

To the BB&N Student:

This guide is intended to assist you in selecting courses and sports for the upcoming school year. You will want to consider a number of factors in making these decisions: BB&N's requirements, personal interests and aptitudes, and your goals beyond high school. Our advice is to aim for a challenging but manageable workload, one that acknowledges that your life not only includes classes, sports and extra-curricular activities but also important family and community responsibilities. It is helpful to plan for each year with a four-year overview in mind. Your course selection and sports choice forms should be signed by your parents and advisor before being submitted to the Upper School office. Students who complete the course selection process on time will be given first consideration for courses with limited enrollment. If you have questions, please call the specific department chair or the Academic Dean.

(N.B.: Information contained herein is current as of March 13, 2009 and is subject to change.)

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Upper School Requirements

Academic Course Load Expectations

Students and parents should carefully review the school's departmental requirements and should consult with the department heads when there are program questions. Students in Grades 9-12 generally take the equivalent of five full courses (20 academic units), which results in a program of study that goes well beyond the minimum requirements (16 units). This is done by taking additional courses in areas of strength and interest.

Appropriate variations in the standard program, for more or fewer than five regular courses, are possible with the approval of the Academic Dean. Students may take an Art elective as a sixth course without special permission. Students interested in a varying program should discuss its rationale with their advisor and appropriate teachers or department heads first.

Department	BB&N Requirement
Arts	1 unit in Grade 9; 1 unit** in Grades 10-12
English	4 units, Grades 9-12
World Languages*	3 consecutive sequential units of the same language
History/Social Science	2 units, including U.S. History Department encourages at least one course with a global emphasis
Mathematics*	3 units, including 1 unit of Algebra II and 1 unit of Geometry
Science	2 units, including 1 unit of Biology and 1 unit of Physical Science †
Bivouac^	required in Grade 9
Sexuality & Relationships	required in Grade 10
Sports/ Health & Fitness	9 seasons - 3 each in Grades 9-11/ 2 seasons - Grade 12
Community Service	40 hours during Upper School
Senior Project	Approved individual project for the spring term of senior year

Notes to Requirements/Expectations Table

- * Students entering grade 11 must continue language and mathematics through grade 11, completing at least level three of language and Algebra II and Geometry in mathematics.
- ** The 1-unit Arts requirement in Grades 10-12 may be satisfied by passing a full course offered by the Arts Department. Full or partial credit toward satisfying the Arts requirement will also be granted, as determined in advance by the head of the Arts Department, for significant participation in drama productions, in the Chorus, or in an instrumental activity under the supervision of the music faculty. In general, the amount of credit will depend upon the amount of time committed to the performance activity.
- † Courses that meet the Physical Science requirement: Physics, Chemistry, Honors Chemistry, Honors Physics. Students must take a full year of a physical science course (extending through senior project) if they have not already fulfilled their physical science requirement.

- ^ Full participation in the Bivouac experience is an integral and required part of the Grade 9 curriculum. It is a requirement for promotion to Grade 10 and for graduation for students entering BB&N in Grade 9.

Community Service Requirement

Students are required to complete a minimum of forty hours of community service during grades 9-12, including summertime. Seniors who have less than thirty documented hours must include Community Service in their Spring Project proposal. Eligible community service is defined as volunteer service work completed in the greater Boston area, directly with people in need. It may be completed at sites affiliated with the school or at other sites chosen by students and approved by the Community Service coordinator.

BB&N Requirements - - Athletics/Physical Education Grades 9-12 Athletic Programs:

- Students' grades 9-11 must participate in the Athletic Program for three seasons, 12th graders only need to participate for two seasons.
- Students' must participate in at least three interscholastic sports by the end of 10th grade; two of which must be completed in grade 9; new 10th graders must participate in at least one interscholastic sport within the 10th grade academic year.
- 9th graders (20) can choose the Health & Fitness "after-school" option fall, winter, or spring. The grades 10-12 Health & Fitness option is only offered during the academic day.
- Grades 10-12 are only eligible (on an approval basis) for the Strength & Conditioning program or to manage a team. Team managing is only an option for one season per academic year.
- (#) Represents the maximum number of players per team. A tryout selection process according to ability will be used if necessary.
- Student participation in a team sport must have enough players necessary in order to compete at an interscholastic level, if not the offering will be discontinued.
- Alternative programs may be granted. Please refer to the Student Handbook for details.

Fall

(Interscholastic)

Boys

Football V(30), JV(30)
Soccer V(17-20), JV(17-20), 3rd(20)
X-country V(12-14), JV(20)

Girls

Field Hockey V(15-18), JV(15-18), 3rd(18)
Soccer V(17-20), JV(17-20), 3rd(20)
X-country V(12-14), JV(20)

(Non-Interscholastic)

Co-ed

Instructional Tennis (24)
Health & Fitness (60)
Strength & Conditioning (25)
Managing (18)
Health & Fitness/ Afternoon Arts (approved on seasonal basis)

Winter

(Interscholastic)

Boys

Basketball V(12-15), JV(12-15), 3rd(15)
Fencing (25)
Hockey V(16-20), JV(22)
Wrestling (30)

Girls

Basketball V(12-15), JV(12-15), 3rd(15)
Fencing (25)
Hockey V(16-20), JV(22)
Volleyball V (10-12), JV (16)

(Non-Interscholastic)

Co-ed

Health & Fitness (70)

Strength & Conditioning (25)

Managing (18)

Health & Fitness/ Afternoon Arts (approved on a seasonal basis)

Spring

(Interscholastic)

Boys

Baseball V(16-18), JV(18)

Lacrosse V(18-20), JV(20)

Crew V(20), JV(25)

Tennis V(8-10), JV(10-12)

Girls

Softball V(12-16), JV(18)

Lacrosse V(15-18), JV(18)

Crew V(20), JV(25)

Tennis V(8-10), JV(10-12)

Co-ed

Sailing V(12-15)

Golf V(10-12), JV(10-12)

(Non-Interscholastic)

Co-ed

Instructional Sailing (10)

Health & Fitness (50)

Strength & Conditioning (20)

Managing (18)

Health & Fitness/ Afternoon Arts (approved on a seasonal basis)

Alternative Athletic Programs: Students with demonstrated ability and a major commitment to training for a sport/activity that BB&N does not offer (i.e. riding, skiing, swimming, figure skating), may apply for an off-campus Athletic Program Waiver. The Independent School League Bylaws state, "Multi-season, single sport: Athletes may not receive credit for participating in a sport (offered) for more than one season in an academic year." All such proposals, and any additional season requests (fall, winter or spring) must be submitted to the Director of Athletics no later than the first official day of seasonal tryouts in order to seek approval. Seasonal tryout dates will be communicated to students/parents via www.bbns.org and the seasonal Athletic Department Information Letter. Waiver Forms are available in the Athletic Department Office.

Alternative Artistic Programs: Students with a major commitment and demonstrated ability in the arts (grades 9-12), including "in school" technical theater, drama, or dance, (grades 10-12) may request an exemption from the Athletic Requirement for the season of involvement. All students who receive Artistic Waivers should expect to participate within the Athletic Program for at least one season per academic year. All such proposals and any additional season requests (fall, winter or spring) should be submitted to the Head of the Arts Department no later than the first week of seasonal tryouts in order to seek approval. Waiver Forms are available in the Arts Department Office or on the BB&N website: www.bbns.org.

Community Service Exemption: Students in grades 10 & 11 who elect to make a significant contribution to a community service project, may request an exemption from the Athletic Requirement for one season during their time at BB&N. Proposals (fall, winter or spring) must be submitted to the Community Service Coordinator no later than the first day of seasonal tryouts in order to seek approval. Seasonal tryout dates will be communicated to students/parents via www.bbns.org and the seasonal Athletic Department Information Letter. Exemption Forms are available in the Coordinator's Office.

Notes for All Classes

Because of varying enrollment, scheduling, and/or staffing, not all electives may be available each year. Students should indicate a second option for electives. Final authority for scheduling and placement in courses rests with the Director of the Upper School and the Academic Dean.

Honors/Advanced Placement Classes

Students are assigned to appropriate course sections by the department heads. Assignments are carefully based on input from teachers and advisors concerning such factors as past performance, class size, gender and aptitude/interest. Students do not choose teachers, nor do they change courses or sections based on teacher preference. Exceptions to departmental recommendations are only made with the approval of the department head, the Academic Dean and the Director of the Upper School.

Students approved to take an Advanced Placement class are expected to take the AP exam at their own expense in May (scholarship assistance is available upon request to the testing coordinator). Seniors registered for an AP course continue with the course in April and May (during their senior projects), and take the examination. For an exception to this policy, seniors must complete the "drop AP" portion of their senior spring project applications.

Courses Requiring Special Departmental Permission

In order to enroll in any of the courses listed below, you must first obtain departmental permission from the person indicated. Refer to the course description for more information about the course and the application process. To be considered for these courses, indicate your interest in advanced sections clearly on the course selection sheet and see the person indicated.

