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Information contained herein is current as of July 20, 2017, and is subject to change.
Mission
BB&N’s mission is to promote scholarship, integrity, and kindness in diverse, curious, and motivated students. The School prepares students for lives of principled engagement in their communities and the world.

Values
- We value a learning environment distinguished by a broad, deep, and challenging program of study that inspires thorough, sustained engagement among our students.
- We value a diverse and inclusive community that fosters respect for the identities and perspectives of all.
- We value balancing a culture of high expectations with a strong commitment to support intellectual, social, emotional, and physical well-being.
- We value kindness and compassion among all members of our community.
- We value the widespread, authentic connection with students that our teachers, coaches, and mentors seek to cultivate.
- We value a program that reinforces key characteristics for 21st-century success—especially creativity, curiosity, resilience, and teamwork.
- We value the importance of helping students develop keen ethical standards in their behavior, habits of thought, and decision-making.
- We value a vibrant, healthy, and safe community where engagement and risk-taking promote lifelong learning.
- We value encouraging our students to learn and serve in their local, regional, and global communities.
- We value a well-rounded education that offers our students ample opportunity to explore, evolve, and excel in academics, arts, athletics, and all phases of school life.

Contact Information
Upper School Director: Geoff Theobald (gtheobald@bbns.org, 617-800-2130)
Upper School Assistant Director: Katrina Fuller (kfuller@bbns.org, 617-800-2138)
Arts Department Head: Laura Tangusso (ltagusso@bbns.org, 617-800-2286)
Athletics:
  Interim Director of Athletics: Chuck Richard (crichard@bbns.org, 617-800-2145)
  Director of Health and Physical Education (B – 12): Henri Andre (handre@bbns.org, 617-800-2143)
  Associate Director of Athletics: Dave Bunton (dbunton@bbns.org; 617-800-2237)
  Interim Assistant Director of Athletics (Student Affairs): Greg Pugh (gpugh@bbns.org, 617-800-2144)
English Department Head: Sharon Krauss (skrauss@bbns.org, 617-800-2198)
History and Social Sciences Department Head: Gustavo Carrera (gcarrera@bbns.org, 617-800-2133)
Mathematics and Computer Science Department Head: Chip Rollinson (crollinson@bbns.org, 617-800-2161)
Science Department Head: Rachel Riemer (riemer@bbns.org, 617-800-2185)
World Languages Department Head: Cécile Roucher-Greenberg (croucher-greenberg@bbns.org, 617-800-2172)
College Counseling:
  Director of College Counseling: Amy Selinger (aselinger@bbns.org, 617-800-2106)
  Associate Director of College Counseling: Lauren Collins (lcollins@bbns.org, 617-800-2106)
  Associate Director of College Counseling: Fred Coyne (fc Coyne@bbns.org, 617-800-2106)
  Associate Director of College Counseling: Katie Gayman (kgayman@bbns.org, 617-800-2106)
  College Office Manager: Christina Myers (cmyers@bbns.org; 617-800-2106)
Global Online Academy Site Director: Lizanne Moynihan (lmoynihan@bbns.org, 617-800-2244)
Academic Scheduler: Ross Clark (rclark@bbns.org, 617-800-2220)
Semester-Away Program Coordinator: Louise Makrauer (lmakrauer@bbns.org, 617-800-2160)
Community Service Co-Coordinators: Meena Kaur and Candie Sanderson (mkaur@bbns.org, 617-800-2278; csanderson@bbns.org, 617-800-2162)
Upper School Graduation Requirements

Students in Grade 9 take five academic courses plus a sixth course in art. Students in Grades 10 – 12 take five academic courses and may take an art course as a sixth course. Students may take an art course as a sixth course without special permission. The Upper School Director, based on recommendations from the Educational Policy Committee, must approve any variations to the standard program.

<table>
<thead>
<tr>
<th>Department</th>
<th>Graduation Requirement</th>
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<tbody>
<tr>
<td>Arts</td>
<td>1 unit in Grade 9; 1 unit in Grades 10 – 12</td>
</tr>
<tr>
<td>Athletics</td>
<td>Grades 9 – 11: 3 seasons each year (Grade 11 students who participate in 2 interscholastic sports: 2 seasons)</td>
</tr>
<tr>
<td>English</td>
<td>4 units</td>
</tr>
<tr>
<td>History and Social Sciences</td>
<td>2 units, including a U.S. History course in Grade 11 At least one course with a global emphasis is encouraged</td>
</tr>
<tr>
<td>Mathematics and Computer Science</td>
<td>3 units, including 1 unit of Algebra 2 and 1 unit of Geometry **</td>
</tr>
<tr>
<td>Science</td>
<td>2 units, including 1 unit of Biology and 1 unit of a physical science ^</td>
</tr>
<tr>
<td>World Languages</td>
<td>3 full, consecutive units of the same language ^^</td>
</tr>
<tr>
<td>Bivouac</td>
<td>Required in Grade 9 ~</td>
</tr>
<tr>
<td>Sexuality and Relationships</td>
<td>Required in Grade 10</td>
</tr>
<tr>
<td>Community Service</td>
<td>40 hours during Upper School</td>
</tr>
<tr>
<td>Senior Spring Project</td>
<td>Approved individual project during spring trimester of Grade 12</td>
</tr>
</tbody>
</table>

Notes

* Only courses designated as Modern Global History courses meet the graduation requirement.
** Students in Grade 11 must take a mathematics course unless a student has already completed Algebra 2 and Geometry and has Department Head approval to take the third unit in Grade 12.
^ Courses that meet the physical science requirement: Principles of Chemistry, Chemistry, Honors Chemistry, Physics, and Honors Physics.
^^ Students must take a language course through Grade 11, completing at least level three of a language. Students who previously studied a language not offered at BB&N and are new to the school in Grade 11 need to successfully complete two full years of a language at BB&N; New students repeating Grade 11 must take a language course in Grade 11 and complete at least level three of language at BB&N; alternatively, these students may take and successfully pass a new language for two years.
~ Full participation in the Bivouac experience is an integral and required part of the Grade 9 curriculum. For students entering the Upper School in Grade 9, Bivouac is a requirement for promotion to Grade 10 and for graduation.

Seniors who have not yet fulfilled the graduation requirement in a physical science course, a mathematics course, a U.S. History course, and/or a language course must take a full year of these courses (extending through Senior Spring Project).

After a student has enrolled at BB&N, all remaining graduation requirements must be fulfilled at BB&N or at a BB&N-sanctioned semester-away program. Courses taken at other institutions are not given credit toward graduation requirements without the prior approval of the appropriate Department Head.

Exceptions to the BB&N minimum graduation requirements are granted only under unusual circumstances and only upon recommendation of the Educational Policy Committee, with approval by the Director of the Upper School.

Upper School Program Planning Guide 2017 – 18
Graduation Requirements: Students in Grades 9 – 12 must complete the following minimum requirements:

**Arts:** 1 unit in Grade 9 plus 1 unit in Grades 10 – 12

**Athletics:** Grades 9 – 11: 3 seasons each year (Grade 11 students who participate in 2 interscholastic sports: 2 seasons)
Grade 12: 2 seasons

**English:** 4 units

**History and Social Sciences:** 2 units (including a U.S. History course in Grade 11)
Starting with the Class of 2021:
2 units, including a U.S. History course in Grade 11 and a Modern Global History course

**Mathematics and Computer Science:** 3 units, including Geometry and Algebra 2

**Science:** 2 units, including 1 year of Biology and 1 year of a physical science

**World Languages:** 3 full, consecutive units of the same language

Full participation in the Bivouac experience is an integral and required part of the Grade 9 curriculum. For students entering the Upper School in Grade 9, Bivouac is a requirement for promotion to Grade 10 and for graduation.

<table>
<thead>
<tr>
<th></th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>English 9</td>
<td>English 10</td>
<td>AP English 11</td>
<td>English 12</td>
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<tr>
<td><strong>History and Social Sciences</strong></td>
<td></td>
<td></td>
<td>A U.S. History Course (US. History or U.S.M.W. II)</td>
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<tr>
<td><strong>Mathematics and Computer Science</strong></td>
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<tr>
<td><strong>Science</strong></td>
<td>Biology or Honors Biology</td>
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<tr>
<td><strong>World Languages</strong></td>
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<tr>
<td><strong>Art</strong></td>
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<tr>
<td><strong>Other Elective</strong></td>
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GRADE 9 AT-A-GLANCE

ARTS
**Required:** In Grade 9, all students take a full year of art courses designed to be an introduction to the elements and techniques in two broad areas of art: Visual Arts and Performing Arts. Students choose a one-semester course in each of these areas (freshman students who participate in Jazz 9 or Orchestra 9 take these courses for the entire year).

ATHLETICS
**Required:** Students in Grades 9 must participate in the Athletics Program for all three seasons and must participate in interscholastic sports for at least two of those seasons. By the end of Grade 10, students must have participated in at least three interscholastic sports in total. Students in Grade 9 can take after-school Health and Fitness for the fall, winter, or spring season.

ENGLISH
**Required:** English 9

HISTORY AND SOCIAL SCIENCES
Grade 9 students take Global History I: Early World Civilizations.

MATHEMATICS AND COMPUTER SCIENCE
**Required:** Students continue in the math sequence (Advanced Algebra 1–Algebra 2–Geometry–Precalculus).

Based on the results of placement tests administered in April, performance in a Grade 8 math course, teacher recommendations, and SSAT/ERB scores, most students are placed into Advanced Algebra 1, Algebra 2, or Honors Algebra 2. Students rising from BB&N’s Middle School are placed by the Middle School Math Department and students new to BB&N are placed by the Upper School Mathematics and Computer Science Department Head. Successfully passing an Algebra 2 placement exam would allow an advanced math student to be placed into Honors Geometry in Grade 9 if the student has already completed a full Algebra 2 curriculum in Grade 8.

Students who finish the year with a grade of D+ or below in Advanced Algebra 1 or Algebra 2 are required to do summer work under the direction of the Mathematics and Computer Science Department Head in preparation for the next course in the required math sequence.

SCIENCE
**Required:** Students in Grade 9 take Biology or Honors Biology. Students from BB&N’s Middle School are placed using recommendations from the Middle School Science Department, while students new to BB&N are placed by the Upper School Science Department Head.

WORLD LANGUAGES
**Required:** Successful completion of three full, consecutive years of the same language is required for graduation.

BIVOUC
Full participation in the Bivouac experience is an integral and required part of the Grade 9 curriculum. For students entering the Upper School in Grade 9, Bivouac is a requirement for promotion to Grade 10 and for graduation.
GRADE 10 AT-A-GLANCE

ARTS
In Grades 10 – 12, students must complete at least one full credit of an art. Most students complete this requirement during Grade 10. In Grades 10 – 12, full-credit courses meet four times per week and half-credit courses meet two times per week. See the individual course descriptions in the Program Planning Guide for more information about the amount of credit granted by each course.

ATHLETICS
Required: Students in Grade 10 must participate in the Athletics Program for all three seasons. By the end of Grade 10, students must have participated in at least three interscholastic sports. Students new to the school in Grade 10 must participate in at least two interscholastic sports within the academic year.

Students in Grade 10 may take Health and Fitness during the academic day. In addition, students in Grade 10 are eligible for the after-school Strength and Conditioning program, may manage a team (only one season per year), and may request an Athletics Waiver for Community Service (only one season per year). Students taking Afternoon Art must complete two sessions per week of Health and Fitness to meet the athletics requirement each season.

ENGLISH
Required: English 10

HISTORY AND SOCIAL SCIENCES
Grade 10 students take Global History II: Making an Interconnected World or American and Global History: Case Studies I (part one of a two-year course).

MATHEMATICS AND COMPUTER SCIENCE
Required: Students continue in the math sequence (Advanced Algebra 1–Algebra 2–Geometry–Precalculus).

Electives: Advanced Placement Computer Science or Advanced Placement Statistics may be taken in addition to a standard math course with permission of the Department Head. Enrollment in these courses is limited.

If there is sufficient interest, BB&N offers a summer course in Geometry. This course is designed for students who have taken Algebra 2 in Grades 10 or 11 and it may allow for advancement to Precalculus the following year.

Students who finish the year with a grade of D+ or below in Advanced Algebra 1 or Algebra 2 are required to do summer work under the direction of the Mathematics and Computer Science Department Head in preparation for the next course in the required math sequence.

SCIENCE
Students in Grade 10 take Physics or Honors Physics. In some instances, Grade 10 students take Principles of Chemistry, depending on the student’s math course. Biology is required in Grade 10 if it has not yet been completed.

SEXUALITY AND RELATIONSHIPS
All Grade 10 students take a Sexuality and Relationships course that meets twice per week for one trimester.

WORLD LANGUAGES
Required: Successful completion of three full, consecutive years of the same language is required for graduation.

Elective: With permission of the Department Head, students have the option of taking a second language course in Grades 10 – 12. To earn Language Scholar recognition, students enrolled in the Double Language Program must complete their first language to the highest level possible, their second language to the third level or above, and receive grades of B or above every year.
GRADE 11 AT-A-GLANCE

ARTS
In Grades 10 – 12, students must complete at least one full credit of an art, though the school encourages students to continue their study of art well beyond this minimum requirement. In Grades 10 – 12, full credit courses meet four times per week and half credit courses meet two times per week. See the individual course descriptions in the Program Planning Guide for more information about the amount of credit granted by each course.

ATHLETICS
**Required:** Students in Grade 11 must participate in the Athletics Program for all three seasons. Students in Grade 11 who participate in two interscholastic sports may take the third season off from athletics.

Students in Grade 11 may take Health and Fitness during the academic day. In addition, students in Grade 11 are eligible for the after-school Strength and Conditioning program, may manage a team (only one season per year), and may request an Athletics Waiver for Community Service (only one season per year). Students taking Afternoon Art must complete two sessions per week of Health and Fitness to meet the athletics requirement each season.

ENGLISH
**Required:** English 11 (Advanced Placement)

HISTORY AND SOCIAL SCIENCES
**Required:** United States History or United States in the Modern World II/American and Global History: Case Studies II (part two of a two-year course).

Grade 11 students may take a second History and Social Sciences course with permission of the Department Head.

MATHEMATICS AND COMPUTER SCIENCE
**Required:** Students continue in the math sequence (Advanced Algebra 1–Algebra 2–Geometry–Precalculus).

Electives: Advanced Placement Computer Science or Advanced Placement Statistics may be taken in addition to a standard math course with permission of the Department Head. Enrollment in these courses is limited.

If there is sufficient interest, BB&N offers a summer course in Geometry. This course is designed for students who have taken Algebra 2 in Grades 10 or 11 and it may allow for advancement to Precalculus the following year.

SCIENCE
If a student has not yet met the one-year physical science requirement, the student is encouraged to do so in Grade 11. Physical science courses include: Physics, Honors Physics, Principles of Chemistry, Chemistry, and Honors Chemistry. A full year of Chemistry is a prerequisite for Advanced Biology or Experimental Biology in Grade 12. Additional elective options include Advanced Physics: Electricity and Magnetism, Advanced Placement Physics: Electricity and Magnetism, Engineering Principles and Practice, Environmental Science, Forensics, Human Physiology, and Marine Ecology.

WORLD LANGUAGES
**Required:** Successful completion of three full, consecutive years of the same language is required for graduation.

Students who previously studied a language not offered at BB&N and are new to the school in Grade 11 need to successfully complete two full years of the same language at BB&N. New students repeating Grade 11 must take a language course in Grade 11 and complete at least level three of language at BB&N; alternatively, these students may take and successfully pass a new language for two years.

Elective: With permission of the Department Head, students have the option of taking a second language course in Grades 10 – 12. To earn Language Scholar recognition, students enrolled in the Double Language Program must complete their first language to the highest level possible, their second language to the third level or above, and receive grades of B or above every year.
GRADE 12 AT-A-GLANCE

ARTS
In Grades 10 – 12, students must complete at least one full credit of an art, though the school encourages students to continue their study of art well beyond this minimum. In Grades 10 – 12, full-credit courses meet four times per week and half-credit courses meet two times per week. See the individual course descriptions in the Program Planning Guide for more information about the amount of credit granted by each course.

ATHLETICS
**Required:** Students in Grade 12 must participate in the Athletics Program for at least two seasons. Students in Grade 12 may take Health and Fitness during the academic day. In addition, students in Grade 12 are eligible for the after-school Strength and Conditioning program, may manage a team (only one season per year), and may request an Athletics Waiver for Community Service (only one season per year). During their season off, students must submit the Season-Off Form. Students taking Afternoon Art must complete two sessions per week of Health and Fitness to meet the athletics requirement each season.

ENGLISH
**Required:** English 12 (two separate trimester-long courses taken during the first and second trimesters)

HISTORY AND SOCIAL SCIENCES
With permission of the Department Head, students can elect to take one or two of the History and Social Science electives: AP Art History, AP Human Geography, AP European History, AP Macroeconomics, AP Comparative Government and Politics/AP U.S. Government and Politics, Environmental Studies, Honors History Research Seminar, Modern American Culture and Society, Psychology, and World Religions and Philosophies.

MATHEMATICS AND COMPUTER SCIENCE
Students who have completed three years of math, including Algebra 2 and Geometry, may choose from the following electives: Principles of Precalculus, Precalculus, Honors Precalculus AB, Honors Precalculus BC, Calculus, Advanced Placement Calculus AB, Advanced Placement Calculus BC, Honors Linear Algebra and Multivariable Calculus, Statistics, Advanced Placement Statistics, Computer Programming, Advanced Placement Computer Science A (Plus Data Structures), and Advanced Topics in Computer Science. Enrollment in AP Statistics, Computer Programming, AP Computer Science, and Advanced Topics in Computer Science is limited.

If a student has not yet fulfilled the three-year math requirement, including a full year of Algebra 2 and Geometry, the student must remain enrolled in their math course throughout Senior Spring Project.

SCIENCE
Students who have not yet fulfilled the two-year science requirement or the one-year physical science requirement must take a physical science course and remain enrolled in the course throughout Senior Spring Project. Physical science courses include: Physics, Honors Physics, Principles of Chemistry, Chemistry, and Honors Chemistry.

Additional elective options include Advanced Biology or Experimental Biology, Advanced Physics: Electricity and Magnetism, Advanced Placement Physics: Electricity and Magnetism, Engineering Principles and Practice, Environmental Science, Forensics, Human Physiology, Marine Ecology, and Current Topics and Research in Science and Technology. See the course descriptions for information about prerequisites.

WORLD LANGUAGES
It is recommended that students continue their language study to the highest possible level and take four years of a language while in the Upper School. If a student has not yet fulfilled the three-year full, consecutive language requirement, the student must continue their language sequence. Seniors must take a full year of language (throughout Senior Spring Project) if they have not yet fulfilled the graduation requirement. Students who previously studied a language not offered at BB&N and were new to the school in Grade 11 need to successfully complete two full years of the same language at BB&N. New students in Grade 11 who repeated Grade 11 must take a language course in Grade 11 and complete at least level three of language at BB&N; alternatively, these students may take and successfully pass a new language for two years.

Elective: With permission of the Department Head, students have the option of taking a second language course in Grades 10 – 12. To earn Language Scholar recognition, students enrolled in the Double Language Program must complete their first language to the highest level possible, their second language to the third level or above, and receive grades of B or above every year.

SENIOR SPRING PROJECT
**Required:** An approved, individual project during the spring trimester of Grade 12
Arts Department

During the freshman year, all students take a full year of art courses designed to be an introduction to the elements and techniques in two broad areas of art: Visual Arts and Performing Arts. Students choose a one-semester course in each of these areas (freshmen who participate in Jazz 9, Orchestra 9, or Chorale take these courses for the entire year).

In Grades 10 – 12, students must complete at least one full credit of art, though the School encourages students to continue their study of art well beyond this minimum requirement. In Grades 10 – 12, full-credit courses meet four times per week and half-credit courses meet two times per week. See the individual course descriptions for more information about the amount of credit granted for each course. Full or partial credit toward satisfying the Arts requirement may also be granted, as determined in advance by the Arts Department, for significant participation in theater productions.

