



2026 - 2027 **PROGRAM OF STUDIES**

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LETTER TO STUDENTS AND PARENTS

Dear Students and Parents,

Welcome to the 2026-2027 Program of Studies. This guide contains information about graduation requirements, grading, academic supports, course offerings and co-curricular programs. As you read through the pages, you will find information about new and revised courses, alternate-year courses that will require some long-range planning, Advanced Placement and dual enrollment offerings that can result in college credits, as well as internship, independent study and alternative, out-of-school course/credit options

While adhering to the traditions of a rigorous and traditional Catholic high school curriculum, our programs also reflect opportunities for students to blend courses from local career technical programs, post-secondary institutions, and online distance learning sources. Students may also design credit-bearing internships or propose consideration for summer opportunities. Our goal is to extend the traditional program with opportunities for students to supplement their studies with real world exposure. Our 8 period, modified block schedule allows students time in the day to pursue their interests and passions while practicing time management skills.

Your selection of courses should reflect a challenging but realistic plan to meet your long-term goals. Discussion between students, parents, teachers, counselors, and administrators is an important aspect of the planning process. Pay particular attention to courses with prerequisites that may include minimum grade requirements, previous coursework, or permission to enroll, as well as courses that are only offered on an alternate-year basis. As you review the multitude of options, please be aware that many colleges give increased consideration to student who have completed four years of mathematics and science, as well as advanced levels of world language. We hope to encourage you to stretch and try new things and not settle for simply meeting the minimum requirements needed for graduation.

Once the school year has started, changes in schedules may not be possible due to class sizes or course conflicts. Class changes will not be made simply to put you in classes with your friends or to change teachers. We encourage you to pursue a well-rounded educational program and to be exposed to as many different teachers and teaching styles as possible during your time at Brady.

It is important to note that courses that are under-enrolled may not run and some electives will be limited in size. Early completion of your course selection is your best chance of getting the elective courses in which you are interested.

**Schedules will not be finalized until the 26-27 Enrollment Contract or Hockey Recommitment Form is signed and returned. **

Michael Jordan said, “You must expect great things of yourself before you can do them.” Aspire to greatness, work hard, and get involved. GO GIANTS! #BradybeingBrady

Respectfully,

Andrea Isaak Elliot, Principal

MISSION STATEMENT

Bishop Brady High School welcomes all students into a caring and supportive Catholic community that cultivates innovative and critical thinkers through extensive academic and co-curricular programs promoting Faith, Learning, and Service.

BISHOP BRADY HISTORY

Bishop Brady traces its roots to St. John's High School which was established in 1930 on South State Street in Concord, New Hampshire. Named for the Most Reverend Matthew F. Brady, D.D., Bishop of Manchester (1945-1959), Bishop Brady High School opened its doors in September 1963 as a Catholic co-educational school offering a college preparatory program in a supportive Christian atmosphere. We are thrilled to begin our seventh decade as a premier educational institution in central New Hampshire.

Continuing the traditions of St. John's High School, Bishop Brady High School carries on their motto, "fides, caritas, veritas" (translated as faith, charity, and truth) in our motto of Faith, Learning, and Service, the strong principles behind the development of the total person. Our graduates are ready to face the world armed with a solid foundation of academic strength, a compassion for others, and a healthy respect for their religious beliefs, family and society.



VISION OF A BISHOP BRADY GRADUATE AT GRADUATION

Students at Bishop Brady are immersed in a community that cultivates individual growth in faith, learning, and service. This growth starts in an environment that nurtures talents and supports struggle. Growth is also shown in each Brady student's pursuit of excellence in the classroom, on the athletic field, and in his or her social life.

The vision of the Bishop Brady Graduate at Graduation identifies the specific skills and habits of mind that our community fosters. These are not skills to measure but rather habits and virtues that students will deepen throughout their lives. Upon graduation, therefore, the young men and women receiving diplomas from Bishop Brady High School will have demonstrated personal ***Growth*** through ***Deepening Faith, Engagement in Learning, and Commitment to Service***.

Deepening Faith – A Bishop Brady graduate will experience growth in his or her faith and will be able to

- integrate Gospel values into the decision-making process.
- respect the rich ritual traditions of the Catholic Religion.
- recognize one's religious faith as a lifelong journey.
- celebrate the diversity found in other religions.
- recognize that everyone is made in the image and likeness of God.
- develop a habit of reflection on experiences.
- show a growth in maturity and a willingness to take responsibility for his or her own actions.

Engagement in Learning – A Bishop Brady graduate will experience growth in one's learning and will be able to

- carefully observe, critically question, intelligently explore and respectfully accept a variety of possibilities.
- analyze and synthesize information and draw meaningful conclusions from various sources.
- communicate effectively through written, oral, technological, and collaborative means.
- be an active, informed and influential citizen.
- demonstrate initiative, adaptability and moral fortitude in the technology driven future.
- be creative, curious and imaginative.
- develop the initiative to seek new challenges, even those that may involve risk or failure.

Commitment to Service – A Bishop Brady graduate will experience growth in his or her service to others and will be able to

- identify the many needs of local and wider communities.
- live as a person in service to others.
- reflect on the communal nature of humans and the broader demands of community building.
- engage in social justice issues and the pressing needs of society through acts of charity and justice.

GRADUATION REQUIREMENTS

THEOLOGY	4.0
ENGLISH	4.0
MATH	3.0
SCIENCE	3.0*
SOCIAL STUDIES	3.0**
WORLD LANGUAGES	2.0***
FINE ARTS	1.0****
TECHNOLOGY	.5
WELLNESS/HEALTH	.5*****
ELECTIVES	4.0
 TOTAL	 25 credits

- * One credit of biology, one physical science (chemistry, physics, environmental science), one elective
- ** World History, US History, Economics, and Civics are required. All students must pass the NH Civics Assessment in order to qualify for a Brady diploma.
- *** Students must successfully pass two years of the same world language. Note that many colleges expect students to reach an advanced level (III) of world language.
- **** The Fine Arts Department allows students to receive .5 credit for approved study outside of Bishop Brady. Refer to the “Fine Arts Option” description and application in this Program of Studies.
- ***** Credit may be earned for participation in NHIAA sports or approved out-of-school activities

SCHEDULING REQUIREMENTS

The typical student schedule requires enrollment in seven credits per year. Some students enjoy a full schedule of eight credits with no study with the approval of parents and school administration.

With prior approval, students in grade 9 may register for six credits to allow for academic support and a smooth transition into high school.

Students in the NH Hockey Academy Program register for six classes. Hockey practice time is built into the daily schedule and there are three nights of study hall in the dorm during the week.

Students in grades 11 and 12 who are accepted into the CRTC program at Concord High School enroll in two fewer credits at BBHS.

In grade 12, students may choose to register for six credits to allow additional time to complete college and scholarship applications or to pursue off site internships.

ACADEMIC SUPPORT

Academic support is available to help all students achieve their academic potential. The Director of Academic Support works in conjunction with school counselors, teachers and parents to identify students with learning challenges and assure that all students have access to programming to enhance their skills. Helping students with academic needs, study skills, organization and keeping up with assignments help build life-long skills. Academic support is also available through our ELL program, the National Honor Society tutoring program, and online at Tutor.com.

ADVANCED PLACEMENT COURSES

The following courses may be available based on course registration:

AP French	AP US History
AP Spanish	AP Psychology
AP Calculus AB	AP Biology
AP Calculus BC	AP Chemistry
AP Statistics	AP Physics
AP English Language and Composition	AP Environmental Science
AP English Literature and Composition	

NOTE: In 25-26, 34 students took 90 AP exams

ALTERNATIVE COURSES, COLLEGE CREDIT OPTIONS and CAREER TECHNICAL COURSES

Self-driven students may request permission to take coursework outside of Bishop Brady for credit. Courses taken during the year or in the summer through **VLACS (Virtual Learning Academy Charter School)**, other online programs, or through local colleges may be applied to graduation requirements. Students requesting credit must complete the request form (found at the end of the Program of Studies) and have the approval of the principal **PRIOR TO BEGINNING THE COURSE**. Grades for alternative course options are not factored into your GPA, however, credits are awarded. Alternative coursework will be transferred onto the permanent transcript with the same credit value that Brady courses carry.

Bishop Brady students can earn college credits through dual enrollment programs with local colleges. Students complete requirements, gain experience with college level coursework, and earn high school and college credit simultaneously. **Please note: Dual enrollment courses are subject to enrollment and teacher assignment each year. Additional courses may become available at the start of the school year. In 25-26, credits were earned for 133 college courses through the dual enrollment program.**

Virtual Learning Academy Charter School

VLACS is a fully approved public charter school under the jurisdiction of the New Hampshire Board of Education, which sets standards and approves all public schools in the state. Advanced Placement (AP) courses are audited by the College Board on an annual basis, and the National Collegiate Athletic Association (NCAA) approves certain courses for prospective student-athletes seeking initial NCAA eligibility. Students with schedule conflicts, or those looking for courses NOT offered at Bishop Brady, may request approval to take a VLACS course as one of their credits. Students may not replace a course that is offered at Brady and would fit into the student's schedule.

Early College

The Early College program, offered through the NH Technical Institute, provides high school students an opportunity to earn college credit while enrolled in high school. Credits can be earned in one of three ways. **Early College in the High School** is a partnership between Bishop Brady and NHTI. Courses are taught by Brady faculty who have the same credentials as an adjunct instructor at the college. These courses are part of the regular school day at the high school. Funding is available for students to take up to two courses through the Early College Scholarship.

In any given year, specific courses may vary due to enrollment and the vetting of faculty, however, the following courses have previously qualified for dual enrollment:

- **AP Chemistry**
- **AP Calculus AB**
- **AP Calculus BC**
- **AP Statistics**
- **Quantitative Mathematics**

Early College on a College Campus is a program through which students can take a course on the NHTI campus at a 50% discount for tuition. Registration information can be found on the NHTI website.

Early College Online is a dual enrollment program that gives students the opportunity to take online college courses through the Community College System of New Hampshire (CCSNH) while earning high school and college credit simultaneously. There may be a charge for this course.

SNHU in the High School Program

The dual enrollment program with Southern New Hampshire University is a partnership to provide early college credit opportunities to qualified students. Bishop Brady course syllabi are certified by college department chairs and Bishop Brady teachers are vetted as Adjunct Faculty members at the college. Students applying for the dual credit are required to complete an application form and pay a \$100 fee per 3-credit course. Additional fees will be added for courses with greater credits.

The following courses have previously qualified for dual enrollment credit at SNHU:

- **World History I Honors (3 credits)**
- **World History II Honors (3 credits)**
- **AP US History (US History 113 and 114 - 6 credits)**
- **AP Biology (4 credits)**
- **Anatomy and Physiology (4 credits)**
- **AP English Language and Composition (3 credits)**
- **AP English Literature and Composition (3 credits)**
- **Public Speaking (3 credits)**
- **Creative Writing (3 credits)**
- **World Religions (3 credits)**
- **Economics Honors (3 credits)**

CONCORD REGIONAL TECHNICAL CENTER (CRTC): Beginning in 2022-2023, Bishop Brady students have participated in career technical classes at Concord High School. CRTC Career Pathway programs are multi-semester instructional programs that provide specific, career education in one of 12 career pathways aligned with current and future employment needs. CRTC programs can provide students with a chance to earn college credits and industry credentials, as well as the opportunity to participate in meaningful work-based learning experiences. Transportation to CRTC is provided by Bishop Brady High School. Interested students should meet with their counselor to plan out required courses and learn about the application process for CRTC. Career tech programs include:

Automotive Technology
Business
Computer Engineering
Constructions Trades
Cosmetology
Criminal Justice
Culinary and Pastry Arts
Education and Behavior Science
Emergency Services
Graphic Design
Health Science
Theater and Film

INTERNSHIPS

Students are encouraged to self-design opportunities to intern or shadow in career interest areas. Student-designed internships must be coordinated with a school counselor and approved by the administration. Internships may be experiential or credit-bearing depending on design. Students have regular hours committed to their internships and often research, write a culminating paper or journal about their experiences prior to presenting to the Administrative Team upon completion of the internship.

Students have completed internships in the following areas:

- Athletic training – working with local athletic trainers during sports seasons
- Exercise science – working with local strength and conditioning professionals
- School counseling – working at an elementary school in Concord
- Event planning – working at the Grappone Center
- Patient care and health administration – working at Genesis Health Care
- Engineering – working at Macy Industries

School counselors are available to help students design programs and seek out internship and shadow sites. Please bring ideas forward and we are happy to work toward coordinating a personalized program.

INDEPENDENT STUDIES

Self-directed students may propose independent study options for elective credit. In some instances, students propose specific programs for consideration (i.e., LNA certification) and will be awarded credit. In other instances, students secure a faculty mentor and create a proposal to be approved by the Administrative Team. For example, a student studied Swahili in preparation for a future mission trip. To be considered for credit, students will make formal presentations upon completion of their program. Refer to the guidelines on approval forms at the back of this Program of Studies. Students must obtain approval PRIOR to beginning the program.

POST GRADUATE PROGRAM

Following an ever-growing trend of students opting for another year of preparation before enrolling in college full time, Bishop Brady offers a Post Graduate Program. Piloted six years ago, the program is available for up to 10 students per year.

With a full program of honors, AP, and dual enrollment courses, as well as numerous electives, students have ample opportunity to bolster their academic preparation with additional rigorous coursework and can begin to earn college credits in a strong, supportive community. They will also have time to improve their standardized test scores, gain additional leadership skills, and work with school counselors for post-secondary planning. Students in community-based sports programs will have more time to train. Students with learning gaps will have time to bounce back and build a solid foundation before heading off to college. International students gain additional immersion time in American culture while strengthening their language skills.

SAMPLING OF FIELD TRIPS AND PROGRAMS SUPPLEMENTING ACADEMIC COURSEWORK

Whale Watch at Rye Harbor
 Squam Lake Science Center
 Granite State Escape
 UNH High Technology Day
 Model UN Conferences
 St. Anselm College Science Olympiad
 American Heritage Museum
 Abbaye de Saint-Benoit-du-Lac
 Hanover Theater and Conservatory
 Great Bay Estuary
 Strawberry Bank Museum
 Poetry Out Loud
 Wolfeboro Wright Museum
 Boston Freedom Trail
 Tsongas Industrial History Center
 Concord Hospital
 Habitat for Humanity

The Friendly Kitchen
 Audubon Society
 USS Albacore
 Stone Zoo
 Palace Theater
 McAuliffe-Shepherd Discovery Center
 Rotary 4-Way Speech
 Amoskeag Fishways
 Harvard/MIT HMMT Math Meet
 WPI Math Invitational Meet
 Boston Museum of Science
 Odiorne Science Center
 St. Anselm College Ethics Bowl
 Temple Beth Jacob
 St. Joseph's Cathedral Tour
 Mt. Apatite, Maine

a dozen reasons to *choose Bishop Brady*



LEVEL DESCRIPTIONS

All coursework at Bishop Brady High School is college preparatory and incorporates writing, problem-solving, and critical thinking skills. Students are expected to maintain satisfactory grades and be committed to our mission and core values. Students may request honors or Advanced Placement classes; however, final decisions are based on teacher recommendations, academic performance, and work ethic. Academic support is available to students through our Academic Support Team, ELL programs, National Honor Society tutors, and Tutor.com.

COLLEGE PREP (CP) courses prepare students for post-secondary education.

HONORS (H) courses are accelerated courses designed for those students with solid academic foundations who are self-motivated and independent learners. Students must have demonstrated strong organizational and time management skills, above-average reading comprehension, and solid writing skills.