Arts

Advanced Chamber Music	Mr. Reasoner
Advanced Drama/Theatre	Mr. Lindberg
Advanced Photography	Ms. Dobson
Advanced Studio Art	Mr. Norton
Chamber Music	Mr. Reasoner
Chorale	Mr. Horning
AP History of Art	Mr. Leith
Orchestra	Mr. Reasoner

World Languages

French 2Honors, 3Honors	Mme.Roucher-Gudwin
French AP Lang, 5Honors	Mme.Roucher-Gudwin
Spanish 2Honors, Spanish 3Honors	Carrie Rose
Spanish AP Lang, AP Lit, 5	Carrie Rose
Latin 3Honors, AP, 5Honors	Mr. Edbrooke

Mathematics*

Honors Algebra II	Ms. Oulton
Honors Geometry	Ms. Oulton
Honors Pre-Calculus BC or AB	Ms. Oulton
AP Calculus BC or AB	Ms. Oulton
AP Computer Science AB	Ms. Oulton
AP Statistics	Ms. Oulton
Linear Algebra	Ms. Oulton

**Enrollment in more than one mathematics course requires prior permission from Ms. Oulton, department head. For entry to advanced mathematics courses Ms. Oulton must sign the course selection form only if the current math teacher has not already approved the course.*

Science

Honors Physics	Dr. Cataldo
Honors Chemistry	Dr. Cataldo
Advanced Biology	Dr. Cataldo
Experimental Biology	Dr. Cataldo
AP Physics	Dr. Cataldo
Current Topics and Research	Dr. Cataldo

History/Social Studies

AP European History	Mr. Hogan
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Course Descriptions

(most Elective Courses; see the Program Guide for Department Overviews)

Inter-Disciplinary Programs

"Early Western Studies" connects course work in English, ancient history, and photography for the first semester of grade 9. (Appropriate science, language and mathematics courses are scheduled as usual.) The study of *The Odyssey* and classical Greek history allows rich connections in subject matter. In addition, the teachers emphasize common intellectual, pedagogical, and assessment approaches. Making use of the BB&N collaboration with the MFA, students learn to use art and careful observation as the starting point for deep inquiry. Docent Night, in which students present their research to parent groups at the MFA, and a final Banquet are the high points of this program. During second semester, students continue in their

English, history, language, science, and mathematics courses but move to a new semester elective in art. Enrollment is limited; selection is by lottery.

Arts Department

Ninth Grade Introduction to the Arts - Grade 9

As a requirement for the ninth grade, these courses introduce students to the elements and techniques in two broad areas of the arts. Students choose one semester course in the Visual Arts and a one semester in the Performing Arts for the year. **Visual Arts offerings: Intro to Photography, Intro to Wood, and three sections of Art Across Boundaries.** This course is an opportunity to explore your imagination in a variety of ways. You will cut across boundaries to experience drawing, painting, printmaking, collage, sculpture, and mixed media. You will make art which explores your imagination and develops your visual thinking at the same time. Projects include an expressive self-portrait, telling a story with images, painting a fantasy landscape or building a world in a box.

Performing Arts offerings: Drama, Dance, Choral Music, Video/Film, Orchestra*, Chamber Music*, Jazz*.

** Students electing these musical ensembles continue with them for the full year.

Advanced Placement History of Art - Grade 12 (limited to 12 students)

A chronological survey of painting, sculpture, and architecture, from their beginnings through the Post-Modern era. The class will meet three times weekly, including a 105-minute double block during which the class will make weekly visits to local museums. The focus of these visits will be student presentations on masterpieces in these collections that illustrate the history of art. In general, on-campus classes will provide breadth, on-site presentations, depth, in attempting to understand the richness and complexity of the course content. On a secondary level, the course will also provide an introduction to the cultural riches of the Greater Boston area. Students are expected to take the AP exam in the spring. Enrollment requires being free during G block on Friday.

The Art of Design and Architecture - Grades 10-12

Design is essential to understanding the way the world works. This course will give you a basic understanding of how things that we use every day are made and also how designers think when they work. Hopefully, it will also give you better insight into your own unique creative design process. Whether it is a personal logo, a persuasive political poster or a 100 square foot living unit, the only skills necessary to succeed are an open mind and the ability to focus on the task at hand. Initially the course will cover the "language of design" as it relates to the art of visual communication. The second part of the course will focus on three dimensional design projects including the basics of environmental design and architecture. Field trips in the past have included seeing a poster design exhibit at Massachusetts College of Art, a tour of the ICA, and a visit to a local design firm planning the 2008 Olympics in China.

Ceramics - Grades 10-12

Students learn the various techniques of handbuilding (pinching, coiling, soft-slab and hard-slab construction) as well as the process and methods of throwing on the wheel. Students explore personal concepts while designing sculptural forms and functional works. They learn multiple surfacing techniques such as sgraffito, carving, painting with slip and burnishing, and different approaches to glaze application. In addition, they work with porcelain and the colored clay techniques of neriage and agate ware and experiment with moldmaking. Throughout the course, students are exposed to a variety of works by contemporary and historical ceramists and take field trips to view the work of artists in the field.

Connections: A studio based exploration of Art and Science. - Grades 10-12 Half-Credit

Through studio projects and research assignments, we will use art making as a tool to better understand science, and to use science as a source of inspiration in making art. Although we will primarily be working with paper and wood, students will also have the opportunity to work with metal, ceramics, fabric, silk screening, glass, jewelry making, and small electronic components in

mechanical sculpture. From exploring the mathematical basis of Islamic Art, to making wood block prints based on the divine proportion and the Fibonacci sequence, students will explore the creative possibilities of making art inspired by science. This course is a half-credit course, open to grades 10-12. It meets two times a week for the full academic year. Each year students will be exposed to a new collection of two-dimensional and three-dimensional projects, so that students taking the course for a second year will be exposed to new materials and assignments.

Drama/Theatre - Grades 10-12

First Semester: An exploration of theatre performance. Dramatic works are studied as scripts to be brought to life by actors and designers. Monologue and scene work from the plays are supplemented by exercises to develop physical and vocal technique.

Second Semester: A continuation of the work of the first semester with a focus on contemporary dramatic works created since 1970. Scene work and vocal and physical training continue accompanied by a more extensive use of improvisation.

Advanced Drama/Theatre - Grades 11 and 12

First Semester: Acting Shakespeare. A continuation of the acting work/script analysis of Drama/Theatre with an emphasis on period acting and the challenges of style.

Second Semester: Student director/performer project. Students choose either to direct a main stage play in the spring term or to prepare a series of scenes and monologues for public presentation. Drama/Theatre is a pre-requisite for this course.

Drawing and Painting - Grades 10-12

Whether you are experienced or a beginner in the studio, this is the course for you if you are interested in mastering the basics of drawing and painting in a single year. You will first learn how to draw from observation, learning to see the world the way artists do in terms of lines, tones, shapes, pattern, texture and space. Using pencil, charcoal, oil pastel, cut paper, and pen and ink, you will create a wide range of images with confidence and learn how to develop a sense of personal imagination in your art. Subjects will vary from still-life objects to living portraits to spatial landscapes. You will also work outside of the studio in a

sketchbook journal. The second semester explores painting through an in-depth study of color and more self-directed projects. Drawing with a brush and working large will be emphasized using ink wash, watercolor, acrylic paint and, in some cases, oil paints. In addition, there usually is a studio directed project related to art history and one field trip per semester to a local art show or museum. This course is a pre-requisite for Advanced Studio Art.

Advanced Studio Art - Grades 11 and 12

Open to a limited number of experienced drawing and painting students, this course will be theme oriented, with strong emphasis on the development of a sense of the student's personal vision. The course usually includes a variety of field trips, outside readings and class discussions. The basic course in Drawing and Painting or a portfolio review is a pre-requisite. Work completed in this course can be used as a portfolio for college applications.

Film and Video - Grades 10-12

Through discussion, observation, research, and creation, this course will focus on the student developing an appreciation of the complexities of the multi-media art forms of film and video. Using digital equipment, students will develop an understanding of both the technological and the artistic elements that compose a film or video. Class projects are collaboratively organized and will use digital audio and video to create short studies, documentary, commercial, and narrative pieces. Limited to 12

3-D Explorations - Grades 10-12

This is a course for students who enjoy variety and who love to build and get their hands around things. We will construct, assemble, mold, and paint to create three-dimensional art works. Students will get to play with a variety of materials such as wood, plaster, wire, foam core, and handmade paper in new and unique ways of making art. We will also explore different ways of creating colored and textured surfaces, from wax to spray paint. This course is open to all, from beginners to those who wish to try new techniques. All that is needed is an adventurous spirit.

2-D & 3-D Multimedia - Grades 10-12

This half-course (2 blocks/week) is for students who want to keep their hands in art but don't have time for a regular full course. Students will get to explore a variety of materials and techniques to create two and three dimensional art works. Hands-on projects will include functional and sculptural forms such as one-of-a-kind books, photographic collages, cast paper objects, and wood sculptures. This class is open to all levels of experience. *The course meets twice a week for the whole year and receives one-half credit.*

Photography - Grades 10-12

This course explores the art of Black and White photography, beginning with basic camera and darkroom techniques, and moving deeply into the expressive power of the medium. Regular shooting assignments encourage students to explore form, abstraction, portraiture, documentary, and subjective photography. Periodic critiques and slide presentations focus on developing a critical vocabulary in the visual arts. Second semester students are introduced to digital imaging and have the choice thereafter of working in the chemical or digital labs. The year ends with time for each student to explore a subject of his or her own choosing for an extended project. The estimated lab fee will be \$140. (Scholarship funds available)

Advanced Photography - Grades 11 and 12

This full year course is for students serious about extending their exploration of the photographic medium. We will begin with advanced techniques in fine printing, including exposure control, different film and paper developers, selective bleaching, and toning. We will move on to explore the many ways these traditional methods can be altered, including digital manipulation, painting on photographs, collage, sequencing, and montage. We will study several alternative processes, including cyanotype, liquid light, and Van Dyke Brown prints. During second semester, in addition to a study of color photography, students will build a professional portfolio of their work. Throughout the course, the interrelationships among personal vision, subject matter, concept and technical decisions will be our central concern. Completion of Photography is a pre-requisite.