GRADE 9 VISUAL ARTS

Photography 9
Students learn camera operation, film development, and darkroom skills while exploring the power of black and white photography. Students are introduced to Photoshop and digital editing basics during the last three weeks of the semester. Students wishing for a deeper exploration of darkroom and digital photography should take the full-year course in Grade 10 – 12.

Woodworking 9
Students in this course design and build a variety of woodworking projects such as wood boxes with hand-cut joinery, clocks, and lathe-turned bowls. Student become proficient in the safe and proper use of both hand tools and power tools such as the lathe, scroll saw, and drill press. This course offers a unique opportunity to learn the fundamentals of woodworking.

Art Across Boundaries (Studio Art 9)
This course provides an opportunity for a student to explore their creative imagination in a studio setting. Students will cut “across boundaries” to experience drawing, painting, collage, sculpture, and mixed media while developing the ability to think visually. Past projects included learning to make personal images, fabricating expressive sculptures, painting a fantasy landscape, and building a world in a box. The emphasis of this course is on process, not product.

GRADE 9 PERFORMING ARTS

Chorus 9
The Grade 9 Chorus sings a repertoire that includes songs from the American musical theater tradition, folk songs from American, Latin American, Eastern European, and Asian cultures, as well as repertoire from the Western music tradition. Students sing in unison as well as in parts, and there are several opportunities for solos. Class rehearsals focus on breathing, diction, intonation, and sight-reading skills. Students learn the basics of music theory, which provide excellent preparation for participation in the BB&N Chorale, Knightingales, or Voices of the Knight in Grades 10 – 12. Freshmen who are advanced singers may audition in the spring to participate in Chorale in lieu of taking both a visual art and a performing art during the freshman year. Freshmen who participate in Chorale continue with Chorale for the entire year.

Dance 9
This course exposes students to a variety of dance styles and choreographers from the twentieth century. Students learn about classical jazz, contemporary hip hop, swing, and musical theater dance while completing progressions across the floor and short routines based on the style being studied. Beginning and experienced dancers are welcome.

Drama 9
Stage acting is the main focus of this energetic and highly interactive course. Using physical and vocal warm-ups, prepared pieces, and improvisation, students explore character work and the dynamics of stage movement and design.

Film and Video 9
In this course, students are introduced to the basics of cinematic and narrative form through short, self-directed projects. Using video cameras and computer-based non-linear editing suites, participants explore shooting vocabulary and formal concepts such as matching action and the power of the edit. All projects are made in small groups and edited via iMovie. Every student gets a chance to be a camera operator, director, performer, and editor. A primary goal of media literacy is achieved through a combination of hands-on projects and in-class viewings and discussions.
Jazz 9
The emphasis of the Grade 9 Jazz Ensemble is on improvisational techniques and group playing, with musical selections composed by jazz greats. In addition, students will explore the history of jazz music and various jazz styles. There are at least two performances per year. Admission to Jazz 9 is based on audition (held during spring or during the first week of school), as well as on the specific instrumental needs of the ensemble. The maximum size of this ensemble is fifteen, and there is a limit of two on the number of guitarists, pianists, bassists, and drummers. Freshmen participating in Jazz 9 continue with the course for the entire year.

Orchestra 9 (Grades 9 – 12)
The Upper School Orchestra is an ensemble for string, woodwind, and brass players. Comprised of 30 – 35 players from Grades 9 – 12, the Orchestra focuses on music written between 1700 and 1940. Past performances of complete works have included Mozart Symphonies Nos. 25, 35, 39, 40, 41; Beethoven Symphonies Nos. 1, 2, 3, 4, 5, 7; Schubert Symphonies Nos. 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. Admission to Orchestra is based on audition (held during the first week of school). Orchestra is not open to pianists. Freshmen participating in Orchestra 9 continue with the course for the entire year. Orchestra 9 meets two times per week with the entire Orchestra and in the third meeting each week, students participate in a small ensemble.

ARTS COURSES FOR GRADES 10 – 12

VISUAL ARTS

Advanced Placement Art History (Grade 12)
This course surveys the global history of painting, sculpture, architecture, and the decorative arts by focusing on 250 specific works of art spanning human history from antiquity to the present. The class meets three times each week, with a Friday afternoon double-block in the Museum of Fine Arts (MFA); we will also visit the Harvard Art Museum, the Isabella Stewart Gardner Museum, and several other sites. During MFA visits, three or four students each week lead class by giving presentations about individual masterpieces in the museum’s collection that supplement the material studied earlier in the week. In addition, the class plans to travel to Venice during the first week of Spring Break, staying in the city of Venice and also making a pair of day trips to Ravenna, Padua, and Vicenza, important mainland cities in the former Republic of Venice.

Students are expected to take the AP exam and remain in the course throughout Senior Spring Project. This course does not fulfill the required second year of the Arts Department graduation requirement but does fulfill one year of the two-year History and Social Sciences Department graduation requirement. This course is limited to 12 students. This course fulfills the Modern Global History requirement.

Afternoon Arts (Grades 9 – 12)
All levels of skill are welcome in this exciting course, where students focus on drawing, painting, printmaking, collage, or multimedia. Students should have a true interest in exploring art in the afternoon hours. Students sign up for two days per week (Monday, Tuesday, or Wednesday from 3:30 – 5:00 p.m.) For students in Grade 9, this course is only available during the winter or spring season. Afternoon Arts receives 0.25 arts credits for each trimester of participation and must be taken in conjunction with two Health and Fitness classes per week to meet the athletics requirement for that season.

Ceramics (Grades 10 – 12)
This course provides students with a formal introduction to traditional and contemporary ceramic forms and processes, using a variety of hand-building techniques, including pinch, coil, and slab. Students refine skills and learn advanced modeling techniques such as throwing and mold making. They develop aesthetic ideas through intermediate and advanced ceramic practices. Students are introduced to clay bodies, mold making, stamp making, glazing, and firing processes. Critiques are held to discuss design/creation, aesthetics, art history, and art criticism.

Advanced Ceramics (Grades 11 – 12)
This course is a continuation of the introductory ceramics course with an emphasis on skill, techniques, and form. A variety of hand-building techniques will be used to create advanced forms. Students are also introduced to more advanced techniques and forms on the pottery wheel. Students practice the development of aesthetic ideas through intermediate to advanced ceramic hand-building practices. Students gain knowledge of ceramics (historical and contemporary) and an appreciation of the aesthetics of three-dimensional form as manifested in ceramics objects. A portfolio of work will be completed by the end of the year.
Prerequisite: Ceramics
Advanced Ceramics II (Grade 12)
While Advanced Ceramics focuses on form, perfecting craftsmanship, and technique, Advanced Ceramics II requires students to concentrate on motif and the overall design of their work, as well as documenting their work. Students are asked to take into consideration and defend the conceptual elements of their work. At the culmination of the year, students in Advanced Ceramics II give a source presentation to the class showing their influences and the path they have followed over the last three years. Enrollment is limited. This course is offered during Trimesters 2 and 3, is open to seniors only, and runs concurrently with Advanced Ceramics. Enrollment in both trimesters is required. Students earn 0.5 credits for completion of Trimester 2 and Senior Spring Project hours for completion of Trimester 3.
Prerequisite: Ceramics and Advanced Ceramics

Design and Architecture (Grades 10 – 12)
This introduction to architecture uses design as a creative process to understand and explore architectural principles. As students progress through a sequence of individual and collaborative projects that address a variety of design questions, they learn the basic tools of drafting and model-making. Emphasis in the latter half of the course is on identifying real-world architectural problems, and addressing them in an imaginative and creative way. Projects will include both residential and public space design. Coursework is complemented by viewing, and possibly visiting, important local architectural sites and design firms.

Advanced Design and Architecture (Grade 12)
In this advanced level study of architecture, students explore increasingly complex relationships between space, form, function, and site. Greater emphasis is on spatial design in the context of culture, technology, and sustainability of the built and natural environment. Course studies include an introduction to landscape architecture and urban design. Using technical drawings and models, students develop and present a final project in a specific area of their interest. Enrollment is limited. This course is offered during Trimesters 2 and 3, is open to seniors only, and runs concurrently with Design and Architecture. Enrollment in both trimesters is required. Students earn 0.5 credits for completion of Trimester 2 and Senior Spring Project hours for completion of Trimester 3.
Prerequisite: Design and Architecture

Drawing and Painting (Grades 10 – 12)
This is an introductory-level course designed to familiarize students with the basic elements of drawing and painting. Students work primarily from observation. While concentrating on the formal visual elements such as line, shape, value, and color, students explore such concepts as figure/ground, proportion, scale, positive and negative space, perspective, volume, light, compositional issues, and pictorial unity. Students use a wide range of materials and a variety of sources, with the class consisting of work sessions, lectures, discussions, and critiques.

Advanced Drawing and Painting (Grades 11 – 12)
This is an advanced drawing and painting course designed to move students beyond the formal skills covered in the introductory course. Students are given open-ended prompts dealing with narrative and figuration with the goal of becoming more independent in their choice of imagery. Students work from a combination of direct observation and photography and are encouraged to explore what interests them visually and create a unique body of work. Class consists of work sessions, lectures, discussions, and critiques.
Prerequisite: Drawing and Painting

Advanced Drawing and Painting II (Grade 12)
In the Advanced Painting and Drawing II course, students create unique imagery, including at least one large-scale painting, through open-ended prompts. Students are guided on the technical aspects of art-making, as well as the more amorphous, but equally important work of finding one’s own voice and path. Students are required to challenge assumptions, develop critical thinking skills, further develop their personal concepts, and continue to find their appreciation for visual concerns and aesthetic values. Students are also required to write and workshop individual artist statements and artist resumes. The goal is to encourage innovation and provide a platform for students to grow as artists. It is in this manner that the lessons learned in class transcend art-making and become applicable to other life situations. Enrollment is limited. This course is offered during Trimesters 2 and 3, is open to seniors only, and runs concurrently with Advanced Drawing and Painting. Enrollment in both trimesters is required. Students earn 0.5 credits for completion of Trimester 2 and Senior Spring Project hours for completion of Trimester 3.
Prerequisite: Advanced Drawing and Painting

Film and Video (Grades 10 – 12)
The goal of this hands-on course is for students to become informed viewers and creators of their own multi-media digital video productions. Through the study of film and video history, along with in-class discussions and critiques,
this course focuses on developing an appreciation of the complexities of time-based media. Using digital equipment and state-of-the-art editing software, students will develop an understanding of both the conceptual and technical elements that compose a video production. Emphasis is placed on self-expression, creative problem-solving, and investigation of the influence of the medium, from its earliest forms to the prevalence of web-based phenomena such as YouTube. Class projects are collaborative and students use digital audio and video to create short studies, documentary, commercial, and narrative pieces. This course is limited to 12 students.

**Advanced Film and Video (Grade 12)**
In this course, advanced students work on more personal, self-directed projects on topics of their own choosing. Students expand upon their experience and skills with narrative development, cinematography, performance, and editing in the Final Cut Pro suite. In addition, students are expected to contribute to the critical discussion around film screenings relevant to assigned projects. Enrollment is limited. This course is offered during Trimesters 2 and 3, is open to seniors only, and runs concurrently with Film and Video. Enrollment in both trimesters is required. Students earn 0.5 credits for completion of Trimester 2 and Senior Spring Project hours for completion of Trimester 3.
Prerequisite: Film and Video

**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 and a sense of the history of photography. In the second trimester, students are introduced to digital imaging and color photography. An extended project of the student’s own choosing concludes the year.

**Advanced Photography (Grades 11 – 12)**
This course is for students who are serious about extending their exploration of the photographic medium. Students begin with advanced techniques in fine printing, including exposure control, different film and paper developers, and toning. Several alternative processes, including cyanotype, are explored. In addition to a deep study of color photography, students complete a portfolio of their work by the end of the year. Throughout the course, the focus is on deepening personal vision and extending technical mastery.
Prerequisite: Photography

**Honors Seminar in Photography (Grade 12)**
This course builds upon the work students completed in the Photography and Advanced Photography courses, taking students to the next step of seeing their artwork in the context of the history of photography. Students create a number of extended photographic projects in several genres of photography. Emphasis is placed on identifying the intention of each project and committing to one’s own passions, curiosities, and visions. Through readings, slide talks, and museum trips, students learn about the history of photography, become aware of the vast range of contemporary approaches to photography, and are better able to define their own photographic directions.
Prerequisite: Advanced Photography

**Visual Design, Communication, and Social Media (Grade 12)**
In this course, students engage in collaborative and interdisciplinary creative design projects that emphasize the role of both art and technology in effective visual communication. This course spans multiple disciplines: visual media (2D and 3D design), theater (script writing and acting), and video (script development and production). Students learn to think like designers while developing their visual communication skills through the use of traditional art media and current design software. Throughout the course, students discuss the role of art and technology in society and social change while working collaboratively to practice the skills they are learning. For a final project, students design a social media communications project on a topic relevant to the school community. This trimester-long course is only offered during Trimester 2 and receives 0.5 credit.
Prerequisite: Completion of the two-year Arts Department graduation requirement.

**Woodworking (Grades 10 – 12)**
This course provides a unique opportunity to gain a solid foundation in woodworking and design skills. Students design 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 woodturning and cabinet-making, to the construction of large furniture pieces. Some of the projects made by Woodworking students include bowls, stereo cabinets, jewelry boxes, chairs, mirrors, frames, tables, and baseball bats. This course is a great option for those who like to work with their hands.
Advanced Woodworking (Grades 11 – 12)
This course is open to students who wish to develop their design, artistic, and woodworking skills through a series of individual 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.
Prerequisite: Woodworking

Advanced Woodworking II (Grade 12)
In Advanced Woodworking II, students design and construct a variety of increasingly complex and sophisticated woodworking projects that build on skills practiced in Advanced Woodworking. Students learn more advanced carving and woodworking techniques through the construction of their individual projects. The additional studio time in the spring allows students to further refine their woodworking skills and explore woodworking techniques in greater depth. Enrollment is limited.
This course is offered during Trimesters 2 and 3, is open to seniors only, and runs concurrently with Advanced Woodworking. Enrollment in both trimesters is required. Students earn 0.5 credits for completion of Trimester 2 and Senior Spring Project hours for completion of Trimester 3.
Prerequisite: Advanced Woodworking. Seniors who have not yet taken Advanced Woodworking but have taken Woodworking may be eligible to take Advanced Woodworking during Trimesters 2 and 3, with permission of the instructor.

Independent Study (Grades 11 – 12)
Independent Study within the Arts Department may be available for students who have a passion for art and a strong commitment to a specific performing or visual art. Students must apply for the Independent Study Program, be highly motivated, capable of working independently, secure an Independent Study teacher, and receive permission from the Arts Department. The Independent Study Program is generally only available to seniors who have completed the advanced course in their area of interest.

PERFORMING ARTS

Chorale (Grades 10 – 12)
The Chorale is a select performing ensemble of approximately 45 – 50 students. The repertoire includes spirituals, gospel, jazz folk songs, musical theater, and standard choral music from the Renaissance period through contemporary music. Students sing in four to eight parts depending on the size and experience of the group, and occasionally perform all-male or all-female part songs. The group gives formal concerts twice annually as well as numerous performances at school functions, in neighboring communities, and at high school choral events such as the GospelFest and the Wick Choral Festival. The ensemble tours internationally every two to three years and produces a CD of the best performances. Admission to Chorale is based on audition (held during the spring, or, for new students and those returning from semester-away programs, during the first week of school). This course meets two times per week and receives 0.5 arts credit for each year of participation.

Participation in Chorale is a requirement for those wishing to audition for the School’s two extracurricular a cappella groups: Voices of the Knight and Knightingales.

Drama/Theater (Grades 10 – 12)
The first trimester of this course includes an exploration of theater 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. During the second and third trimesters, students continue their work and focus on contemporary dramatic works created since 1970. Scene work, vocal training, and physical training are accompanied by a more extensive use of improvisation.

Advanced Drama/Theater (Grades 11 – 12)
Throughout the Advanced Drama/Theater course, students continue their acting work and script analysis with an emphasis on period acting and the challenges of style. Work during the first trimester focuses mainly on Shakespeare acting. As a final project, students choose either to direct a main stage play in the spring trimester or to prepare a series of scenes and monologues for public presentations.
Prerequisite: Drama/Theater

Jazz Ensemble (Grades 10 – 12)
Participating within a small jazz ensemble, students rehearse and perform compositions by jazz greats such as Duke Ellington, Thelonious Monk, Charles Mingus, and others. The art of ensemble playing and improvisation is the
primary focus of this course. Students with the appropriate backgrounds may also contribute as composers or arrangers. There are at least two performances per year. Admission to the Jazz Ensemble is by audition only (held during the first week of school). This course meets one time per week (Monday or Thursday evenings) and receives 1.0 arts credit for three years of participation.

**Orchestra (Grades 9 – 12)**
The Upper School Orchestra is an ensemble for string, woodwind, and brass players. Comprised of 30 – 35 players from Grades 9 – 12, the Orchestra focuses on music written between 1700 and 1940. Past performances of complete works have included Mozart Symphonies Nos. 25, 35, 39, 40, 41; Beethoven Symphonies Nos. 1, 2, 3, 4, 5, 7; Schubert Symphonies Nos. 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. Admission to Orchestra is based on audition (held during the first week of school). Orchestra is not open to pianists. This course meets two times per week and receives 0.5 arts credit for each year of participation.

**Chamber Music (Grades 10 – 12)**
Advanced instrumentalists may elect to participate in smaller music ensembles, called Chamber Music Ensembles. String, woodwind, and brass players can participate four days per week in Chamber Music Ensembles and receive 1.0 arts credit for each year of participation. Alternatively, students may choose to participate in the Orchestra for two days per week and in Chamber Music Ensembles for two days per week, which also receives 1.0 arts credit for each year of participation. Pianists can participate in Chorale two days per week and Chamber Music Ensembles two days per week and receive 1.0 arts credit for each year of participation. Students who only participate in Chamber Music for two days per week (without another music commitment at BB&N) earn 0.5 arts credit for each year of participation. Admission to the Chamber Music Ensembles is by audition only.

**Independent Study (Grades 11 – 12)**
Independent Study within the Arts Department may be available for students who have a passion for art and a strong commitment to a specific performing or visual art. Students must apply for the Independent Study Program, be highly motivated, capable of working independently, secure an Independent Study teacher, and receive permission from the Arts Department. The Independent Study Program is generally only available to seniors who have completed the advanced course in their area of interest.

**Athletic Alternative Activities:**
Students with a major commitment and demonstrated ability in the arts (Grades 9 – 12), including in-school technical theater and drama, may apply for a Waiver for Artistic Independent Activity. All Waiver for Independent Activity (WIA) Forms must be submitted to the Head of the Arts Department no later than the first week of seasonal tryouts. The committee will review all WIA Forms and notify students if the activity is approved. WIA Forms are available in the Athletics Department Office and on the School's website.

Students in Grades 10 – 12 who receive an exemption for an Artistic Independent Activity are expected to participate in the Athletics Program for at least one other season per academic year. Students in Grade 9 who receive an exemption for an Artistic Independent Activity are expected to participate in the Athletics Program for at least two other seasons per academic year.

Though an Athletics Waiver for Independent Activity may be granted, non-BB&N art programs do not fulfill the two-year Arts graduation requirement.

**Petropoulos Art Scholars Program:** Each year the Arts Department creates a varied program of extracurricular events that are of interest to motivated performing and visual arts students. The program includes sessions with visiting artists, workshops on the use of new materials or techniques, and field trips to galleries, museums, artist studios, and theaters. Students who participate in 75 – 80 percent or more of these enriching events are designated as Petropoulos Art Scholars at the end of the academic year.

**Courses Not Offered in 2017 – 2018**
Dance (Grades 10 – 12)
Athletics Department

Requirements: Students in Grades 9 – 11 must participate in the Athletics Program for three seasons each year. Students in Grade 12 must participate in the Athletics Program for at least two seasons. Students in Grade 11 who participate in two interscholastic sports may take the third season off. During Grade 9, students must participate in interscholastic sports for at least two seasons. By the end of Grade 10, students must participate in at least three interscholastic sports in total. Students new to the School in Grade 10 must participate in at least two interscholastic sports within the academic year. Participation in a school theatrical production meets the interscholastic sport requirement for one season per year.