ADVANCED PLACEMENT (AP) courses make substantial academic demands on students. Students are required to do considerable outside reading and assignments and to demonstrate the analytical skills and writing abilities expected of *first-year students in a strong college program*. Some AP courses demand preparatory coursework to be completed in the summer before the academic year begins. College credit and/or advanced placement in college courses may be received upon successful completion of the College Board Advanced Placement exam. The AP exam is required of all students enrolled in AP courses.

Because of the demands of AP courses, students are advised to carefully consider the number of AP courses in which they enroll. Students and parents should be aware that because AP courses are the equivalent of college courses, it is not uncommon for students to earn a grade at least a letter grade lower than the student may have earned in the past. Students must complete the Request for Advanced Placement Course form at the end of this Program of Studies.

COURSE LEVEL CHANGES: Any student wishing to change a level in any core course within the school year can do so only when recommended by the current teacher and Curriculum Facilitator and approved by the parent. Level Change forms are available in the School Counseling Office. Level changes are made only when they are academically necessary, in the best interest of the student, and when a change will not adversely affect class sizes. Changes are not processed simply due to poor performance if there has been no attempt to work through the academic challenges with the support services available.



EXAMPLES OF HONORS AND CP COURSES WITH WEIGHTED SCALE

EXAMPLE OF COLLEGE PREP (CP) GRADES

Courses	Report Grade	Letter Grade
Theology 11 (CP)	90	A
English 11 (CP)	84	B
Algebra II (CP)	85	B
French III (CP)	80	B-
Chemistry (CP)	86	B
US History (CP)	85	B
AVERAGE	85	B

EXAMPLE OF HONORS WEIGHTED GRADES

Courses	Report Grade*	Letter Grade	Honors Points Added	Weighted Grade
Theology 11 (CP)	90	A-	--	90
English 11 (<i>H</i>)	84	B	5	89
Algebra II (<i>H</i>)	85	B	5	90
French III (<i>H</i>)	80	B-	5	85
Chemistry (<i>H</i>)	86	B	5	91
AP US History	85	B	10	95
AVERAGE	85	B		90

* Grades that show on Report Cards and Transcript

NUMERIC GRADE, LETTER GRADE AND FOUR-POINT EQUIVALENTS

Grade	Letter		Grade	Letter		Grade	Letter		Grade	Letter	
100	A+										
99	A+	4.5	89	B+		79	C+		69	D+	
98	A+		88	B+	3.3	78	C+	2.3	68	D+	1.3
97	A		87	B+		77	C+		67	D+	
96	A		86	B		76	C		66	D	
95	A	4.0	85	B	3.0	75	C	2.0	65	D	1.0
94	A		84	B		74	C		64	D	
93	A		83	B		73	C		63	D	
92	A-		82	B-		72	C-		62	D-	
91	A-	3.7	81	B-	2.7	71	C-	1.7	61	D-	0.7
90	A-		80	B-		70	C-		60	D-	

ACADEMIC DEPARTMENTS

Courses at Bishop Brady High School are separated into three curricular areas – Humanities, STEM, and Arts and Culture. Questions about courses and placement can be directed to the respective Curriculum Facilitators: Mrs. Peggy Sica for Humanities, Dr. Lori Christerson for STEM, or Mrs. Kelly Owen for Arts and Culture.

The Humanities Department includes courses in the following academic areas:

- Theology
- English
- Social Studies

The STEM Department includes courses in the following academic areas:

- Science
- Wellness
- Technology
- Mathematics

The Arts and Culture Department includes courses in the following areas:

- Art
- Music
- Drama
- World Languages

NH SCHOLARS PROGRAM

The New Hampshire Scholars Program recommends a core course of study for high school students that gives every participating student the advantage of well-rounded, more challenging coursework in English, math, science, social studies, and foreign language. NH Scholars must complete the minimum requirements of the proposed core course of study while maintaining a minimum 3.2 GPA. The NH Scholars program is managed by the New Hampshire College and University Council as they recognize how important academic preparation is for a student's future success - both in college and the workplace. Students wanting to become NH Scholars complete 4 credits in English and Math, 3.5 credits in Social Studies, 3 credits in Science and 2 credits in World Language. In addition to the original NH Scholars core curriculum, students can now further personalize their education and be recognized for pathways with NH Scholars STEM Pathway, Art Pathway, STEAM Pathway, and Pathway. Each NH Scholar will receive a magnetic pin to wear at graduation. For more information, please connect with your school counselor.



Theology Courses

The Theology Department provides each student, regardless of religious background, with the opportunity to understand and appreciate the Catholic identity on which our school community has its foundation. Challenging college-preparatory courses are provided in a safe and disciplined environment that reflects Gospel values. It is our goal to inspire, encourage and nurture students in living our Christian faith through personal commitment to both spiritual growth and social action. The Theology Department plays a vital role in challenging students to build up the school community through participation in prayer and sacramental celebrations, classroom discussions, community service, and retreat experiences. The program also helps students to learn to think deeply and critically about contemporary issues of religious, moral and social importance.

All students must complete 4 credits in Theology to graduate.

- Grade 9 – Foundations of Catholicism (1 Credit)
- Grade 10 – Understanding Scriptures (1 Credit)
- Grades 11 and 12 – Moral Theology plus three electives (2 Credits total) taken in any order

1010 FOUNDATIONS OF CATHOLICISM

Offered to Grade 9

Level: CP

Credit: 1

This freshman course is an introduction to the basics of Catholicism, its teachings and Scripture, and is mindful and respectful of the varied backgrounds of Bishop Brady students. Despite differences in religious backgrounds and levels of faith, this course will help students develop skills in finding common ground as well as celebrating personal differences. It will provide an overview of The Trinity, The Catholic Faith, The Church and its traditions, as well as the person of Jesus and His presence in our lives today. Units of study will include sacraments, prayer, The Mass, liturgy, and living a moral life. The material will serve as a common backdrop for future courses in the Theology Curriculum. This course features a first-quarter series called Alpha, designed to inspire meaningful conversations among students about the basics of the Christian faith while providing space for their unique questions about life, faith, and purpose. In addition to weekly discussions, the series includes a retreat, offering students a valuable opportunity for deeper reflection and spiritual growth.

This full year course, along with a 25-hour service project, fulfills the freshman graduation requirement.

1020 UNDERSTANDING SCRIPTURES

Offered to Grade 10

Level: CP

Credit: 1

First Semester Focus: Using the narrative approach to reading the Bible, we will focus on the story of salvation history and the theme of God's Covenant relationship with His people beginning with the book of Genesis. Although this semester will focus on the Old Testament, the unity of the Old and New Testaments will be emphasized. Students will see how the mediators of God's covenant with humanity (Adam, Noah, Abraham, Moses and David in particular) were "types" of Christ. Students will also gain an appreciation of how the covenants of the Old Testament were perfected and fulfilled in Jesus Christ.

Second Semester Focus: The second semester of this Scriptures course will focus on the New Testament. The heart of this semester will be the examination of the Incarnation of the Son of God, His life and ministry, His suffering, death, resurrection and ascension (i.e., the Paschal Mystery) through a cohesive study both of the Synoptic Gospels (Matthew, Mark, and Luke) and the Gospel of John. Students will also gain an appreciation of the birth of the Catholic Church at Pentecost and its early life through the Acts of the Apostles.

This full year course, along with a 25-hour service project, fulfills the sophomore graduation requirement.



1032 MORAL THEOLOGY

Offered to Grades 11-12

Level: CP

Credit: .5

This course builds on preceding theology courses in fundamentals and Scripture. It focuses on how Divine Revelation, Apostolic Tradition, and the doctrines of the Church inform our understanding of human happiness and right action, in light of the individual's journey to God. The method proceeds from a study of the human person and moral truths applied to real-life situations and how natural and theological virtues enable a person to live the good life. The course also treats the duties of social justice for communities to guarantee the rights and opportunities for individuals to live a moral life.

1040 CHURCH HISTORY

Offered to Grades 11-12

Level: CP

Credit: .5

The purpose of this course is to provide students with a general knowledge of the Church's history from apostolic times to the present. This course introduces the fact that the Church was founded by Christ through the Apostles and is sustained by Him throughout history through the Holy Spirit. Students will come to know the Church as the living Body of Christ today, and, as such, has both divine and human elements. Students will learn about the Church's 2000 years of history and how the Church is led and governed by the successors of the Apostles. **NOT OFFERED 26-27**

1045 ETHICS

Offered to Grades 11-12

Level: CP

Credit: .5

Ethics is the study that deals with what is right and wrong, goodness and evil in light of action. We will examine questions proper to ethics: What is happiness? What makes a deed right or wrong? What is human fulfillment? Is there a rational basis for human actions? What is human freedom? How does ethics relate to the community? We will examine the works of Plato, Aristotle, Augustine, Thomas Aquinas, Thomas Hobbs, Immanuel Kant, John Stuart Mills and Friedrich Nietzsche. Special attention will be paid to the following ethical concerns: cultural and individualistic relativism, subjectivism, determinism, rationality, and freedom. We will discuss the role that religion and Catholic Christianity play in contemporary ethical debates.

1051 WORLD RELIGIONS

Religions of the World: SNHU PHL 230

Offered to Grades 11-12

Level: Honors and SNHU Dual Enrollment credit

Credit: .5

This course reviews the emergence of various belief systems and their differences and similarities. Students explore the role of religious belief in the course of human history. Whenever possible, speakers representing various religions are invited to the class. Special emphasis is given to the five major religions: Hinduism, Buddhism, Judaism, Christianity, and Islam.



Abbaye de Saint-Benoit-du-Lac, Quebec

1055 FAITH IN FILM

Offered to Grades 11-12

Level: CP

Credit: .5

The Truths of the Catholic faith are both deliberately and unwittingly displayed in many classic and modern films. The purpose of this course is to equip students with the tools they need to view and analyze film media critically through the lens of faith. Thus prepared, students will be able to draw out the lessons contained not only in the selected films viewed in this course but in the films they view for the rest of their lives. In apprehending the moral and spiritual messages embedded in film, it is hoped that they will better appreciate and live lives of faith themselves. **NOT OFFERED 26-27**

1057 LIVES OF THE SAINTS

Offered to Grades 11-12

Level: CP

Credit: .5

This course will embark on a profound exploration of the Lives of the Saints; students will delve into the inspiring stories of men and women whose unwavering faith, selfless love, and heroic virtue have left an indelible mark on the history of the Church. The curriculum combines theological study with historical context, literature, art, and other media. These resources are designed to shed light on the social, cultural, and religious landscapes in which the saints lived and thrived. Students will engage in thoughtful discussions, critical reflections, and creative projects that deepen their understanding of the saints' lives and virtues.

1058 CATHOLIC FAITH AND SCIENCE

Offered to Grades 11-12

Level: CP

Credit: .5

"This course explores the scientific evidence for God as well as philosophical proofs of His existence, the historicity of Jesus's miracles and Resurrection, the reasons to be Catholic, why an all-loving God would allow suffering, and medical evidence for our trans-physical soul. Each chapter includes a study of primary sources from Church history, focus and reflection questions, complete instructions for interactive activities, art, and other visual reflections, Scripture readings, and biographies of Catholic scientists and saints. PLUS... each unit includes instructions for an activity to team-teach with a chemistry, biology, or other science teacher." (from: Sophia Institute for Teachers)



Theology Service (Faith in Action)

All Bishop Brady students are required to complete 25 hours of community service during each year of enrollment. Students will take the message of Christ into the school, local or global communities with a goal of working with disadvantaged or marginalized individuals or groups. Refer to the Service Handbook for additional information.

Service hours must be completed outside of the regular school day. Hours may be completed before or after school, on weekends, holidays or during school vacations. Students also have the opportunity to complete their yearly service requirement during the summer. No time off from school will be granted to fulfill service hours unless as part of a school sponsored mission trip.

NOTE: Theology credit is only awarded when service hours are complete and all paperwork is submitted and approved.

World Language Courses

The goal of the World Languages Department is to encourage each student to reach their highest potential in proficiency according to the American Council of the Teaching of Foreign Languages (ACTFL). The proficiency levels range from Novice to Intermediate to Advanced and within each level are three steps: low, mid and high. Students begin with concrete topics related to daily life and progress to the more theoretical and intellectual. Instruction is focused on the four language skills: speaking, listening, reading and writing, with culture woven into the lessons. There are opportunities for student exchange, field trips, travel, and guest speakers, as exposure to the culture and native speakers of the target language is essential in the development of appreciation and respect for cultural and societal differences. Many students choose to continue beyond the basic language requirements and enroll in advanced courses in their chosen language which allows students to experience the intellectual pleasure of studying literary works, film, art and music produced in their original languages. Advanced Placement courses in Spanish and French aim to prepare students for the challenging Advanced Placement Exam.

Courses are offered in Spanish, French, and Latin. To satisfy graduation requirements, students must successfully complete two consecutive years of a language. Eighth graders who have studied a world language may take a placement exam to determine language placement in the ninth grade. A student must earn a 75% or better in order to move up to the second year of the language. If a student earns between a 60% - 74% and wishes to advance into the second year, he or she is strongly encouraged to enroll in a summer review course to reach proficiency. Other options include tutoring or online coursework. Students who do not remediate may be recommended to *repeat the first year of the course or start a different language*.

2010 LATIN I

Offered to Grades 9-12

Level: CP

Credit: 1

This course introduces the students to the basics of Latin language and contributions of Roman civilization to the Western World. Students will demonstrate a mastery of both Latin and English grammar, recognize English derivatives from Latin words and explore various aspects of Roman history, art, and culture. They will make cue cards to develop vocabulary and will submit projects and translations that illustrate the contributions made to Western civilization by the Greeks and Romans.

2015 LATIN II

Offered to Grades 9-12

Level: CP

Credit: 1

Latin II introduces the students to advanced concepts in the Latin language such as the passive voice, irregular declensions and the subjunctive. This class provides a background of Greco-Roman culture through translating Pliny, Cicero, Martial, and other Roman writers. Students will be required to keep weekly journals and complete a number of creative writing assignments demonstrating their ability to write Latin. A focus will be on continuing to master and utilize English and Latin grammar, demonstrating mastery of all six tenses, both active and passive and continue to develop vocabulary. Students will complete and translate a variety of readings depicting Roman culture.

Prerequisite for this course is successful completion of Latin I with a grade of 75% or better.

2020 LATIN III (H)

Offered to Grades 10-12

Level: Honors

Credit: 1

Latin III is a course that continues to reinforce and develop upon the skills acquired in Latin I and II. Students will review basic grammatical concepts and study more advanced structures. Greater emphasis will be placed on translations. Mastery of grammar should be evident at the start of the year. Students will continue to develop vocabulary and are expected to be able to translate difficult passages. Roman history will be studied through the works of Roman writers such as Caesar, Pliny, Martial, etc.

Prerequisite for this course is successful completion of Latin II.

2025 LATIN IV (H)

Offered to Grades 11-12

Level: Honors

Credit: 1

This course is offered by invitation as an Independent Study for qualified students.

2030 FRENCH I

Offered to Grades 9-12

Level: CP

Credit: 1

French I is an introductory course that provides students with foundational communication skills. Students will be able to share basic information, identify common objects, and discuss a limited number of activities, preferences, and basic needs. Students develop speaking, listening, reading, and writing skills that allow them to communicate in French at the “novice low to novice mid” level according to the ACTFL’s proficiency guidelines. The course will also compare and contrast cultural aspects of the French-speaking world, and help students understand the various greeting manners, the family structure, and the school system in France. Students will have access to online resources with their textbook. The majority of the curriculum will be presented in English.

2035 FRENCH II

Offered to Grades 9-12

Level: CP

Credit: 1

French II is a continuation of French I and strengthens students’ skills. Students develop speaking, listening, reading, and writing skills that allow them to communicate in French at the “novice mid to novice high” level according to the ACTFL’s proficiency guidelines. Students learn how to respond to real-life situations while expanding their vocabulary and language structure. They will also compare and contrast various cultural aspects of life (school structure, French-speaking countries, food, and traditions). Students will have access to online resources with their textbooks. The course will be presented in both English and French.