From Printmaking to Painting: Daytime Course - Grades 10-12

Printmaking is a magical process that lets you combine a vast number of techniques like drawing, collage, painting watercolor, and charcoal. It allows you to explore many subjects and to express many ideas. The printmaking process allows you to create an image and reproduce it in an edition of as many prints as you wish, each with the possibility of subtle variations. . You can manipulate colors, transparencies, textures and content of each print. From deeply exploring printmaking, we will move on to painting, taking all you have learned about color, form and creativity onto paper and canvas in new kinds of explorations.

Afternoon Art: Printmaking - Grades 9-12 (by season)

All students are welcome to take this course. The only requirement is that you are honestly interested in exploring printmaking. You will work with woodblocks, linocuts, monotypes, and special multiple printing techniques that allow for extremely subtle variations. Students must sign up for any two days, Monday through Thursday from 3:30-5:00. Offered Fall, Winter and Spring. *This course does not fulfill the Arts Requirement. Taken in combination with two sessions of Health and Fitness, you will have fulfilled your Athletic requirement for the season.*

Woodworking & Design - Grades 10-12

This course provides a unique opportunity to gain a solid foundation in woodworking and design skills. Students design all of their own projects while developing a repertoire of standard and advanced woodworking techniques including the safe and proper use of the power tools in the studio. Projects range from wood turning and cabinet making, to the construction of large furniture pieces. Some of the projects made by first year students are: bowls, stereo cabinets, jewelry boxes, chairs, mirrors, frames, tables, even baseball bats. This course is a great opportunity for those that like to work with their hands.

Wood Sculpture & Design - Grades 10-12

This course is open to both beginning and advanced students who wish to develop their design, artistic, and woodworking skills

through a series of individualized projects. Students explore lathe turning, carving, steam bending, and other woodworking and cabinet making techniques to create a portfolio of individualized projects. Students also become proficient in the safe and proper use of hand and power tools. Projects can include: sculpture, shadow boxes, secret compartments, cabinets, chairs, tables, jewelry, carvings, and a variety of lathe turned projects.

Chorale - Grades 10-12 - Arts Credit

The Chorale is a performing ensemble of approximately 50 students that meets twice weekly during G block. Ensemble members learn basic vocal technique and reading skills, which are reinforced with a series of elementary music theory quizzes. Repertoire is varied and includes standard choral music from the Renaissance through the current century in languages ranging from English, Latin, and Hebrew to Italian, German, Spanish, and French. Both sacred and secular music are studied and performed. Repertoire also includes American music ranging from musical theater to jazz and spirituals. In the past, the Chorus and Orchestra have combined forces to perform Mozart's *Coronation Mass* and Faure's *Requiem*. The ensemble performs at the Winter and Spring Concerts as well as informal performances at school functions and in the Cambridge community. The ensemble tours internationally every few years and produces a CD of all the concerts. Past concert tours have included Italy, Spain, England, Austria, and the Czech Republic. Chorale members may fulfill their arts requirement by participating for two years. Open by audition. Participation in Chorale is a requirement for those wishing to audition for the smaller vocal ensembles.

Orchestra Grades 9-12 - Arts Credit

The Upper School Orchestra is an audition ensemble for string, woodwind, and brass players. The group is comprised of 30-35 players from Grades 9-12, and rehearses twice a week (Monday G-Block and Thursday G-Block). The group focuses on music written between 1700-1940, and has given performances of a number of complete works, including Mozart *Symphonies No. 25, 35, 39, 40,*

41, Beethoven Symphonies No. 1, 2, 3, 4, 5, 7, Schubert Symphonies 5 & 8, overtures by Mozart, Beethoven, and Schubert, concerto movements by Mozart, Haydn, Beethoven, and Chopin, as well as individual pieces ranging from J.S. and C.P.E. Bach to Fauré, Bartok, and Copland. The group gives two formal performances per year. Additionally, members of the orchestra participate "in the pit" for the annual Winter Musical drama production. Pre-requisite: audition and departmental approval. (NOTE: Orchestra is not open to pianists).

Chamber Music - Grades 10-12 - Academic Credit

Advanced instrumentalists may elect to receive academic credit for their participation in music groups at BB&N. For string, woodwind and brass players, this would include four sessions per week of chamber music (i.e., trio for violin, cello and piano; string quartets; etc.) or two sessions of chamber music and two sessions of orchestra per week. For pianists, academic credit may be earned in Grades 10-12 for playing in chamber groups and/or chorus for a total of four times per week. Pre-requisite: audition and departmental approval. Note: Ninth grade string and wind players may participate in a chamber group once or twice per week *in addition* to orchestra.

Chamber Music - Grades 10-12 - Arts Credit

This course is designed for students who wish to continue playing throughout the year, without the full commitment to Chamber Music for Academic Credit. Two years of participation in this activity will satisfy the arts requirement. Groups meet for two chamber sessions per week. Pre-requisite: audition and departmental approval.

Jazz Ensemble - Grade 9

The jazz ensemble is a performing group of 5-10 members that meets three times a week for two semesters during G Block. The emphasis is on improvisational techniques and group playing. Musical selections vary, but mostly consist of compositions by jazz greats such as Duke Ellington, Thelonious Monk, Charles Mingus, and others. There is at least one performance per semester. A few classes per year are devoted to a comprehensive discussion of jazz history and styles. Admission to this course is based on audition (during the first week of classes). The specific instrumental needs of the ensemble will also

determine who can participate. Parallel private instrumental instruction is strongly encouraged but not required.

Jazz Ensembles - Grades 10-12

Two groups meet evenings once a week on Monday or Tuesday. We engage in deeper explorations of jazz, jazz history and jazz style. We perform several times a year. Three years of participation in Jazz Ensemble meets the Arts requirement.

English Department

English 9

The program in grade 9 includes three classic works, several poems, and contemporary stories, novels, and plays. Most of the first semester is devoted to a detailed reading of *The Odyssey*. In the second semester, all students read *Romeo and Juliet* and a major nineteenth century novel, usually either *Jane Eyre* or *Great Expectations*. Throughout the year, students write frequently, both in and out of class, on a variety of topics and in both creative and analytical formats. Students also continue the study of vocabulary, spelling, punctuation, syntax, and grammar begun in grades 7 and 8.

English 10

The literature program in grade 10 involves the study of several genres. Students read poems, short stories, novels (*The Great Gatsby* and *Sula*, for instance) and plays, both classic and modern, as well as some sections of the Bible. Plays include one by Shakespeare (*Macbeth*) and others of the teacher's choice, such as Sophocles' Theban plays and Miller's *Death of a Salesman*. A major focus of the writing program is the essay: students continue to practice the skills, introduced in grade 9, of formulating and developing an expository essay. Class-wide debates provide practice in research as well as valuable experience in cooperative learning and public speaking. Students also continue the study of vocabulary, usage, and grammar.

English 11

All junior English sections remain together for a full year. In the first semester, classes focus on a literary topic, such as Landscape and Identity, The African-American Tradition, or The Irish Renaissance. The second semester's work includes the writing of a long profile about a person at

work. At the end of the second semester, all juniors prepare for and have the opportunity to take an AP English exam, either Language or Literature. Junior English is offered as a list of electives, which becomes available each May. Students should simply list English 11 on their course selection sheets.

English 12

Seniors take two English electives. In the fall semester, they are based on literature, classic and modern. In the past these have included *Aliens*, *Redeeming the Past*, and *Shakespeare*. A list of the subsequent year's fall electives becomes available each spring. Each senior writes a "senior essay," either an analytical or an emulative piece about one of the works read for his/her elective. Second semester courses meet for the six or seven weeks preceding the Senior Project. Topics for these electives have included Creative Writing, The Short Story, and The Film Experience. A list of the spring offerings is distributed in December. Students should simply list English 12 on their course selection sheets.

World Languages Department Requirements

All students at the Upper School must take three consecutive years of the same language to fulfill their world language graduation requirement. Students entering in grade 11 who have not previously studied a language offered at BB&N need complete only two years of the same language. New students repeating grade 11 must study a world language in eleventh grade and complete at least the third year of language at BB&N, or take and pass a new language successfully for two years in order to fulfill BB&N's language requirement.

Double Language Student

A student who completes seven years or more of language study during grades 9-12 qualifies as a Double Language Student.

BB&N Language Scholar

A student who completes study in a primary language to the highest level offered (depending on the language); completes study in a secondary language to the third level (III), or the fourth level (IV) for a student who begins in the second level (II) in grade 9; and

earns honor grades (B or above for final grades in every year studied) will be recognized as a BB&N Language Scholar. Language Scholars are expected to continue in their AP classes through the end of senior year and to take the AP examinations. Russian students are expected to participate in the Olympiada each year.

Language Programs

The Upper School offers six languages: Arabic, Chinese, French, Latin, Russian, and Spanish. Languages offer first, second, third and fourth year language study. In addition, French, Latin, and Spanish have Honors sections in the second and third year. Chinese has an Honors section in the third year. These classes fulfill the Upper School language requirement and prepare students for the upper level electives described below.

Arabic I

This is a course in Modern Standard Arabic (MSA), which is recognized as the contemporary official written language of the Arabs throughout the world. The objective of the course is to teach students the basics of writing, reading, speaking, and listening. On a more specific level, students will learn the phonology and script of MSA. Time will be devoted to simple interactive communicative tasks. Texts, articles from the print media, Internet website, and audio-visual materials will be used to introduce students to the rich cultural and historic aspects of the Arab and Islamic world.