FALL SEASON

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<tr>
<th>Interscholastic: Boys</th>
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<td>Game Manager</td>
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<td>Field Hockey V, JV, 3</td>
<td>Health and Fitness</td>
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<td>Soccer V, JV, 3</td>
<td>Soccer V, JV, 3</td>
<td>Instructional Tennis</td>
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<td>Team Manager</td>
<td>Volleyball V, JV</td>
<td>Sculling</td>
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WINTER SEASON

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<td>Basketball V, JV, 3</td>
<td>Squash V</td>
<td>Game Manager</td>
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<tr>
<td>Fencing V</td>
<td>Fencing V</td>
<td>Team Manager</td>
<td>Health and Fitness</td>
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<tr>
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<td>Wrestling V, JV</td>
<td>Team Manager</td>
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SPRING SEASON

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<td>Baseball V, JV</td>
<td>Softball V, JV</td>
<td>Sailing V</td>
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<td>Golf V, JV</td>
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<td>Crew V, JV</td>
<td>Track and Field, V</td>
<td>Strength and Conditioning</td>
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<td>Tennis V, JV</td>
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For interscholastic teams, a tryout process will be used if necessary. Each team must have at least the required number of players in order to compete at an interscholastic level. If there are an insufficient number of players, the team will not be offered.

PROGRAM DESCRIPTIONS

Game Manager (Grades 10 – 12)
Game Managers assist the Athletics Department in a variety of ways, such as running a game clock, setting up equipment prior to a game, keeping a scorebook, and helping with field clean-up following a game. Students who wish to be Game Managers are assigned by the Athletics Department to attend a variety of games based on the needs of the department. The time commitment is typically between four and six hours per week. Students may enroll in either the Team Manager or Game Manager program for only one season per academic year.

Health and Fitness (Grades 9 – 12)
Offered all three seasons, the Health and Fitness course emphasizes the concept of a sound mind in a healthy body. Through this individualized program, students participate in physical training based on their needs and interest and develop their mental and physical potential through relaxation and exercise. Students learn to create a balance between the four pillars of health: getting enough sleep, eating nutritious, healthy, and delicious food, exercising to power up the body and mind, and dealing positively with stress.
Students in Grades 10 – 12 attend four classes per week during the regular academic day. Students in Grade 9 attend four after-school classes per week (Monday – Thursday), each lasting for one hour. These include one yoga class, one class devoted to nutrition and principles of training, and two classes of physical conditioning.

**Instructional Tennis (Grades 9 – 12)**
Offered in the fall, this course is for students who are novices at tennis and would like to improve basic tennis skills under the guidance of experienced coaches. Students attend four after-school classes, each lasting 75 minutes. Advanced tennis players or players on the previous year’s tennis team may not enroll in this course.

**Rock Climbing (Grades 9 – 12)**
Offered in the winter, this course provides students with instruction on climbing and belaying. Students attend three after-school classes per week, each lasting two hours. The School provides all equipment as well as transportation to and from the facility (Central Rock Gym in Watertown). Enrollment in this course is limited; preference is given to students in Grade 12.

**Sculling (Grades 9 – 12)**
Offered in the fall, this course is intended for students who are novices in the sport of sculling and wish to improve their skills under the guidance of experienced coaches. Students attend three after-school classes each week (Monday – Thursday), each lasting 90 minutes. Practices occur in the Fitness Center and on the Charles River, rowing out of the BB&N Boathouse. No previous rowing experience is necessary.

**Strength and Conditioning (Grades 10 – 12)**
Offered all three seasons, the Strength and Conditioning course is designed for students who are preparing for and aspiring to play on a varsity team. Topics that are taught include strength training, conditioning, speed development, and agility training. Students attend three after-school classes per week (Monday, Wednesday, and Friday). Enrollment is limited to students in Grades 10 – 12.

**Team Manager (Grades 10 – 12)**
Team Managers are assigned by the Athletics Department to assist a specific athletics team. Responsibilities may include attending all home games and some practices, and traveling with the team to away games. Additional responsibilities may include transporting the medical kit, providing water bottles, keeping a scorebook, and other tasks as assigned by coaches. The time commitment is typically between six and ten hours per week. Students may enroll in either the Team Manager or Game Manager program for only one season per academic year.

### ALTERNATIVE ACTIVITIES

**Athletic Independent Activity:** Students with demonstrated ability, history of participation, and a major commitment to training for a sport or activity that BB&N does not offer (e.g., riding, skiing, swimming, figure skating), may apply for a Waiver for Athletic Independent Activity. All Waiver for Independent Activity (WIA) Forms must be submitted to the Athletics Department no later than 30 days prior to the first day of sports for that season. The committee will review all WIA Forms and notify students prior to the start of the athletics season if the activity is approved. WIA Forms are available in the Athletics Department Office and on the School’s website.

Note that 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.” For example, a student who participates in soccer may not also receive athletics credit for participation in a club soccer program.

**Other Independent Activities:**

**Afternoon Arts:** Students who have a true interest in art may participate in the Afternoon Arts program two days per week (Monday, Tuesday, or Thursday from 3:30 – 5:00 p.m.) For students in Grade 9, this option is only available during the winter or spring season. Participation in Afternoon Arts receives 0.25 arts credits for each trimester and must be taken in conjunction with two Health and Fitness classes per week to meet the athletics requirement for that season.

**Artistic Activity:** Students with a major commitment and demonstrated ability in the arts (Grades 9 – 12), including in-school technical theater and drama, may apply for a Waiver for Artistic Independent Activity. All Waiver for Independent Activity (WIA) Forms must be submitted to the Head of the Arts Department no later than the first week of seasonal tryouts. The committee will review all WIA Forms and notify students if the activity is approved. WIA Forms are available in the Athletics Department Office and on the School’s website.

Students in Grades 10 – 12 who receive an exemption for an Artistic Independent Activity are expected to participate in the Athletics Program for at least one other season per academic year. Students in Grade 9 who
receive an exemption for an Artistic Independent Activity are expected to participate in the Athletics Program for at least two other seasons per academic year.

**Community Service:** Students in Grades 10 – 12 with a significant interest in pursuing a specific commitment to Community Service may apply for a Season of Community Service in lieu of one athletics season per academic year. Students must demonstrate significant dedication to their area of interest through a documented commitment of 40 hours during the season. At the end of the service, students will be required to write a 500-word reflective essay.

Season of Community Service Proposal Forms must be submitted to a Community Service Co-Coordinator during the first week of seasonal tryouts. The proposals are reviewed individually and approved by the Community Service Co-Coordinators. Season of Community Service Proposal Forms are available on the BB&N Community Service website as well as in the Community Service Co-Coordinators’ offices.

**Math Team:** The Math Team meets after school two times per week during the fall and winter seasons. Students can participate in the Math Team for either the fall or winter season and must take two Health and Fitness classes per week to meet the athletics requirement for that season.

**Robotics Team:** The Robotics Team meets daily during the fall trimester. Students who wish to participate on the Robotics Team may be exempt from the athletics requirement for the fall season.
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 trimester is devoted to a detailed reading of The Odyssey. In the second and third trimesters, 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 their study of vocabulary, spelling, punctuation, syntax, and grammar.

ENGLISH 10

The literature program in Grade 10 involves the study of several genres. Students read poems, short stories, novels (The Great Gatsby and Their Eyes Were Watching God, for instance), and plays, both classic and modern, as well as some excerpts from 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 collaboration and public speaking. Students also continue the study of vocabulary, usage, and grammar.

ENGLISH 11 (Advanced Placement)

All Grade 11 English courses focus on developing analytical thinking, reading, and writing skills to a more sophisticated level. The third trimester’s work includes the writing of an eight- to ten-page profile about a person at work. All juniors prepare for and have the opportunity to take an Advanced Placement (AP) English exam, either AP English Language and Composition or AP English Literature and Composition.

African-American Literature: Race and Identity

This course presents an introduction to the development and evolution of African-American life and culture through literature. Students will read works spanning four centuries, focusing on the underlying historical context, cultural values, and modes of expression. Beginning with poetry written during the 1700s and the slave narrative of Douglass, students will examine the primary issues facing African Americans during the eighteenth and nineteenth centuries. They will address the complex issues and divergent perspectives in major representative novels, such as Chesnutt’s The House Behind the Cedars, Morrison’s The Bluest Eye, Baldwin’s The Fire Next Time, and Wright’s Native Son. Students will also read selected short stories, essays, and poetry by various authors to deepen their understanding of how African Americans constructed racial and cultural identities. Through reading, writing, and student-centered discussion, we will explore and redefine concepts of freedom, citizenship, class, color, and gender within the black community.

Students who enroll in the African-American Literature: Race and Identity course simultaneously enroll in the United States History: African-American History course offered through the History and Social Sciences Department. Participation in this African-American Studies Program is noted on a student’s transcript.

Aliens

This course considers people who feel they no longer belong to the larger entity—a family, race, nation, culture—that has previously defined them. Feeling like aliens in their own lives, these characters struggle to re-establish stability and identity. They look inward and outward at the same time. As they try to maintain their connections or choose to sever ties with their pasts, they confront questions about what it is to be an individual, to be a member of that larger entity. Main texts will include both classic and contemporary works; possibilities include Twain’s Adventures of Huckleberry Finn, Shakespeare’s Hamlet, Otsuka’s When the Emperor Was Divine, Wharton’s Summer, Carr’s A Month in the Country, and Petterson’s Out Stealing Horses, and stories by James Baldwin, Octavio Paz, Chimamanda Ngozi Adichie, Alice Munro, Ernest Hemingway, Nathaniel Hawthorne, and others.

British Literature

For over a thousand years, lovers and rogues, heroes and traitors, serious souls, irreverent fools, royal figures, and common folk have all come to life in the literature of this little corner of Europe, Britain. Discover how hilarious and harrowing the classics can be—and how they continue to shape our understanding of ourselves and others. Works may include the first English epic, Beowulf; the witty character sketches in The Canterbury Tales; a play about our most famous tragic hero, Hamlet; a novel depicting the perils that beset well- and ill-behaved women in Pride and Prejudice; the comic play The Importance of Being Earnest; and poems by such writers as Donne, Pope, and Keats and many others. Written assignments primarily address analytical approaches to literature, though students will have opportunities to write creatively as well.
Dynamic Duos
Sometimes an idea, story, or character can only best be known through its opposite, or its double, or its retelling. This course will explore individual works of literature through specific pairings: the racial undercurrents in *Adventures of Huckleberry Finn* deepen once you’ve read *Beloved; Hamlet* broadens its concerns through its modern retelling in *Rosencrantz and Guildenstern are Dead,* and *Heart of Darkness* benefits from a shift in gender, century, and continent in *State of Wonder.* Smaller pairings of shorts stories and poems will also appear throughout the year before we turn to the Junior Profile and the Advanced Placement exam in the spring.

Identity Under Pressure
Hamlet tells the Players, “the purpose of playing [...] was and is, to hold, as ‘twere, the mirror up to nature; to show virtue her own feature, scorn her own image, and the very age and body of the time his form and pressure” (3.2.20-24). To simplify, theater—or in our case, literature—helps us to see who we are and evaluate in what kind of world we live. By seeing the world through the lens of our young protagonists—Nigerian Ifemelu and Obinze of *Americanah,* Colonial-American Hester Prynne of *The Scarlet Letter,* and Danish Hamlet—we will consider the struggles we all face in striving to craft our identity while balancing the pressures of society, culture, and family. We will also study poetry, shorter fiction, and nonfiction that wrestle with issues of immigration and identity by authors who may include Jamaica Kincaid, Audre Lorde, Chang-rae Lee, Jhumpa Lahiri, Naomi Shihab Nye, George Orwell, and Langston Hughes.

Irish Literature
Ireland is a small nation that has given the world a large number of extraordinary writers—James Joyce, Sean O’Casey, J.M. Synge, Lady Augusta Gregory, and Oscar Wilde, to name a few—four of them winners of the Nobel Prize for Literature. The twentieth century was a time of intense political and literary activity in Ireland as the nation and its writers struggled with issues of independence and oppression, warfare (open and guerrilla), identity (national and personal), and the intersections of myth and history. This course will focus on the novels, tragicomic plays, short stories, speeches, and poems of this “Irish Renaissance,” which may include Joyce’s *Dubliners* and *A Portrait of the Artist as a Young Man,* Synge’s *The Playboy of the Western World,* Friel’s *Translations,* and a coming-of-age novel by Elizabeth Bowen or Somerville and Ross. We will also read some more recent works, including Seamus Deane’s *Reading in the Dark,* set during the fraught times in Northern Ireland. Throughout the year we will view some contemporary films coming out of Ireland and discuss some of the island’s rich culture and complex history. Students will write critical essays as well as fiction and personal narratives—all in preparation for a major assignment of the year: the Junior Profile.

Masks
When characters in literature and in life experience difficult circumstances, they mask themselves for all sorts of reasons—to disguise, to deceive, to disrupt or revenge; to flirt, to critique, to conform, or defend. Whether intentional or not, such masking almost always incurs some consequence to personal identity, some confusion or disfigurement with which the masked character must ultimately reckon. Masks will examine this theme and others as we read closely and write regularly in response to literature spanning four centuries. Along with a selection of poems, personal essays, and short stories, our main texts will include Shakespeare’s *Hamlet,* Austen’s *Pride and Prejudice,* Dostoevsky’s *Notes From Underground,* and Kafka’s *The Metamorphosis.* We may also read Conrad’s *Heart of Darkness,* Swift’s *A Modest Proposal,* Shaffer’s *Amadeus,* and Guterson’s *Snow Falling on Cedars.*

Rebel Writers
What does it mean to break with tradition? How can an author question his or her readers’ assumptions about nation, identity, and literature? In this course, we will focus on authors who are now canonical but who in their own times were considered rebels, as well as contemporary authors who are currently challenging the status quo and broadening the literary canon. Readings may include Twain’s *Adventures of Huckleberry Finn,* McCullers’ *The Ballad of the Sad Café,* Pinter’s *The Hothouse,* Allende’s *The House of the Spirits,* and Spiegelman’s *Maus,* as well as short stories and poetry by García Márquez, Adichie, Hemingway, Chopin, Dickinson, and Whitman. Throughout the year, students continue to develop their expository and creative writing skills in preparation for the year’s major project, the Junior Profile.

Trapped Together and Alone
What qualities and flaws emerge when people find themselves trapped together in unusual circumstances? Whether by shipwreck, hostage crisis, exile (both self-imposed or externally ordered), a writer’s choice to isolate people can serve as a way to examine the qualities that make us human, for better or worse. Through a variety of genres, students consider what traits surface in extreme conditions. In addition to novels and nonfiction works, students also consider how plays, too, present a particularly effective way of creating a sense of limited options. Texts may include Coetzee’s *Waiting for the Barbarians,* Shakespeare’s *The Tempest* or *King Lear,* Patchett’s *Bel Canto,* Twain’s *The Adventures of Huckleberry Finn,* Thoreau’s *Walden,* Krakauer’s *Into The Wild,* and Beckett’s *Waiting for Godot.*

Upper School Program Planning Guide 2017 – 18
Travelers and Transients
As Americans, many of us have a simultaneous desire to settle and unsettle, to be rooted and rootless, self-made yet destined for greatness. Roads, tracks, trails, and rivers crisscross the vast expanse of this nation and lure us in many directions—toward adventure, misadventure, and the next potentially great thing. This course explores the importance of movement and exploration in texts and in our own writing and considers not only literal travel but also travel through form, space, time, and the imagination. Sometimes when we roam, we just get lost; sometimes we find things greater than that for which we were looking. Let’s see what we uncover in works such as Twain’s Adventures of Huckleberry Finn, Calvino’s Invisible Cities, Ehrlich’s The Solace of Open Spaces, Shakespeare’s Hamlet, Smith’s White Teeth, and Krakauer’s Into the Wild (film version).

ENGLISH 12
Seniors take two English courses. In the first trimester, courses focus on literature, classic and modern. Each senior writes an eight- to ten-page Senior Essay, either an analytical or an emulative piece about one of the works read for his/her fall course. Second-trimester courses allow for more in-depth study of a particular topic.

ENGLISH 12 FALL COURSES

Doppelgangers and Distorted Mirrors
What happens when a character meets his creepy double? It is not unusual for an author to create a character to serve as a foil for the protagonist to emphasize, through contrast, traits that reveal distinctive qualities of the main character. In the books we read for this course, characters meet and confront their distorted selves, and we will explore the consequences of these encounters. Texts may include the following: selections from The Complete Works of Edgar Allan Poe, Song of Solomon by Morrison, and Richard III by Shakespeare. Writing will include analytical essays, emulative pieces, and a personal essay. We will also view films that complement the themes addressed in the texts.
Summer reading: The Strange Case of Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson

Fiction Writing
In this workshop course, students read one novel and short works of fiction by twentieth-century and contemporary writers for inspiration and as models of the craft. Most of this writing-intensive course, though, will be spent producing and discussing student writing. Students are responsible for responding to each other’s work in workshop format and in brief blog posts. In studying the elements of fiction writing and learning how to construct plot, develop character, and craft effective sentences, students will also hone their analytical reading skills and their ability to discuss fiction in illuminating ways.
Summer reading: Bird by Bird: Some Instructions on Writing and Life by Anne Lamott and selected short stories.