Prerequisite for this course is successful completion of French I with a grade of 75% or better or a placement test.

2040 FRENCH III

Offered to Grades 10-12

Level: CP

Credit: 1

French III reviews and builds on the grammar and vocabulary taught in French I and II to enhance conversational, reading, listening, and writing skills. Based on the ACTFL proficiency guidelines, this course is a novice high to intermediate low level. At this level, student will begin to develop an understanding of timeframe (past, present, future) as they work toward being able to narrate events. The focus will be on interpersonal skills and they will complete activities in real-world situations and non-rehearsed contexts. The course will continue comparing and contrasting various cultural aspects of the French-speaking world. Students will have access to online resources with the textbook to enhance their individual needs. This course will be presented in both French and English.

Prerequisite for this course is successful completion of French II with a grade of 75% or better.

2042 FRENCH III (H)

Offered to Grades 10-12

Level: Honors

Credit: 1

French III Honors reviews and builds on the grammar and vocabulary taught in French I and II to enhance conversation, reading, listening, and writing skills. Based on the ACTFL proficiency guidelines, this course is an intermediate mid to intermediate high level. At this level, students will begin to develop and understanding of timeframe (past, present, future) as they work toward being able to narrate events. The focus will be on interpersonal skills and they will complete activities in real-world situations and non-rehearsed contexts. The course will continue comparing and contrasting various cultural aspects of the French-speaking world. Students will be required to complete projects and presentations in French. The students will have access to online resources with the textbook to enhance their individual needs. The curriculum will be presented in both French and English.

Prerequisite for this course is successful completion of French II with a grade of 80% or better and permission of Instructor.

2045 FRENCH IV (H)

Offered to Grades 11-12

Level: Honors

Credit: 1

French IV Honors is an advanced level course that gives students the confidence and skills they need to participate in everyday conversation. Based on the ACTFL proficiency guidelines, this course is an intermediate med to advanced low level. At this level, students possess an understanding of all major time frames and are working toward being able to narrate events in the past, present, and future using more complex conjugations (conditional, subjunctive). They can use language to ask and answer questions, explain their opinions, and debate about various cultural topics. They are given a wide variety of authentic cultural materials, including short stories and films. The students will have access to online resources with their textbook to enhance their individual needs. The curriculum will be presented almost entirely in French.

Prerequisite for this course is successful completion of French III and permission of Instructor.

2050 AP FRENCH

Offered to Grade 12

Level: Advanced Placement

Credit: 1

The AP French Language course is designed to provide students with a communicative ability in French language and is presented almost entirely in French. The course has the following objectives: to develop the ability to understand spoken French in various contexts; to develop a French vocabulary sufficient for reading newspaper and magazine articles, literary texts, and Internet articles without dependence on a dictionary; and to develop the ability to express oneself in French, both orally and in writing, coherently, resourcefully, and with reasonable fluency and accuracy. Students will regularly submit summaries of reading materials and will take the AP exam in May.

Prerequisites for this course are successful completion of Honors French IV and Curriculum Facilitator approval (see Request for AP Course form). Course may be cancelled if fewer than 5 students are enrolled.



2062 SPANISH I

Offered to Grades 9-12

Level: CP

Credit: 1

Spanish I is an introductory course that provides students with foundational communication skills. Students learn high frequency words and functional components, and they are able to communicate using lists and phrases. They begin to understand how to combine words and phrases to form complete sentences. Students can share basic personal information, identify common objects, and discuss a limited number of activities, preferences and basic needs. Students develop speaking, listening, reading and writing skills that allow them to communicate in Spanish at the “novice low to novice mid” level according to ACTFL’s proficiency guidelines. Students receive comprehensible input in conversation and through the study of authentic cultural materials, and they are given frequent opportunities to practice new language. The majority of the curriculum is presented in English.

2065 SPANISH II

Offered to Grades 9-12

Level: CP

Credit: 1

Spanish II is a continuation of Spanish Level I that gives students more confidence and skills they need to “survive” in a native environment. Students develop speaking, listening, reading and writing skills that allow them to communicate in Spanish at the “novice mid to novice high” level according to ACTFL’s proficiency guidelines. Students are able to create complete sentences, combining and recombining words and phrases they know and hear. Students can handle short social interactions in everyday situations by asking and answering simple questions. Students receive comprehensible input in conversation and through the study of authentic cultural materials, and they are given frequent opportunities to practice new language.

Prerequisite for this course is successful completion of Spanish I with a grade of 75% or better.

2070/2072 *SPANISH III / SPANISH III(H)*

Offered to Grades 10-12

Level: CP / Honors

Credit: 1

Spanish III is an intermediate-level course that gives students the confidence they need to “survive” in a native environment. Students learn how to combine words and phrases to create complete sentences, and they can engage in simple conversation about common topics. They develop the ability to ask and answer basic questions. They begin to develop an understanding of timeframe (past, present, future) as they work toward being able to narrate events. Students develop speaking, listening, reading, and writing skills that allow them to communicate in Spanish at the “intermediate mid to intermediate high” level according to ACTFL’s proficiency guidelines. The class is taught in Spanish. Students receive comprehensible input in conversation and through the study of authentic cultural materials, and they are given frequent opportunities to practice new language with their peers. The CP and Honors classes may be combined if necessary.

Prerequisite for this course is successful completion of Spanish II with an 80% or better and permission of Instructor.



Our Spanish Exchange Guests

2080 *SPANISH IV (H)*

Offered to Grades 11-12

Level: Honors

Credit: 1

Spanish IV Honors is an advanced level course that gives students the confidence and skills they need to “create” with language. The class is conducted in Spanish, and students learn by doing. Students develop listening, reading, reading, and writing skills that allow them to communicate in Spanish at the “intermediate mid to advanced low” level according to ACTFL’s proficiency guidelines. They are able to speak in sentences and strings of sentences when talking about familiar topics. They possess an understanding of all major time frames and are working toward being able to narrate events in the past, present and future at the paragraph level. They can use language to ask and answer questions, explain their opinions, complete multi-step tasks, and handle a complication. Students receive comprehensible input in conversations and through the study of a wide variety of authentic cultural materials, including short stories and films. They are given constant opportunities to practice new language.

Prerequisite for this course is successful completion of Honors Spanish III with an 80% or higher and permission of Instructor.

2084/2085 *SPANISH V/ AP SPANISH*

Offered to Grade 12

Level: Honors/Advanced Placement

Credit: 1

Spanish V / AP Spanish is an advanced level course that extends the curriculum from Spanish IV and may prepare students to take the AP exam in Spanish Language and Culture. It is taught in Spanish. Authentic materials are used while integrating listening, speaking, reading and writing. Practice AP exams are used to prepare students for the exam. Students will need to understand Spanish native speakers at a natural pace, develop a wide and active vocabulary to understand text written for native speakers, consider different audiences and communicative contexts. Students taking the course for AP credit will take the AP exam in May.

Prerequisites for this course are successful completion of Honors Spanish IV and Curriculum Facilitator approval (see Request for AP Course form). Course may be cancelled if fewer than 5 students are enrolled.



Performing and Fine Arts Courses

Courses Offered in Art

Foundations of Art (3010) is a prerequisite for all art courses at Brady. Students with a significant background in art may seek the permission of the art teacher to enroll in courses without this requirement.

3010 FOUNDATIONS OF ART

Offered to Grades 9-12

Level: CP

Credit: .5

This beginning class will explore the visual elements and the organizing principles of design in a 2-D context. The course is designed to explore fundamental art processes, teach basic art skills, develop the student's art vocabulary and survey historical and cultural concepts. **LIMITED HOMEWORK**

This course is an elective and can fulfill .5 credit of the Fine Arts graduation requirement.

3015 INTERMEDIATE ART II

Offered to Grades 10-12

Level: CP

Credit: .5

This course is geared to the student who wishes to continue with art in a more challenging direction, but it will still maintain the same level of fun and exploration as Foundations of Art. Emphasis is placed on a variety of mediums and techniques. Students will explore drawing, watercolor painting, collage, scratchboard, and sculpture (without clay) to name a few. Independent sketchbook work is required outside of class. **LIMITED HOMEWORK**

Prerequisite for this course is Foundations of Art. This course is an elective and can fulfill .5 credit of the Fine Arts graduation requirement.

3020 COLOR & DESIGN

Offered to Grades 9-12

Level: CP

Credit: .5

This course is offered to the student who would like to understand their strongest sense, vision. In this course, the student will understand that color study exists in the areas of both visual art (aesthetics) and science (physics). *Part I* of this course will cover a complete exploration of color including color theory, color interaction, the materials of color, and computer color. *Part II* will pertain to design, compositional theory, and the role of color in design and art. Hands-on activities that will be visually helpful to a student's understanding of color. **LIMITED HOMEWORK**

Prerequisite for this course is Foundations of Art. This course is an elective and can fulfill .5 credit of the Fine Arts graduation requirement.



3025 FINE ARTS OPTION

Offered to Grades 9-12

Level: CP

Credit: .25

This option is a 2-year program for OUT OF SCHOOL PARTICIPATION ONLY. Students who are active in instruction outside of school in voice, instrumental music, or dance may receive .25 credit per year for up to .5 total credit. To qualify, students must receive summary documentation twice a year (mid-year and end-of-year) from the private instructor and the student could be asked to provide a presentation of the skill or product as part of the evaluation process. The Request for Fine Arts Credit form can be found in the back of this Program of Studies or can be picked up in the School Counseling Office.

This course must be selected during the initial on-line course selection process and a hard copy of the application must be turned in to the School Counseling Office.

3030 3D DESIGN

Offered to Grades 10-12

Level: CP

Credit: .5

This course will allow the students to create in a 3-D format. The students should understand the elements of art and principles of design while creating various projects out of paper, wire, packaging tape, newspaper, fibers, ephemeral art, and found objects to list a few. **LIMITED HOMEWORK**

Prerequisite for this course is Foundations of Art. This course is an elective and can fulfill .5 credit of the Fine Arts graduation requirement.

3035 ILLUSTRATOR/PHOTOSHOP

Offered to Grades 10-12

Level: CP

Credit: .5

This course is an introduction to the Adobe *Illustrator* and Photoshop software. Both programs are consistently used by graphics professionals within the field of media and digital design, and this course will teach essential concepts, and provide practical implementation of how to create graphic images, artwork, and manipulate photos. Students will learn the many different applications and tools related to drawing and painting, modifying shapes, using layering techniques and types and other connected concepts. Students who take this course will then be able to create illustrations, work with digital images, and lay out document pages that include both text and graphics in a variety of formats. **LIMITED HOMEWORK**

Prerequisites for this course are Foundations of Art, common Windows navigation, and basic word processing skills.



Courses Offered in Music

3050 INTRODUCTION TO MUSIC

Offered to Grades 9-12

Level: CP

Credit: .5

This course will give students a hand-on experience in music. The students will learn the basics of music (standard notation in treble and bass clef, rhythms, rhythmic notation and form in music) through performance on three instruments. The course will be divided into 3 sections: Basic Piano, Basic Guitar and Introduction to Bucket Drumming. Guitars and keyboards will be provided for student use. Students will be expected to purchase a plastic bucket drum and sticks for the Drumming unit. No musical experience is required. **Enrollment is limited. LIMITED HOMEWORK**

This course is an elective and can fulfill .5 credit of the Fine Arts graduation requirement.

3052 PIANO

Offered to Grades 9-12

Level: CP

Credit: .5

This course is intended for students with no, or limited, piano experience. All instruction will be on electronic keyboard instruments. Students will learn to read music notation, chords, melody and accompaniment as well as learn songs in a variety of styles such as but not limited to Classical, Blues, Jazz, Rock and Pop. Students are required to perform weekly in the classroom setting. Minimal homework will be required and students will be responsible to purchase a piano instruction book. **Enrollment is limited.** Course may not be repeated for credit. **LIMITED HOMEWORK**

This course is an elective and can fulfill .5 credit of the Fine Arts graduation requirement.



3055 HISTORY OF ROCK MUSIC

Offered to Grades 9-12

Level: CP

Credit: .5

Popular music has changed a lot in the past century. This class will explore the roots of today's popular music styles by learning about Blues, Jazz, and early Rock and Roll music. **LIMITED HOMEWORK**

This course is an elective and can fulfill .5 credit of the Fine Arts graduation requirement.

3060 CHORUS

Offered to Grades 9-12

Level: CP

Credit: 1

This course will focus on the development of basic vocal skills in a group setting. Students participate in chorus for a full year. Students will explore various styles of vocal music including traditional, popular, blues, rocks, jazz, etc. Rehearsal techniques will be presented, with an emphasis on the development of the vocal ensemble for the purpose of school and/or public performance. Students will also learn basic music reading skills, harmony and theory as it applies to vocal performance. Other music skills that will be developed include part-singing, pitch control, rhythm dictation, breathing, musical interpretation, phrasing and enunciation. Chorus students should be prepared to participate in all public performances. Chorus also serves as the core of our music ministry singers. **LIMITED HOMEWORK. Students with scheduling conflicts may opt for one semester and .5 credits**

This course is an elective and can fulfill the Fine Arts graduation requirement. May be repeated for credit.

3062 MUSIC MINISTRY

Offered to Grades 9-12

Level: CP

Credit: .25

Vocalists or musicians participating in Music Ministry throughout the school year may receive .25 credit for each year of participation. Regular attendance at rehearsals is required. **LIMITED HOMEWORK**

3066 MODERN BAND

Offered to Grades 9-12

Level: CP

Credit: 1

This class is an exploration into production and creation of popular music through the medium of modern "rock" band for students in grades 9 - 12. Students will need a basic understanding of music but beginners on each instrument are welcome. Students will be provided with the opportunity to learn and grow in basic knowledge of guitar, keyboard, bass, drum set, vocals, and creation of music through a "rock" combo. This course is designed so that any level of student can be a part of the ensemble and directed towards growth on each of the instruments. School instruments will be available but students will have the option of providing their own instruments. Students will be expected to present a formal concert at the end of each term. Required Text: Modern Band Method for Guitar, Bass, Keyboard and Drums. Published by Hall Leonard. **LIMITED HOMEWORK. Students with scheduling conflicts may opt for one semester and .5 credits**

This course is an elective and can fulfill the Fine Arts graduation requirement. May be repeated for credit.

3068 BASIC MUSIC THEORY

Offered to Grades 9-12

Level: CP

Credit: 1

Students will understand the basics of music through the study of music theory. No prior music experience is needed. The course includes reading music in the bass and treble clef, the design of major and minor scales, the design of major and minor, diminished and augmented intervals. Students will also study and understand the design of major, minor diminished and augmented triads. Through the study of the piano keyboard, students will be able to play these intervals and triads. The final project will be the creation of an original composition using major and minor tonality and the application of scale, intervals, and triads. This course will help students prepare for AP Music Theory.

This course is an elective and can fulfill the Fine Arts graduation requirement. NOT OFFERED 26-27



3070 GUITAR I

Offered to Grades 9-12

Level: CP

Credit: .5

Guitar I is open to all students regardless of proficiency on the guitar. The class is designed for beginners, although advanced players are welcome to take the course with the approval of the instructor. This course will include the study of note reading, chord playing, basic music theory, guitar tablature and various musical styles. Students will perform at one public concert during the semester. Students must have their own instrument in good, working order and must purchase a \$10 workbook. **Enrollment is limited. LIMITED HOMEWORK**

This course is an elective and can fulfill .5 credit of the Fine Arts graduation requirement.

Technology

To satisfy the state requirement for graduation, all students must complete .5 credit in computer literacy. An online computer course may be substituted.