Arabic II

Arabic 2 will continue with the Al-Kitaab series and will cover chapters 11-20. There will be an emphasis given to vocabulary, grammar, and culture. Students will be expected to speak aloud and read short passages from newspapers and other media.

Chinese I

Chinese I is designed for students with no previous background in Mandarin Chinese. The students are introduced to and concentrate on pronunciation and the four tones through intensive phonetic and sentence-pattern drills. Audio and video tapes, Chinese computer software and other aids are used. Students are expected to learn

basic structures of Mandarin Chinese and to acquire a basic oral competence in simple daily communications. Students are required to learn about 500 simplified characters over two semesters, and to acquire a proficiency in reading and writing in simplified characters. Some exposure to Chinese history, culture and geography is also given.

Chinese II

Chinese II is a continuation of Chinese I, conducted in pinyin and simplified characters. The goal is to develop a solid grammatical base, a strong listening and speaking ability. Audio and videotapes, oral and written exercises with increasing complexity help students to attain a higher level of competency in the language. Students are expected to learn approximately 500 characters and to increase their vocabulary to nearly 1,000 words. They will also be required to read and write short compositions either in pinyin or characters, and to further their study of Chinese culture. Prerequisite: Chinese I, or the permission of the division coordinator.

Chinese III/Chinese III Honors

This course uses the basic textbook to help students learn complex sentence patterns and vocabulary. Short newspaper articles, simplified literary works, video and audiotapes supplement the text. Oral proficiency and grammatical accuracy continue to be emphasized. Students are expected to learn approximately 500 characters and to increase their vocabulary to nearly 1500 words. They will be required to write short papers in Chinese characters on computer.

Chinese IV

While oral proficiency continues to be emphasized, more and more attention is given to reading and writing. Character-only materials replace character-pinyin texts. Students are expected to increase their character vocabulary to 2,000 words and learn to write with 300 characters.

Chinese IV AP

Students who choose to sign up for this course will follow the regular Chinese IV Advance Placement curriculum. This class focuses on increasing the student's level of Chinese

proficiency across three communication modes (interpersonal, interpretive, presentational) while interweaving Chinese culture throughout the course. Texts and supplementary materials are carefully selected or edited from authentic sources to support the linguistic and cultural goals of this course. Students will retain the AP designation only by completing the AP assignments on a consistent basis throughout the entire academic year and by taking the AP exam in May.

French I

This is an introductory course of French language and culture. Students develop skills in the four language modalities (speaking, listening, reading, writing). Emphasis is put on meaningful oral communication as well as accuracy of expression. Students develop basic structured sentences and acquire daily life vocabulary to ask questions and provide information on likes and dislikes, personal and school life, family and friends, travel and vacation... By the end of the year, the class is taught mostly in French. Interactive and group activities, audio and video tapes, material from the Internet are regularly used in and outside the classroom. This first year course also provides a general overview of the geography and cultures of the French speaking world through readings and videos.

French II

French II offers a comprehensive review of introductory French while expanding and presenting structures, vocabulary and cultural material suited for intermediate levels. Students acquire a solid grammatical base, a stronger listening comprehension and a more fluent speech. Students also acquire proficiency in reading short texts and writing simple compositions in French. The goal is to develop the four linguistic skills (speaking, listening, reading and writing) and to help students gain an understanding and appreciation of French, its language, its people and its culture. This course is based on the use of a grammar book and some short reading comprehension texts, supplemented by the use of films, audiotapes, CDs, projects, and material on the Internet.

French II Honors

Students cover the French II curriculum at a quicker pace. In addition, they study an intensive and extensive grammar program. They are encouraged to use the language creatively and apply basic conversational patterns of French speech towards functional communication. They complete the reading of *Le Petit Prince* by Saint-Exupéry in its original version, study L. Malle's film *Au revoir les enfants* without subtitles and watch other French movies (*Pocket money* by F. Truffaut, *Kirikou* by M. Ocelot), They also read a second authentic masterpiece (this year: *L'Avare* by Molière), and are introduced to the study of French literature. The class is conducted exclusively in French.

French III

French III offers a comprehensive review of intermediate French. Students continue to refine the skills necessary to acquire proficiency in a foreign language. This course provides further practice in speaking and listening: the class is conducted exclusively in French, students are expected to participate and to present research and projects on French-speaking countries. Students continue their grammar study and are encouraged to apply their knowledge in meaningful context through compositions. They complete the reading of poems, *Le Petit Prince* by Saint-Exupéry and *Les jeux sont faits* by Sartre.

French III Honors

Students cover the French III curriculum at a quicker pace. They complete an in-depth grammar review. They practice the fine points of French language in writing and conversation through a variety of activities. They add *Un papillon dans la cite* by Guadeloupe's author Gisele Pineau (in place of *Le Petit Prince*) and *Rhinoceros* by Ionesco to their reading list.

French AP Language

This course is open to students from either French III Honors, French III or French IV Honors with departmental permission. Students in this course study the four language skills in-depth (speaking, listening, reading and writing). There is an emphasis on writing and speaking with a variety of activities, including the use of videos and

technology. This course also introduces students to the study of literature through the reading of one book and selected poems on the French AP Literature list. This course leads to the AP French Language exam in May.

French IV Honors

This course is an honors course for students who have taken French AP Language and/or at the discretion of the teacher. In French 4 Honors, students will pursue advanced studies of literature as well as explore the modern French-speaking world. Research and readings of extracts of literary texts will give students a sense of chronology, and historical and cultural contexts. They will also be asked to perform oral presentations to practice speaking skills and methodology in literary analysis. It will include Francophone works and authors from around the world. Readings will be complemented with audio and video material. In our Technology Center for the Humanities, students will experiment with French-speaking websites to interact in French and be informed on current issues related to France and French-speaking countries. This course will try to take advantage of the unique and rich location of BB&N by taking a field trip to a local museum or French movie related to our studies.

French V Advanced: Cinema for French Conversation

This course is an elective cinema course leading to the making of a movie written and performed in French, and filmed by the students themselves. This course is open to students in French 4 AP Language who want to practice and refine their listening and speaking skills. Students from French 4 Honors AP Literature and French 4 Advanced may be accepted with departmental permission. Emphasis is put on conversation through interactive activities drawn from the study of French films. This includes: group research and oral presentation of a film context, debating the issues presented in a film, and making a short film at the end of the course. The films are chosen according to their historical, literary, linguistic or geographical interest. They include *Cyrano de Bergerac*, *Les 400 coups*, *Ressources humaines*, *Camille Claudel*, *Chocolat* and others.

French V Honors: French Theater Course

This is an elective French theater course leading to the production of a French play written by the students themselves. This course is open to students who have taken both the French Language AP and the French Literature AP courses. Exceptions may be made for students who are very fluent in French with departmental permission.

Latin I

Latin I introduces the Latin language including the four verb conjugations and the five noun declensions. Students read simple adapted Latin while learning the rules of grammar and syntax. Students also learn basic elements of Roman civilization including mythology, the Roman house, and Roman history. Each student works on a project of their choosing each semester and presents the results to the class.

Latin II/Latin Honors

Students are offered either a Regular course or an Honors course in Latin II which completes the mastery of Latin vocabulary, grammar, and syntax. Students read adapted Latin stories at the beginning of the course and finish with unabridged Julius Caesar after the completion of the grammar book. Students learn more advanced Roman mythology, culture, and history. Each student selects a research project each semester and must present the results to the class.

Latin III/Latin III Honors

Latin III is a prose Latin course on either the Regular or Honors level moving from adapted Latin reading about early Roman history and culture to unadapted reading of Cicero. Students may read Livy, Plautus, Petronius, and other authors of the teachers' choice. The students learn the history of Republican and Imperial Rome as well as cultural material including Roman topography, daily dates, and imperial biographies. Each student does a research project each term and reports on their research to the class.

Latin IV

Students will study Roman poetry, including authors such as Ovid, Vergil, Catullus, Horace. They are encouraged to take the SAT II for Latin in their junior year or early in the

senior year and with this in mind are prepared with an advanced grammar review.

Latin AP Vergil

Students read Vergil's epic, *The Aeneid*, and must take the Advanced Placement exam. This class is for juniors. This class emphasizes literary analysis and essay writing in preparation for the AP exam. The students are encouraged to take the SAT II for Latin in December of this year and with this in mind are prepared with a review of advanced grammar.

Latin V Honors

This honors course in Latin poetry is for students who have taken Latin IV AP Vergil. This course includes readings by authors found on the former AP Latin Literature syllabus, including Catullus, Horace and Ovid, and some additional works, such the elegiac poetry of Propertius and Tibullus. With an emphasize on literary analysis, students are expected to translate poems from Latin into English, and supplement their own translation work by reading commentaries and select poems in English translation

Russian I

The objective of the course is to help students develop skills in all areas of the Russian language and to help students gain an understanding and appreciation of the Russian people and their culture. Students will work with an on-line textbook which introduces 1) the case paradigms and verbal system; 2) vocabulary and conversational themes; and 3) exciting and rich cultural information. Russian One students will acquire a working knowledge of the language so that they may begin to talk about themselves with the Russians who visit from our sister school, and be able to ask questions about the Russian students' lives. Russian One students will also be able to read simple texts and retell them both orally and in writing.

Russian II

Second year Russian is a continuation of the grammar studies of the first year, but at the same time, students work extensively on their writing skills and on conversational ability. Students maintain a weekly diary and write character descriptions based on our reading of

Superman and our viewing of the film *Father Frost*. Vocabulary building is another third year activity: regular vocabulary quizzes, reviewing the vocabulary of the year are a weekly occurrence. Students enter the National Essay Contest in the fall and the Oral Olympiada in the early spring.