Law, Literature, and Social Justice
This course will explore the intersection between literary and legal studies with a particular focus on social justice and to what degree the legal system achieves it. Through literature (and perhaps a film or two), we will examine the role of law in the structure of institutions, relationships, and political/personal power. We will consider the history of our legal system and how it has impacted and served various groups in different ways. Texts may include Njal’s Saga (author unknown), Just Mercy by Stevenson, Nuts by Topor, One Flew Over the Cuckoo’s Nest by Kesey, and The Shawshank Redemption by King (film version).
Summer reading: The Trial by Franz Kafka

Moby-Dick: A Whale of a Work
“Call me Ishmael.” With this simple sentence, Herman Melville begins one of the greatest American novels. Through a careful reading of this masterpiece and its many interpretations, we will dabble in the nautical, historical, scientific, philosophical, and Biblical elements Melville so loves. After learning the actual story of a sperm whale ramming and sinking the Essex in 1820, we will spend the bulk of the term reading about a mad captain, his elusive prey, a tattooed harpooneer, and a young crewman in this literary leviathan.
Summer reading: In the Heart of the Sea by Nathaniel Philbrick and “Bartleby, the Scrivener” by Herman Melville

Pilgrim Souls: Journeys of Self-Discovery
Literary characters often undertake literal and metaphorical journeys to learn about themselves. Their discoveries may change their lives . . . or frighten them into denial. The “pilgrim souls” of our readings may include a nihilistic political lackey, a pair of Upper East Side art dealers, a butler searching for where his life went wrong, and a mysterious group of English students. Probable readings include several novels—Warren’s All the King’s Men, Ishiguro’s The Remains of the Day and Never Let Me Go—and several plays, especially Guare’s Six Degrees of Separation and Edson’s Wit.
Summer reading: The Go-Between by L. P. Hartley
Redeeming the Past
Stories have the power to heal wounds and transform individual, communal, and national identity. In this course, students will explore the restorative power of stories by reading literature in which characters, as well as authors, strive to make sense of war, family dysfunction, or personal rejection to move forward with their lives. Our ultimate concern will be to consider how language helps define, resolve, and redeem human experience. Our readings may include Morrison’s Song of Solomon, Ondaatje’s The English Patient, and Dürrenmatt’s The Visit, along with various short stories and poems. Students will continue to hone their writing skills through expository, personal, and creative writing.
Summer reading: The Glass Castle by Jeannette Walls

Shakespeare
Ben Jonson famously describes Shakespeare as a man “not of an age, but for all time”—a monumental claim. Jonson may have thought he was exaggerating, but his claim is borne out in the near-worldwide admiration of Shakespeare’s plays and poems. Shakespeare’s name has become the byword of educated culture, allusion to his works proof positive of a learned mind. Our work will be to step closer to this enduring literature and take note of the power in Shakespeare’s verse. We will immerse ourselves in a number of great works, which may include texts such as the dark and bleak tragedies King Lear and Othello, the startling and delightful comedy Twelfth Night, the “problem” play Measure for Measure, and many of his sonnets. We will also examine how these plays are represented in modern culture and media, with some viewings of films—and perhaps a live performance.
Summer reading: The Winter’s Tale (Pelican edition)

Sibling Bonds and Rivalries
“Blood is thicker than water.” “Am I my brother’s keeper?” “Mom always liked you best.” From Cain and Abel to Cinderella and her stepsisters to the Simpsons’ children, the interactions of brothers and sisters have been a recurrent theme of storytellers. Through the readings in this course we will explore the intensities of sibling relationships, such as the demands of family honor in Gabriel Garcia Marquez’s Chronicle of a Death Foretold and the fierce rivalries in The Piano Lesson by August Wilson and in works by Eudora Welty, Robert Louis Stevenson, and William Shakespeare. Other readings may include works by Christina Rossetti, Wislawa Szymborska, Eugene O’Neill, Brian Friel, Philip Roth, Ian McEwan, Edgar Allan Poe, Chimamanda Ngozi Adiche, and Carson McCullers. Students will write expository and personal essays as well as fiction and view some contemporary films from the United States and abroad.
Summer reading: An Enemy of the People by Henrik Ibsen

True Stories and the Personal Essay
Truth can be stranger and more fascinating than fiction. In this course students will read short personal narratives, memoir excerpts, and expository essays to experience how literary voices that speak individual truths and reflect openly on the world can be as compelling as fiction’s best-loved narrators. Students will also cultivate their own voices, sometimes playfully imitating the writers we read and other times creating original pieces about the people, places, and experiences significant to them. Together we will discuss how to recognize good material, manage memory, and dig down for truths that are unaffected and satisfying. In weekly writing workshops during the long block, the class will review each other’s work with an eye toward finishing the course with individual writing portfolios worthy of submission to contests. Readings will include essays from Joan Didion, Annie Dillard, Langston Hughes, and George Orwell, as well as excerpts from Richard Rodriguez’s Hunger of Memory; Elizabeth Gilbert’s Eat, Pray, Love; Alice Sebold’s Lucky; David Sedaris’ When You Are Engulfed in Flames; and Anne Lamott’s Grace (Eventually).
Summer reading: The Glass Castle by Jeannette Walls

The Villain
In film, literature, and real life (or, at least, reality TV), villains enthrall us. Though their actions may be despicable, we find their audacity strangely thrilling, and we wait with bated breath as they head to their demise. As we read about villains who manipulate, betray, and commit violence, as well as societies that imprison and dehumanize their subjects, we will reflect on our own perceptions and definitions of morality. We will also consider the potential for villains to function as foils to the protagonists. Texts may include A Clockwork Orange, Othello, Frankenstein, One Flew Over the Cuckoo’s Nest, and a selection of short stories.
Summer reading: No Country for Old Men by Cormac McCarthy

ENGLISH 12 WINTER COURSES

All the World’s a Screen
This course surveys the golden age of Hollywood, from the end of the silent film era to the fall of the big studio system a half-century later. Weekly screenings cover each decade from the ’20s to the ’60s as well as some of the major cinematic genres: comedy, the musical, the western, melodrama, etc. In addition, the course introduces students to
some major approaches to film theory and to the basic tools of film analysis. We will also read one or two novels about Hollywood and a selection of poems and short stories about film. Assignments consist of weekly screenings and readings as well as several short papers and a long paper or test. Note: Required screenings occur at BB&N on Thursday evenings at 7:00 p.m. in place of Tuesday’s class.

**Beyond the Hookup**
We will read a few famous love stories—both classic and contemporary—whose relationships have become famous for romance, tempestuousness, and outcomes. We examine how the lovers discover epic passions, break boundaries, cause earthquakes in families or societies, and thus end up legends. Readings may include novels, short stories, and plays by Annie Proulx, Tennessee Williams, Ian McEwan, William Shakespeare, Jiang Fang, Thomas Hardy, D.H. Lawrence, Emily Bronte, Leanne Shapton, Yasunari Kawabata, Marina Keegan, Tom Stoppard, and Philip Roth.

**Four Centuries of Wit**
Like a quick wit? Every century offers works of literature that wield wit wondrously well—but what does *that* mean for us as twenty-first century readers? Some works seem to speak only to their era, some works appeal even now. We’ll ask why this dichotomy exists and then go about the joyful task of looking for answers. We take as our core wits John Donne, Alexander Pope, and Jane Austen, from the seventeenth, eighteenth, and nineteenth centuries respectively—each author famous for wit and satire. In reading their challenging and sophisticated work, we will come to understand how authors construct wit and to see the socio-historical contexts in which their wit thrived. This course will also explore how twentieth-century wit embodies a bleakness suitable to its own historical context, and finally we will consider the very present now.

**Poetry Writing**
This poetry workshop will require the original composition of a significant body of work by each student. Each week we will focus on a different form or element of poetry. We will likely compose sonnets, performance poems, flash fiction, ars poeticas, and narrative poems. Each week we will read samples of the types of poems we’re writing, short critical pieces about form and composition, and a packet of our poetry that we will workshop together in class. Works may include weekly poetry and criticism packets, *Blood Dazzler* by Patricia Smith, *What The Living Do* by Marie Howe, *Life on Mars* by Tracy K. Smith, and *The Making of a Poem* by Mark Strand and Eavan Boland.

**Prize-Winning Books**
Immerse yourself in an inspiring pool of major award-winning texts. These works are recognized for their innovation and contribution to the world of literature. We may read National Book Award authors such as Maxine Hong Kingston (*The Woman Warrior*) and Colum McCann (*Let the Great World Spin*), Pulitzer Prize-winner Gwendolyn Brooks, and Nobel laureates such as playwright Harold Pinter, short-story writer Alice Munro, and poet Wislawa Szymborska. As we read, we will explore what makes a text truly great and discuss how its impact on the reading audience has earned it a place in literary history. Get to know the literature that has earned widespread attention and respected accolades, and enter the discussions of readers everywhere.

**The Short Story**
At its most basic definition, a short story is a prose piece that can be read in one sitting. Yet, within that span, each tale strives to find unity, totality, truth, or at the very least a single effect. Edgar Allan Poe knew how these limitations can daunt an author: “If his very initial sentence tend not to the outbringing of this effect, then he has failed in his first step.” Similarly, John Cheever insists, “With a short story, you have to be in there on every word; every verb has to be lambent and strong. It’s a fairly exhausting task.” We will see how a range of contemporary writers takes on this task through the individual pieces selected for the 2016 and 2017 editions of *The Best American Short Stories*.

**Speechwriting and Public Speaking**
In this course students will develop their speechwriting and public speaking skills by hearing, reading, evaluating, and imitating great orators. A writing and presenting workshop, this elective requires participants to refine what they say as well as how they say it through brainstorming, drafting, drilling, and performing a variety of their own speeches. Prioritized in the course design are regular oral communication practice and peer feedback sessions, so students can expect to become adept at scrutinizing each other’s style and substance. Texts will include excerpts from Peggy Noonan’s *On Speaking Well*, Scott Berkun’s *Confessions of a Public Speaker*, Richard Dowis’ *The Lost Art of the Great Speech*, *The Moth* (an anthology of stories from the public radio show), and *In Our Own Words: Extraordinary Speeches of the American Century*, among other readings and recordings. Successful completion of the course means writing and formally presenting several speeches, all of which will be recorded and reviewable online and some of which may gain an all-school audience.

**Tales of Survival**
Every day humans face obstacles to success, happiness, and sometimes even survival. Sometimes these challenges—a low grade on a test, a fight with a friend—are small; other times these moments define who we are. In this class, we
will explore how young protagonists navigate trauma and emerge changed yet intact. Doerr’s *All the Light We Cannot See* shows us Werner, the orphan turned Nazi soldier, and Marie-Laure, the blind French girl, who face innumerable obstacles to their pursuit of fulfilling lives during the 1930s and ’40s in Germany and France. Foer’s *Extremely Loud and Incredibly Close* sends us on a journey alongside Oskar Schell as he strives to make sense of his father’s death on 9/11. Exploring these characters’ experiences, we will consider how facing challenges and overcoming them defines us as humans.

**To Hell and Back**
This course focuses on Dante’s *Inferno*, the first and probably most widely read of *The Divine Comedy*’s three volumes. Full of colorful characters, imaginatively conceived beasts, and grotesque punishments, this epic poem depicts man’s physical and spiritual journey through darkness toward the light. We will also examine some paintings and etchings inspired by the *Inferno*, one of the texts that artists have most frequently depicted throughout the ages. After a quick glance at Dante’s *Purgatorio* and *Paradiso*, we will look at some modern poems his work inspired, including T.S. Eliot’s “The Love Song of J. Alfred Prufrock,” before moving on to another view of Hell in Jean Paul Sartre’s existential play *No Exit*. Students’ work will include some short critical papers and the creation of their very own three circles of Hell, detailed in a written narrative and in a piece of artwork.

**Writing Life Stories**
In this course, a writing workshop, students draw from their own experience to craft nonfiction stories. Each week, students will read short personal narratives that will serve as a model, both in terms of style and content, for their weekly writing assignment. Their own stories will focus on experiences that they find resonant and significant. In addition to the shorter readings, students will read two full-length memoirs, one chosen from a list of suggested texts and one of the student’s own choosing. Students will work from memoir prompts and experiment with some poetry exercises as a way of finding their topics. They will put their writing through the drafting, revision, and proofreading process to work on producing pieces that are clear, well written, and compelling. The authors we will use as models include E.B. White, Joan Didion, Tim O’Brien, Alice Walker, Edward Abbey, Sarah Vowell, David Sedaris, and Leslie Jamison.
History and Social Sciences Department

Grade 9 students enroll in Global History I: Early World Civilizations. Grade 10 students enroll in Global History II or American and Global History: Case Studies I. All Grade 11 students are required to take a full-year U.S. History course (Students who take American and Global History: Case Studies I in Grade 10 take American and Global History: Case Studies II in Grade 11. In the 2017 – 2018 school year, U.S. in the Modern World II will be offered in lieu of American and Global History: Case Studies II). In Grade 12, students may choose from a variety of History and Social Sciences electives. Variations to the above sequence require permission of the History and Social Sciences Department.

Global History Sequence (Global History I and Global History II): At the dawning of the twenty-first century, we live in a global community. The world has grown smaller, trade and finance have created a global economy, communications technologies have built pathways for the global exchange of ideas and information; at the same time, we also face global environmental and overpopulation problems. But the process of globalization is not new. The Global History sequence seeks to answer the question: “how did we get here?” By taking a global approach to human history that focuses on the processes that have brought us to this point, these two courses look at all major regions of the world, from the Neolithic Revolution to the Digital Age. Although Global History I and II are tightly coordinated, each course operates as an independent unit. Grade 10 students can also choose to enroll in the two-year course, American and Global History: Case Studies I and II, which will complete the Global History sequence and satisfy the U.S. History graduation requirement.

GRADE 9

Global History I: Early World Civilizations
As part of their full year course of study, all Grade 9 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. This unit deliberately raises great moral questions and aims to promote in each student a sense of social responsibility, and citizenship. Students then focus on the spread of humankind across the globe, the Neolithic Revolution, and the rise of complex societies and regional empires in different areas of the world—from China to Peru. Students also examine how regional empires created the environment in which world religions developed and explore Hinduism, Buddhism, Judaism, Christianity, and Islam. The course concludes with a look at the importance of overland and overseas trade and the regional networks that connected China, India, Africa and The Middle East, and then Europe and the Americas. Open to Grade 9 students only.

GRADE 10

Global History II: Making an Interconnected World
This course commences with an overview of the global community at the dawn of the twenty-first century and is a preliminary introduction to the benefits and challenges of globalization. In 2014 – 2015, students explored the positive impact of global communications technologies, the environmental impact of the Gulf oil spill, the challenges posed by North Korea to international peace, the role of China in international trade, and the relationship between Islam and the West. How and when did this global community first emerge and how has it spread? Answering this question is the substance of this course, which picks up where Global History I left off: at the beginning of the 1500s, societies that had developed in relative isolation came into sustained contact. This contact was driven by the needs of a rapidly changing Europe and an evolving Atlantic trade with Africa and the Americas. Thus the Reformation, the Scientific Revolution, the Enlightenment, numerous political revolutions, and the Industrial Revolution play a significant role on the transformation of the world. Imperialism, colonization, and decolonization are the centerpieces of this course. The year concludes with the global wars of the first half of the twentieth century, the Cold War, the rise of American global dominance and the challenges to that dominance today.
Open to Grade 10 students only. This course fulfills the Modern Global History requirement.

American and Global History: Case Studies I
American and Global History: Case Studies is a two-year course of study that examines global processes as well as the serendipitous creation and eventual development of the United States as a superpower from 1453 to the present. This course utilizes a series of thematic, self-contained, problem-based case studies and encourages students to develop the critical-thinking skills of the historian by exploring primary and secondary sources organized around essential questions. This course is appropriate for all learners; it relies not only on written assessments but also on project-based assessments using a variety of media.

In the first year of the course, students explore the period between 1453 and 1914 by examining the following case studies: Trade Networks and Colonization between 1250 and 1700; The American Revolution as Revolutionary Struggle; A Revolution of Thought: Ideas of the Nineteenth Century; Slavery and Industrialization: American Slavery and the Textile Industry; State Formation and Civil War; and Migration Patterns, 1300 – 1914.
Open to Grade 10 students only. This course fulfills the Modern Global History requirement.
GRADE 11

United States History
This course explores American history from 1453 to the Obama Administration by exploring chronologically organized, problem-based units. Each unit is designed to help students find meaning and make their own informed interpretation of past events. Through the exploration of primary and secondary sources, students are challenged to look at multiple perspectives and interpretations of the past, and this allows students to build a coherent understanding of the major events in our nation’s history. Each unit centers on a series of key questions or problems that get at the heart of American politics, culture, and society including: what is the role of pro-government and anti-government traditions in American politics? How inclusive is American democracy? What does it mean to be an American? How is the United States’ economic and cultural modernity unique? And, what is America’s role in the world? Students refine their skills in reading various types of sources, working collaboratively to decode and analyze documents, and writing analytical essays.

United States History: African-American History
United States History: African-American History examines the broad range of experiences of African Americans from 1453 to the Obama Administration. The course opens with a discussion of how slavery and the presence of peoples of African descent helped to shape the American imagination of the early republic. Through the use of primary and secondary sources, students examine major events in the African American community. The course devotes particular attention to slave narratives, the end of the Civil War, and the reformulation of race relations during both Reconstruction and the Civil Rights Movements. The course closely compares the thoughts and leadership styles of those who tried to provide visions for the role of African Americans in the nation, such as Douglass, Walker, Washington, Wells-Barnett, DuBois, Truth, Stowe, Garvey, Locke, Hamer, King, Rustin, and Malcolm X. A substantial portion of this course is dedicated to exploring the role of race in contemporary American society. African-American History is a seminar-style course that relies heavily on class discussion. Students refine their skills in reading various types of sources, work collaboratively to decode and analyze documents, and write numerous analytical essays.

Students who enroll in the United States History: African-American History course simultaneously enroll in the African-American Literature: Race and Identity (AP English 11) course offered through the English Department. Participation in this African-American Studies Program is noted on a student’s transcript.

United States in the Modern World II
This is the second part of a two-year course. Students enrolled in United States in the Modern World I are expected to enroll in United States in the Modern World II. This course fulfills the Modern Global History requirement.
Prerequisite: United States in the Modern World I

American and Global History: Case Studies II (starting in 2018 – 2019)
This is the second part of a two-year course. In this course, students explore the period between 1914 and 2016 by examining the following, potential case studies: Colonial World Wars (I and II); U.S. Government Redefined (the New Deal and After); The Cold War; Decolonization; Civil Rights (Plessy to the Voting Rights Act of 1965); and Globalization in Culture and Economy.

Students enrolled in American and Global History: Case Studies I are expected to enroll in American and Global History: Case Studies II. This course fulfills the Modern Global History requirement.
Prerequisite: American and Global History: Case Studies I

Junior History Honors
The Honors designation, open to all students taking History during at least the winter and spring of their junior year, seeks to recognize students who excel in history. To receive the Honors designation, students will earn an honors grade (determined by a panel of history teachers) on two of three extra assignments. One assignment is offered each trimester and focuses on different types of history sources (primary and secondary).

HISTORY ELECTIVES
The courses below are open to Grade 12 students and to students in Grade 11 wishing to take a second History and Social Sciences course. All electives require permission of the History and Social Sciences Department.

Advanced Placement Art History (Grade 12 only)
This course surveys the global history of painting, sculpture, architecture, and the decorative arts by focusing on 250 specific works of art spanning human history from antiquity to the present. The class meets three times each week, with a Friday afternoon double-block in the Museum of Fine Arts (MFA); we will also visit the Harvard Art Museum, the Isabella Stewart Gardner Museum, and several other sites. During MFA visits, three or four students each week lead class by giving presentations about individual masterpieces in the museum’s collection that supplement the
material studied earlier in the week. In addition, the class plans to travel to Venice during the first week of Spring Break, staying in the city of Venice and also making a pair of day trips to Ravenna, Padua, and Vicenza, important mainland cities in the former Republic of Venice.

Students are expected to take the Advanced Placement exam and remain in the course throughout Senior Spring Project. This course does not fulfill the required second year of the Arts Department graduation requirement but does fulfill one year of the two-year History and Social Sciences Department graduation requirement. This course is limited to 12 students. This course fulfills the Modern Global History requirement.

**Advanced Placement Comparative Government and Politics/Advanced Placement U.S. Government and Politics**

Advanced Placement (AP) Comparative Government and Politics provides an introduction to the wide, diverse world of governments and political practices that currently exist. This course requires students to go beyond individual political systems to consider international forces that affect all people in the world, often in very different ways. Six countries form the core of the course: Great Britain, Russia, China, Mexico, Iran, and Nigeria. The political history of these countries and their current political regimes are examined to illustrate how important concepts operate in different types of political systems.

Regardless of one’s individual political perspective, it is important to understand concepts and facts that form the basis of government and politics in the United States. In Advanced Placement (AP) U.S. Government and Politics, students analyze concepts that will allow them to stay current and engaged with government and politics throughout their lifetime, no matter how much the particular landscapes may change over the years. The major sections of the course are: Constitutional Underpinnings; Political Beliefs and Behaviors; Political Parties, Interest Groups, and Mass Media; Institutions of National Government; Public Policy; and Civil Rights and Civil Liberties. Through bi-weekly seminars, students in this course also study U.S. foreign policy.

Students simultaneously enroll in AP Comparative Government and Politics and in AP U.S. Government and Politics within the same year. A senior who chooses not to continue in this course during Senior Spring Project receive credit on his or her transcript for completion of AP Comparative Government and Politics/Advanced U.S. Government and Politics. This course fulfills the Modern Global History requirement.

Prerequisite: U.S. History. Juniors who have not yet completed a U.S. History course need departmental permission to enroll in this course.

**Advanced Placement European History**

What led to the rise of the West? What are its consequences, both positive and negative? These central questions guide the study of European history as students examine the forces (economic, social, political, intellectual, and artistic) that helped to shape the world today. Through scrutiny of primary and secondary sources, films, novels, and field trips, students learn about the major developments, discoveries, events, people, trends, and key turning points of the period from the high Renaissance (approximately 1450) to the present. Writing skills are emphasized.

**Advanced Placement Human Geography**

What are the environmental consequences of squatter settlements in Sao Paulo? Does gentrification mean conflict between new and old residents in urban ethnic neighborhoods like the North End? What social and economic impacts do large refugee populations have on host countries? What are the consequences if the market desires a greater variety of food and at cheaper prices? Advanced Placement (AP) Human Geography seeks to answer questions like these by studying the patterns and processes that have shaped the human understanding, use, and alteration of the earth. The course takes a local to global case study approach to explore key topics including population and migration; cultural patterns and processes; the political organization of space; agriculture, food production, and rural land use; industrialization and economic development; and cities and urban land use. This discussion-based course provides opportunities to use Geographic Information System technology and to move out of the classroom with local field studies that enhance learning. This course fulfills the Modern Global History requirement.