4010 *ACADEMIC TECHNOLOGY*

Offered to Grades 9-12

Level: CP

Credit: .5

The goal of this course is to build the students' skills in researching information, making appropriate ethical choices about the use of computers, and using technology to both learn independently and collaborate with others. Topics will include, but not be limited to:

- (1) Use of common productivity and web-based software
- (2) Use of a variety of multimedia software and equipment
- (3) Configuring computers and basic network configurations
- (4) Applying programming concepts used in software development



Mathematics Courses

Bishop Brady students are challenged to develop a working knowledge of the mechanics and applications of mathematical-based systems involving various real world conditions. The curriculum is Algebra-based, rooted in Cartesian principles with major emphasis on two-variable data analysis and modeling. Students will discover, define, and understand relationships among numbers and variables to demonstrate patterns, write equations, and evaluate functions. Students will explore the properties of functions and their applications beginning with first-degree polynomials then to rational functions, trigonometric functions and through conic sections. They are expected to develop and expand their academic skills in critical thinking and problem analysis as part of the curriculum. The **Bishop Brady Math Team** has won numerous state and regional contests and all students are welcome to participate.

- All students must complete a minimum of 3 credits in Math to graduate (4 credits recommended).
- All students must complete Algebra I, Geometry, and Algebra II as part of the minimum requirement.
- Honors Algebra I students may elect to take both Honors Geometry and Algebra II during their sophomore year to be ready for AP Calculus in their senior year. Students who choose this option must have earned a 90% or better in Algebra I, obtain Curriculum Facilitator approval, and take math all four years.

Typical mathematics progressions based on initial placement testing (read from left to right per row):

Pre-Algebra	Algebra I CP	Geometry CP	Algebra II CP
Algebra I CP	Geometry CP	Algebra II CP	Finite Math
Algebra I Honors	Geometry Honors	Algebra II Honors	Pre-Calculus Honors
Algebra II Honors	Geometry Honors	Pre-Calculus Honors	Calculus Honors AP Calculus (AB/BC) AP Statistics

6005 PRE-ALGEBRA

Offered to Grade 9

Level: CP

Credit: 1

Pre-Algebra will give students a math foundation to succeed in Algebra I the following year. Students will explore arithmetic operations, number systems, along with basic algebraic properties and concepts. Placement in this course is by assessment and recommendation. Offered on an as needed basis and may be combined with Algebra I with differentiation.

6010 ALGEBRA I

Offered to Grade 9

Level: CP

Credit: 1

This course introduces basic algebraic concepts with emphasis on procedure and technique. Students practice to build mastery and confidence using the tools of algebra and will learn to perform operations with real numbers, radical expressions, algebraic fractions and functions. Students will describe and write variable expressions, equations, and algebraic word problems. Students will understand and use the vocabulary of algebra, prepare and maintain an organized notebook. Students will develop the tools for simplifying and evaluating one or two variable expressions, solving equations or inequalities with one unknown, and systems of equations or inequalities with two unknowns. They will display their mathematical skills through tests, daily assignments, board work, group work, projects and cooperative problem solving.

6012 ALGEBRA I (H)

Offered to Grade 9

Level: Honors

Credit: 1

This course is designed for highly motivated students who have previously had some algebra and will provide an in-depth level of instruction, an accelerated pace and a cooperative learning environment. The course guides students in the development of critical thinking skills and algebraic problem solving skills, which provide the foundation for real world learning. Students use problem solving skills and the tools of algebra to analyze new and unfamiliar situations. Students will learn to perform operations with real numbers, radical expressions, algebraic fractions and functions. Students will describe and write variable expressions, equations, and algebraic word problems, will understand and use the vocabulary of algebra, and prepare and maintain an organized notebook. Students will develop the tools for simplifying and evaluating one or two variable expressions, solving equations or inequalities with one unknown, and systems of equations or inequalities with two unknowns. They will display their mathematical skills through tests, daily assignments, board work, group work, projects and cooperative problem solving. **Placement in this course is based on scores on the math placement test.**

6020 GEOMETRY

Offered to Grade 10

Level: CP

Credit: 1

This course introduces the basic concepts of plane geometry with the emphasis on vocabulary, problem solving techniques and applications. Students will understand and use the terminology and concepts of geometry. Students will develop reasoning skills through the writing and solving of proofs, and graphing and solving analytic geometry problems. The students will explore the relationships among points, lines, planes, and angles, as well as triangles, polygons, circles, and the area and volume of geometric figures. Students will use right triangle trigonometry to solve right, acute and obtuse triangle problems. Emphasis will be on real world applications (mechanical and physical). The students will use hands on and visually enhanced activities in this course.

Prerequisite for this course is Algebra I with a C average or better.

6022 GEOMETRY (H)

Offered to Grade 10

Level: Honors

Credit: 1

This course is an in-depth exploration of the concepts of Euclidean plane and 3-dimensional geometry. The course emphasizes deductive reasoning and rigorous proof that are the foundations of higher mathematics. Students are required to understand and use the vocabulary and concepts of geometry. Students will develop deductive and inductive reasoning skills through the writing of proofs and problem solving. Students will practice solving problems and work on various cooperative and independent exercises, and projects in their day-to-day work.

Prerequisites for this course are Honors Algebra I with a B average or better OR recommendation of the STEM Curriculum Facilitator from the scores on the math placement exam.

6030 ALGEBRA II

Offered to Grades 11-12

Level: CP

Credit: 1

Algebra II continues the basic concepts of an Algebra I course with emphasis on procedure, technique, as well as problem solving skills. The course will cover linear and quadratic functions, systems of equations, probability and statistics, and will introduce complex functions such as trigonometric, polynomial, logarithmic and exponential functions as well as conic sections. Students will understand and use the vocabulary of algebra. Students will be involved in various group and project assignments.

Prerequisite for this course is CP Geometry with a C average or better.

6032 ALGEBRA II (H)

Offered to Grades 9-11

Level: Honors

Credit: 1

This course will move faster, be in more depth, and have more complex assignments than standard classes. That means that you will learn a broader, more contextualized and more richly detailed version of the subject. The course guides students in the development of critical thinking skills and algebraic problem-solving skills, which provide the foundation for real world problem solving. Algebra II Honors continues the concepts of an Algebra I course with emphasis on procedure, technique, as well as problem solving skills. The course will cover linear and quadratic functions, systems of equations, probability and statistics, and will introduce complex functions such as trigonometric, polynomial, logarithmic and exponential functions as well as conic sections. Students will understand and use the vocabulary of algebra. Students will be applying algebraic concepts by using graphing calculators. A TI-84 graphing calculator is REQUIRED.

Prerequisite for this course is Honors Geometry with a B average or better OR recommendation of the STEM Curriculum Facilitator from the scores on the math placement exam.

6040 PRE-CALCULUS (H)

Offered to Grades 11-12

Level: Honors

Credit: 1

This course is intended for students who have demonstrated mathematical ability and who are proficient with algebraic methods and concepts. The course provides an in-depth study of the properties and behaviors of functions. Polynomial functions, rational functions, exponential functions and logarithmic functions are explored. A main focus is the trigonometric functions – their properties, graphs, and applications. Additional topics include the conic sections, sequences and series, and matrices. Graphing technology is utilized throughout the course to enhance student understanding of mathematical concepts. A TI-84 graphing calculator is REQUIRED.

Prerequisite for this course is Honors Algebra II with a B average or better.

6045 CALCULUS (H)

Offered to Grade 12

Level: Honors

Credit: 1

Honors Calculus provides the student with a rigorous course with in-depth instruction in the basic concepts of calculus. The course is designed for those students not planning to take the Advanced Placement Examination in Calculus. Calculus brings together many of the concepts and procedures from Algebra I & II, Geometry and Pre-Calculus. Students will study limits and their connection to the graphs of functions. The study of limits will culminate in the limit definition of the derivative. Students will then study the rules of derivatives with an emphasis on the relationship to various rates. Students will use their knowledge of derivatives to solve real world problems with applications that include related rates, approximations, optimization and distance, rate and time problems. Integral calculus will then be developed from the study of Riemann sums and the approximation of areas on a graph. Students will study the procedures needed to find anti-derivatives with an emphasis on the properties of integrals and the connection to area. A TI-84 graphing calculator is REQUIRED. May be combined with AP Calculus AB

Prerequisite for this course is Pre-Calculus with a B average or better.

6050 AP CALCULUS AB

Calculus I: NHTI Math 205C

Offered to Grade 12

Level: Advanced Placement and NHTI Dual Enrollment credit

Credit: 1

Advanced Placement Calculus AB is a course in introductory calculus with elementary functions. The basic course covers the topics indicated by the College Board in their annual publication Advanced Placement Course Description Mathematics. Additional topics may be covered. This course is equivalent to one semester of college calculus. Students will complete several review mathematics assignments during the summer prior to taking this course. Students will be required to have and use a calculator with graphing capabilities. Students will complete daily homework assignments and maintain an organized notebook. Students will take the AP Calculus AB test prepared by the College Board in May. A TI-84 graphing calculator is REQUIRED.

Prerequisites for this course are Honors Pre-Calculus with an A- average or better and Curriculum Facilitator approval (see Request for AP Course form). Course may be cancelled if fewer than 10 students are enrolled.



6052 AP CALCULUS BC

Calculus II: NHTI Math 206C

Offered to Grade 12

Level: Advanced Placement and NHTI Dual Enrollment credit

Credit: 1

Advanced Placement Calculus BC is a course in introductory calculus with elementary functions and is the equivalent of two semesters of college calculus. It covers the topics indicated by the College Board in their annual publication Advanced Placement Course Description Mathematics. Additional topics may include various applications. Students are required to complete assignments during the summer prior to taking this course and will be required to have and use a calculator with graphing capabilities. Students will complete daily homework assignments and maintain an organized notebook. Students will take the AP Calculus BC test in May. A TI-84 graphing calculator is REQUIRED. **NOT OFFERED 26-27. May be completed online through VLACS**

Prerequisites for this course are Pre-Calculus with an A average or better and Curriculum Facilitator approval (see Request for AP Course form). Students must complete a three-week summer intensive program prior to the course or score an A on the BC Calculus placement test. Course may be cancelled if fewer than 10 students are enrolled.

6055 AP STATISTICS

Statistics: NHTI Math 251C

Offered to Grade 12

Level: Advanced Placement and NHTI Dual Enrollment credit

Credit: 1

This course explores advanced statistical concepts and techniques. It is equivalent to a one semester college Statistics course. Using real-life and theoretical data, students will learn how to organize and graph data, compute and compare measures of data, apply correlation and regression, work with probability theory, define and utilize sampling techniques, and evaluate and test various data distributions (normal, probability, binomial, Poisson, sample). This course is a basic preparation for students who will be taking statistics in college. Students will take the AP Statistics exam in May. A TI-84 graphing calculator is REQUIRED.

Prerequisites for this course are Honors Algebra II with an A average or better OR Pre-Calculus with a B average or better and Curriculum Facilitator approval (see Request for AP Course form). Course may be cancelled if fewer than 10 students are enrolled.

6075 QUANTITATIVE REASONING

Offered to Grade 12

Level: CP and CCSNH Early College Credit

Credit: 1

Designed for students pursuing non-STEM pathways, this course emphasizes problem-solving, critical thinking, and real-world applications using technology. Topics may include modeling, personal finance, probability, statistics, and applied geometry. The School Counseling Office facilitates enrollment in the Early College online math class, which is scheduled during the regular school day. Students work at their own pace, however, there will be required assessment dates that must be met. Successful completion earns one high school math credit as well as 4 mathematics credits through the Community College System of New Hampshire. A graphing calculator is strongly recommended.

Prerequisite for this course is completion of Algebra II with a grade of C or better.





English Courses

The English Department fosters an environment for mutual discovery through teacher/student exploration of the spirit, culture, and history of the individual and the human family through reading, research, discussion, and writing. We recognize that the ability to communicate effectively requires the development of forms of expression that include thinking, reading, writing, listening and speaking skills. We provide a four-year course of study designed to address the needs and potential of our students, to encourage students to accept responsibility for their education, and to participate actively in creating an intellectual environment that will foster their development as scholars and independent thinkers. **All students must complete 4 credits in English to graduate.**

By the end of four years of study in the BBHS English department, students will be able to

- use relevant literary terms and devices in discussing and evaluating works of literature.
- develop an understanding and use of vocabulary appropriate to his or her purpose.
- write effective narrative, descriptive, expository, and persuasive paragraphs and essays in timed and untimed situations, demonstrating an understanding and mastery of the rules of English grammar, usage, and mechanics.
- take notes, summarize, and paraphrase information from written, oral, and visual sources and use the material to write analytical essays and technical reports.
- create and deliver prepared and extemporaneous speeches and oral presentations using visuals and respond to questions and answers from an audience composed of peers and adults.
- author multiple source, multiple page essays/papers following the rules of MLA style and using a process that involves choosing a topic, selecting appropriate sources, researching, planning, writing, documenting, and editing the final product.
- read, understand, interpret, critically analyze, and, ultimately, synthesize information and material from a variety of American, British, and world literature, including short stories, epic and shorter poems, Shakespearean and other plays, essays, speeches, novels, and visual media.
- use literary selections and visual media to gain insight into themselves and our society and to learn about other people and other cultures.

Grade 9 – Foundations of Literature

Grade 10 – World Literature

Grade 11 – American Literature, American Studies, or AP Language or Literature

Grade 12 – British Literature and one elective, or AP Language or Literature

7010 FOUNDATIONS OF LITERATURE

Offered to Grade 9

Level: CP

Credit: 1

This full year course has three goals: (1) introduce and review basic rules of grammar, usage, and mechanics; (2) develop fundamental writing skills; (3) understand specific literary techniques and devices. Students will grammar, mechanics, and usage throughout the year with emphasis placed on sentence and paragraph formation, punctuation, and style. Students will be introduced to the research process using MLA format, will formulate a thesis statement and learn how to outline. They will explore and complete a variety of writing pieces including poetry, research paper, narrative writing, and argumentative writing. Students are expected to engage in close reading and analysis of a variety of genres including the short story, drama, and the novel. Public speaking and the necessity of being able to speak in front of both small and large gatherings will also be a part of this course. These skills are required in order to assure solid communication now and in the future.

Students must complete assigned summer reading prior to the start of this course. Performance in this course will determine placement for 10th Grade World Literature.

7012 FOUNDATIONS OF LITERATURE (H)

Offered to Grade 9

Level: Honors

Credit: 1

This full year course focuses on the understanding of literature by introducing the students to a variety of genres, including the short story, drama, and the novel. Students are expected to engage in close reading and analysis beyond plot summary. Students explore the process of writing and different examples of each type of writing. This will also include formulating a thesis statement and outlining. Students will be introduced to the research process using MLA format. The students will also be introduced to public speaking and the necessity of being able to speak in front of both small and large gatherings. These skills are required in order to assure solid communication skills now and in the future. Students will study the rules of grammar, mechanics, and usage throughout the year with emphasis placed on sentence and paragraph formation, punctuation, and style. Students will be required to do a variety of writing pieces including poetry, research paper with MLA citations, narrative writing, and argumentative writing.

Students must complete assigned summer reading prior to the start of this course. Enrollment in this class is dependent upon English placement exam score, grades, and prior teacher recommendation.

7020 WORLD LITERATURE

Offered to Grade 10

Level: CP

Credit: 1

This full year course offers an in-depth examination of a wide variety of literature from around the globe. Utilizing literary samples spanning ancient to modern day writings, students will study poetry, short stories, mythology, novels, and dramatic literature in an effort to improve comprehension of texts of increasing complexity. Students will practice vocabulary and grammar with an eye toward steadily improving their ability to analyze and respond to various texts in writing. They will make connections among cultures in recognition of the shared life experiences that connect all of humanity. Students will be expected to read, analyze, and write on a global variety of topics, themes, and events.