Russian III

The third year of Russian starts to use the Russnet curriculum, which is preparation for the Russian AP. This curriculum is on-line and is composed of themes of Russian culture, which relate to our class readings of the classics, namely Chekhov and Pushkin. During the third year, students present numerous written and oral biographies of Russian writers and cultural figures. They become expert biographers.

Russian IV

During the first semester, students in this course will read Pushkin's historical novel *The Captain's Daughter* and read related texts about Catherine the Great, Pugachov, and Russian culture of the second half of the nineteenth century. Students will write and perform a dramatic adaptation of *The Captain's Daughter*. The second main unit is the study of Russian Art of the Nineteenth Century. Students will study portraiture, landscapes, and historical paintings. Regular essay writing and oral presentations throughout the year will help students enlarge their vocabulary base, improve their knowledge of grammar, and enhance their writing and conversational skills.

Russian IV AP

Students who choose to sign up for this course will follow the regular Russian IV curriculum. In addition, the AP students must complete the designated AP curriculum in Russian Language and Culture and take the AP Russian Exam in the spring. Students complete the AP assignments throughout the academic year and take the on-line administered AP exam.

Spanish I

In this first year course students will be introduced to basic structures and high-frequency vocabulary which will enable them to perform a variety of communicative functions such as asking questions

and providing information; expressing likes, wishes and needs; describing and discussing daily life; and talking about past, present and future actions. Communicative ability is developed through structured contextual practice leading to more personalized, student generated situations and presentations. A variety of strategies will be presented to help students develop successful techniques for speaking, reading, writing and listening in Spanish. This first year course also provides a general overview of the geography and cultures of the Spanish speaking world.

Spanish II

Through studying Hispanic cultures, reading authentic articles and literature, learning and practicing grammar, and studying practical vocabulary, students in Spanish 2 will be exposed to the Spanish language. They will work on developing the four linguistic skills: listening, speaking, reading and writing. Students use the textbook *Realidades* to learn new grammar forms and focus on specific vocabulary themes. Students are expected to give oral presentations, write compositions and/or short stories, and read a short novel. The students are expected to read and write often and will be held to high standards in all areas of their study of the language.

Spanish II Honors

Through studying Hispanic cultures, reading authentic articles and literature, learning and practicing grammar, and studying practical vocabulary, students in Spanish 2 will be exposed to the Spanish language. They will work on developing the four linguistic skills: listening, speaking, reading and writing. Students use the textbook *Realidades* to learn new grammar forms and focus on specific vocabulary themes. The Honors section will move at an accelerated pace through the grammar in order to study poetry and art from the Spanish-speaking world in greater depth. Students are expected to give oral presentations, write compositions and/or short stories, and read a short novel. The students are expected to read and write often and will be held to high standards in all areas of their study of the language.

Spanish III

This course is an Intermediate Spanish course designed to improve the speaking, listening,

reading, and writing skills of students and to introduce participants to the cultural reality of the Spanish-speaking World. We integrate language and culture through a communicative approach. Students review grammar from past years and learn new forms with emphasis on the subjunctive mood. New, more advanced vocabulary is introduced and applied in a variety of contexts. In addition to writing essays and performing oral presentations, students read a short novel during the second semester. The course is conducted entirely in Spanish.

Spanish III Honors

The aim of this course is to continue to develop and refine the skills necessary for acquiring proficiency in a foreign language. The course will provide students with further practice in reading, writing, listening and speaking, with an increased concentration on accuracy and communicative functions. To this end, the course will consist of: an in-depth grammar review of all major structures; frequent oral and written composition work in which students can put these structures to use in meaningful contexts; guided listening and comprehension activities; readings of short stories and articles by well-known Hispanic authors, viewing of at least one Spanish language film. Spanish is used exclusively in class. Oral work will consist of both structured conversational exercises as well as more open-ended, student generated situations. Students are encouraged to focus on communicating as well as developing accuracy of expression at this level.

Spanish AP Language

This is an advanced course in Spanish that emphasizes the use of Spanish for active communication and will allow students to reach advanced levels in their oral, aural, reading and written skills. In addition, the course introduces students to contemporary Hispanic literature and literary analysis as they will read some of the required works for the AP Spanish Literature exam. The course is open to all students who have successfully completed the 3 Honors Spanish class and who have been recommended by that teacher, or who have successfully completed the Spanish 4 class and who have been recommended by that teacher.

Spanish IV Culture & Conversation

This 4th year course is designed to build upon students' communication skills through the

exploration of both the history and culture of the Spanish-speaking world. Students will explore the issue of immigration and the lives of Spanish speakers living in the United States and will also delve into the history and current day events of Spain and Latin America. Carefully selected readings, as well as works by some of the most renowned Spanish and Latin American writers, will continue to expose students to the Spanish language in meaningful contexts that will respond to a variety of interest and issues of the Hispanic world. Students will continue using Spanish in meaningful, creative, and engaging contexts while developing their verbal and written communication skills. Students will also expand their vocabulary for functional communication and deepen their understanding of Spanish grammar.

Spanish AP Literature

This course introduces students to the diverse literature written in Spanish and it is identified by colleges and universities as a third-year college introduction to Hispanic Literature. The works on the required list are some of the finest in the literary history of Spain and Latin America. Students will reinforce their oral and written skills in Spanish, they will broaden up their vocabulary and they will have a better understanding of the culture and history of Spain and Latin America. In addition, we will watch a number of films related to the topics of our readings and we will have a structured listening practice weekly. The course is open to students who have successfully completed Spanish AP Language and who have been recommended by that teacher.

Spanish V: Contemporary Spanish and Latin American Cinema

In this advanced language and culture class, students examine recent major works of film in their social, political and historic contexts. Countries studied include Mexico, Cuba, Spain and Argentina. Films are viewed both in class and as homework. In addition to class discussion, students are required to give oral presentations, do frequent written assignments, read short stories and make extensive use of the internet to research and read Spanish language news sources on line.

History/Social Sciences Department **The Ninth Grade Program in History and the Social Sciences:**

Facing History and Ourselves

As part of their full year course of study, all ninth grade BB&N history students take an opening unit drawn from a traditional BB&N offering "Facing History and Ourselves." Students are challenged to consider the relationship of individuals and society, the psychology of obedience, and the impact of extreme situations on human behavior. Students investigate the rise of anti-Semitism, Hitler's path to power and the Holocaust. They do this through primary sources, films, speakers, library research, and class discussions. The Facing History unit concludes with a "Speak Out" project in which each student chooses a public issue, researches both sides, presents to the class and then does something. The student must take public action, such as writing a letter to a local paper, organizing a petition or some other form of civic involvement.

This unit deliberately raises great moral questions and aims to promote in each student a sense of social justice.

Early World Civilizations - Grade 9

When their Facing History component is completed, students may figuratively travel down the Nile with Ramses the Great, debate the meaning of life with Aristotle and Confucius, walk the dusty streets of Rome, study the Han Dynasty and ponder the issues of karma and rebirth by the banks of the Ganges. In the fall and early winter students seek understanding of the earliest societies that developed in all corners of the globe. How did these civilizations operate? How did they interact with other cultures? What role did religion play in their lives? Where does myth end and amazing reality begin? Through primary and secondary sources, students study the civilizations of the Mediterranean, Africa, Asia and the Sub-Continent, and the Americas attempting to answer essential questions including: What was the role of religion in the development of civilizations? How did the exchange of ideas through trade and warfare impact these societies? How does interaction between humans and their environment shape a civilization?

Great empires, new religions, violent conflict, brave exploration, and the foundation of our modern world take center stage in the latter part of this course. Revel in the reign of Charlemagne, examine the impact of the Crusades, witness the birth and spread of Islam, ponder the effect of trade on sub-Saharan Africa, marvel at the devastation of the Black Death, admire the revolutionary artwork of the Renaissance and feel the wrath of Genghis Khan. From the ruins left by these clashes and catastrophes, students will examine the hope that emerges, seeing the seeds of modern-day conflicts and compromises planted across the globe from the 6th to 16th centuries. The formation of empires around the world will provide a glimpse of the different methods of governing and of the exchange of ideas through trade, warfare, and the spread of religion.

Early World Civilizations is a study of comparative government, society, and religion. The development of critical skills of a historian become essential: reading for content, note-taking, analytical writing, researching, test-taking, and debating. Assessments will include tests, a research paper, and projects. Several distinct units involving map work dot the course syllabus.

Early Western Civilizations - Grade 9

After the Facing History component is completed the students in this course embark on a study of the origins of Western Civilization in the Near East and Egypt. From the ancient Mediterranean they examine critical parts of the histories of Greece, Persia, Carthage and Rome and Palestine. In the winter the course focus shifts to Europe and North Africa from the 6th to the 16th centuries. This includes the rise of Christendom and the western nation-state, the commercial revolution and early forms of capitalism, the emergence of Islam, the Crusades and the Renaissance. This course seeks to investigate selected topics in some depth rather than in the fashion of a survey.

Skills such as primary source analysis, essay writing, and preparation of a research paper are an integral part of this curriculum. Map work is done in several small units during the year.

Early Western Studies - Grade 9

This is an interdisciplinary offering. Students in Early Western Studies examine essentially the same topics and acquire the same skills as the students in Early Western Civilizations (see above). However, during its first semester, Early Western Studies connects the disciplines of English, History and Photography. For instance, the study of The Odyssey and classical Greek history allow rich subject matter connections. Furthermore, the teachers of the three subjects emphasize common intellectual, pedagogical, and assessment approaches. Making use of the BB&N collaboration with the Museum of Fine Arts, students learn to use art and observation carefully as the starting point for deep inquiry. Docent Night, in which students present their research to parent groups at the MFA, and a final Banquet are the high points of this program. (The same students are in class together in three courses during first semester; appropriate science, language and mathematics full year courses are scheduled as usual. Second semester brings a new and separate elective in art.)