**Advanced Placement Macroeconomics**

A day has not gone by in recent memory without a major news story regarding the state of the global economy. This rigorous, fast-paced 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 and the Fed, exchange rates, and international economics. Analysis of current events supplements the historical theories and data studied in the course. Frequent journal reviews and classroom debates allows students to apply these concepts to recent headlines. The assessments are designed to prepare students to sit for the Advanced Placement Macroeconomics exam in May. Seniors who wish to prepare for the Advanced Placement exam or to continue study in economics may enroll in the economics mini-course as a part of the Senior Spring Project. This course fulfills the Modern Global History requirement.
Environmental Studies
Learning Locally, Thinking Globally
In the early nineteenth century, German naturalist Alexander von Humboldt wrote, “In this great chain of causes and effects, no single fact can be considered in isolation.” Following Humboldt’s lead, this course combines science and history to consider the ways humans interact with the natural world. Units drawing simultaneously from both disciplines emphasize systems thinking to examine how societies encounter the challenges of resource use, conservation and preservation, and population growth, from the twentieth century through present day. Through lenses ranging from local to global, this course examines how shifting perceptions of nature, facts, and values over time influence our choices. Field work and case studies enable students to utilize both scientific and historical thinking skills, gain practical tools for understanding the complexity of our world, and emerge with a contemporary understanding of ecology.
This is an interdisciplinary course offered through the Science Department and the History and Social Sciences Department. This course fulfills the Modern Global History requirement.
Prerequisite: Biology

Honors History Research Seminar
In this course, students research and write a 15- to 20-page history research paper with the goal of submitting the finished paper to a student conference or journal. In addition, students organize, host, and present their papers at a virtual history research conference held at the end of the second trimester (open to other schools). The paper assignment represents a step up from the junior research paper in that it asks students to write a longer paper, to do more research, and to incorporate a greater number and variety of primary sources. Students are also expected to use a richer base of secondary sources, most of which should be scholarly publications that can help them to shape their thesis in response to historians’ debates about their topic. This course makes extensive use of seminar discussion and meets at least twice a week. In addition, some of the student-teacher conferences, peer editing, collaborative workshops, and teacher feedback on preliminary work take place online using such technologies as Skype, blogging, discussion boards, and document-sharing. Other activities might include field trips to local research libraries and archives. Students interested in this course are expected to meet with the course instructor during the spring of their junior year to discuss possible research ideas and select an appropriate Summer Reading. Interested students are required to complete a short application. Enrollment is limited to 8 students. Depending on a student’s research interests, this course may fulfill the Modern Global History requirement.

Modern American Culture and Society
This is not your average history course. Part history, part sociology, part literature, and part pop culture, students learn about family, race, social mores in an effort to understand how Americans live and why they live the way they do. Conducted in a seminar (discussion) format, much of the course is taught by the students. Students give popular culture reports on topics such as art, music, sports, film, food, technology, and fashion. These are complemented by in-depth examination of key points in our modern history: the Roaring 20s, the Great Depression, the Sixties, the Vietnam War, and the AIDS crisis. In addition to primary and secondary texts, the course relies heavily on movies and documentaries relevant to the themes under discussion.

Psychology
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. This course explores 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. Throughout the course, students seek to better understand, explain, predict, and control people, their behaviors, and mental processes, as well as their environments. Lecture, research, simulations, and outside readings are utilized in the investigation of behaviors ranging from conditioned reflexes to creative and social behavior.

World Religions and Philosophies: Historical and Contemporary Contexts
Understanding of today’s world requires study of its major religions and philosophies. In this course students learn about the development of traditions of thought and the way in which they have influenced and been influenced by their historical contexts. Students may study Judaism, Islam, Christianity, Hinduism, Buddhism, Taoism, and Confucianism and read portions of the sacred texts of these faiths, including selections from the Hebrew and Christian scriptures, the Qur’an, the Rig Veda, the Bhagavad Gita, the I Ching, the Tao Te Ching, and the Analects. Students discover how the two disciplines intersect by examining the major branches of Philosophy: Aesthetics, Ethics, Epistemology, Metaphysics, and Logic. Selections from various primary sources provide a brief overview of the traditional cannon and an in-depth study of diverse contemporary theorists. The range of readings includes philosophers of different genders and from various cultures from around the world. Students explore current philosophical controversies concerning such matters as global justice, morality, personal identity and individual rights, perception and reality, freedom and responsibility, and terrorism and civil liberties. This course is discussion-based,
and assignments include tests, essays, and a research paper. This course fulfills the Modern Global History requirement.

**Courses Not Offered in 2017 – 2018**

- African-American History
- American and Global History: Case Studies II
- Global Economics
- Latin American History
- Modern China
- Philosophy
- Politics in a Global Age
- Russian History
- U.S. in the Modern World I
- The United States in the Nuclear Age
- World History Since 1945
Advanced Algebra 1
Topics in this algebra course include equations, systems of equations, graphing, polynomials, rational expressions, radicals, quadratics, problem solving, and an introduction to the graphing calculator. Throughout the course, emphasis is placed on skill development and conceptual understanding.

Algebra 2 and Honors Algebra 2
The topics studied in this course include linear equations, quadratic functions, transformations, polynomial functions, exponential and logarithmic functions, inequalities, and statistics. Additional topics in the honors course may include symmetry, linear programming, rational functions, and triangle trigonometry. In some cases, technology (including graphing calculators and online graphing apps) is used as an efficient approach to a solution, while at other times it is used to explore and enhance the students’ understanding of algebraic concepts and relationships.
Prerequisite: Algebra 1

Geometry
This course approaches Euclidean Geometry with an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract and concrete mathematical concepts as well as to real-world problem situations. Topics include deductive and inductive proof, parallel lines and polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence, right-triangle trigonometry, and analytic geometry. To develop critical thinking and reasoning skills, students are exposed to different technological tools and manipulatives as they discover geometric relationships. Additional topics include statistics and computer programming.
Prerequisite: Algebra 2

Honors Geometry
This fast-paced course encourages students to think in new ways. Students learn to build on what they know to be true and to avoid making false assumptions. Deductive reasoning and discovery are the common threads that run through each unit in this course. Students make frequent use of technology and participate in frequent group assessments that allow students to complete more challenging material. In addition to exploring the topics taught in Geometry, the Honors Geometry course also studies circular trigonometry, trigonometric identities/equations, the Laws of Sines and Cosines, probability, and combinatorics. Students code in Java during the computer programming unit.
Prerequisite: Algebra 2 and permission of the Mathematics and Computer Science Department

Principles of Precalculus
Students in this course study polynomial functions, sequences and series, trigonometric functions, exponential, and logarithmic functions. Other topics studied include transformations and rational functions. This course is generally designed for students who are ready for a precalculus course but not yet ready for the increased rigor of Precalculus. Successful completion of this course could prepare Grade 12 students for an advanced college precalculus course or a humanities-level college calculus course, and Grade 11 students for Statistics.
Prerequisites: Algebra 2 and Geometry (generally with grades of C+ or higher), or permission of the Mathematics and Computer Science Department

Precalculus
Students in this course study transformations and modeling, polynomial and rational functions, real and complex roots of polynomials, sequences and series, exponential and logarithmic functions, and circular trigonometry. The study of trigonometry includes the six trigonometric functions (their definitions, graphs, applications, and inverses), a variety of trigonometric identities, the polar form of complex numbers, and the Laws of Sines and Cosines. Other topics may include statistics, combinatorics and probability, and vectors.
Prerequisites: Algebra 2 and Geometry (generally with grades of B or higher), or permission of the Mathematics and Computer Science Department

Honors Precalculus AB and Honors Precalculus BC
The honors courses take a toolkit approach to a large variety of functions that 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 limits and differential calculus. Since Honors Precalculus BC begins the AP Calculus syllabus after Spring Break, students in Honors Precalculus BC who move on to Calculus the following year are expected to take the Advanced Placement Calculus BC course. A deviation from this sequence is rare and requires permission of the Mathematics and Computer Science Department.
Prerequisites: Algebra 2, Honors Geometry, and permission of the Mathematics and Computer Science Department
Calculus
Major topics of this calculus course are limits, differential calculus and integral calculus, and their many applications. In addition, some sections may do non-calculus enrichment topics or projects.
Pre requisite: Precalculus (generally with a grade of B or higher)

Advanced Placement Calculus AB
Major topics of this course are limits, differential calculus and integral calculus, and their many applications. The course includes, as a minimum, all topics stated in The College Board Advanced Placement (AP) Calculus AB syllabus (generally equivalent to one semester of college calculus), but usually includes numerous topics beyond the AP curriculum.
Pre requisite: Precalculus (generally with a grade of A- or higher) or Honors Precalculus AB and permission of the Mathematics and Computer Science Department

Advanced Placement Calculus BC
Major topics of this course are limits, differential calculus and integral calculus, and their many applications. Infinite series, advanced techniques of integration, vectors, parametric, and polar equations are also covered. The course includes, as a minimum, all topics stated in The College Board Advanced Placement (AP) Calculus BC syllabus (generally equivalent to two semesters of college calculus), but usually includes numerous topics beyond the AP curriculum.
Pre requisite: Honors Precalculus BC and / or permission of the Mathematics and Computer Science Department

Honors Linear Algebra and Multivariable Calculus
Students in this yearlong course study two semesters of college mathematics beyond the Advanced Placement Calculus BC curriculum. A half-year of multivariable calculus includes the generalization of calculus concepts to two and three dimensions; they include partial derivatives, multiple integrals, optimization problems (using Lagrange multipliers), other coordinate systems (cylindrical, spherical), and vector calculus (Green’s Theorem, Stokes’ Theorem, etc.) A half-year of linear algebra includes 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. This course may also include some discussion of differential equations and Fourier series.
Pre requisite: AP Calculus BC or AP Calculus AB and permission of the Mathematics and Computer Science Department

Statistics* (Grades 11 – 12)
Students in this course are acquainted with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students 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 allow students to focus deeply on the concepts involved in statistics.
Pre requisite: Algebra 2 and Geometry

Advanced Placement Statistics* (Grades 10 – 12)
Students in the Advanced Placement Statistics course are acquainted with the major concepts and tools for collecting, analyzing, and drawing conclusions from authentic data. Students 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. The use of technology allows students to focus deeply on the concepts involved in statistics. This course prepares students for the Advanced Placement (AP) Statistics exam. For students in Grades 10 and 11, this course is generally taken in addition to a math course in the normal sequence. For students in Grade 12, this course can be an appropriate college-preparatory alternative to Calculus.
Pre requisite: Algebra 2 and permission of the Mathematics and Computer Science Department

Computer Programming* (Grade 12; Grades 10 – 11 with permission from the Mathematics and Computer Science Department)
This introductory computer science course provides students with a comfortable and engaging first programming experience. Topics include programming methodology, conditionals, loops, methods, arrays, strings, objects, and graphics. This course is designed to prepare students for a college-level programming course, including BB&N’s AP Computer Science course. The primary language is Java.
Pre requisite: Generally a B- or higher in the current math course and permission of the Mathematics and Computer Science Department

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Advanced Placement Computer Science A (Plus Data Structures)* (Grades 10 – 12)  
This is an introductory college-level computer science course with an emphasis 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 A exam. This course goes beyond the AP syllabus, including the set of topics typically composing a full year of college level computer science. The primary programming language is Java. Previous programming experience is not necessary. Prerequisite: Generally a B or higher in an honors math course, a B+ or high in Computer Programming or comparable programming experience, and permission of the Mathematics and Computer Science Department

Advanced Topics in Computer Science* (Grade 12)  
This course offers students the opportunity to learn about topics that go beyond the Advanced Placement Computer Science A curriculum. In recent years, students in this course constructed a simulated computer system as they learned about the interactions of hardware, software, compilers, and operating systems. Other topics studied in this course could include advanced data structures and algorithms, parallel computing, machine learning, iOS app development, and computer graphics. This is a hands-on course and students learn through a series of individual and small-group projects. Prerequisite: Prior programming experience and permission of the Mathematics and Computer Science Department

*Enrollment in Statistics, AP Statistics, Computer Programming, AP Computer Science A, and Advanced Topics in Computer Science is limited. A lottery may be used if a course is over-enrolled.
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. Students are provided 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 units incorporating experimental design, scientific communication, and biotechnology.

Honors Biology (Grades 9 – 10)
Honors Biology includes material similar to Biology but the pace is quicker and topics are explored in greater depth. Students 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 units incorporating experimental design, scientific communication, biotechnology, and a frog dissection. Students are approved for this course by their BB&N Middle School science teacher or by the Science Department Head. It is recommended that students who take Honors Biology simultaneously take Algebra 2 or Algebra 2 Honors.
Prerequisite: Permission of the Science Department

Physics (Grades 10 – 12)
This is a lab-based 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 includes mechanics, motion, and energy as well as electricity, simple circuits, and waves. 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. There are also various projects, including a science and art co-curricular photography project, integrated into the course and designed to allow students explore and apply the concepts learned in the course in a creative way.

Honors Physics (Grades 10 – 12)
Honors Physics is a lab-based course that stresses the discovery of physical relationships through lab experiences. The year begins with a study of motion, proceeds through conservation of energy, electricity, circuits, simple harmonic motion, and ends with the examination of sound and light. Algebra 2 is a prerequisite for enrollment since Algebra is used extensively in the interpretation of data and in the expression of ideas. Enrollment can be limited.
Prerequisite: Algebra 2 and permission of the Science Department

Principles of Chemistry (Grades 10 – 12)
The Principles of Chemistry curriculum offers a broad survey of atomic structure and models, chemical reactions, stoichiometry, gases, enthalpy, and solutions. While the content of this course is more conceptual than that of the Chemistry course, students develop strong laboratory techniques and problem-solving skills. This course is recommended for interested students in Grades 11 and 12 and for students in Grade 10 who wish to strengthen their quantitative and laboratory skills prior to taking Physics. This course provides a solid foundation for Physics and upper-level science electives.

Chemistry (Grades 11 – 12)
This course includes the standard college-preparatory material required for continued work in chemistry, biology, or pre-medical studies. Topics include the structure of atoms and molecules and 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.
Prerequisite: Algebra 2 and permission of the Science Department
Recommended Prior Science Course: Physics

Honors Chemistry (Grades 11 – 12)
Honors Chemistry includes the same topics as the Chemistry course but the pace is quicker and each subject is examined in greater depth. Strong math and science skills are essential. Enrollment can be limited.
Prerequisite: Algebra 2 and permission of the Science Department
Recommended Prior Science Course: Honors Physics in Grade 10
**SCIENCE ELECTIVES**

Juniors and seniors who have completed the Science Department graduation requirement may request to take one of the following science electives. These courses allow students to explore a topic of interest in depth, with a continued emphasis on the development of critical thinking and scientific reasoning skills. Juniors enrolled in science electives participate in an interdisciplinary study and project during the third trimester of the course. During these projects, juniors work collaboratively with students from other science electives and are taught by all science elective teachers. The regular course meeting block might be altered during the third trimester in order to allow students to work collaboratively with students from another elective, though changes will not affect the student’s schedule in other courses. Students will be expected to meet with the teacher and other student collaborators at least three times per week and will have additional independent work to complete between class meetings.

Enrollment in these courses (Engineering Principles and Practices, Environmental Studies, Forensics, Human Physiology, Marine Ecology, Advanced Biology, Experimental Biology, Advanced Placement Biology, Advanced Placement Physics C: Mechanics, and Current Topics and Research in Science and Technology) can be limited. Seniors are given priority for enrollment. A lottery may be used if a course is over-enrolled.

**Chemical Biology (Grades 11 – 12)**
Chemical Biology is an interdisciplinary science course designed to study topics in chemistry and biochemistry with the intention of applying those topics to modern scientific problems, such as the legality and ethics of the pharmaceutical industry, outbreaks of disease, and the effect of geography, culture, and nutrition on disorders throughout the world. The course includes a detailed review of key concepts from biology and chemistry, specifically relating to living organisms, then delves into more complex topics such as pharmaceutical drug design, advanced metabolism, and modern techniques and equipment used for structure analysis of substances, such as spectrometry and crystallography. These topics are investigated through reading scientific journals and news articles, researching scientific concepts, and looking at medical case studies, both in the United States and throughout the world. The course culminates with an independent research project that investigates an issue in modern science, and includes a research paper and a presentation regarding findings.
Prerequisites: Biology and Chemistry

**Engineering Principles and Practice (Grades 11 – 12)**
Engineering Principles and Practice is a hands-on, project-based course that is designed for students who are interested in the applications of Engineering to current and evolving technologies. This course includes but is not limited to, the exploration of mechanical engineering, civil engineering, manufacturing engineering, electrical engineering, engineering ethics, and environmental engineering. Students become familiar with the design process and will be able to take an idea through the design, prototype, and build phases. Students learn by doing while receiving in-process support. They become creative problem-solvers as they overcome obstacles throughout the design-test-build process. Field trips to various manufacturing facilities complement classroom work and expose students to actual product realization. This course is based in math and science, but is designed for all students interested in learning more about the expanding field of engineering.
Prerequisites: Physics, Algebra 2, and Geometry

**Environmental Studies (Grades 11 – 12)**
Learning Locally, Thinking Globally
In the early nineteenth century, German naturalist Alexander von Humboldt wrote, “In this great chain of causes and effects, no single fact can be considered in isolation.” Following Humboldt’s lead, this course combines science and history to consider the ways humans interact with the natural world. Units drawing simultaneously from both disciplines emphasize systems thinking to examine how societies encounter the challenges of resource use, conservation and preservation, and population growth, from the twentieth century through present day. Through lenses ranging from local to global, this course examines how shifting perceptions of nature, facts, and values over time influence our choices. Field work and case studies enable students to utilize both scientific and historical thinking skills, gain practical tools for understanding the complexity of our world, and emerge with a contemporary understanding of ecology.
This is an interdisciplinary course offered through the Science Department and the History and Social Sciences Department. This course fulfills the Modern Global History requirement.
Prerequisite: Biology

**Forensics (Grades 11 – 12)**
Forensics is a lab-based course that stresses the importance of applying scientific principles to criminal investigations and the law. Students learn the methodology needed to evaluate a crime scene, the proper lab mechanics needed to evaluate evidence, and how to identify and compare samples that are both known and unknown. Procedures in
collecting, recording, and interpreting criminal evidence are examined and modeled. Students gain a broad understanding of forensic science and how it is used in criminal cases. Forensic experiments include drug analysis, blood-typing, hair and fiber analysis, gunshot residue tests, and fingerprint identification. This course includes lectures, labs, research projects, activities, and video creation.

Recommended Prior Science Course: Chemistry

**Human Physiology** (Grades 11 – 12)
Human Physiology is a course in which lab work is used to study several major organs and organ systems of the body. The course covers cell, tissue, and organ structure with a focus on the muscular, circulatory, respiratory, and nervous systems. The interrelationships between various physiological systems are explored and applications related to clinical conditions are addressed, particularly in end-of-term projects. Field trips to local institutions, which in the past have included the Beth Israel Surgical Skills and Simulation Center and the Russell Museum of Medical Innovation, complement material discussed in class. Participation in dissection is a required part of this course.

**Marine Ecology** (Grades 11 – 12)
Marine Ecology is designed for students who are interested in learning about the diverse marine environments, the biology of marine organisms, and the relationships between the ocean’s inhabitants and their surroundings. Topics include: the ocean environment, the various ecosystems within and supporting the Earth’s oceans, and the comparative physiology of the diverse species that inhabit the Earth’s oceans. This course also affords students an opportunity to explore larger connections with a focus on global marine conservation issues. Field trips to local marine centers, which in the past have included the Northeastern University Marine Science Center and Woods Hole, as well as lab-based investigations and research projects, encourage the development of observational and research skills. The second trimester includes dissections as a method of studying marine life in a hands-on way.

Prerequisite: Biology

Recommended Prior Science Course: Chemistry

**Advanced Biology** (Grade 12)
This course includes a selection of topics from the Advanced Placement Biology curriculum. The course is divided roughly into thirds: evolution, cell biology, and genetics are discussed in the fall trimester; molecular and organismal biology in the second trimester; and animal behavior and ecology in the spring trimester.