Prerequisite for this course is successful completion of Foundations of Literature. Students must complete assigned summer reading prior to the start of this course.

7022 WORLD LITERATURE (H)

Offered to Grade 10

Level: Honors

Credit: 1

This full year course offers highly motivated students the opportunity to explore literary traditions from across the globe. The course features samplings from ancient cultures, the Middle Ages, and contemporary works as students study the changing historical patterns of literature with a focus on recognizing the shared life experiences connecting all of humanity. Students will complete rigorous writing tasks daily and will continue to build increasingly more advanced grammar skills. Throughout the year, students will complete each of the following major writing assignments: literary analysis essay, compare and contrast essay, argument/opinion essay, MLA format research paper, and personal memoir.

Prerequisite for this course is a grade of 85% or better in Foundations of Literature (H). Students with a grade of 93% or better in Foundations of Literature (CP) and strong writing skills may be approved with the recommendation of the current teacher and approval of the Curriculum Facilitator. Students must complete assigned summer reading prior to the start of this course.

7030 AMERICAN LITERATURE

Offered to Grade 11

Level: CP

Credit: 1

The American Literature class seeks to broaden the students' perspectives and deepen their understanding of the inevitable relationship between the literature and history of any given era. Readings in this course cover historical trends and the evolution of American attitudes and styles as they progress from Puritanism through the 21st century. Grammar, mechanics, and usage will be covered within the context of literature and writing. Students will learn and practice valuable skills such as analysis, annotation, and discussion. Students are expected to complete the following major writing assignments: creative non-fiction short story, argumentative essay, expository essay, as well as many smaller writing assignments. Students are expected to complete the following major assignments: creative nonfiction short story, expository essay, persuasive essay; as well as othersmall writing assignments reflecting the genres of fiction and poetry.

Prerequisite for this course is successful completion of World Literature. Students must complete assigned summer reading prior to the start of this course.

7032 AMERICAN STUDIES ENGLISH (H)

Offered to Grade 11

Level: Honors

Credit: 1

This course uses a thematic approach to the study of American literature and culture. It emphasizes close critical reading and analysis of primary and contemporary works of American literature. Major assignments include: a four-way speech, an argumentative essay, a research paper using MLA format, a literary analysis essay, and creative writing samples. Students will make connections between history and literature, with a focus on synthesis of ideas, analysis of diverse sources, and cultural awareness. This interdisciplinary approach will allow students to gain a profound sense of the interconnectedness of history and literature rather than the discrete understanding of each.

Prerequisite for this course is 85% or better in World Literature (H) or 95% or better in World Literature (CP) and teacher recommendation. Students must complete assigned summer reading prior to the start of this course and should be concurrently enrolled in American Studies History.

7035 AP ENGLISH LANGUAGE AND COMPOSITION

College Composition: SNHU ENG 120/121

Offered to Grade 11 or 12

Level: Advanced Placement and SNHU Dual Enrollment credit

Credit: 1

“The AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style.” From CollegeBoard.org *AP Language and Composition: Course Description*.

Students will know how to write an effective thesis statement, develop and support it, and will move away from the formulaic, 5-paragraph essay; they will participate in and lead Socratic Seminars as a means to hone their thinking and discussion skills; they will write multiple small research papers as well as present research in a format other than a paper; they will create multimodal projects, recite poetry, present orally and teach at least one lesson. Students will conclude course work by taking the AP exam in May. After the exam, students will select a major, independent project on which to work; and begin writing their college essay. **Students will take the AP Language and Composition Exam in May.**

Prerequisites for this course are a grade of 93% or better in World Literature (H), current English teacher recommendation, Curriculum Facilitator approval, and completion of summer reading and papers as assigned (see Request for AP Course form).



7040 BRITISH LITERATURE

Offered to Grade 12

Level: CP

Credit: .5

This semester course explores the development of British Literature from its origins through the early 20th century. The class focuses upon close textual reading, discussion of theme and literary technique, and analysis of the creative process. A research project is integral to this course, as are college essays in the first semester. Grammar, mechanics, and usage will be covered within the context of the literature and writing. Throughout the course, students will focus on developing and improving their analytical and expository writing skills and developing their written voice and will complete the following major assignments: analytical essay, argumentative/opinion essay, expository essay; as well as many smaller writing assignments.

Prerequisite for this course is successful completion of American Literature. Students must complete assigned summer reading prior to the start of this course.

7042 *BRITISH LITERATURE (H)*

Offered to Grade 12

Level: Honors

Credit: .5

In this semester course, students will read a variety of texts through the eras of British Literature from the Anglo-Saxons through the 20th century. They will study the novel, short story, drama and poetry along with journal articles and literary criticism. Analytical, expository, and creative writing skills will be developed through informal exercises and formal essays using the various stages of the writing process. Routine practice through in-class discussions, prepared speeches, and longer writing assignments will give students ample opportunity to hone the skills needed to be successful in the next step of their academic careers. Students are expected to complete each of the following major writing assignments: creative piece, research paper, expository essay as well as many smaller writing assignments.

Prerequisites for this course are a grade of 85% or better in American Studies English (H) or 93% or better in American Literature(CP) with teacher recommendation. Students must complete assigned summer reading prior to the start of this course.



First, second, and third place winners in Rotary Four-Way Speech Contest

7045 *AP ENGLISH LITERATURE AND COMPOSITION*

Introduction to Literature: SNHU LIT 100

Offered to Grade 12

Level: Advanced Placement

Credit: 1

“The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.” From CollegeBoard.org *AP Literature and Composition: Course and Exam Description*.

Students will read pieces including major literary texts and lesser-known works; addressing works from both inside and outside of the traditional canon gives us one way to see how the art of literature transgresses time and distance and connects itself in ways both obvious and subtle. We will write to address these texts, engage in meaningful discussion, and prepare for the AP exam. Students will conclude course work by taking the AP exam in May. After the exam, they will complete a independent novel project, working until the conclusion of senior classes.

Prerequisites for this course are a grade of 93% or better in AP Language and Composition or American Studies English, current English teacher recommendation, Curriculum Facilitator approval, and completion of summer reading and papers as assigned (see Request for AP Course form).

ENGLISH ELECTIVES

Seniors not taking AP Literature must select one English elective to pair with a semester of British Literature.

7050 CREATIVE WRITING I

Creative Writing: SNHU ENG 226

Offered to Grades 10-12

Level: Honors and SNHU Dual Enrollment

Credit: .5

This one semester course is designed for students who aspire to write their own creative short stories, poetry, and scripts. Held as a workshop-in-the-round, the course nurtures the emerging creative writing talents that already exist in the students and gives them practical opportunities to write, employ new techniques, and receive constructive feedback. Over the course of the semester, students examine the voice, style, and form of their writing. By the end of the semester, students will have compiled a portfolio of their writing that demonstrates their development over the semester. **Enrollment is limited to 14 students per class.**

7051 CREATIVE WRITING II

Offered to Grades 10-12

Level: CP

Credit: .5

This one semester course is designed for students who desire to grow in their craft and further establish their voice as a writer. As a way to hone their voice and craft, mentor texts will be examined and utilized as models for student writing. Held as a workshop-in-the-round, students will be expected to give and receive feedback while cultivating a safe and trusting writing community. Writing will take place daily, often in response to a prompt or mini-lesson or as continued work on a larger project. Students will work more independently than in Creative Writing I and will have a say in designing some of their assignments. The final project will be to complete and publish a “book” that will be shared with the public. **Enrollment is limited to 14 students per class. NOT OFFERED 26-27**

Prerequisites for this course is successful completion of Creative Writing I.

7055 POETRY

Offered to Grades 10-12

Level: CP

Credit: .5

This one-semester course is a blend of literary readings, poetic performances, and informative presentation. Students will explore, read, and write poetry and learn about both classic and contemporary poets. They will have the opportunity to “teach” the class after becoming an expert on a poet and that poet’s style and approach. Students deepen their knowledge and understanding of poetry and poetic terms and devices. This class will, through reading and writing poetry, slow students down and allow them to look deeply at the world around them. They will come to view poetry as a way to transform the world. Students have expressed that this course is a welcome oasis from their other academic demands.



State Finalist – 2026 Poetry Out Loud

7066 PUBLIC SPEAKING

Introduction to Public Speaking: SNHU COM 212

Offered to Grades 10-12

Level: Honors and SNHU Dual Enrollment credit

Credit: .5

This semester course is designed to help students develop abilities for all types of speaking situations – school, work and social. Students study types of speeches (informative, persuasive, dramatic, and special occasion), read and listen to models of speeches, prepare and present their own speeches, and assess themselves and their peers. Students learn to choose speaking topics and adapt them for specific audiences, to research and support their ideas, incorporate visual or multimedia aids and to benefit from listener feedback. There will be a focus on organization and delivery skills. Through continued practice and preparation, students will learn to overcome communication anxiety. **Enrollment is limited to 14 students per class.**

7075 DRAMA/STAGECRAFT

Offered to Grades 9-12

Level: CP

Credit: .5

How does a director bring a play to life? How do actors know where, when and how to move on stage? How is lighting decided upon? What's a set? ...a scrim? ...upstaging? In this course, students will be exposed to the ins and outs of theater work. They will learn how to navigate a stage and understand the work that goes in to producing a play both on stage and behind the scenes. Course work will include the history of theater and involve presenting scenes, preparing a piece for an audition, designing costumes, learning about lighting as well as make up. The culminating activity will be a production of a one act play. **NOT**

OFFERED 26-27

This course can be used as either an English or Fine Arts elective.

7091 BOOK TO FILM

Offered to Grades 11-12

Level: CP

Credit: .5

This course will explore the complex interplay between film and literature. Selected novels, short stories and plays are analyzed in relation to film versions of the same works to gain an understanding of the possibilities and problems involved in transferring a story from the page to film. What elements of the work are lost in the transition? What is gained? Exploring what film says about the human experience, the class will center discussion around how film constructs meaning, and questions whose interests the film serves. Over the course of the semester, students can expect to read a variety of texts and engage in numerous writing exercises.

NOT OFFERED 26-27.

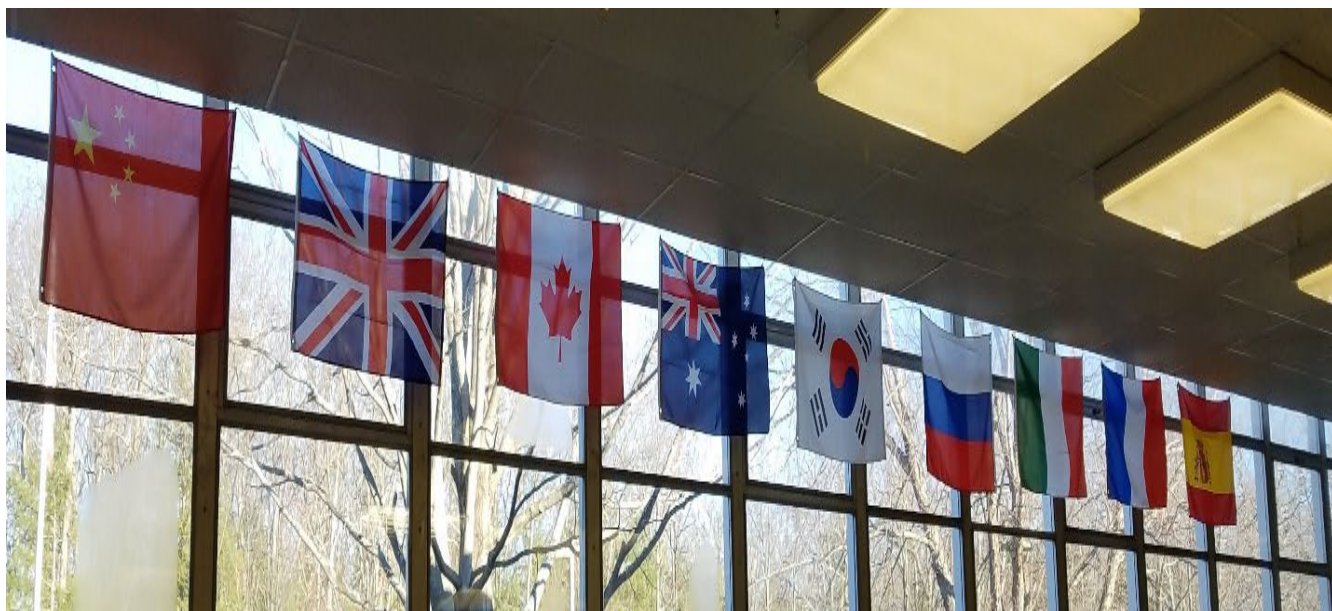
7098 STUDIES IN GENRE: THE SHORT STORY

Offered to Grades 11-12

Level: CP

Credit: .5

This one semester course focuses on the genre of the short story. We will read stories from the 19th to 21st centuries from a variety of traditions and cultures. The short story can take on many forms, be of varying lengths, and stand alone or be part of a collection. Students are expected to read short stories, engage in discussion, design creative analysis projects, and write about their readings. Through reading a variety of short stories, we will examine the components that comprise this short genre and create a great story.



INTERNATIONAL STUDENT ELL PROGRAM

Students' English language abilities are determined by an interview with the ELL Program Specialist, a standardized test of English, and in-person 30 minute writing sample. The goals of the Bishop Brady English Language Learner (ELL) Program are for each student to fully participate in mainstream classes and develop the English-language and academic skills to be comfortable, confident and successful in future US tertiary-level education. To reach these goals, non-native English-speaking students enroll in English language academic courses based on their language abilities. They will deepen their understandings of the content, assignments, conventions, and expectations of rigorous academic courses in preparation for the next level of education. Exceptions are made for those who test above the need for English language development and those who complete the one semester English language course, *International Writing Portfolio I*.

The ELL Program Specialist works with subject teachers to provide the contextual and linguistic knowledge of mainstream course assignments. ELL classes align with students' English-language proficiency and with the Humanities courses in which students are concurrently enrolled. Students in the ELL Program explore a wide range of topics that appear on standardized tests of English such as the TOEFL. The program emphasizes academic English in all domains (reading, writing, listening, and speaking).

English Placement Testing

Twice per year, all non-native English-speaking students take a standardized placement test (pre-fall and late spring) and receive a detailed summary of their scores. These placement test scores align with the widely recognized Common European Framework of Reference for Languages (CEFR) score scales, A1 through C2, indicating six levels of language learner ability. English placement tests help to identify the level of instruction and support needed for individual students and track their learning progress.

7100 FOUNDATIONAL ENGLISH

Offered to Grades 9-12

Level: CP

Credit: 1

This year-long class is designed for first-year international students with limited English proficiency. The goal of this course is to improve everyday and academic English in reading, writing, listening, speaking, grammar and vocabulary and to support students with assignments in their mainstream classes. The ELL Program Specialist works closely with mainstream teachers to fully support learners at this level.

Prerequisite for this course is students are literate in their native language and are at the A1 CEFR or true beginner level.

7200 INTERNATIONAL LITERARY WRITING FRAMEWORKS

Offered to Grades 9-12

Level: CP

Credit: 1

International students with at least one academic year at an American or other English-speaking school will begin in this year-long class, taken in conjunction with their mainstream Humanities courses. The goal of this course is for students to improve academic reading, writing, listening, speaking, grammar and vocabulary, incorporating materials from mainstream classes. Everyday English is also addressed on an ongoing basis.

Prerequisite for this course is successful completion of Foundational English or scored at the A2+ CEFR scale.

7300 ENGLISH THROUGH GLOBAL STUDY

Offered to Grades 9-12

Level: CP

Credit: 1

In conjunction with students' Humanities classes, this course enhances skills for identifying, analyzing, synthesizing, discussing, and writing about a range of academic topics. Students are exposed to common US coursework and course expectations. Students are expected to demonstrate their academic skills in a range of formats, both spoken and written, individually and in groups. Throughout this course, students encounter and practice skills that will help them perform well standardized tests such as the Test of English as a Foreign Language (TOEFL).