In January the formal interdisciplinary program comes to a close and the history course, having covered several Near Eastern and Ancient Mediterranean topics, shifts its focus to Europe and North Africa from the 6th to the 16th centuries in keeping with the Early Western Civilizations course of study. The Facing History component occurs in the second semester, to allow a more coherent interdisciplinary experience in the first part of the year.

Enrollment in this course is limited.

Modern World History - Grade 10

This is a course in geography and economics taught in a historical context of the last five hundred years. We will study the movement of people, plants, animals, and even diseases; also the exchange of, cultures, ideas and technologies as we trace the modern world's story line all the way to the current economic crisis.

In the 1500s and 1600s the Indian Ocean was the richest trading area in the world. China, Mughal India and the Ottoman Empire were

world powers. Europeans soon exploited a rich, new Atlantic trade and increasingly accessed the dazzling Asian trading system as well. By the 1800s new energy sources and technologies brought European global dominance and the 1900s saw the United States emerge after the Cold War as the world power. Now the 21st century finds the Indian Ocean reemerging as the hub of the world: home to its rising powers, its critical shipping lanes, and its most dynamic trade. We will study these developments, with current events consistently part of our discussion.

United States in the Modern World I –early 14th to mid 19th century - Grade 10

This first year of a two year course of study examines both the development of modern nations around the globe from the early 1300s through the mid 1800's and the serendipitous creation of the United States during that time. The course begins with the Mongols invasions throughout Eurasia and highlights the interconnected world that developed as a result. As the various regions interacted with each other they developed shared and yet distinct institutions. Well into the 17th century the central focus of economic power lay largely in East and South Asia. By the end of the 18th century, however, Europe had become a key and sometimes dominant player in those global economic systems. In their shadow, colonies in the Americas, especially the United States, were formed and became crucial players. In the course, we will examine the regions of the world on their own terms, with their evolutions studied both independently and in the light of increasing European incursions. In due time, we will cover the colonization of North America, the road to revolution, the formation of the American Republic, the political and social developments of the 19th century, and the climactic Civil War and Reconstruction as part of the larger history of the world, while also accepting the special circumstances that both isolated the United States and later would force its entry onto the world stage. Students will develop their skills by reading various types of sources, taking notes, analyzing documents, writing essays and researching and writing a research paper. Map work will be covered in several distinct units during the year.

Modern European History - Grade 10

Commencing with a brief review of the Renaissance and Reformation, Modern European History analyzes the creation of Western culture from the 17th century to the present. The focus is upon integral history, the concurrent interplay of political, social, economic and intellectual forces upon the evolution of European life. This course follows in logical sequence from Medieval and Early Modern History offered in Grade 9. Study skills such as map analysis and the writing of concise and relevant essays supported by well-founded evidence are emphasized. Course materials include primary, secondary and visual sources. Essential subjects include Absolutism and Louis XIV, the Scientific Revolution, the Enlightenment, the French Revolution, Napoleon, Industrial Revolution, Imperialism, Communism, Fascism and contemporary Europe.

AP European History - Grade 10

Following the established Advanced Placement chronology, we will examine political, intellectual, social, cultural and economic aspects of Western European history between 1450 and the present. In addition to the textbook; primary sources and several novels are also included in the syllabus. Writing skills are emphasized. Students are expected to take the Advanced Placement examination in May. The course is available to qualified tenth graders who receive departmental approval.

The United States in the Modern World II (with Honors option) late 19th century to present - Grade 11 Prerequisite: The United States in the Modern World I

This course is the second part of a two-year sequence that explores the global dimensions of American history. This year we will start in 1865 and end with the Gulf War.

Traditional high school U.S. History courses, by their very nature, focus on our nation's unique qualities; they often describe our country's special place in the world. Therefore, they often miss important aspects of our national experience by narrowly focusing on domestic explanations for phenomena that are global in nature. U.S. in the Modern World aims to transcend those confines, and illuminate American history from a global perspective. This course's

central narrative describes the processes by means of which the globe has become increasingly interdependent and America's role in shaping those processes and being shaped by them. Nonetheless, it will also cover traditional topics in US History from the Gilded Age to the Present. Students will develop their skills by reading various types of sources, as well as analyzing and discussing them, taking notes, writing essays as well as a major research paper. They may elect, during the first quarter, to seek an honors designation by presenting a portfolio of selected assignments and self-assessments for review in the spring to a panel of teachers. In class, there will be no distinction between students taking the course at honors or non-honors levels.

United States History (*with Honors option*) - Grade 11

This course explores the traditional major constitutional, political, economic and social themes in our nation's history from colonial time to the complex world of the 21st century. It also aims to prepare students for the world they are facing and to develop a more international context for U.S. History by examining the relationship between the United States and the rest of the globe. Students will refine their skills in reading various types of sources, taking notes, analyzing documents, writing essays and then researching and writing a major research paper. Map work will be covered in several distinct units during the year.

Students may elect, during the first quarter, to seek an honors designation by presenting a portfolio of selected assignments and self-assessments for review in the spring to a panel of teachers. In class, there will be no distinction between students taking the course at honors or non-honors levels.

Senior History Electives

Twentieth Century U.S. Culture and Society-Grade 12

This course examines the social and cultural history of the United States since 1900. In a decade-by-decade approach, we explore how Americans live and why we live the way we do. We examine the varied fabric and common themes of American life: family and

residential patterns, issues of class, race, gender and wealth, changes in social mores and the lives of women. The cultural expressions of these themes and values as shown in the art, commerce, radio & TV, music, film and fashion of each decade offer ample material for lively class reports. Class is conducted in a seminar (discussion) format. Students choose and investigate various topics and share their findings with their classmates. Topics for major projects in have included American music genres, photojournalists, and American ethnic groups. In addition to traditional texts, we rely heavily on films and videos representative of the various periods under discussion.

AP U. S. Government and Politics - Grade 12

Readings from Plato, Sun Tzu, Machiavelli, Locke, Hobbes, Jefferson, and Madison provide this study of US Government an emphasis on political philosophy. We view political speeches, interviews, documentaries and Congressional committee hearings. We read the U.S. Constitution carefully. Active participation in class discussion will be expected and required. Students will write several papers and regularly lead class discussions. The text is Wilson and DiIulio's American Government. Students will prepare for and are expected to take the AP examination in May 2010; this covers federalism, separation of powers, civil liberties, the Congress, the Presidency, the bureaucracy and the court system. Enrollment is limited. Students who commit to taking to AP exam will be given priority.

AP Economics - Grade 12

This rigorous course is designed to give students the foundational skills necessary to have an understanding of the major macroeconomic topics: scarcity, opportunity costs, GDP, supply and demand, inflation, unemployment, fiscal policy, monetary policy, the Fed, exchange rates and international economics. Analysis of current events will supplement the historical theories and data studied in the course. Frequent journal reviews and classroom debates will allow students to apply these concepts to recent headlines and they will write a significant research paper on a topic of interest to them. The assessments will be designed to prepare students to sit for the very challenging AP examination in May. Due to limited enrollment for this course in 2009-10,

priority will be given to students who are committed to taking the AP exam.

Modern China - Grade 12

Through an exploration of a tumultuous period from 1842 to the present in China, this senior elective course will focus on the confrontations between traditional Chinese values and Western influences, the dilemma of revolution vs. reform, and the resulting hybrid of communism and capitalism. Major topics include the Opium War, the Taiping Rebellion, the Boxer Rebellion, the Qing Reform, the Republic Revolution, the Sino-Japanese Wars, the Civil War, the Cultural Revolution, the Economic Reform, and the Population Control. Special attention will be given to the impact and the role of the West (especially the U.S.A) in the shaping of modern China. Course textbook: Jonathan D. Spence, *The Search for Modern China* (New York, 1990 New York Times Bestseller). Videos from Ambrica: *China: A Century of Revolution*" and the movie, *To Live*, will also be used.

Philosophy - Grade 12

This is a course in philosophy learned through its works. It will not focus on themes or schools or personalities; nor will it be a course on Philosophy/Religion. We will try to understand philosophy by reading as much of the works of the Presocratics, Plato, St. Thomas Aquinas, Confucius, Berkeley, Sartre, etc. as we have time to, by writing papers and dialogues, and by discussions. We will try to cover the time from before the Golden age to the present in the first term and go to some East Asian philosophy during the second term. Although "the Way that can be spoken of/is not the constant Way" (Lao Tzu), assessment will still be by essays, dialogues, and discussions.

Politics in a Global Age - Grade 12

This senior elective focuses on the current challenges the United States faces in formulating foreign policy in the area known as the Fertile Crescent and beyond. Among the topics to be considered are (1) the India-Pakistan-Afghanistan conflict, (2) the rise of Iran as a world power, (3) Iraq and the Sunni-Shi'a-Kurd problem, and (4) the founding of the State of Israel and its relations with the Palestinian Authority.

There will not be a text but rather readings from works of history and political science, journal

articles, and newspapers. Outside experts will be invited to participate, including those from the Kennedy School.