Prerequisites: Biology, Chemistry, and permission of the Science Department

This course can be taken alone or in combination with Experimental Biology. When taken in combination with Experimental Biology for the entire academic year, this results in Advanced Placement (AP) notation on a student's transcript. It is expected that students taking Advanced Biology and Experimental Biology remain enrolled in both courses for the full academic year (including Senior Spring Project) in order to complete the AP curriculum.

**Experimental Biology** (Grade 12)
This course includes many of the laboratory exercises and experiments normally contained in an introductory college biology course. The laboratory work is taken from widely used lab manuals and is correlated with reading assignments in the textbook used for the Advanced Placement Biology course. Students expand upon these topics by planning and executing their own experiments. Evaluation is based on lab work, including collaboratively designed and executed research projects presented using scientific posters, PowerPoint presentations, and lab reports. Additionally, there are lab-practical and written tests. An important component of this course involves either a comparative dissection or a synthetic biology engineering and design project in which participation is mandatory.

Prerequisites: Biology, Chemistry, and permission of the Science Department

This course can be taken alone or in combination with Advanced Biology. When taken in combination with Advanced Biology for the entire academic year, this results in Advanced Placement (AP) notation on a student's transcript. It is expected that students taking Advanced Biology and Experimental Biology remain enrolled in both courses for the full academic year (throughout Senior Spring Project) in order to complete the AP curriculum.

**Advanced Placement Biology** (Grade 12)
Advanced Biology, when taken in conjunction with Experimental Biology, fully prepares students for the Advanced Placement (AP) Biology exam. Students are expected to remain enrolled in both courses for the full academic year to complete the AP curriculum and are encouraged to take the exam in May.

**Advanced Placement Physics C: Mechanics** (Grades 11 – 12)
The focus of this course is on Newtonian Mechanics, which includes 1-D and 2-D kinematics, Newton's laws, work and energy, momentum, rotational motion, and oscillations and waves. Additional topics, including general and special relativity and electricity and magnetism, will be included, time permitting. Significant emphasis is placed on the development of strong lab skills, including error analysis and problem solving, both qualitatively and
quantitatively. Because linear kinematics and dynamics form the foundation for much of this course, students must complete either Physics or Honors Physics before enrolling in this course. Since trigonometry and calculus are used extensively throughout the year, a strong record in Precalculus is a prerequisite and Calculus is a corequisite.

Prerequisites: Physics or Honors Physics and Precalculus
Corequisite: Calculus
*With Departmental approval, this course can be a first-year physics course for juniors who have completed or are concurrently enrolled in Advanced Placement Calculus BC.

**Current Topics and Research in Science and Technology** (Grade 12)
This course is designed for students to explore topics in science and technology, both within and beyond BB&N, by critically reviewing current literature, understanding and presenting recent findings in science, visiting scientific destinations throughout the Greater Boston area, and undertaking an independent research project outside of BB&N during Senior Spring Project. The topics explored are both local and global in nature and are primarily chosen by the students. In past years, students have investigated the science and technology associated with drug development and discovery, proposed solutions to global medical emergencies or natural disasters, researched innovations in personalized medicine, and explored advances in robotic image-guided surgical techniques. Each topic is complimented by visiting local scientific institutions or Skyping with experts in the field. The course is taught in a blended format, where students meet synchronously during their regularly scheduled class time and asynchronously online to discuss and share their learning. As part of the course, students identify areas of scientific interest, develop their understanding of the topic, and work toward creating a symposium of current topics in science that is shared with the BB&N community in the winter. By the end of January, students are expected to establish a connection with a science mentor outside of BB&N so they can undertake a research or technology related project during the spring trimester as part of their Senior Spring Project. Internships are typically 10 – 15 hours per week and students continue to share their learning in a blended format throughout this time.

Prerequisites: Successful completion of three years of science and permission of the Science Department.
Recommended co-requisite: Enrollment in a science elective at BB&N or through the Global Online Academy.

**Courses Not Offered in 2017 – 2018**
Advanced Physics: Electricity and Magnetism
Advanced Placement Physics C: Electricity and Magnetism
Environmental Science
World Languages Department

All students must take three full, consecutive years of the same language in the Upper School to fulfill their World Languages graduation requirement. Students must take a language course through Grade 11, completing at least level three of a language.

Students who previously studied a language not offered at BB&N and are new to the school in Grade 11 need to successfully complete two full years of the same language at BB&N. New students repeating Grade 11 must take a language course in Grade 11 and complete at least level three of language at BB&N; alternatively, these students may take and successfully pass a new language for two years.

Language Programs
The Upper School offers six languages: Arabic, Chinese, French, Latin, Russian, and Spanish. World Languages offer first, second, third, fourth, and fifth year language study. In addition, French and Spanish have Honors sections starting in the second and third year and upper-level electives (described below). Chinese and Latin have an Honors section starting in the third year. Chinese, French, Latin, and Spanish offer Advanced Placement level courses.

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 Advanced Placement courses through the end of senior year (through Senior Spring Project) and to take the Advanced Placement exam in May.

ARABIC

Arabic I
The first third of this course is dedicated to the mastery of the phonetics and phonology of Modern Standard Arabic (MSA). The Arabic I course focuses on the development of vocabulary, as well as analyzing and producing basic structures in speaking, reading, writing, and listening. Throughout the application of the language, students use texts, articles, the Internet, audio-visual materials, and discussion to create a geographical and cultural context for the language. Additionally, a passive familiarity with regional variation establishes a framework for Arabic language in practice.

Arabic II
Building on skills from Arabic I, Arabic II students increase the subtlety of their communication with expanded vocabulary and complex structures. Students actively engage with the pattern and root system that serves as the underpinning of Arabic word meaning. They continue to work with authentic materials from across the Arabic-speaking world. Presentations and projects reinforce cultural material and strengthen fluency throughout the year. This course aims to increase students’ cultural competency in Arab cultures and prepare them for interaction with native speakers.

Arabic III
Building on the skills from Arabic I and II, students delve deeper into the Arabic language with more focus on reading and listening to authentic material. Their vocabulary expansion at this level equips them to communicate at levels outside of their immediate surroundings. Cultural presentations, written essays, and skit performances enhance and strengthen their fluency. This course engages students at an intermediate level.

Arabic IV
Having mastered the core structures and concepts of Modern Standard Arabic (MSA), students in Arabic IV contextualize and expand their knowledge as the class journeys across the Arab world through film, television, news, art, and literature. An emphasis on various spoken dialects allows students to gain a sense of variation within the vastly diverse geography of the Middle East and North Africa. This course is a window into the many manifestations of Arabic language and how they connect back to the essential structure and meaning found in MSA.
CHINESE

Chinese I
This course is designed for students with no previous background in Mandarin Chinese. Students are introduced to and concentrate on pronunciation and the four tones through intensive phonetic and sentence-pattern drills. Audio and video recordings, Chinese computer software, and other aids are used. Students are expected to learn basic structures of Mandarin Chinese and to acquire a basic oral competency in simple daily communications. Students learn approximately 500 simplified characters and acquire a proficiency in reading and writing in simplified characters. Exposure to Chinese history, culture, and geography is also provided.

Chinese II
Chinese II is a continuation of Chinese I, conducted in pinyin and simplified characters. The goal of this course is to develop a solid grammatical base and a strong listening and speaking ability. Audio and video recordings, and oral and written exercises with increasing complexity help students attain a higher level of competency in the language. Students learn approximately 500 characters and increase their vocabulary to nearly 1,000 words. Students also read and write short compositions either in pinyin or characters and further their study of Chinese culture.

Chinese III/Chinese III Honors
This course helps students learn complex sentence patterns and vocabulary. Short newspaper articles, simplified literary works, and video and audio recordings supplement the text. Oral proficiency and grammatical accuracy are emphasized. Students learn approximately 500 characters, increase their vocabulary to nearly 1,500 words, and type short papers in Chinese characters.
Prerequisite for Chinese III Honors: Chinese II and permission of the World Languages Department

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

Advanced Placement Chinese Language and Culture
Students who take this course follow the College Board’s Advanced Placement (AP) Chinese Language and Culture curriculum. This course focuses on increasing the students’ level of Chinese proficiency across three communication modes (interpersonal, interpretive, and 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.
Prerequisite: Chinese III Honors and permission of the World Languages Department

Chinese V
Chinese V is a full-year elective for qualified students who are interested in perfecting their study of Chinese language and culture. In this course, students continue to build upon their language skills in listening, speaking, reading, and writing. Texts of greater complexity and various styles are introduced to students in the cultural context of Chinese-speaking societies. At the end of this course, students are able to communicate, in both spoken and written Chinese, at the intermediate- to mid-level of proficiency, as defined by the American Council on the Teaching of Foreign Languages. This course is entirely conducted in Chinese. This course is also open to Chinese-heritage students, upon permission of the World Languages Department, who want to have one year of advanced study in Chinese after fulfilling their BB&N World Languages graduation requirements.
Prerequisite: Advanced Placement Chinese and permission of the World Languages Department

FRENCH

French I
French I is an introductory course of French language and culture. Students develop skills in the four language modalities (speaking, listening, reading, and writing). Emphasis is put on meaningful oral communication as well as accuracy of expression. Students develop basic structured sentences and acquire vocabulary to ask questions and provide information on likes and dislikes, personal and school life, family and friends, and travel and vacation. Interactive and group activities, audio and video recordings, and online material 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. By the end of the year, this course is taught mostly in French.
**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 more fluent speech. Students also acquire proficiency in reading short texts and writing simple compositions in French. The goal of the course is to develop the four linguistic skills (speaking, listening, reading, and writing) and to help students gain an understanding and appreciation of the French language, people, and culture. This course is based on the use of a grammar book and some short reading comprehension texts, supplemented by the use of films, podcasts, CDs, projects, and online material. This course is conducted entirely in French.

**French III Honors**
Students in the French II Honors course complete the French II curriculum at a more rapid pace. In addition, they study an intensive and extensive grammar program. Students 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 accompanied with audio and video material. They study L. Malle’s film *Au Revoir les Enfants* without subtitles, and they watch other French movies such as *Kirikou et la Sorcière* and *Une vie de chat*. Students read and research various works from French-speaking authors around the world. This course is conducted in French.

Prerequisite: French I and permission of the World Languages Department

**French III**
French III offers a comprehensive review of intermediate French. Students continue to refine the skills necessary to acquire proficiency in the language. This course provides further practice in speaking and listening, as students are expected to participate and to present research and projects in French. Students also continue their grammar study and are encouraged to apply their knowledge in a meaningful context through their written work. Students read poems from the French-speaking world, read authentic texts in the target language such as Goscinny’s *Le Petit Nicolas*, and study films such as *Intouchables*. This course is conducted entirely in French.

**French III Honors**
Students in the French III Honors course complete the French III curriculum at a more rapid pace. This course includes an in-depth grammar review and the reading of complete works of French literature: Jean-Paul Sartre’s *Les Jeux sont Faits*, the play *Rhinocéros* by Eugene Ionesco, a selection of French poetry, several short stories by Guy de Maupassant, and a complete work to be read over the summer. Students improve their writing and comprehension as well their oral fluency through conversation, expository writing, journals, films, songs, and acting out scenes from the various literary works. This course is conducted exclusively in French.

Prerequisite: French II Honors and/or permission of the World Languages Department

**French IV**
This course is open to students from French III and French III Honors who want to practice and refine their speaking and writing skills as an alternative to the Advanced Placement (AP) French Language and Culture course. One class each week is dedicated to the review of essential grammar points though the emphasis of this course is on oral conversation and interactive activities. This course utilizes newspaper articles, online material, films, songs, games, projects, and group work. Through the use of these different media, students discuss various topics related to contemporary French society and Francophone cultures around the world. This course is conducted exclusively in French and students are expected to make every effort to use French.

**Advanced Placement French Language and Culture**
Students in this course study the four language skills (speaking, listening, reading, and writing) utilizing six major themes (World Challenges, Science and Technology, Modern Life, Identity, Family and Community, and Aesthetics). Students complete a variety of individual and group activities, as well as research, bringing them from proficiency to fluency. They examine authentic documents from various media such as newspapers, podcasts, or the Internet, and they use computers and iPads to enhance their learning. This course also refines the students’ study of literature through the reading of poems and books such as *L’école des Femmes* by Molière and *L’Étranger* by Camus. Students explore culture through films such as *Entre les Murs*, *Le Gamin au Vélo*, and *Le Fabuleux Destin d’Amélie Poulain*. Teacher and students use French exclusively in this course. This course prepares students to take the Advanced Placement French Language and Culture exam in May.

*Prerequisite: French III Honors or French IV and permission of the World Languages Department*

**French V: Cinema for French Conversation**
This course is an elective cinema course that culminates in the making of a movie that is written and performed in French and filmed by the students themselves. Emphasis is placed on conversation through interactive activities drawn from the study of French films. This includes group research, oral presentations, debating the issues presented in a film, and exploring cultural units related to the film. The films are chosen based on their historical, literary,
linguistic, or geographical significance and may vary from year to year. Recent selections include *Monsieur Ibrahim*, *Welcome*, *Le Fabuleux destin d’Amélie Poulain*, *Jean de Florette*, *La Veuve de Saint-Pierre*, and *Cyrano de Bergerac*. Teacher and students use French exclusively in this course. This course is open to students in French IV who want to practice and refine their listening and speaking skills. Students from the Advancement Placement French Language and Culture course may be accepted with permission of the World Languages Department.

**French V Honors: Culture and Cuisine in Films and Fiction**

This is an elective French language and culture course in which students use literature and cinema to examine the role, the importance, and the evolution of food in French society. Students continue to develop and refine their reading and writing skills with the in-depth study of a complete work (*Cyrano de Bergerac* by E. de Rostand) and excerpts from other classical and contemporary authors. Emphasis is placed on oral fluency through conversation, discussion, and the study of authentic French movies (*Les Saveurs du Palais*, *Le Fabuleux Destin d’Amélie Poulain*). Using the class’ interactive website, students work in groups on project-based units: they produce a film festival, explore a local food market, take a cooking class, organize a food tasting, and conclude the course by writing, performing, and filming a cooking show. Teacher and students use French exclusively in this course. Prerequisite: Advanced Placement French Language and Culture or fluency in French and permission of the World Languages Department

**LATIN**

**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 and presents to the class.

**Latin II**

In Latin II, students continue the mastery of Latin vocabulary, grammar, and syntax. Students read adapted Latin stories at the beginning of the course and finish with Julius Caesar after the completion of the grammar book. Students learn more advanced Roman mythology, culture, and history. Each student works on a project of their choosing and presents to the class.

**Latin III**

Latin III is a prose Latin course moving from adapted Latin reading about early Roman history and culture to the unadapted reading of Cicero. Students may read Livy, Plautus, Petronius, and other authors. Students learn the history of Republican and Imperial Rome. They also study cultural material including Roman topography, daily dates, and imperial biographies. Each student works on a project of his/her choosing and presents to the class.

**Latin IV**

Students in Latin IV study Roman poetry, including authors such as Ovid, Vergil, Catullus, and Horace. To deepen their understanding of Latin literature, students study dactylic hexameter, read scholarly articles, and learn rhetorical device. To further hone their agility with the language, students learn advanced aspects of Latin prose composition.

**Advanced Placement Latin**

Students who take this course follow the College Board’s Advanced Placement (AP) Latin curriculum. Students will read selections from Vergil’s *Aeneid* and Julius Caesar’s *Bellum Gallicum*. This course emphasizes literary analysis and essay writing. Prerequisite: Latin III Honors and permission of the World Languages Department

**Latin V Honors**

This course includes readings by authors found within the former AP Latin Literature curriculum, including Catullus, Horace, and Ovid, along with additional works such the elegiac poetry of Propertius and Tibullus. With an emphasis 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. Prerequisite: Advanced Placement Latin and permission of the World Languages Department
RUSSIAN

Russian I
Students in Russian I learn the basics of conversation, reading, writing, and listening in a fun and energetic setting. While building vocabulary relating to homes, families, cities, and schools, students learn most of the Russian case system, all the forms of the Russian verbs, and a number of idioms and set phrases that are useful for real-world application. This course uses the American Council of Teachers of Russian (ACTR) book series *Live from Russia!*, which includes an audio component for homework and also a soap-opera-style movie about Kevin, an American living in Moscow. Ten percent of this course consists of Russian culture, politics, literature, and history, which are discussed in English.

Russian II
Students in Russian II deepen their knowledge of many themes from Russian I: they aim to have control over Russian nouns and verbs and to learn more complicated sentence structures. While continuing to build vocabulary around the themes of school life and personal interests, students work to become conversationally proficient for their encounter with the Russian exchange students. The course continues with the ACTR book *Live from Russia!*, working with Volumes I and II from the series, and continues to follow the adventures and misadventures of Kevin and his Russian friends. As with Russian I, ten percent of this course consists of Russian culture, politics, literature, and history, which are discussed in English.

Russian III
Students in Russian III continue to build upon the four major language skills: speaking, listening, reading, and writing. Students in this course strive to move from the sentence level to the paragraph level in Russian and transition from expressing a single idea to presenting a series of ideas in a sophisticated context. While striving for mastery over the Russian case system, students also work to gain control over a number of irregular—but frequently used—Russian verbs. This course continues with the ACTR book *Live from Russia!, Volume II*, as Kevin continues to develop his knowledge of the Russian language and culture. Ten percent of this course consists of Russian culture, politics, literature, and history, which are discussed mostly in English.

Russian IV
Students in Russian IV strive to complete their knowledge of beginning to intermediate level Russian grammar, while also fortifying their conversational skills. This course aims to deepen the knowledge of practical Russian and ensure that students feel comfortable in a variety of real-world situations. Students produce longer, more focused monologues and also undertake more complex written compositions. The course continues with the ACTR series, moving on to the *Welcome Back!* text, where Kevin and his friends move into a more adult stage of their lives. Ten percent of this course consists of Russian culture, politics, literature, and history, which are discussed mostly in Russian.

Russian IV AP*
This course is the more advanced version of Russian IV, and students are accepted upon permission of the World Languages Department. In addition to the Russian IV components, students spend an additional 30 – 40 percent of time outside of class developing their writing and listening skills. Students in this course are expected to participate in the ACTR-sponsored Russian Olympiada, and also to continue Russian through Senior Spring Project. *Students are strongly encouraged to take the Russian Prototype AP exam in early May. This exam is a prototype developed and administered by the American Council of Teachers of Russian and is not reported to the College Board. Prerequisite: Russian III and permission of the World Languages Department

SPANISH

Spanish I/Spanish IP
In this first-year course, students are introduced to basic structures and high-frequency vocabulary, which 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 are presented to help students develop successful techniques for speaking, reading, writing, and listening in Spanish. This first-year course also begins to expose students to the cultural riches of the Spanish-speaking world. By the end of the year, this course is taught mostly in Spanish. This course is designed for students who have little to no background or experience studying Spanish.

Spanish IP is a course that is open to students who have previously taken Spanish in the middle or lower school but who are not yet ready for the Spanish II course. Enrollment in this course is based on the results of the placement test and the decision of the World Languages Department. This course moves more quickly through the basic introductory
vocabulary and grammar, but students spend more time learning and reviewing the present and preterit verb tenses and the more challenging grammar concepts that are necessary to master prior to Spanish II. By the end of the year, this course is taught mostly in Spanish.

Spanish II
In this second year course students review and practice grammar structures introduced in Spanish I. They continue to learn many new grammar structures, including the preterite and imperfect tenses, the future and conditional tenses, and all of the commands. They are also exposed to a variety of new vocabulary in order to advance their communicative skills. Emphasis is placed on applying the newly learned material to speaking and writing. Students engage in listening comprehension activities and are also exposed to cultural aspects of the Spanish-speaking world. Students are expected to give oral presentations and write compositions. This course is conducted in Spanish.