Prerequisite for this course is successful completion of International Literary Writing Frameworks or scored at the B1 CEFR scale.



7400/7401 INTERNATIONAL WRITING PORTFOLIO

Offered to Grades 9-12

Level: CP

Credit: .5

This semester course is offered to students with advanced English proficiency who are concurrently enrolled in upper level Humanities courses. Students will increase their skills in listening and taking notes in real time for academic lectures; analyzing sources for speaking and writing assignments; summarizing, paraphrasing, and synthesizing information from respected primary and secondary sources; documenting and attributing sources; expanding academic vocabulary; and discussing complex topics from multiple perspectives in spoken and written formats.

Prerequisite for this course is successful completion of English Through Global Study or scored at the B2+ CEFR scale.

7450 LITERARY ANALYSIS AND VOCABULARY

Offered to Grades 9-12

Level: CP

Credit: .5

Through the exploration of short and long forms of literature, students will engage in close reading, literary analysis, and academic discussions and written responses to deepen their reading comprehension, literary interpretations, and vocabulary development. Students will lead class discussions about assigned readings and create formal written responses to assigned readings.

Prerequisite for this course is successful completion of or concurrent enrollment in International Writing Portfolio or have scored at the C1+ CEFR scale.

Social Studies Courses

The Social Studies Department of Bishop Brady High School strives to engage learners and encourage active participation in a globalized society. We recognize the importance of student-centered learning through inquiry and participation as well as the importance of historical and analytical writing. Students will be challenged to engage in historical discussions, interact with peers through cooperative learning and participate in a variety of educational opportunities from within the greater community. Throughout their coursework, students will also encounter cross-curricular learning projects with the Science and English Departments that encourage students to interact with people from within the global community. Ultimately, the goal is to help students form the tools that will help them succeed, not only in the classroom, but as a citizen as well.

At the end of his or her course of study within the BBHS Social Studies Department, the student will be able to

- apply historic precedents to propose solutions to a present-day problem
- recognize and act on the responsibilities of global and American citizenship
- respect the diversity of world religions and philosophies
- comprehend the differences between past and present political systems and how they relate to the role of the individual
- understand the changing social role of the individual according to historical and cultural context
- relate the allocation and trade of resources to cultural diffusion and the disbursement of population over time
- analyze primary and secondary sources and draw meaningful historical conclusions
- explore the connection between contemporary events to conditions and patterns that reside in historical study

All students must complete 3 credits in Social Studies to graduate and pass the NH Civics Assessment.

- World History (1 Credit)
- US History, Honors American Studies – History, or AP US History (1 Credit)
- Civics (.5 Credit) and Economics (.5 Credit)



State Winner – American Legion Oratorical Contest

8010 WORLD HISTORY

Offered to Grade 10

Level: CP

Credit: 1

This course is a comprehensive historical survey that traces human history from the foundations of civilization to the modern world. The first semester covers prehistory through approximately 500 CE, while the second semester spans from the Middle Ages to the present day. Students examine major eras, civilizations, and global developments, with attention to both Western and non-Western societies and the ways cultures have interacted, exchanged ideas, and come into conflict. Emphasis is placed on inquiry-based learning and critical thinking as students analyze historical events, movements, and individuals. Through the use of primary sources and the study of art and literature, students explore enduring political, economic, social, and philosophical themes across civilizations. The course develops writing, research, and discussion skills while incorporating 21st-century tools and technology to support learning and communication.

World History is a mandatory course and fulfills 1 credit of the Social Studies graduation requirement.

8012 WORLD HISTORY 1

World Civilizations, Prehistory-1500: SNHU HIS 117

Offered to Grade 10

Level: Honors and SNHU Dual Enrollment credit

Credit: .5

This course is a historical study in survey format that traces time from the foundations of human civilization to 1500, including examination of the ancient civilizations of the world, ancient Greece and Rome, the Middle Ages, Regional Civilizations (730 BC-AD 1500) and the Renaissance until 1500. Students will practice knowledgeable inquiry and reflective thinking while examining historical events, culture, achievements, and shortcomings. Students will also learn how to analyze primary sources and view history through the cultural lenses of art and literature, with a focus on the transcending political, economic, social, and philosophical themes for all eras and civilizations. Finally, students will seek further development of writing, essay/ paper composition, research, and debate skills.

Using critical and creative thinking with a student centered approach, learners should be able to identify, explain, and defend the main events, ideas, terms, people and places that have shaped world history from the foundations of human civilization to the origins of the Renaissance upon completion of the course. Students should also be able to use further developed communication skills to effectively analyze, present, debate, and defend original ideas, course content and self-generated research in oral and written form.

Prerequisites for this course are an 85% or better in Foundations of Literature (H) OR a 93% or better in Foundations of Literature (CP), 85% or better in Civics, and a recommendation from the student's English teacher. This course, or CP World History, is a mandatory course and fulfills 1 credit of the Social Studies graduation requirement.

8013 WORLD HISTORY 2

World Civilizations, 1500 to Present: SNHU HIS 118

Offered to Grade 10

Level: Honors and SNHU Dual Enrollment credit

Credit: .5

This course is a historical study in survey format that traces time from 16th century to the present day, highlighting the Western and non-Western areas of the world and the interactions and conflicts between them. Eras include the Renaissance and Reformation, discovery of the New World the Scientific Revolution and Enlightenment, Industrial Age, and the resulting world conflicts. The students will practice knowledgeable inquiry and reflective thinking while examining historical events, culture, achievements, and shortcomings. Students will also learn how to further analyze primary sources and view history with a focus on the transcending political, economic, social, and philosophical themes for all eras and civilizations.

Using critical and creative thinking with a student centered approach, learners, upon completion of the course, students should be able to identify, explain, and defend the main events, ideas, terms, people and places that have shaped world history from the foundations of the Renaissance and discovery of the New World to the World Wars and present day conflict. Students should also be able to use further developed communication skills to effectively analyze, present, debate, and defend original ideas, course content and self-generated research in oral and written form. Research and MLA documentation will be used for projects.

Prerequisite for this course is an 85% or better in Foundations of Literature (H) OR a 93% or better in Foundations of Literature (CP), 85% or better in Civics, and a recommendation from the student's English teacher. This course, or CP World History, is a mandatory course and fulfills 1 credit of the Social Studies graduation requirement.

8020 US HISTORY

Offered to Grade 11

Level: CP

Credit: 1

This course surveys United States history from the post-Civil War era through the present, examining the political, economic, social and cultural forces that have shaped the nation. Students study key periods and developments such as Reconstruction, the growth of a national economy, America's expanding role in world affairs, major conflicts of the twentieth century, and social movements. The course emphasizes the use of primary and secondary sources to strengthen historical thinking and analysis. Students continue to build skills introduced in World History, with particular focus on writing, argumentation, and evidence-based interpretation. A central course expectation is that students will connect American ideas, leaders, and political movements to cultural and artistic expressions.

US History is a mandatory course and fulfills 1 credit of the Social Studies graduation requirement.

8022 AMERICAN STUDIES HISTORY (H)

Offered to Grade 11

Level: Honors

Credit: 1

American Studies combines the American History and American Literature requirements for juniors. The course is a comprehensive study of history and literature from the Reconstructive Era to the close of the 20th century. Students will make connections between history and literature, with a focus on the synthesis of ideas, analysis of diverse sources, and cultural awareness. This interdisciplinary approach will allow students to gain a profound sense of the interconnectedness of history and literature rather than a discrete understanding of each.

Prerequisite for this course is an 85% or better in World History (H) or a 93% or better in World History (CP) and recommendation from the World History teacher. Students should be concurrently enrolled in American Studies English.

8025 AP US HISTORY

US History: SNHU HIS 113 / HIS 114

Offered to Grades 11-12

Level: Advanced Placement and SNHU Dual Enrollment credit

Credit: 1

This class is a college-level course on American History that covers from the pre-Columbian era to the present day. The course provides a comprehensive and critical look at the development of America, chronologically reviewing and analyzing significant political, social, diplomatic, economic, and cultural events that define our nation's story. In many ways it is harder than the average college history course since the textbook and all materials must be completed by late April followed by a rigorous, comprehensive, nationally administered exam. In accordance with the AP US History College Board guidelines, the course will pay special attention to the Historical Thinking skills, Thematic Learning Objectives and the nine periods of the College Board Concept Outline. Students will be asked to read their textbook and a wide variety of primary and secondary historical sources, complete homework assignments, and participate in numerous class discussions and activities to master these materials including historical essay writing. Synthesizing historical information into coherent thesis based argument will take great practice, but can lead to writing skills that will transfer across situations and disciplines. All students are expected to take the AP US History exam in May.

Prerequisites for this course are a 93% or better in Honors World History, a 93% or better in Honors English, current History and English teacher recommendation, and approval of the Humanities Curriculum Facilitator. A writing sample may be requested. Students must complete assigned summer work prior to the start of this course and substantial weekly reading will be required (see Request for AP Course form).



8030 CIVICS

Offered to Grades 9-12

Level: CP

Credit: .5

Civic education is essential for active participation as informed citizens. This course will emphasize a study of government and individual rights and responsibilities, as well as student-based research of current topics of debate from both advocacy and impartial perspectives. Civic understanding increases as students develop the skills to make informed decisions, to resolve conflicts peacefully, to articulate and defend positions, and to engage in the civic and political life of their communities. Students will better understand how the government works, and how it impacts their lives. Students will examine the growth of democracy, federalism, separation of powers, checks and balances, civil liberties, civil rights, civic participation, comparative government, political processes, public policy, free enterprise, and cultural pluralism. They will create a civic discourse concerning contemporary political issues facing Americans today, and participate in creating their own legislation.

Civics is a graduation requirement. This course will include the administration of the NH Civics Assessment which must be passed in order to be eligible for a Brady diploma.

8032 ECONOMICS

Offered to Grades 10-12

Level: CP

Credit: .5

Economics is a semester-long course introducing basic economic principles and current economic issues with a focus on the American economy and the interconnected issues of global trade, markets, and various financial institutions. Students will examine components of the American economy such as price, competition, business and banking institutions. We will also examine issues related to the economic structure as a whole through employment and labor issues, the role of the government in the economy, and selected topics such as spending, saving, stocks/bonds, investments, and budgeting.

Economics is a graduation requirement.

8035 ECONOMICS (H)

Macroeconomics: SNHU ECO 202

Offered to Grades 11-12

Level: Honors and SNHU Dual Enrollment credit

Credit: .5

Students learn to navigate the financial choices they must face and to make informed decisions related to career exploration, budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, living independently, and inheritance. Development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship and career success. Instruction in economics and personal finance prepares students to function effectively as consumers, investors, entrepreneurs, and active citizens. Students learn how economies and markets operate and how the United States' economy is interconnected with the global economy. In addition to developing personal finance skills, students in this course will also study basic occupational skills and concepts in preparation for entry-level employment in the field of finance. The class participates in the Sifma Stock Market Game to allow students to engage in an online simulation of the global capital markets to supplement learning global economics, investing and personal finance. The course culminates in a Personal Budget project where students will develop a budget for their first year out of college/career training. **NOT OFFERED 26-27**

This course, or CP Economics, is a graduation requirement. Prerequisite for this class is an 85% or better in Algebra I.

8040 UNITED NATIONS AND GLOBAL ISSUES

Offered to Grades 10-12

Level: Honors

Credit: .5

This course provides an introduction to prevalent theories and paradigms surrounding international politics, providing an orientation to the activities of the United Nations, and an understanding of the modalities of international diplomacy. It includes current events, international issues, and procedures of diplomacy. Students will engage in research, discussion, debate, and role-playing activities, and will deliver oral presentations. Additionally, each student will write a "position paper" for submission to the organizers of a model UN conference, complete a comprehensive binder with background materials and documents, and write a debriefing/reflective paper. This will assist students in preparing for their mandatory role as a distinguished diplomat at a model United Nations conference as a possible alternative assessment to a final exam. Model UN students gain skills of effective decision-making and global cooperation, explore other countries' foreign policies, develop a range of analytical frameworks for interpreting world news, participate in hands-on involvement with current global issues and organizations; study, research, and analyze UN documents and government position papers. Students will develop skills in creative and critical thinking, leadership, and public speaking gaining the skills to be globally aware and to be an informed and productive global citizen. This student-centered course is based on assigned readings, Model UN conference preparations, as well as group and individual research projects. Students are expected to take on considerable responsibility for the learning process, both individually and through work with groups.

Prerequisite for this class is an 85% or better in Honors English and an Honors level Social Studies course.

8045 HOLOCAUST AND GENOCIDE STUDIES

Offered to Grades 11-12

Level: CP

Credit: .5

Students will examine both the Holocaust (Shoah) and broader topics of genocide and politicide. Understanding genocide's impact on the culture, politics, ethics, science, and religion in actions, social issues and policies of societies worldwide is a major objective of the course. In a world still tormented by mass murder and genocide, this class provides a study of ethics and social justice issues through the study of the causes of the Holocaust and other genocides, plus a review of the current regions and countries with genocide and politicide risk. Students will identify, interpret, summarize, compare, analyze and debate information from various primary sources. With an understanding of such issues as prejudice, discrimination, and racism, students will be equipped to analyze contemporary political situations, think critically about ethical responsibility, and respond actively to injustice found in our modern world. Throughout the course, students will create and present a Rescuer/Resistor Story. **NOT OFFERED 26-27**

8048 AMERICAN WOMEN OF WAR

Offered to Grades 10-12

Level: CP

Credit: .5

Students will examine the inspiring American women in war and broader topics of American involvement in war, both foreign and domestic. Understanding the impact of women on the culture, politics, ethics, science, and religion in actions, social issues and policies of societies with war will be a major objective of the course. In a world still struggling to put women in roles of power and to be seen as part of "masculine" military efforts, this class provides a study of the causes of war, who was important, how they were important, and how women have risen within the ranks in the military, politics, and society. Students will identify, interpret, analyze and debate information from a variety of primary sources to gain an understanding of leadership and discrimination. They will be equipped to analyze contemporary political situations, think critically about equal responsibility of roles, and respond actively to inclusion efforts in the modern world. As a final project, students will research and present an in-depth biography about a leading lady in American war and her impact on war and society. **NOT OFFERED 26-27**

8050 PSYCHOLOGY

Offered to Grades 10-12

Level: CP

Credit: .5

Psychology is the scientific study of behavior and mental processes. This introductory course is aligned with university level syllabi and utilizes a college textbook. Focused on the fundamental facts and principles of psychology, it explores the broader context of contemporary personal and social concerns, including the latest research and medical breakthroughs by neuroscientists in understanding the functions, mapping, and healing of the human brain. The topics covered will also enhance the students' awareness of personality and behavior, group dynamics, learning styles, multiple intelligences, and the impact and treatment of such disorders as depression, autism, and attention deficit hyperactive disorder. Specifically, topics to be discussed include the history of psychology and its scientific basis, understanding the biological and environmental basis of psychology, explaining theories of human development, as well as exploring the basic concepts of sensation and perception, consciousness, memory, intelligence, motivation and emotions, stress, gender, social and cultural issues.

The Psychology course curriculum is designed using project-based and student-centered learning to include discussion over text readings, in-class experiments and activities, and Socratic discussion connecting to modern day issues. In lieu of a written Final Exam all students will complete a FINAL PROJECT where they will study and diagnose a fictional character with a psychological disorder. They will present their diagnosis to the class.