World Religions: Historical and Contemporary Contexts

Understanding of today's world requires study of its major religions: Christianity, Islam, Judaism, Hinduism, Buddhism, Taoism, and Confucianism. We will study the development of these religions and the way in which they have both influenced and been influenced by their historical contexts. Students will read portions of the sacred texts of these faiths, including selections from the Hebrew and Christian scriptures, the *Qur'an*, the *Rig Veda*, the *Baghavad Gita*, the *I Ching*, the *Tao Te Ching*, and the *Analects*. We will devote the latter portion of the course to examining the way in which followers of these religions impact world politics. Assignments will include tests, essays, and a research paper. Guests will visit the class to talk about their various faiths and religious practices. Students should plan to attend scheduled field trips to local churches, temples and mosques.

African-American History - Grade 12

Not offered in 2009-10

This course will examine the status of Africans and their struggle for freedom in America. Beginning with a study of the culture, politics, and economy of great African Dynasties of the 13th-15th centuries, the course will culminate with an intense study of the "modern civil rights movement" of the mid-1950s through 1965. Through extensive use of the critically acclaimed *Eyes on the Prize* series, we will examine all of the elements related to the successes and failures of that movement. The course will include a study of the African experience in America, from the Colonial period through Reconstruction. A great deal of time will be spent examining racial attitudes then and now, with the idea of developing a greater understanding of the great black leader W.E.B. Dubois' prophecy that America's greatest challenge will be solving its "Race Problem."

Psychology - Grade 12

Not offered in 2009-10

Throughout history there have been numerous examples of people demonstrating boundless acts of generosity as well as committing hideous atrocities. This range of human behavior has been and continues to be a fascination for people.

Psychology will explore this fascination by adopting a scientific approach toward the traditional topics in Psychology: development, the brain and behavior, social influence, learning, sensation and perception, cognition, personality and abnormal behavior. In our course of study, we will seek to better understand, explain, predict and control people, their behaviors and mental processes as well as their environment(s). Lecture, research, simulations and outside readings will be utilized as we investigate behaviors ranging from conditioned reflexes to creative and social behavior.

Mathematics Department

Algebra I

Topics in this standard introductory algebra course include equations, systems of equations, graphing, polynomials, rational expressions, radicals, quadratics and problem solving.

Algebra II and Honors Algebra II

After a review and a more in-depth approach of many topics from Algebra I, new topics include statistics and data analysis, polynomial functions, exponential functions, matrices, and transformations of functions. Additional topics in the honors section may include linear programming, probability and combinatorics, and Markov Chains.
Pre-requisite: Algebra I.

Geometry and Honors Geometry

Geometry approaches plane Euclidean Geometry through proof and discovery. All classes will include units in the conic sections, solid geometry, coordinate geometry, and statistics. Other topics may include transformations, vectors, matrices, fractals and non-Euclidean geometries, such as Taxi Cab or spherical. The honors section often includes other units, such as trigonometry, vectors, proof by induction and computer programming.
Prerequisites: Algebra II

Precalculus

Students study extended units on modeling, polynomial functions, sequences and series, trigonometry and logarithms. Other topics are rational functions, radical functions,

transformations, symmetry, polar coordinates, and statistics.

Pre-requisites: Algebra II and Geometry (with grades of B- or better).

Honors Precalculus AB and Honors Precalculus BC

The honors sections take a toolkit approach to a large variety of functions which can be transformed to model phenomena. Honors Precalculus AB studies precalculus topics for the entire year, while Honors Precalculus BC accelerates to include an introduction to differential calculus. Since Honors Precalculus BC begins the AP Calculus syllabus after spring break, students in Honors Precalculus BC who are moving on to Calculus are expected to take the Advanced Placement Calculus BC course. A deviation from this sequence is rare and requires permission of the Math Department.

Prerequisites: Algebra II and Honors Geometry (and permission of the department).

Principles of Precalculus_- Grade 11 and 12

Students will study modeling, polynomial functions, sequences and series, trigonometric functions, and logarithmic functions. Other topics are rational functions, transformations, and statistics. This course has a pace and depth designed for students with a fair foundation in algebra (generally students who earned a C+ or B- in BB&N's Algebra II course). Successful completion of this course could prepare 12th Grade students for an advanced college precalculus course or a humanities level college calculus course. 11th Grade students completing this course would be prepared for Statistics in Grade 12.
Pre-requisites: Algebra II and Geometry (with grades of C+ or better)

Calculus

Major topics of this calculus course are limits, differential calculus and integral calculus, and their applications.
Pre-requisite: Precalculus (with a grade of B- or better).

Advanced Placement Calculus BC

Major topics are limits, differential calculus and integral calculus, and their applications. Infinite series, vectors, and parametric equations are also covered. This course

syllabus includes, as a minimum, all topics stated in The College Board Advanced Placement Program Calculus BC syllabus. Prerequisites: Honors Precalculus BC, and permission of the department

Advanced Placement Calculus AB

Major topics are limits, differential calculus and integral calculus, and their applications. This course covers, as a minimum, all topics stated in The College Board Advanced Placement Program Calculus AB syllabus. Prerequisites: Precalculus (generally A- or higher) or Honors Precalculus AB, and permission of the department

Statistics - Grade 11 and 12

Statistics acquaints students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will frequently work on projects involving the hands-on gathering and analysis of real world data. Ideas and computations presented in this course have immediate connections with actual events, and future applications for study in the social sciences, natural sciences, or business. Computers and calculators will allow students to focus deeply on the concepts involved in statistics. This course will cover many of the topics taught in AP Statistics, and use a similar approach.

Advanced Placement Computer Science Plus Data Structures - Grades 10-12

This is an introductory college level computer science course using the programming language Java. The emphasis is on programming methodology, algorithms, and data structures. Major topics include arrays, methods, classes, objects, linked lists, trees, recursion, and searching and sorting algorithms. Participating students are prepared to take the AP Computer Science exam. This course goes beyond the AP syllabus, covering the set of topics typically comprising a full year of college level computer science. Permission of the instructor is required. Previous programming experience is not necessary.

Advanced Placement Statistics - Grades 10-12

Advanced Placement Statistics acquaints students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will

frequently work on projects involving the hands-on gathering and analysis of real world data. Ideas and computations presented in this course have immediate connections with world events. Appropriate use of technology will allow students to focus deeply on the concepts involved in statistics. This course prepares students for the Advanced Placement Examination in Statistics. Prerequisites: Satisfactory completion of Algebra II and permission of the department. Sophomores and juniors generally take A.P. Statistics in addition to a math course in the normal sequence. For seniors, this course is an appropriate college preparatory alternative to Pre-Calculus or Calculus.

Honors Linear Algebra and Multivariable Calculus

Description: A semester of linear algebra will cover basic concepts involving vectors and matrices, including solving systems of linear equations by Gaussian elimination, Cramer's Rule, and inverse matrices; the concepts of linear independence, spanning vectors, and basis vectors; the dot (inner) product and the cross product; eigenvalues, eigenvectors, and the diagonalization of matrices; abstract linear transformations and change of basis.

A semester of multivariable calculus will cover the generalization of calculus concepts to 2 and 3 dimensions; these include partial derivatives, multiple integrals, optimization problems (using Lagrange multipliers), other coordinate systems (cylindrical, spherical), and vector calculus (Green's Theorem, Stokes's Theorem, etc.). The course may also include some discussion of differential equations and Fourier series.

Pre-requisite: BC Calculus & permission of the department is required.

Science Department

Biology - Grades 9-10

Biology is an introductory course that surveys a variety of topics with an emphasis on cell biology, genetics, and physiology. A special attempt is made to provide students with the background needed to develop an understanding of the contemporary issues in science from a cellular, molecular and ecological perspective. Correlated lab work is emphasized, including a frog dissection.

Honors level work in this course will satisfy the prerequisite for enrollment in Experimental or Advanced Biology. Students are approved for this course by their BB&N Middle School science teacher or by the Science Department Head.

Honors Biology - Grades 9-10

Honors Biology covers similar material as Biology but the pace is quicker and topics are explored in greater depth. Students will build a foundation necessary to understand the contemporary issues in science from a cellular, molecular, biochemical and ecological perspective. Correlated lab work is emphasized, including a frog dissection. Students are approved for this course by their BB&N Middle School science teacher or by the Science Department Head. Algebra II is a recommended co-requisite with this course.

Physics - Grades 10-12

This is a lab-oriented course designed for students who have completed Biology and who want to explore physical science with an emphasis on the practical nature of the physical world. The course will cover mechanics, motion, and energy during the first term, while the second half examines heat, electricity, simple circuits, motors, and magnetism. Algebra is used in the interpretation of data and provides a link between the relationships elucidated by lab experiments and the practical applications of those principles.

Honors Physics - Grades 10-12/ Preference to Grade 10

Honors Physics is an experiment-oriented course that stresses the inter-relationships of various kinds of energy, and gives students a strong introduction to mechanics. The year begins with a study of Newtonian physics and proceeds through buoyancy, pressure, electricity, heat, and ends with the examination of sound and light. Students who have earned honors level grades in Algebra II would be well suited for this course since Algebra is used extensively in the interpretation of data and in the expression of ideas. Enrollment is limited, and permission of the department is required.

Principles of Chemistry - Grades 11 and 12

This course focuses on the conceptual aspects of Chemistry and covers topics including the structure of atoms and molecules, principles of chemical reactions including energy and reactions

between acids and bases. Significant emphasis will be placed on the development of strong lab skills and problem solving both qualitatively and quantitatively. This course is not designed to prepare students for the Chemistry SAT subject test but honors level work in this course will satisfy the prerequisite for enrollment in either Experimental or Advanced Biology. Algebra II is a pre-requisite and Physics is a recommended prior science course.