Spanish II Honors
In this second-year course, students review and practice grammar structures introduced in Spanish I. They continue to learn many new grammar structures, including the preterite and imperfect tenses, the future and conditional tenses, and the subjunctive mood. They are also exposed to a variety of new vocabulary in order to advance their communicative skills. Emphasis is placed on applying the newly learned material to speaking and writing. Students engage in listening comprehension activities and are also exposed to cultural aspects of the Spanish-speaking world. Students are expected to give oral presentations and write compositions, and will be held to high standards in all areas of their study of the language. Students read Horacio Quiroga’s Anaconda, among other short stories, and write an original children’s storybook. The textbook used in this course is Hoy Dia: Spanish for Real Life. This course is conducted in Spanish.
Prerequisite: Spanish I/IP and permission of the World Languages Department

Spanish III
This course is an intermediate Spanish course designed to improve students’ speaking, listening, reading, and writing skills and to explore the culture of the Spanish-speaking world. This course integrates language and culture through a communicative approach. Students review and learn new forms of grammar with an emphasis on the subjunctive mood. New, more advanced vocabulary is introduced and applied in a variety of contexts. This course is conducted in Spanish.

Spanish III Honors
Students in this course continue to develop and refine the skills necessary for acquiring proficiency in Spanish. The course provides students with further practice in reading, writing, listening and speaking, with an increased concentration on accuracy and communicative functions. To this end, the course consists 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, and the viewing of at least one Spanish-language film. Oral work consists 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. This course is conducted exclusively in Spanish.
Prerequisite: Spanish II and permission of the World Languages Department

Spanish IV: Culture and Conversation
This fourth-year course aims to deepen students’ knowledge and understanding of the Spanish-speaking world and refine their ability to communicate in real-world situations. Students review major grammar topics and high-frequency vocabulary essential for functional communication in everyday settings such as travel, school, and family life. Oral work focuses on communicative functions such as description, narration, gathering of information, persuading, and circumlocution. A wide variety of cultural topics are explored through a combination of project-based assignments, readings, videos, film, and songs. This course is conducted in Spanish and students are expected to make every effort to use Spanish exclusively.

Advanced Placement Spanish Language and Culture
This is an Advanced Placement course in Spanish that emphasizes the use of Spanish for active communication and allows students to reach advanced levels in their oral, aural, reading, and written skills. In addition, the course introduces students to the literary analysis of Latin American literature and culture as well as to the discussion of current events around the world. Students are fully involved in watching, reading, and listening to authentic mass media including digital newspapers, podcasts, Internet radio, and television. All course content is displayed through an interactive class website. This course prepares students for the Advanced Placement Spanish Language and Culture exam in May. Teacher and students use Spanish exclusively in class.
Prerequisite: Spanish III Honors or Spanish IV and permission of the World Languages Department
Spanish V: Contemporary Spanish and Latin American Cinema
In this advanced language and culture course, students examine recent major works of film in their social, political, and historical contexts. Films from throughout the Spanish-speaking world are viewed and analyzed both in class and as homework. Students develop their speaking skills as the themes, characters, and cultural lessons from the movies serve as springboards for intensive conversation. In addition to classroom discussions, students give oral presentations, do frequent written assignments, and use online sources to listen to songs and read current articles in Spanish. Teacher and students use Spanish exclusively in class. Students from the Advancement Placement Spanish Language and Culture course may be accepted with permission of the World Languages Department.

Spanish V Honors: Literature, Film, Art, and Multimedia
This course combines the study of Spanish language and culture by interweaving literature, film, and art from Spain and Latin America. Students continue to refine all their skills in Spanish, broaden their vocabulary, and enhance their fluency. At the end of the year, students write an original play and perform it in front of their peers. Teacher and students use Spanish exclusively in class.
Prerequisite: Advanced Placement Spanish Language and Culture or fluency in Spanish and permission of the World Languages Department
Online Courses With Global Online Academy

Arts, History and Social Sciences, Mathematics and Computer Science, Science, and World Languages

BB&N partners with Global Online Academy (GOA), a consortium of independent schools worldwide, to provide students in Grades 11 and 12 with the opportunity to enroll in online elective courses and earn credit. Global Online Academy courses are interactive, instructional, and experiential, with semester-long options in a wide variety of subjects, ranging from organic chemistry to poetry writing. All GOA courses have synchronous components (when students collaborate or work with their teacher at a set time, generally using video-conferencing software) and asynchronous components (when students choose at which time to participate). It is important to note that GOA courses require the same time commitment and have workloads similar to any other course students would take at BB&N. Students enrolled in these online courses are required to meet with the BB&N GOA Site Director regularly throughout the duration of the course to share what they are studying and to remain accountable to their other academic commitments.

During the 2017 – 2018 academic year, students can apply to enroll in a yearlong course, or in one-semester or two-semester electives in Art, History and Social Sciences, Mathematics and Computer Science, Science, or World Languages (or a combination of disciplines). GOA fall courses run from September through December. Spring courses run from January through May (students enrolled in a spring GOA course are required to include this course as a part of their Senior Spring Project). BB&N students receive 0.5 credit for a semester-long course and 1.0 credit for a yearlong course; the student’s transcript will contain the course name with an annotation to reflect that the course was taken with GOA.

Interested students must be motivated, independent learners capable of working within established timeframes to achieve curricular goals established by the GOA instructor. Exceptional time-management skills are essential for success in this type of course. Requirements include concurrent enrollment in a BB&N-based elective of the chosen discipline (for all disciplines except Art), successful completion of the discipline’s graduation requirements, and approval from the Educational Policy Committee. BB&N’s Modern Global History graduation requirement may be fulfilled through a Global Online Academy course; in these special cases, students do not need to concurrently take a BB&N history course. Students will only be allowed to take a GOA course as a sixth course. Enrollment is limited, and interested students are required to complete a short application submitted in February to the GOA Site Director.

ARTS DEPARTMENT
(Concurrent enrollment in a BB&N Arts course is not required)

Graphic Design (Spring)
This course explores the relationship between information and influence from a graphic design perspective. What makes a message persuasive and compelling? What helps audiences and viewers sort and make sense of information? Using an integrated case study and design-based approach, this course aims to deepen students’ design, visual, and information literacies. Students are empowered to design and prototype communication projects about which they are passionate. Topics addressed include principles of design and visual communication; infographics; digital search skills; networks and social media; persuasion and storytelling with multimedia; and social activism on the Internet. Student work includes individual and collaborative group projects, graphic design, content curation, some analytical and creative writing, peer review and critiques, and online presentations.

Music Theory and Digital Composition (Spring)
In Music Theory and Digital Composition, students explore the structure, writing, and recording of music as a design problem, with the intention of creating and releasing a finished piece of original music. The first half of the semester is focused on the history of music, the staff, notation, scales, intervals, chords, and harmony. In conjunction with this is the use of two pieces of software called Auralia and Musition, which quickly attune to each student’s individual skill level in ear training and sight-reading, respectively. This aids the student in writing an original composition, the quality and character of which is determined by personal music interests and learning more about his or her identified target audience. The Design Thinking model is used, which guides students through a process that begins with empathizing with their audience, defining their piece, iterating several design drafts, prototyping, and then releasing the finished recording for feedback and another iteration of refinement. The second half of the course is focused on performing, recording, mixing, mastering, and releasing a recording of their composition, all the while keeping key target audience members in the loop through surveys and conversations that follow the Design Thinking model.
HISTORY AND SOCIAL SCIENCES DEPARTMENT

BB&N’s Modern Global History graduation requirement may be fulfilled through completion of a Global Online Academy course; in these special cases, students do not need to concurrently take a BB&N history course.

9/11 in a Global Context (Fall and Spring)
September 11, 2001, was a tragic day that changed the world in profound ways. In this course, students explore the causes of 9/11, the events of the day itself, and its aftermath locally, nationally, and around the world. In place of a standard chronological framework, students instead will view these events through a series of separate lenses. Each lens represents a different way to view the attacks and allows students to understand 9/11 as an event with complex and interrelated causes and outcomes. Using a variety of technologies and activities, students work individually and with peers to evaluate each lens. They then explore the post-9/11 world and conclude the course by planning their own 9/11 memorials.

Advocacy (Spring)
This skills-based course explores the creativity, effort, and diversity of techniques required to change people’s minds and motivate them to act. Students learn how to craft persuasive arguments in a variety of formats (written, oral, and multimedia) by developing a campaign for change around an issue about which they care deeply. Students explore a number of relevant case studies and examples as they craft their campaigns. Units include persuasive writing, social media, public speaking, informational graphics, and more. The culminating project is a multimedia presentation delivered and recorded before a live audience.

Applying Philosophy to Modern Global Issues (Fall)
This is an applied philosophy course that connects pressing contemporary issues with broad-range philosophical ideas and controversies, drawn from multiple traditions and many centuries. Students use ideas from influential philosophers to shed light on recent political events such as the global economic downturn and the sweeping revolutions of the Arab Spring, as well as new developments in fields as diverse as biology, cognitive science, and political theory. In addition to introducing students to the work of philosophers as diverse as Confucius and Martin Heidegger, this course also aims to be richly interdisciplinary, incorporating models and methods from diverse fields including history, journalism, literary criticism, and media studies. This course fulfills BB&N’s Modern Global History requirement.

Gender Studies (Spring)
This course uses the concept of gender to examine a range of topics and disciplines that might include feminism, gay and lesbian studies, women’s studies, popular culture, and politics. Throughout the course, students examine the intersection of gender with other social identifiers: class, race, sexual orientation, culture, and ethnicity. Students read about, write about, and discuss gender issues as they simultaneously reflect on the ways that gender has manifested in and impacted their lives.

Genocide & Human Rights (Fall)
Students in this course study several of the major genocides of the twentieth century (Armenian, the Holocaust, Cambodian, and Rwandan), analyze the role of the international community in responding to and preventing further genocides (with particular attention to the Nuremberg tribunals), and examine current human rights crises around the world. Students read primary and secondary sources, participate in both synchronous and asynchronous discussions with classmates, write brief papers, read short novels, watch documentaries and develop a human rights report card website about a nation of their choice. This course fulfills BB&N’s Modern Global History requirement.

Introduction to Investments (Fall)
In this course, students simulate the work of investors by working with the tools, theories, and decision-making practices that define smart investment. The course explores concepts in finance and asks students to apply them to investment decisions in three primary contexts: portfolio management, venture capital, and social investing. After an introduction to theories about valuation and risk management, students simulate scenarios in which they must make decisions to grow an investment portfolio. They manage investments in stocks, bonds, and options to learn a range of strategies for increasing the value of their portfolios. In the second unit, they take the perspective of venture capital investors, analyzing startup companies and predicting their value before they become public. In the third unit, students examine case studies of investment funds that apply the tools of finance to power social change. Throughout the course, students learn from experts who have experience in identifying value and managing risk in global markets. They develop their own ideas about methods for taking calculated financial risks and leave this course not just with a simulated portfolio of investments, but the skills necessary to manage portfolios in the future.

Power: Redressing Inequity With Data (Fall)
Students utilize research, data, their own sense of social justice, and the application of all three to right wrongs in our world. A collaborative track and an independent track run concurrently throughout the semester. Collaboratively, the
full class works through a unit on Power Frameworks (Nietzsche, Foucault, Weber, and French & Raven), followed by a series of inequality case studies that provide insight into and practice with all six steps of the Power and Inequality Assessment (PIA) approach: (1) identify specific inequality; (2) provide and analyze data to substantiate the inequality; (3) identify type(s) of power that created and are maintaining the inequality; (4) provide and analyze data to substantiate power claim; (5) present and explain specific action steps to redress inequality; (6) identify type(s) of power necessary to implement action plan. Independently, all students apply the PIA approach to a specific local, national, or global inequality of their choosing. Past PIA projects have explored gender inequality in NCAA collegiate coaching; racial inequality in the American police force; and economic inequality in the treatment of immigrants, to name only a few. Regular, guided peer review will help students to hone their final products. Final PIA products are presented in multimedia formats asynchronously online. Invited audience members include GOA classmates, Site Directors and other members of home school communities, and experts from relevant fields.

MATHMATICS AND COMPUTER SCIENCE DEPARTMENT

Computer Science II: Analyzing Data with Python (Spring)
In this course, students utilize the Python programming language to read, manipulate, and analyze data. The course emphasizes using real-world datasets, which are often large, messy, and inconsistent. The prerequisite for this course is familiarity with and hands-on experience using some high-order programming language, such as Java, C++, VisualBasic, or Python itself. Because of the powerful data structures and clear syntax of Python, it is one of the most widely used programming languages in scientific computing. There are a multitude of practical applications of Python in fields like biology, engineering, and statistics.
Prerequisite: Computer Programming or Advanced Placement Computer Science A

Computer Science II: Game Design and Development (Spring)
In this course, students practice designing and developing games through hands-on practice. Comprised of a series of “game jams,” the course asks students to solve problems and create content, developing the design and technical skills necessary to build their own games. The first month of the course is dedicated to understanding game design through game designer Jesse Schell’s “lenses”: different ways of looking at the same problem and answering questions that provide direction and refinement of a game’s theme and structure. During this time, students also learn how to use Unity, the professional game development tool they use throughout the class. They become familiar with the methodologies of constructing a game using such assets as graphics, sounds, and effects, and controlling events and behavior within the game using the C# programming language. Throughout the remainder of the course, students work in teams to brainstorm and develop new games in response to a theme or challenge. Students develop their skills in communication, project- and time-management, and creative problem-solving while focusing on different aspects of asset creation, design, and coding.
Prerequisites: Computer Programming or Advanced Placement Computer Science A

Game Theory (Spring)
Do you play games? Do you wonder if you’re using “the right” strategy? What makes one strategy better than another? In this course, students explore a branch of mathematics known as game theory, which answers these questions and many more. Game theory is widely applicable in the real world as we face dilemmas and challenges every day, most of which we can mathematically treat as games! Students consider significant global events like the Cuban Missile Crisis, Mandela’s rise in South Africa, or the rise of Nobel Peace Prize winner Sirleaf in Liberia from a math perspective. Specific mathematical ideas that are discussed include two-person zero-sum games, utility theory, two-person non-zero-sum games, multi-player games, game trees, matrix algebra, linear optimization, and applications of game-theory techniques to a plethora of real-world problems.

Number Theory (Fall)
Once thought of as the purest but least applicable part of mathematics, number theory is now by far the most commonly applied: every one of the millions of secure Internet transmissions occurring each second is encrypted using ideas from number theory. This course covers the fundamentals of this classical, elegant, yet supremely relevant subject. It provides a foundation for further study of number theory, but even more, it develops the skills of mathematical reasoning and proof in a concrete and intuitive way, good preparation for any future course in upper-level college mathematics or theoretical computer science. Students progressively develop the tools needed to understand the RSA algorithm, the most common encryption scheme used worldwide. Along the way, they invent some encryption schemes of their own and discover how to play games using number theory. Students also get a taste of the history of the subject, which involves the most famous mathematicians from antiquity to the present day, and see parts of the story of Fermat’s Last Theorem, a 350-year-old statement that was fully proved only twenty years ago. While most calculations are simple enough to do by hand, students sometimes use the computer to see how the fundamental ideas can be applied to the huge numbers needed for modern applications. Students must have a desire to do rigorous mathematics and proofs.
Prerequisite: Precalculus, Honors Precalculus AB, or Honors Precalculus BC

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SCIENCE DEPARTMENT

Bioethics (Fall and Spring)
Ethics is the study of what one should do as an individual and as a member of society. In this course, students evaluate ethical issues related to medicine and the life sciences. During the semester, students explore real-life ethical issues, including vaccination policies, organ transplantation, genetic testing, human experimentation, and animal research. Through reading, writing, and discussion, students are introduced to basic concepts and skills in the field of bioethics, deepen their understanding of biological concepts, strengthen their critical-reasoning skills, and learn to engage in respectful dialogue with people whose views may differ from their own. In addition to journal articles and position papers, students are required to read Rebecca Skloot’s *The Immortal Life of Henrietta Lacks*.

Global Health (Fall)
What makes people sick? What social and political factors lead to the health disparities we see both within our own community and on a global scale? What are the biggest challenges in global health and how might they be met? Using an interdisciplinary approach to address these two questions, this course hopes to improve students’ health literacy through an examination of the most significant public-health challenges facing today’s global population. Topics addressed include the biology of infectious disease (specifically HIV and malaria); the statistics and quantitative measures associated with health issues; the social determinants of health; and the role of organizations (public and private) in shaping the landscape of global health policy. Students use illness as a lens through which to examine critically such social issues as poverty, gender, and race. Student work includes analytical and creative writing; research, and peer collaboration; reading and discussions of nonfiction; and online presentations.

Medical Problem Solving I (Fall and Spring)
In this course students collaboratively solve medical mystery cases, which is similar to the approach used in many medical schools. Students enhance their critical-thinking skills as they examine data, draw conclusions, diagnose, and treat patients. Students use problem-solving techniques in order to understand and appreciate relevant medical/biological facts as they confront the principles and practices of medicine. Students explore anatomy and physiology pertaining to medical scenarios and gain an understanding of the disease process, demographics of disease, and pharmacology. Additional learning experiences include studying current issues in health and medicine, building a community-service action plan, interviewing a patient, and creating a new mystery case.

Medical Problem Solving II (Spring)
This course is an extension of the problem-based learning done in Medical Problem Solving I. While collaborative examination of medical case studies remains the core work of the course, students tackle more complex cases and explore new topics in medical science, such as the growing field of bioinformatics. Students in MPS II also have opportunities to design cases based on personal interests, discuss current topics in medicine, and apply their learning to issues in their local communities.
Prerequisite: Medical Problem Solving I

Organic Chemistry (Spring)
This course is designed with two goals in mind, one pragmatic and one philosophical. Pragmatically, this course provides an absolutely invaluable foundation for further studies in the organic chemistry field, giving students a significant advantage at the beginning of any future course. Philosophically, this course aims to open an infinite world of discovery of complex molecules—their properties and reactions and applications—which hold the keys to confronting and solving the world’s most challenging, future scientific problems. The emphasis of the course is on stimulating interest in organic chemistry through an exploration of the molecules relevant to modern life. Students can use this course as a springboard for further learning and the beginning of a longer journey.

Practical Astronomy (Fall)
This course serves as a model of how modern astronomy has benefited from the digital revolution and advances in imaging technology. In the past two decades, the amount of information about our place in the universe has seen an explosive expansion. Our understanding of our own solar system has become fundamentally different in that short time. Students learn the modern techniques used by professional astronomers to gather and analyze data. The course reviews coordinate systems used in locating astronomical objects and the basics of spherical trigonometry. Students then are given practical problems such as determining the orbits of newly discovered solar system objects such as minor planets and comets. Data from professional observatories is used to analyze the light curves of binary star systems and variable stars as well as to search for supernovae. These projects, given the global nature of the course, could include timing of occultations of stars by the Moon and asteroids, providing information vital to professional researchers. The Cranbrook Observatory at the Cranbrook Institute of Science in Bloomfield Hills, Michigan, is used as a source of data along with other international sources specific to each student for individual projects.
Prerequisite: Precalculus, Honors Precalculus AB, or Honors Precalculus BC
WORLD LANGUAGES DEPARTMENT

Japanese I: Language Through Culture (Yearlong)
This full-year course is a unique combination of Japanese culture and language, weaving cultural comparison with the study of basic Japanese language and grammar. While examining various cultural topics such as literature, art, lifestyle, and economy, students learn the basics of the Japanese writing system (Hiragana and Katakana), grammar, and vocabulary. Through varied synchronous and asynchronous assignments, including hands-on projects and face-to-face communications, students develop their speaking, listening, reading, and writing skills. The cultural study and discussion is conducted in English, with topics alternating every two to three weeks. The ultimate goal of this course is to raise awareness and appreciation of different cultures through learning the basics of the Japanese language. The focus of this course is 60 percent on language and 40 percent on culture. This course is appropriate for beginner-level students.

INTERDISCIPLINARY COURSES

Energy (Spring, History/Science, must be concurrently enrolled in a BB&N History or Science course)
In this course, students develop a keen ability to analyze global energy issues. A historical and scientific exploration of fossil fuels gives students the foundation to tackle economic and environmental concerns related to traditional and alternative energy. Students do technical analyses of the rates of depletion of the reserves of major oil-producing countries, and investigate the motivations for an oil-producing nation to become a member of OPEC. Students take sides in major energy debates on topics like “fracking” or the international movement of energy supplies. In their final project, students present to their peers on all key aspects of an alternative energy source, including technical and economic viability and environmental sustainability.