8055 SOCIOLOGY

Offered to Grades 10-12

Level: CP

Credit: .5

Is one's identity individually or socially constructed? Are all stereotypes invalid or can there be value in generalizations? Is globalization widening the gaps between people, or bringing the world closer together? In this course, students will grapple with these essential questions in examining the world through the lens of a sociologist. Sociology offers various ways for critically evaluating society from issues of individual acts and beliefs to the roots of global interactions. Culture, normal behavior systems, family, social structure, social institutions, social change, the organization of social behavior and its relationship to society and social conditions are emphasized. Students will challenge their own preconceived ideas about society, cultures and contemporary issues and problems. Students are expected to write four expository essays in addition to responding to daily writing prompts.

8060 *LAW AND JUSTICE*

Offered to Grades 10-12

Level: CP

Credit: .5

In order to help create a more engaged and well-informed participant in a civil society this introductory course will focus on the concepts and skills needed for students who are interested in criminal law and criminal justice. In hopes to give students the tools necessary to make changes in their community students in this course will be given a practical approach to the legal system through relevant topics and active participation. Topics will include how criminal law influences policing, adjudication, corrections, and special issues such as juvenile justice, drugs, and terrorism. We will discuss how our individual rights and freedoms influence the need for public safety, order, and security. You will interact in activities, online web exercises, professional guest visits, and lectures. Major topics will include the US court system, criminal law, policing, criminal trials, and prison sentencing.



Child Abuse Prevention Week 2026

8080 *THE COLD WAR ERA: 1945-1991*

Offered to Grades 10-12

Level: Honors

Credit: .5

This class will trace the events of the Cold War from 1945 to 1991. This includes events such as nuclear development, the Korean War, McCarthyism, The Bay of Pigs Invasion, the Cuban Missile Crisis, the Vietnam War, and the Fall of Communism. Students will understand the rationale behind historical decisions and analyze their effectiveness. The effect of the Cold War on literature, music, politics, and the family throughout the decades will be explored and possible alternative solutions to historical events and their potential outcomes will be discussed. **NOT OFFERED 26-27**

Prerequisite for this class is an 85% or better in Honors History and English or 93% or higher in CP English or History.

8095 *AP PSYCHOLOGY*

Offered to Grades 11-12

Level: Advanced Placement

Credit: 1.0

AP Psychology, developed by the College Board, introduces students to the scientific study of behavior and mental processes. The course explores topics such as brain function, learning, cognition, development, and psychological disorders, using research-based methods and theories. Students also prepare for the AP Exam by applying concepts, analyzing studies, and demonstrating critical thinking skills about human behavior.

Prerequisite for this class is a B+ or better in Honors Biology, Honors English, and Honors History.

Science Courses

Science is based upon observation and inherently involves experimentation in the classroom. Students will understand the process of the scientific method and its effect on society. Courses prepare students to use science for improving their lives and contributing to an ever-increasing technological society. Collaborating with other academic disciplines, we emphasize the interdependence of our academic community and will produce informed citizens who are prepared to deal responsibly with science related social issues. Our students will be aware of the nature and scope of a wide variety of science and technology-related careers. Students will be guided to become scientifically literate, develop hands-on techniques and skills of critical analysis, make decisions, and problem-solve. Students will be challenged to think, question, hypothesize, accumulate and interpret data, and draw conclusions. Our integration of laboratory investigations provides opportunities for students to foster logical thought, creativity, and insight. The individual student will develop a sense of self-awareness, self-worth, and responsibility through the systematic application of scientific methods and knowledge. The STEM curriculum is designed to help students meet their individual goals and is aligned to a variety of career paths.

At the end of his or her course of study within the BBHS Science Department, the student will be able to

- think in a manner that is logical, critical, creative and independent
- observe natural phenomena objectively and draw conclusions from these observations
- develop scientific literacy skills to investigate, interpret, understand and synthesize scientific information
- use the scientific method as a tool to help solve personal and societal problems
- develop critical thinking skills that will enable them to write persuasively, solve problems, and make decisions
- understand and appreciate our limited natural environment
- appreciate the beauty and grandeur inherent in the order of the universe
- problem-solve, analyze, discover and understand the fundamental principles of nature
- form conclusions independently, adopt opinions and recognize multiple perspectives
- be aware of the relationships that exist between science and other disciplines
- be conscious of the valuable role that science will play in their future lives

9010 BIOLOGY

Offered to Grade 9

Level: CP

Credit: 1

Biology is a life science. This course covers the study of life from its chemical basis to the structure and function of the organism. Areas of study include Scientific Method, Chemistry of Life, Ecology, Cell Structures and Functions, Photosynthesis and Cellular Respiration, Mitosis/Meiosis, DNA, Genetics, Evolution, and the Human Body Systems. Students will understand and use scientific vocabulary. Students will develop lab skills including observations, experimentation, data analysis, and conclusions. Students will learn proper use of lab equipment including their proper name and use. Students will also learn how to use a microscope and prepare slides. Students will be required to do outside independent reading and research. Students will discuss scientific topics and use critical thinking skills. Students will reinforce and further develop their note taking, reading within the content area, outlining, and study skills. Students will demonstrate problem-solving abilities through practical lab applications, projects, and unit testing.

9012 BIOLOGY (H)

Offered to Grade 9

Level: Honors

Credit: 1

Biology is a life science. This honors-level course will explore many different life forms in our world guided by the biological themes of unity and diversity among all living things. Topics covered will include, but are not limited to, the science of biology, the chemical basis of life, characteristics of living things, cellular structures and processes, photosynthesis and respiration, DNA and genetics, infectious disease, and ecology. Classroom activities emphasize scientific literature, cooperative learning, inquiry, lab skills, critical thinking, and discussion. Students will participate in scientific reading and writing as part of the course requirements. Summer work is a requirement of this course. In June, students will be assigned a non-fiction book on a biology topic to be read over the summer. Students are expected to submit a paper based on their reading assignment, with the deadline set for the first week of classes. In the second semester, students will write a persuasive paper addressing an ethical issue associated with biology.

Students enrolling in Biology Honors must be concurrently enrolled in both honors English and honors mathematics classes.



9020 CHEMISTRY

Offered to Grades 11-12

Level: CP

Credit: 1

Chemistry is a physical science. Topics covered may include definitions of chemistry, atoms and atomic structure, chemical bonding, nuclear chemistry, chemical reactions, acid base chemistry, organic compounds, food production, and energy resources. Students will master safe laboratory techniques and answer questions to show understanding of the labs. Students will develop vocabulary skills appropriate to the field of chemistry. Students will demonstrate problem-solving abilities through practical lab applications, projects, and unit testing.

Prerequisite for this course is successful completion of Biology and completion of or current enrollment in Algebra II.

9022 CHEMISTRY (H)

Offered to Grades 10-12

Level: Honors

Credit: 1

Chemistry is a physical science. This course is an introduction to the field of inorganic chemistry. This course will outline the nature of chemistry, atomic structure, electron configurations of the atom, the periodic table, chemical formulas and bonding, chemical reactions and equations, the mole, stoichiometry/the math of chemical equations, gases and the ideal gas law, solutions, chemical equilibrium, solubility and precipitation, acids bases and salts, reactions of acids and bases, and oxidation and reduction. Students will improve their analytical abilities by mastering laboratory technique. Students will develop vocabulary skills appropriate to the field of chemistry. Students will demonstrate problem-solving abilities through practical lab applications, projects, and unit testing.

Prerequisites for this course for juniors are completion of Honors Biology and completion of or current enrollment in Honors Algebra II; for sophomores, a 90% or better in Honors Biology, a 90% or better in Algebra I, completion of or current enrollment in Honors Algebra II, and Biology teacher's approval.

9030 CONCEPTUAL PHYSICS I

Offered to Grades 10-12

Level: CP

Credit: .5

Conceptual Physics is a physical science. This course is an introduction to the field of physics. Mechanics (including, but not limited to, motion, Newton's laws, energy) will be covered as they apply to everyday life, sports, and activities. Students will demonstrate problem-solving abilities through practical lab applications, projects, and unit testing.

Prerequisite for this course is successful completion of Biology. May be taken without enrolling in Conceptual Physics II.

9031 CONCEPTUAL PHYSICS II

Offered to Grades 10-12

Level: CP

Credit: .5

Conceptual Physics II is a physical science. Concepts covered will include gravitational interactions with emphasis on how it influences satellite motion (both natural and man-made), special relativity, optics and sound, electricity and magnetism. Students will demonstrate problem-solving abilities through practical lab applications, projects, and unit testing.

Prerequisite for this course is successful completion of Biology. May be taken as a single semester elective without previously completing Conceptual Physics I

9032 PHYSICS (H)

Offered to Grades 11-12

Level: Honors

Credit: 1

Physics is a physical science. This course is an introduction to the field of physics. Topics covered include: kinematics, forces, Newton's Laws of motion, momentum, work, power, energy, heat, waves, light, and electricity. Students will improve their analytical ability by mastering laboratory technique. Students will develop vocabulary skills appropriate to the field of physics. Students will demonstrate problem-solving abilities through practical lab applications, projects, and unit testing.

Prerequisites for this course are completion of Honors Chemistry with an 80% or better, or completion of, or current enrollment, in Pre-Calculus and Chemistry teacher's approval.

9040 ANATOMY & PHYSIOLOGY

Anatomy & Physiology (with Lab): SNHU 210 & Lab 210L

Offered to Grades 10-12

Level: Honors and SNHU Dual Enrollment credit

Credit: 1

Anatomy and Physiology is a life science course and is equivalent to an introductory anatomy and physiology college-level course examining the topics of medical terminology, an overview of body systems, and an in-depth study of the skeletal system, muscular system, nervous system, and cardiovascular system. Throughout the course, students will consider how human disease is related to dysfunction of the body systems. Students will investigate anatomy through required dissections (cow eye, sheep heart, sheep brain, and fetal pig). Students will also explore health careers through online research, reflect on medical ethics, and will be assigned to read a non-fiction medical-related book of their choice.

Prerequisite for this course is successful completion of Honors Biology with a 85% or better OR completion of Biology and Chemistry with a grade of 90% or better. Course may be cancelled if fewer than 10 students are enrolled.

9045 ENVIRONMENTAL SCIENCE

Offered to Grades 10-12

Level: CP

Credit: .5

Environmental Science is a physical science course that examines how Earth's systems operate and how human activities interact with and alter those systems. Students will investigate local and global environmental issues using data analysis and graphing, lab investigations, claim – evidence-reasoning, and projects grounded in real-world scenarios. The goal is not just understanding the planet, but learning how science is used to make informed decisions about its future.

Prerequisite for this course is successful completion of Biology.



2026 Habitat for Humanity

9047 MARINE SCIENCE

Offered to Grades 10-12

Level: CP

Credit: .5

This introductory course will focus on multidisciplinary concepts for students who are interested in the study of Marine Science. The course will integrate four aspects of marine science: ocean systems, life, ecology, and human impact. Students will interact in labs, scientific studies, lecture, and discussion. Students will demonstrate understanding and problem-solving through practical lab applications, projects, debates, and tests. Possible topics include red tides fisheries, pollution and thermal vents.

9060 FORENSICS

Offered to Grades 10-12

Level: CP

Credit: .5

Forensic Science is a science elective. This introductory course will focus on the concepts and skills needed from students who are interested in criminal investigation and forensic science. This forensic science course will integrate life science, chemical science, physical science, history and nature of science, social science, technological science, and law by using scientific inquiry in case studies. Students will interact in labs, case studies, online web exercises, professional guest visits, and lectures. Major topics will include evidence collection, crime scene processing, death investigation, crime scene reconstruction, forensic analysis, and careers in forensic science. Students will demonstrate problem-solving abilities through practical lab applications, projects, and unit testing.

Prerequisite for this course is successful completion of Biology.

9080 AP BIOLOGY

Biology (with Lab): SNHU 120 & 120L

Offered to Grades 11-12

Level: Advanced Placement and SNHU Dual Enrollment credit

Credit: 1

AP Biology is a college-level advanced life science course. This challenging course is the equivalent of a general biology course taken during the first college year and involves self-directed learning and independent study. Topics covered will be molecules and cells; heredity and evolution; organisms and populations; and ecology. Students may have required summer work before the class at the teacher's discretion. Students will demonstrate problem-solving abilities through practical lab applications, projects, and unit testing. Before enrolling in this course, students should be aware that the curriculum includes a substantial amount of advanced information. The expected time commitment for homework and exam preparation outside of class is estimated to be approximately 5-7 hours per week. Prospective students are advised to carefully consider this workload and assess whether they can allocate the necessary time to grasp the advanced concepts and excel in the course. Understanding the demands beforehand will help students make informed decisions about their academic commitments. Students are expected to take the AP Biology exam in May.

Prerequisite for this course is successful completion of Honors Biology and Honors Chemistry with a grade of 90% or better. Course may be cancelled if fewer than 10 students are enrolled.

9085 AP CHEMISTRY

Chemistry: NHTI 104

Offered to Grades 11-12

Level: Advanced Placement and NHTI Dual Enrollment credit

Credit: 1

AP Chemistry is a physical science designed by the College Board based upon four Big Ideas accomplished by Six Science Practices. The Big Ideas include Scale, Proportion and Quantity; Structure and Properties; Transformation; and Energy. The Science Practices include Models and Representations; Question and Method; Representing Data and Phenomena; Model Analysis; Mathematical Routines; and Argumentation. Students will demonstrate problem-solving abilities through practical lab applications, projects, and unit testing. **NOT OFFERED 26-27.**

Prerequisites for this course are a 90% or better in Honors Chemistry, completion of or current enrollment in Pre-Calculus and Curriculum Facilitator approval (see Request for AP Course form). Course may be cancelled if fewer than 10 students are enrolled.

9090 *AP PHYSICS*

Offered to Grades 11-12

Level: Advanced Placement

Credit: 1

AP Physics is a physical science. The course is the equivalent of a one semester of an algebra-based physics course in college. Topics covered will include: mechanics, waves, and fluids. Students will complete labs using self-guided inquiry techniques to improve analytical skills. Students will demonstrate problem-solving abilities through practical lab applications, projects, and unit testing.

Prerequisites for this course are a 90% or better in Honors Chemistry, completion of or enrollment in Pre-Calculus and Curriculum Facilitator approval (see Request for AP Course form). Course may be cancelled if fewer than 10 students are enrolled.

9095 *AP ENVIRONMENTAL SCIENCE*

Offered to Grades 10-12

Level: Advanced Placement

Credit: 1

AP Environmental Science is a life science. Environmental science is interdisciplinary; it embraces a wide variety of topics with unifying constructs, or themes that cut across many academic disciplines. The following themes from the College Board provide a foundation for the structure of the AP Environmental Science course: science is a process, energy conversions underlie all ecological processes, the Earth itself is one interconnected system, humans alter natural systems, environmental problems have a cultural and social context, human survival depends on developing practices that will achieve sustainable systems.

Prerequisites for this course are a 90% or better in Honors Biology and Biology teacher approval (see Request for AP Course form). Course may be cancelled if fewer than 10 students are enrolled. NOT OFFERED 26-27



Wellness Options

Students may complete an online Health course to fulfill the .5 credit requirement.

0045 *SPORTS PARTICIPATION*

Offered to Grades 10-12

Level: CP

Credit: .5 (following 4th season of participation)

Students who participate in four seasons of NHIAA sanctioned sports may petition for .5 credit in Sports Participation. This may be four seasons of one sport or an accumulation of four seasons from multiple sports. JV and Varsity participation is acceptable. Students should petition upon after completion of the fourth season. The Request for Sports Participation Credit form can be found in the back of this Program of Studies or can be picked up in the School Counseling Office.

0050 *PHYSICAL EDUCATION OPTION*

Offered to Grades 10-12

Level: CP

Credit: .25

This option is a 2-year program for OUT OF SCHOOL PARTICIPATION ONLY. Students participating in non-school, community-based, athletic programs (i.e., archery, martial arts, academy hockey, etc.) may receive .25 credit per year for up to .5 total credit. To qualify, students must receive summary documentation twice a year (mid-year and end-of-year) for 2 years from the private instructor. The Request for Physical Education Credit form can be found in the back of this Program of Studies or can be picked up in the School Counseling Office.

