and physics to solving crimes. The course examines the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. Major topics include processing a crime scene, collecting and preserving evidence, identifying types of physical evidence, organic and inorganic analysis of evidence, trace evidence, serology, DNA, fingerprints, anthropology, and document analysis. At the College Prep level, students explore each topic through guided lab experiences and structured and scaffolded research investigations. |  |
| 54             | Modify Project Physics to Honors level   | Initially designed to be an honors level course. Unleveled courses currently have low enrollment; students have shared a reluctance to sign up for unleveled electives. The honors level is more attractive to colleges and universities in transcripts, thereby benefiting our students in the application process. |
|                | <b>PROJECT PHYSICS: THE WAY THINGS WORK (Lab)<del>Unleveled</del> Honors</b> <b>Course #3110</b>   |  |
| SOCIAL STUDIES |  |  |
| Page(s)        | Proposed Change  | Rationale  |
| 60             | Modify Gender Studies to Honors & High Honors levels   | Initially designed to be honors & high honors level courses. Unleveled courses currently have low enrollment; students have shared a reluctance to sign up for unleveled electives. The honors level is more attractive to colleges and universities in transcripts, thereby   |



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|    |   | benefiting our students in the application process.  |
|    | <b>GENDER STUDIES</b> <b>Unleveled Honors/High Honors</b> <b>Course #1450</b><br><b>1544/1545</b><br>This course examines gender in societies around the world, both past and present. Students will do this through the study of the historical and contemporary roles of women in relation to men, the cultural expectations of women and men in different societies, and gender as it relates to social class, diversity, and identity. The class will address the nature vs. nurture debate, biological foundations of gender, and masculinity in America today. This course emphasizes contemporary gender issues and students will evaluate events in American and world history using gender as a lens to analyze these issues. Students are expected to complete <del>a significant amount of</del> independent reading outside of class, including supplementary articles and books. The class is grounded in discussion, reflection, and analysis of <del>many of the</del> themes and ideas <del>introduced</del> <b>explored</b> in course readings, <b>films, and other types of media</b> . The course addresses challenging and sensitive issues throughout the year. <del>Students will be expected to complete a midterm book study in which they will select a book that relates to the course, analyze it, write a paper, and deliver a presentation to the class.</del> Students enrolled in High Honors should be capable of analyzing and evaluating additional independent readings, should write at a college level, and should be prepared for differentiated assessments on tests, quizzes, and projects. |  |
| 60 | Introduce International Relations course  | New course proposed based on student interest and teacher expertise  |
|    | <b>INTERNATIONAL RELATIONS</b> <b>Honors/High Honors</b> <b>Course #????/????</b><br>The study of international politics and current issues facing world powers by first analyzing the history, origins, and evolution of the modern international system through a variety of theoretical and conceptual approaches and frameworks. These frameworks will be used to explore the global economy, international governance mechanisms, national foreign policies, security and conflict, and global problems. Students enrolled in High Honors should be capable of analyzing and evaluating additional independent readings, should write at a college level, and should be prepared for differentiated assessments on tests, quizzes, and projects.   |  |
| 61 | Modify Real World Social Studies to Honors level  | Initially designed to be an honors level course. Unleveled courses currently have low enrollment; students have shared a reluctance to sign up for unleveled electives. The honors level is more attractive to colleges and universities in transcripts, thereby benefiting our students in the application process. |
|    | <b>REAL WORLD SOCIAL STUDIES</b> <b>Unleveled Honors</b> <b>Course #1310</b><br><b>1314</b>   |  |
| 61 | Modify course description and add Advanced Placement course level   | New description reflects both the potential for students to enroll in the course at the AP level and the curriculum covered.   |
|    | <b>U.S. GOVERNMENT AND POLITICS</b> <b>Honors</b> <b>Course #1704</b><br><b>AP U.S. GOVERNMENT AND POLITICS</b> <b>Advanced Placement</b> <b>Course #1705</b><br>Upon completion of this course, students will have achieved a thorough understanding of the purpose, process, and role of the American system of government. <del>Studies will emphasize the ideas and government framework established by the U.S. Constitution as well as the political process within a representative democracy. Lessons will challenge and encourage students to become informed and active participants in society by developing an awareness of their rights and responsibilities as American citizens and to exercise these rights and responsibilities in local, state, and national government.</del> Topics of study include the <del>history of American political</del>   |  |

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|  | <p><del>thought, the purpose and role of the executive, legislative, and judicial branches, as well as local, state, and national governments, political parties, interest groups, campaigns, and elections.</del> foundations of American democracy, interactions among branches of government, civil liberties and civil rights, American political ideologies and beliefs, and political participation. Lessons challenge and encourage students to become informed and active participants in society by developing an awareness of their rights and responsibilities as American citizens and to exercise these rights and responsibilities at the local, state, and national levels. Content will be presented through analysis of written arguments, discussion of current issues and events, first-hand experiences, case studies, research, critical thinking, and decision making activities. Students will demonstrate their mastery of content through a variety of written and performance-based products. <del>Students enrolled in the Advanced Placement level should be capable of analyzing and evaluating additional independent readings, should write at a college level, and should be prepared for differentiated assessments on tests, quizzes, and projects.</del> This course is eligible for dual enrollment; see the Counseling section for additional information.</p> |
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