Chemistry - Grades 11 and 12

This course covers the standard college preparatory material required for continued work in Chemistry, Biology, or pre-medical studies. Topics include the structure of atoms and molecules, principles of chemical reactions including energy, kinetics, equilibrium and reactions between acids and bases. Laboratory work, observation, and data analysis are emphasized and used as a means of examining the scientific thought process. Strong math skills are essential, Algebra II is a pre-requisite and Physics (either Regular or Honors) is a recommended prior science course.

Honors Chemistry - Grades 11 and 12

The Honors section of Chemistry covers the same topics as the Chemistry class but the pace is quicker and each subject is examined in greater depth. Strong math skills are essential. Algebra II is a pre-requisite and Honors Physics in Grade 10 is a recommended prior science course. Enrollment is limited and permission of the department is required.

Human Physiology - Grades 11 and 12 - *Not offered 2009-10.*

Human Physiology is a course in which lab work is used to study several major systems of the body. The first term covers cell physiology, and the circulatory, respiratory and nervous systems. The second half concentrates on exercise physiology and nutrition. Participation in a frog laboratory and dissection, as well as in exercise labs are required parts of this course. Preference is given to seniors.

Forensics - Grades 11 and 12

Forensics is a lab-based course that stresses the importance of applying scientific principles to law. Students will learn the methodology needed to evaluate a crime scene, the proper lab mechanics needed to evaluate evidence, and how to compare samples that are both known and unknown.

Procedures in collecting and interpreting criminal evidence will be examined and modeled. The students will gain a basic understanding of forensic science and how it is used in criminal cases. Forensic experiments will include drug analysis, blood typing, hair and fiber analysis, gun shot residue tests, and fingerprint identification. The course will include lectures, labs, research projects, activities, and videos. Forensics is open to juniors and seniors who have fulfilled their science graduation requirement but preference is given to seniors. Chemistry is recommended but not required.

Environmental Science - Grades 11 and 12

Environmental Science is a lab-based course that explores the inter-relationships of biological, physical, and social environmental factors. Field investigations and class discussions focus on the causes and the solutions of environmental problems on a local and on a global scale. Topics include ecosystems, renewable and nonrenewable resources, water quality, conservation biology, marine biology, and population studies. Laboratory investigations will focus on the local environment, including the Charles River and Mt. Auburn Cemetery. Learning via first-hand observations and analysis is emphasized. Biology is a prerequisite for this course. Preference is given to seniors.

Current Topics and Research in Science and Technology - Grade 12 (half or full-credit)

This course is designed for students to explore topics in science and technology both within and beyond BB&N by critically reviewing current literature, presenting recent findings in science and potentially undertaking an independent research project outside of BB&N. Interested students must be motivated, independent learners capable of working within established timeframes to achieve research and presentation goals. Prerequisites include: successful completion of three years of science, concurrent enrollment in a science elective and approval by the Department Head. Students who wish to enroll in this course as a semester long half-credit course will identify areas of scientific interest, pursue independent research and work toward creating a symposium of current topics in science that will be shared with the BB&N community at the end of the first semester. Students who wish to enroll in this

course as a year-long full-credit course will complete all of the above and must establish a connection with a science-mentor outside of BB&N by the end of November. The mentor should be willing to have the student undertake a research project in their laboratory continuing through the Senior Spring Project period. Students are expected to spend the summer between their junior and senior year establishing this connection in anticipation of spending approximately 80 hours (an average of 10-15 hours per week) working on an independent research project outside of BB&N during the academic year. Students will share their research with each other and the BB&N community in the spring. Enrollment is limited, and interested students are required to complete a short application due to Dr. Cataldo in April.

Advanced Biology - Grade 12

This lecture course can be taken alone, or in combination with Experimental Biology (with the expectation that students remain enrolled in both courses for the full academic year and take the A.P. exam). The content of this course is a selection of topics from the Advanced Placement syllabus. It is divided roughly into thirds: evolution and cell biology are covered in the fall term; genetics, molecular and organismal biology in the winter term; and animal behavior and ecology in the spring term. Advanced Biology, taken in combination with Experimental Biology, results in A.P. notation on the student transcript. Biology and Chemistry are pre-requisites. Enrollment is limited, and permission of the department is required.

Experimental Biology - Grade 12

This laboratory course can be taken alone, or in combination with Advanced Biology (with the expectation that students remain enrolled in both courses for the full academic year and take the A.P. exam). This course will cover many of the laboratory exercises and experiments that are normally contained in an introductory college biology course. The laboratory work will be taken from widely used lab manuals and will be correlated with reading assignments in the textbook used for the A.P. Biology course. Students will expand upon these topics by planning and executing their own experiments. Evaluation will be based on lab work, including collaboratively designed and executed research projects presented

using scientific posters, PowerPoint slide shows and lab reports. Additionally, there will be lab-practical and written tests. An important part of this course involves a comparative dissection in which participation is mandatory. Advanced Biology, taken in combination with Experimental Biology, results in A.P. notation on the student transcript. Biology and Chemistry are pre-requisites. Enrollment is limited, and permission of the department is required.

Advanced Placement Biology - Grade 12

Refer to Advanced Biology and Experimental Biology course descriptions above.

Advanced Placement Physics C: Mechanics - Grade 12

This course covers the mechanics section and selected portions of the electricity and magnetism section of the AP Physics C: Mechanics curriculum. Because linear kinematics and dynamics form the foundation for much of this section, students must complete either Physics or Honors Physics before enrolling in this course. Since trigonometry and calculus will be used extensively throughout the year, a strong record in Pre-calculus is a pre-requisite and calculus is a co-requisite. Enrollment is limited and permission from the department is required.

Considerations

Policy on Satisfactory Academic Standing

A student has earned satisfactory academic standing if:

- He or she passes all courses which must be taken in a particular grade/class and which are part of the minimum requirements for graduation.
- His or her record at the final marking period includes no more than one grade in the D range and no F's.

N.B.:

- A standard course load consists of five courses for Grades 10-12, and five academic courses plus the required introduction to the arts program for Grade 9.
- Students taking a reduced course load may not have any grades below a C-.

- Students taking more than a standard course load have earned satisfactory standing with one F if that failure is in a non-required course.
- In a course taken on a Pass/Fail basis, a grade of Pass will not be considered the equivalent of a C- unless the student has, in fact, an average of C- or higher in the course.
- All courses satisfying the minimum requirements are assumed to be full credit, yearlong courses. In calculating satisfactory standing, two half-credit courses will be averaged as a full credit course.

Pass-Fail

Students entering Grade 11 or 12 may take any one of their elective courses on a pass-fail basis, with approval of the Academic Dean. Elective courses are courses not required for graduation. The pass-fail option should be elected in the spring of the prior year. No change to or from a pass-fail basis will be permitted after the mid-term of the first semester. In limited enrollment courses, priority may be given to students taking the course on a letter-grade basis.

Senior Year Requirements:

Most students in grade 12 complete their senior year courses by having a passing record as of the March vacation and continuing on to an approved Senior Spring Project. If a student has postponed meeting the departmental graduation requirements in math (3 years), science (2 years – biology and a physical science), U.S. History, or athletics/physical education, he/she must incorporate that course into his/her senior project. Seniors who fail to complete their Spring Projects in a satisfactory manner may also be ineligible to graduate.

Credit from Other Schools

After a student has enrolled at BB&N, credit will not be given for individual courses taken at other educational institutions except under unusual circumstances and then only upon recommendation by the Academic Dean and approval by the Educational Policy Committee.

Grade Changes

Students have three weeks from the date reports are mailed home to request that a grade be reviewed. This request is first made to the teacher giving the grade. No requests for changes will be accepted after this deadline has passed.

Program Changes/Dropping a Course/ Adding a Course

Students may drop or change levels of a course without notation on the transcript until the first midterm. After this date, the transcript will show the most recent grade of record for the dropped course ("grade of record" is the grade recorded at the end of any normal marking period, e.g., first midterm).

Returning students in grades 10-12 have until the first midterm to move from an Honors or AP level section to a regular section of a course or from a regular section to an Honors or AP level section without a notation on the transcript. 9th grade students (because of Bivouac) and students in grades 10-12 who are new to the school will have until two weeks after the first midterm to move from an Honors or AP level section to a regular section of a course or from a regular section to an Honors or AP level section without a notation on the transcript. The grade from the original section does not carry over to the new section. Students should be aware that if they move at the end of the marking period, they may receive an incomplete in the new section for the quarter. On rare occasions, a department chairperson may petition to extend this deadline for switching levels without notation on the transcript if the department needs more time to assess if the placement is correct. In this case, the Academic Dean makes the final decision regarding whether or not a grade of record will appear on the transcript.

Students may add a new course (not the same as switching levels of a course) up to three weeks after the first day the class meets.

Independent Study

Students can petition for an independent study project, which receives academic credit. This program is intended for students who have the capacity to work independently and a strong interest in an academic area not included in the school's curriculum.

General Requirements:

Proposals should be submitted to the appropriate department head and the academic dean at least three weeks before the end of the term preceding the project. Two regular periods per week with the supervising teacher and six hours of independent study for a full credit course; one to two meetings per week and two to three hours of independent study for a half credit course taken over the course of a year.

- Significant amount of written work (or its equivalent) culminating in a major paper, project, or exam

- Regular letter grades will be given, as well as academic credit

- Applicants for the independent study will need to:

- Secure the consent of a faculty member willing and able to supervise

- Discuss the topics to be covered, materials to be used, written work and other assessments to be submitted

- Secure the signature of the supervising teacher, a parent or guardian, the advisor, the department chairperson, and the academic dean.

- Submit a carefully prepared proposal (at least two paragraphs) covering the topics, materials, written work and other assessments, and specifying the project's length (semester or year) as well as an independent study form available in the upper school office.