ATHLETICS AND CO-CURRICULAR ACTIVITIES

Bishop Brady High School offers a rich array of athletic and co-curricular programs in which students can follow their passions and gain tremendous interpersonal and leadership skills.

NHIAA Athletic Offerings (Divisions noted)

FALL	WINTER	SPRING
Football – Div III	Alpine Skiing – Div III	Baseball – Div III (V, JV)
Cross Country – Div III	Swimming – Div II	Softball – Div III
Golf – Div III	Girls Hockey – Div I	Boys Lacrosse – Div III
Field Hockey – Div III (V, JV)	Boys Hockey – Div II	Girls Lacrosse – Div III (V, JV)
Girls Soccer – Div III (V, JV)	Indoor Track – Div II	Track and Field – Div III
Boys Soccer – Div III (V, JV)	Boys Basketball – Div II (V, JV)	Boys Tennis – Div III
Bass Fishing – Div I	Girls Basketball – Div III (V, JV)	Girls Tennis – Div III



CLUBS AND ACTIVITIES



Briareus Society
Campus Ministry (TAU)
Culture Sharing Club
Drama Club
El Salvador Mission Trip
Ethics Bowl
Fine Line (Literary Magazine)
Game Club
Granite State Challenge
Habitat for Humanity Service Trip
Math Team
Model UN
Music Ministry

National Honor Society
Poetry Out Loud
Religion and Politics
Right to Life Club
Rosary Club
Science Olympiad
Spanish Exchange Program
Student Athletic Leadership Team (SALT)
Student Council
Student Government (Class Officers)
Sycamore Garden Plant Growing
TAU (Teens About Understanding)
Yearbook

FORMS

- Request for Alternative Coursework
- Request for Advanced Placement Course
- Request for Fine Arts Credit
- Request for Sports Participation Credit
- Request for Physical Education Credit
- Internship Proposal Form
- Independent Study Information
- Independent Study Proposal Form



Request for Alternative Coursework

This form is required for all students who wish to pursue alternative coursework (i.e., VLACS, a course from some other institution, etc.). Alternative coursework grades will not be factored into a student's Bishop Brady GPA, but will count for credit and can fulfill a graduation requirement. Upon completion of the course, the student will supply the Bishop Brady Registrar with an official transcript from the institution from which the course was taken. **Alternative courses will not be added to a student's transcript without receipt of an official transcript.**

NAME: _____ YEAR OF GRADUATION: _____

Name of Course: _____

Institution: _____

Anticipated Start Date: _____

Anticipated Completion Date: _____

Reason for Request: _____

Is this course required for Bishop Brady graduation (write YES or NO): _____

Student Signature Date

Parent/Guardian Signature Date

Curriculum Facilitator Signature Date

School Counselor Signature Date

School Principal/Administrator Signature Date

THIS FORM MUST BE RETURNED TO THE SCHOOL COUNSELING OFFICE
REGISTRAR INITIALS & DATE _____

Request for Advanced Placement Course

**** Must be submitted during the Course Selection process each spring ****

**** Complete a separate form for each AP course requested ****

This form is required for students wishing to enroll in AP _____ (course name) / Course # _____ for academic year 20____ -- 20_____.

AP courses make substantial academic demands on students. Students are required to do considerable outside reading and other assignments and to demonstrate the analytical skills and writing abilities expected of first-year students in a strong collegiate program. Most AP courses require a significant amount of summer preparation. College credit and/or advanced placement in college courses may be received upon successful completion of the College Board AP test. **Students must take the AP exam for this course when it is offered in the spring.**

NAME: _____ YEAR OF GRADUATION: _____

Please see the back of this form for the prerequisite necessary for enrollment in each Advanced Placement course. **All Advanced Placement course requests must have the recommendation of the previous course level teacher PLUS Curriculum Facilitator approval,** in addition to any other prerequisites listed.

Note: AP courses may be cancelled if fewer than 10 students are enrolled.

Student Signature Date

Parent/Guardian Signature Date

Recommending Teacher Signature Date

Curriculum Facilitator Signature Date

School Counselor Signature Date

THIS FORM MUST BE RETURNED TO THE SCHOOL COUNSELING OFFICE
REGISTRAR INITIALS & DATE _____

AP courses offered at Bishop Brady High School

AP French (Course #2050)

- Successful completion of French IV

AP Spanish (Course #2085)

- Successful completion of Spanish IV

AP Calculus AB / AP Calculus BC (AB = Course #6050 / BC = Course #6052)

- AB – A- or better in Pre-Calculus (Course #6040)
- BC – A or better in Pre-Calculus (Course #6040), plus completion of summer assignments **or** score an A on the BC Calculus placement test

AP Statistics (Course #6055)

- A or better in Honors Algebra II (Course #6032)
- **or** B or better in Pre-Calculus (Course #6040)

AP English Language and Composition (Course #7035)

- 93% or better in Honors World Literature (Course #7022)
- Successful completion of summer assignments

AP English Literature and Composition (Course #7045)

- 93% or better in American Studies - English (Course #7032) **or** 90% or higher in AP English Language & Composition (Course #7035)
- Successful completion of summer assignments

AP US History (Course #8025)

- 93% or better in Honors World History I (Course #8012) **and** 90% or better in Honors World History II (Course #8013)
- 93% or higher in Honors World Literature (Course #7022)
- May be asked to provide a writing sample, plus completion of summer assignments

AP Psychology (Course # 8095)

- B+ or better in Honors Biology, Honors English and Honors History
-

AP Biology (Course #9080)

- 90% or better in Honors Biology (Course #9012) **and** 90% or better in Honors Chemistry (Course #9022)

AP Chemistry (Course #9085)

- 90% or better in Honors Chemistry (Course #9022) **and** completion of or current enrollment in Pre-Calculus (Course #6040)

AP Physics (Course #9090)

- 90% or better in Honors Chemistry (Course #9022) **and** completion of or current enrollment in Pre-Calculus (Course #6040)

AP Environmental Science (Course #9095)

- 90% or better in Honors Biology (Course #9012) **or** current Biology teacher approval

Request for Fine Arts Credit

**** Must be submitted during the Course Selection process each spring ****

This form is required for students wishing to request consideration for the Fine Arts option (Course #3025) to receive credit for the current academic year: 20____ -- 20____. To receive the Fine Arts credit, a student must be enrolled in a class or receiving instruction in voice, music, art, drama, or dance by a private instructor(s) outside the Bishop Brady community. The school administration has the final decision in accepting a student's work as credit. Fine arts-related courses taken before freshman year cannot be used.

If approved, a student will receive $\frac{1}{4}$ credit for the current academic year -- which can then be combined with a second year's worth of $\frac{1}{4}$ credit to accumulate a total of a $\frac{1}{2}$ credit. This total $\frac{1}{2}$ credit can be applied towards fulfilling the 1 full Fine Arts credit required for graduation. The remaining $\frac{1}{2}$ credit must be completed by enrolling in a regular course offered by Bishop Brady.

NAME: _____ YEAR OF GRADUATION: _____

Name of Course/Type of Instruction: _____

Instructor Name: _____

Instructor Email: _____

Instructor Phone: _____

The above-named instructor will be asked to account for all hours and arts-related activities of the student requesting credit. **A mid-year accounting, in writing by the instructor, will be expected by January 31 and an end-of-year accounting, also in writing, will be expected by June 1.** Written accounts can be sent to the Bishop Brady Registrar via the student or by email.

Student Signature

Date

Parent/Guardian Signature

Date

THIS FORM MUST BE RETURNED TO THE SCHOOL COUNSELING OFFICE
REGISTRAR INITIALS & DATE _____

Request for Sports Participation Credit

This form is required for all students who wish to petition to receive credit for their participation in four (4) seasons of NHIAA-approved athletics while at Bishop Brady High School. Only after a student has successfully completed all four seasons may they complete and submit this form.

If approved, a student will receive a one-time Sports Participation credit (Course #0045) listed on their official transcript. This course will be worth $\frac{1}{2}$ credit and will count as an elective for overall graduation requirements.

NAME: _____ YEAR OF GRADUATION: _____

Please list the sport and season/year of participation. Each line must be verified by the Athletic Director.

_____	_____	_____
Sport #1	Season/year	AD Signature

_____	_____	_____
Sport #2	Season/year	AD Signature

_____	_____	_____
Sport #3	Season/year	AD Signature

_____	_____	_____
Sport #4	Season/year	AD Signature

_____	_____
Student Signature	Date

_____	_____
Parent/Guardian Signature	Date

THIS FORM MUST BE RETURNED TO THE SCHOOL COUNSELING OFFICE
REGISTRAR INITIALS & DATE _____

Request for Physical Education Credit

**** Must be submitted during the Course Selection process each spring ****

This form is required for students wishing to request consideration for the Physical Education option (Course #0050) to receive credit for the current academic year: 20____ -- 20____. To receive the PE credit, a student must be enrolled in a class or an athletic activity offered by a private instructor(s) outside the Bishop Brady community. The school administration has the final decision in accepting a student's effort as credit. PE-related activities before freshman year cannot be used.

If approved, a student will receive $\frac{1}{4}$ credit for the current academic year. This $\frac{1}{4}$ credit can be earned twice, in two separate academic years, for a total of $\frac{1}{2}$ credit. This $\frac{1}{2}$ credit will count as an elective for overall graduation requirements.

NAME: _____ YEAR OF GRADUATION: _____

Name of Course/Type of Instruction: _____

Instructor Name: _____

Instructor Email: _____

Instructor Phone: _____

The above-named instructor will be asked to account for all hours and PE-related activities of the student requesting credit. **A mid-year accounting, in writing by the instructor, will be expected by January 31 and an end-of-year accounting, also in writing, will be expected by June 1.** Written accounts can be sent to the Bishop Brady Registrar via the student or by email.

Student Signature

Date

Parent/Guardian Signature

Date

THIS FORM MUST BE RETURNED TO THE SCHOOL COUNSELING OFFICE
REGISTRAR INITIALS & DATE _____

Internship Proposal Form

NAME: _____ YEAR OF GRADUATION: _____

Company Name: _____

Supervisor's Name: _____

Internship dates: _____ (start date) to _____ (end date)

For students interested in an internship, please submit the below information via a separate document attached to this form.

Introduction: This section should include a few paragraphs outlining the company and what they do. Use specific details to illustrate how your academic knowledge will play a role in your position there. Be prepared to introduce your Internship Supervisor and give a brief background on their experience and position.

Goals & Objectives: This section is your opportunity to explain what you want to do, learn, and accomplish during the internship. You can write this in paragraph form, or use bullet points to highlight your specific desired achievements.

Job Description: This section will cover your overall internship job and its responsibilities. Work with your Internship Supervisor to determine exactly what your role will be on a daily basis: What are your responsibilities? What will you be learning? In what projects might you be involved?

Assignment Checklist: This checklist will be determined by Bishop Brady's requirements for completion of the internship and credit on an individual basis. These may include, but are not limited to, assignments such as papers, logs, journals, evaluations, media submissions, etc.

Student Responsibilities: This section outlines the exact requirements from Bishop Brady in relation to hours needed, reporting timelines, and assessment of internship conditions. This will vary based upon the internship field of study.

Method of Evaluation: This section will explore the methods by which you will be assessed and evaluated to receive the appropriate school credit. Much like the Student Responsibilities section, this will be customized to each individual and the internship program in which they are involved.

Student Signature

Date

Parent/Guardian Signature

Date

School Counselor Signature

Date

THIS FORM MUST BE RETURNED TO YOUR SCHOOL COUNSELOR

Independent Study Information

Independent study is a method of self-development and personal growth. It involves choosing a problem or topic that has particular interest and meaning for the individual and following it to a point where it satisfies their curiosity or need at the time. Independent study may be separate of all course work in which the student is enrolled, or may fall within a course under direction of that teacher.

Purposes of Independent Study

- To enrich the curriculum for the more highly motivated, independent, and self-reliant students.
- To encourage students to pursue a self-initiated, self-directed, intellectual inquiry.
- To give students the opportunity to develop good independent study skills and to learn to discipline their own time (a need expressed frequently by our Bishop Brady graduates now in college).
- To provide an opportunity to study an established subject to a level beyond the existing curriculum or to study an area not presently included in our course offerings.
 - Note: courses offered in the Program of Studies will not be approved for an Independent Study project.

Eligibility and Selection of Students

- Students who have shown unusual interest in their subject of study will be eligible.
- A student will not pursue more than one Independent Study project at a time.
- Final project approval will be determined by the Bishop Brady Administrative Team.

Student Responsibilities

- To solicit the help of a teacher-adviser to assist with general supervision of the project.
- To prepare a proposal for independent study including:
 - A statement of purpose with clearly defined goals and objectives;
 - An outline of the materials to be read, task(s) to be undertaken, experiment(s) to be conducted, or appropriate description of study to be pursued;
 - A timeline of work required and corresponding deadline dates;
 - A schedule of time involved; and
 - The criteria by which a student will be evaluated.
- To plan, schedule, and report all activities carried out in connection with the approved Independent Study project.
- To pursue this project with a maximum of self-motivation and independence and a minimum of assistance or supervision from a faculty member.
- To make a formal presentation to the Bishop Brady Administrative Team.

Grading

- Projects completed successfully shall be graded as "Pass." Students will be awarded the appropriate semester credit ($\frac{1}{2}$ credit) or full-year credit (1 credit) based on the duration of their project.
- Projects not completed shall receive no grade and no credit, nor will any record of the student's efforts be maintained.

Procedures to Initiate an Independent Study Project

**** Complete application & approval must occur within the first 10 days of the semester in which the project is initiated ****

- Complete the Independent Study Project Proposal Form.
- Receive parent, supervising teacher, school counselor, and principal/administrator approval of the proposed project.

Independent Study Proposal Form

NAME: _____ YEAR OF GRADUATION: _____

General Discipline (i.e., Math/Science/etc.): _____

Supervising Teacher's Name: _____

Topic: _____

Proposal Date: _____

Completion Date: _____

** One semester minimum. All work must be completed by the end of the semester or corresponding second semester if this is a year-long project.

For students interested in an independent study project, please submit the below information. Use the space provided or include additional paper if necessary.

Summary of proposed project:

Goals & Objectives of the project (bulleted format is acceptable):

Description of the project (bulleted format is acceptable): Include material to be read, tasks to be undertaken, and experiments to be conducted, plus any other supporting information to completely outline the course of the Independent Study project.

Timeline: Dates when various parts of the project are to be completed -- establish at least four (4) deadlines. The final deadline should coincide with the end of the semester, but cannot extend beyond the end of that semester unless this is a year-long project.

Deadline 1 date: _____

Work required:

Deadline 2 date: _____

Work required:

Deadline 3 date: _____

Work required:

Deadline 4 date: _____

Work required:

Materials to be used: List document bibliography, types of research, films, artifacts, etc. that will support your Independent Study learning.

Time involved: State the approximate number of hours per week that you plan to commit to the project based on the days/times entered below = _____.

Days of the week, periods, and length of time you will be meeting with the supervising teacher:

Monday Tuesday Wednesday Thursday Friday

Period(s): _____ _____ _____ _____ _____

Total length of time: _____ _____ _____ _____ _____

Criteria of Evaluation: Independent Study projects are Pass/Fail only and will be awarded the appropriate semester credit ($\frac{1}{2}$ credit) or full-year credit (1 credit).

Student Signature Date

Parent/Guardian Signature Date

School Counselor Signature Date

School Principal/Administrator Signature Date

THIS FORM MUST BE RETURNED TO YOUR SCHOOL COUNSELOR