Water: From Inquiry to Action (Fall, History/Science, must be concurrently enrolled in a BB&N History or Science course)
The second most common compound in the world, water, is essential to life. It is also a cause of quick death. It sculpts mountains and reshapes coastlines. It gives rise to conflicts among neighbors and nations, yet it brings peace and pleasure to many. Characteristics of water can be studied in disciplines from art to zoology, and this course touches on many of them, especially their interconnectedness, through a set of case studies in the first five weeks. Those case studies introduce a process of converting curiosity into researchable questions that lead to new ways of thinking about water. The next five-week section of the course begins with a study of question development and a competition to create the most mind-expanding question about water. Following a group brainstorming process, individual students define a single research question and break it down into components that can be pursued through multiple disciplines. The plan must include a local component, either a hands-on activity or an interview with a relevant professional. Students share their findings in a collaborative online environment and tag the connections among the different areas of inquiry. In addition, students give and receive weekly critiques of each other’s work, developing the skills to generate meaningful, substantive feedback and to receive and evaluate the same from others. In the final month, individuals or groups design and complete projects that apply a multidisciplinary understanding of water to a specific, real-world issue of their choice. Interaction with officials, advocates, or the public is a key element of these projects, and the products are submitted to relevant audiences in the public or private sector.
Semester-Away Programs-at-a-Glance

BB&N is proud to offer a robust Semester-Away Program for students in Grades 10 and 11. This program offers a unique opportunity for independent and adventurous students to live and study away from home while exploring topics in which they are interested.

<table>
<thead>
<tr>
<th>Program</th>
<th>Grade/Semester</th>
<th>Emphasis</th>
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<tbody>
<tr>
<td>Alzar School</td>
<td>Grade 10 or 11</td>
<td>Leadership, outdoor adventure, six-week cultural exchange in Chile</td>
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<tr>
<td>(Cascade, Idaho)</td>
<td>Fall or Spring</td>
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<tr>
<td><a href="http://www.alzarschool.org">www.alzarschool.org</a></td>
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<tr>
<td>Chewonki</td>
<td>Grade 11</td>
<td>Appreciation of the natural world, coastal ecology, community</td>
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<tr>
<td>(Wiscasset, Maine)</td>
<td>Fall or Spring</td>
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<tr>
<td><a href="http://www.chewonki.org">www.chewonki.org</a></td>
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<tr>
<td>CityTerm</td>
<td>Grade 11</td>
<td>New York city as a living classroom, history, literature, and art</td>
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<tr>
<td>(Masters School, Dobbs Ferry, NY)</td>
<td>Fall or Spring</td>
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<tr>
<td><a href="http://www.cityterm.org">www.cityterm.org</a></td>
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<tr>
<td>Coastal Studies for Girls</td>
<td>Grade 10</td>
<td>Science and leadership education for young women</td>
</tr>
<tr>
<td>(Freeport, Maine)</td>
<td>Fall or Spring</td>
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<tr>
<td><a href="http://www.coastalstudiesforgirls.org">www.coastalstudiesforgirls.org</a></td>
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<tr>
<td>High Mountain Institute</td>
<td>Grade 11</td>
<td>Leadership skills, wilderness experiences</td>
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<tr>
<td>(Leadville, Colorado)</td>
<td>Fall or Spring</td>
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<tr>
<td><a href="http://www.hminet.org">www.hminet.org</a></td>
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<tr>
<td>Mountain School</td>
<td>Grade 11</td>
<td>Working farm, sustainable living, community</td>
</tr>
<tr>
<td>(Vershire, Vermont)</td>
<td>Fall or Spring</td>
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<tr>
<td><a href="http://www.mountainschool.org">www.mountainschool.org</a></td>
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<tr>
<td>School for Ethics and Global Leadership</td>
<td>Grade 11</td>
<td>Politics, leadership, global issues</td>
</tr>
<tr>
<td>(Washington, D.C.)</td>
<td>Fall or Spring</td>
<td></td>
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<tr>
<td><a href="http://www.schoolforethics.org">www.schoolforethics.org</a></td>
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<tr>
<td>St. Stephen’s School</td>
<td>Grade 11</td>
<td>Classical and Italian culture, art history, travel</td>
</tr>
<tr>
<td>(Rome, Italy)</td>
<td>Spring</td>
<td></td>
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<tr>
<td><a href="http://www.sssrome.it">www.sssrome.it</a></td>
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<tr>
<td>Swiss Semester</td>
<td>Grade 10</td>
<td>Humanities, hiking, skiing, travel, art history</td>
</tr>
<tr>
<td>(Zermatt, Switzerland)</td>
<td>Fall</td>
<td></td>
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<tr>
<td><a href="http://www.swissssemester.org">www.swissssemester.org</a></td>
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Please contact Louise Makrauer, Semester-Away Program Coordinator (617-800-2160, lmakrauer@bbns.org), for more information about these programs, with questions about the application process, or with questions about how the academic programs at these semester-away opportunities align with the curriculum at BB&N.
Upper School Community Service Program

PHILOSOPHY
The mission of the Community Service Program at BB&N is to inspire student commitment to meaningful service and to foster and promote a School-wide culture of service. BB&N believes that working directly with people in need is the most enriching type of service. Therefore, community service at BB&N is defined as an act of providing aid to others in need. In addition, through the Community Service Program, students build connections within our community, broaden their perspectives, gain experience about an organization that supports or uplifts a community, and develop leadership and teamwork skills. BB&N hopes that by the time students graduate, they will have developed a life-long interest in service to others.

GRADUATION REQUIREMENTS

A 500-word reflective essay: Upon completion of service, students must submit a written reflection on their service. This reflection is collected and published for future students to read. Students are allowed to write about any aspect of their service. The reflection should include a brief summary of their service, a moment memorable to them, and some concluding commentary on how the service impacted their growth and learning. Students may also comment on whether they would recommend this service to others and whether they plan to continue to participate in this service in the future.

A minimum of 40 hours of community service work

- Students begin accruing hours in September of their first year in the Upper School. Hours can be earned during summers and vacations. Requirements are prorated at 10 hours per year for students admitted to BB&N in Grades 10 – 12; these hours must be completed while enrolled at BB&N.
- At least twenty hours of service must be completed within a 50-mile radius of the School, including Cape Cod. International service is acceptable, but every effort to work in the students’ local community should be made.
- A student must work for a minimum of ten hours of service in at least one site before it will be documented, although after ten hours, additional service may be completed at multiple sites.
- Additional hours may be documented with no upper limit of service hours.
- Service must be unpaid work that gives no academic or professional credit.
- Every attempt at participating in sustainable or long-term programs should be made; monetary donations cannot be a substitute for service.
- If seniors have not documented at least 30 hours of service (or 75% of their requirement) by the date on which Senior Spring Project proposals are due, service must be a formal component of their Senior Spring Project with at least five hours per week.

EXAMPLES OF ELIGIBLE SERVICE

- Working directly with people in need; examples: interacting with patients at a hospital; work at a homeless shelter, nursing home, public school, or soup kitchen; work with disabled people
- Performing administrative duties for a non-profit and non-tuition or fee-based organizations; examples: public library, public schools, hospitals, federal, state or municipal offices (in a non-political role)
- Working with animals and the environment under the umbrella of a non-profit organization
- Some examples of BB&N-based activities include the following: BB&N Circus, Peer Tutoring Program (maximum 10 hours), Books, Basketball, and Neighbors, Best Buddies, Science Saturdays, and Afternoons of Service
- Community outreach, education, or support in another country with significant economic, agricultural, or environmental needs (international service requires approval from the Community Service Co-Coordinator)
- Participating in organized community service programs; examples: summer camps that specialize in service, School-sponsored community service trips
- Coaching or refereeing youth teams for town athletics (programs must be non-profit and open to the public)
- Technology support for nonprofit, non-fee-based organizations
- Conservation or preservation work at historical societies or public museums
- Camp counselor at any program designed to meet the needs of at-risk students or students with disabilities
- Community farming at nonprofit farms
- Musical performances at an elderly home
- Work under the umbrella of a for-profit organization performing community outreach or support programming (prior approval is needed)
EXAMPLES OF NON-ElIGIBLE SERVICE
Though each is a valuable learning experience, the following do not meet BB&N’s stated philosophy for the Community Service Program and thus these do not fulfill the graduation requirement:

- Advocacy work, such as spreading the message of a specific organization or person (political, religious, or environmental)
- Volunteering with political campaigns
- Laboratory or clinical research
- Work at for-profit summer camps (sports camps, wilderness camps, religious camps, etc.)
- Work or volunteer at a private school or day care, or any tuition-based program
- Fundraising (including walk-a-thons and bake sales)
- Babysitting
- Performing religious duties (including teaching Sunday school or any services that are part of religious ceremonies)
- Working in a store or gift shop
- Landscaping work, unless for public areas

DOCUMENTATION OF SERVICE
Students need to record hours using the online tracking system (x2VOL). The system can be accessed from the Community Service page on the School’s website.

SEASON OF COMMUNITY SERVICE
Upper School students in Grades 10 – 12 with a significant interest in pursuing a specific commitment to Community Service may apply for a Season of Community Service in lieu of one athletics season per academic year. Students must demonstrate significant dedication to their area of interest through a documented commitment of 40 hours during the season. At the end of the service, students will be required to write a 500-word reflective essay.

Season of Community Service Proposal Forms must be submitted to a Community Service Co-Coordinator during the first week of seasonal tryouts. The proposals are reviewed individually and approved by the Community Service Co-Coordinators. Season of Community Service Proposal Forms are available on the BB&N Community Service website as well as in the Community Service Co-Coordinators’ offices.

RECOGNITION OF SERVICE
Honors and recognition are given annually to those with exemplary levels of Community Service. There are three levels of recognition:

- Bronze: A student has documented greater than 80 hours of service
- Silver: A student has documented greater than 120 hours of service
- Gold: A student has documented greater than 200 hours of service

Questions relating to the Community Service Program or opportunities for service may be addressed to the Community Service Co-Coordinators, Meena Kaur (617-800-2278, mkaur@bbns.org) and Candie Sanderson (617-800-2162, csanderson@bbns.org). Additional information is also available on the School’s website.
Academic Considerations and Policies

ACADEMIC CONCERNS AND ACADEMIC STATUS

The School aims to identify and support students who are struggling academically. As such, the system of Academic Watch, Academic Warning, and Academic Probation exists to ensure that these students receive appropriate support from both the School and home. Follow-up plans for students on Academic Watch, Academic Warning, or Academic Probation may include, but are not limited to, weekly progress meetings, work with the Learning Specialist, supervised study halls, limited participation in extracurricular or off-campus activities, and additional work with teachers. As the student works to improve and find greater success, the School closely monitors his or her program.

The Academic Review Committee (ARC) meets at the end of each trimester to review students who did not achieve a satisfactory academic record. The Committee makes recommendations regarding academic status to the Upper School Director. The Head of School has ultimate authority to review and amend the recommendations of the ARC and the Director.

**Academic Watch:** Any student who receives three or more grades in the C range or one C- at the middle of a trimester will be placed on Academic Watch for the remainder of the trimester. At the end of a trimester, any student who receives trimester grades or year-to-date grades in the C range for three or more courses or one C- trimester grade or year-to-date grade will be placed on Academic Watch for the subsequent trimester. In addition, the Director of the Upper School may place a student on Academic Watch at any point during the school year when there are significant concerns about performance, attendance, attitude, or other factors affecting academic achievement. When a student is placed on Academic Watch, his or her advisor notifies the student and the parent. At the end of the trimester, the ARC may review any student on Academic Watch.

**Academic Warning:** The first time a student receives one trimester grade or year-to-date grade below C- at the end of a trimester, the student will be placed on Academic Warning for the subsequent trimester. When a student is placed on Academic Warning, the student, parent, advisor, and teachers receive written notification. A student on Academic Warning is not considered to be a student in good academic standing. A student on Academic Warning should not expect to participate in certain extracurricular programs but may apply to do so. At the end of the trimester, the ARC will review any student on Academic Warning.

**Academic Probation:** Any student who has previously been on Academic Warning and receives one trimester grade or year-to-date grade below C- at the end of any following trimester will be placed on Academic Probation for the subsequent trimester. When a student is placed on Academic Probation, the student, parent, advisor, and teachers receive written notification. A student on Academic Probation is not considered to be a student in good academic standing. A student on Academic Probation should not expect to participate in certain extra programs but may apply to do so. At the end of the trimester, the ARC will review any student on Academic Probation.

A student may be required to withdraw from the School under any of the following conditions:

- A student who has been on Academic Probation for two consecutive trimesters receives grades that would place the student on Academic Probation for the subsequent trimester.
- A student who has been on Academic Probation for three trimesters over the course of two consecutive years receives grades that would place the student on Academic Probation for the subsequent trimester.
- A student who has been on Academic Probation for any two trimesters in Grade 10 receives grades that would place the student on Academic Probation for the subsequent trimester.

**CREDIT FROM OTHER SCHOOLS**

After a student has enrolled at BB&N, all remaining graduation requirements must be fulfilled at BB&N or at a BB&N-sanctioned semester-away program. Courses taken at other institutions will not be given credit towards graduation requirements without the approval of the appropriate Department Head.

Prior permission from the Department Head is necessary for a student to take a summer course outside of BB&N that will allow for advancement within the curriculum at BB&N. Following summer coursework, a student may be required to take a placement test in order to advance. Non-BB&N summer courses taken for advancement will be noted without a grade on a student’s transcript. A student cannot complete graduation requirements through summer coursework.
It is the responsibility of the student to provide the transcript from other institutions to colleges during the college application process.

Courses offered by BB&N and taken during the summer months will appear on the BB&N transcript if the student completes the course with a grade of C- or higher.

**EXAMS**
Exams are given in December (at the end of Trimester 1) and in May (at the end of Trimester 3). Exams are weighted such that together they count for 15 – 20 percent of the final grade. No single exam should count more than 15 percent of the final grade. At least the last two class periods and corresponding homework assignments preceding exams are devoted to review.

**GRADE DEFINITIONS**
Upper School teachers grade according to the following definitions:
- A: Outstanding performance
- B: Distinguished performance
- C: Satisfactory completion
- D: Minimal completion
- F: Unacceptable performance
- I: Incomplete (due to work that is legitimately late)

Students have two weeks to complete the work required to convert a grade of an Incomplete into a letter grade. The Upper School Assistant Director or Upper School Director may grant exceptions to this deadline.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Equivalent</th>
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<tbody>
<tr>
<td>A+</td>
<td>97 - 100</td>
</tr>
<tr>
<td>A</td>
<td>93 - 96</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69</td>
</tr>
<tr>
<td>D</td>
<td>63 - 66</td>
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<tr>
<td>D-</td>
<td>60 - 62</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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</table>

Prior to advancing to the next level of a particular subject, students with a year grade of D+ or below will likely be expected to complete extra work in that course during the summer.

**GRADE REPORTS**
Grade Reports are sent to families in the middle of the first trimester and at the end of all three trimesters.

Grade Reports include a trimester grade (an average of all of the work completed during the trimester, not including any exam grades), an exam grade (when given), and a year-to-date or final grade. The year-to-date or final grade is an average of all work from the start of the school year, including exam grades.

Students participating in semester-away programs receive grade reports directly from those institutions.
HOMEWORK

Students in Grades 9 and 10 can expect to spend an average of three hours of homework for each day of classes, including work on long-term projects. Students in Grades 11 and 12 can expect an average of four hours of homework for each day of classes, including work on long-term projects.

There will be no homework assigned during Thanksgiving Break, Winter Break, and Spring Break. When appropriate, “No Homework” nights are scheduled due to required school events and certain holidays.

In an effort to help students maintain an appropriately balanced workload, a schedule provides guidelines to teachers in regards to planning major assessments (including tests, projects, and papers). A student should have no more than two major assessments per day and no more than four major assessments per week. If a student has assessments beyond these guidelines, the student should notify his or her teachers so that the teachers can reschedule the assessment(s).

In addition, during periods when there is usually a heavy emphasis on assessments (i.e., the end of a marking period), the School provides additional support in order to help avoid overscheduling a student. During these periods, a student may have more than four major assessments per week, but should expect to have no more than two major assessments on any day.

HONORS

A graduating senior who completes a full academic program is eligible for a Diploma with Honor if the student earned a cumulative 3.33 average during the last six trimesters (i.e., the junior and senior years). A student found to have committed an act of academic dishonesty (e.g., cheating or plagiarism) is ineligible for a Diploma with Honor if the act occurred in the junior or senior year.

INDEPENDENT STUDY PROGRAM

The Independent Study Program is intended for students who have the capacity to work independently and have a strong interest in an academic area not included in the School’s curriculum. Students participating in the Independent Study Program receive academic credit and a letter grade for their work. A significant amount of work is required and each project culminates in a major paper, project, or exam.

For a full-credit course, students are required to meet with the supervising teacher for two periods and to complete six hours of independent study each week. For a half-credit course, students are required to meet with the supervising teacher for one to two periods and to complete two to three hours of independent study each week.

Applications for the Independent Study Program are available in the Upper School Office. Applications and the student’s proposal should be submitted to the Upper School Director at least three weeks before the end of the trimester preceding the project.

PASS-FAIL COURSES

Taking a course on a pass-fail basis is an option for students who have a demanding course load yet wish to further their study in an area of interest.

Students in Grades 11 and 12 may take one elective course on a pass-fail basis, subject to the final approval of the Upper School Director. Elective courses are those courses that are not required for graduation credit.

When possible, the pass-fail option should be selected in the spring of the previous year, though students will be allowed to change to or from a pass-fail grade until two weeks after the close of the first midterm.

PROGRAM CHANGES: ADDING OR DROPPING A COURSE

Adding a Course
Students may add a new course (not the same as changing course levels) during the first three weeks of the course.

Changing Course Levels (Grade 9 Students and New Students in Grades 10 – 12)
Grade 9 students and new students in Grades 10 – 12 may either move between levels of a course or change between sequential courses (e.g., language courses, Algebra 1 and 2) without a notation on the transcript until one week after the first midterm.
Grade 9 students and new students in Grades 10 – 12 may switch from one level I language into another level I language, if space is available, until one week after the first midterm.

**Changing Course Levels (Returning Students in Grades 10 – 12)**
Returning students in Grades 10 – 12 may either drop a course or change levels of a course without a notation on the transcript during the first six weeks of the course.

**Policies Regarding Course Changes**
In order to initiate a course change, a student must submit a completed Course Change (Add/Drop) Form (available in the Upper School Office). This form requires the signatures of the Academic Scheduler, advisor, current teacher, Department Head, College Counselor (seniors only), Upper School Director, parents, and student. All must concur on the advisability of the change, with the Upper School Director having final authority.

A student is not formally enrolled in a new course until he or she has completed and submitted the Course Change (Add/Drop) Form. A teacher will not admit a student to a new course (nor will course credit be given) without official notice that the form has been received and the student’s schedule has been changed.

When a student changes course levels, the grades earned in the original level carry over to the new level. In addition, the teachers, in consultation with the Department Head, determine the value of the work already completed and whether any additional or alternative assessments need to be given to account for differences between course levels. If the course change is made after the deadlines stated above, the transcript shows 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).

On rare occasions, a student may request to either change course levels or drop a course without a replacement course after the deadlines stated above. In these cases the transcript shows the most recent grade of record and the partial credit received for the dropped course. Even in these rare instances, the final determination of course placement must be made no later than the week prior to first trimester exams. In these cases, the Upper School Director makes the final decision regarding whether or not a grade of record from the original course appears on the transcript.

On rare occasions, a Department Head may request to extend the deadline for switching levels of a course without a notation on the transcript if the department needs more time to assess for correct placement. Even in these rare instances, the final determination of course placement must be made no later than the week prior to first trimester exams. In these cases, the Upper School Director makes the final decision regarding whether or not a grade of record from the original course appears on the transcript.

It is the School’s policy that course changes are not made to accommodate requests for a change in teacher. Students cannot choose teachers, nor do they change courses or sections based on teacher preference.

**PROMOTION AND SATISFACTORY ACADEMIC STANDING**
To be promoted to Grades 10, 11, and 12 or to graduate, a student must pass all courses that must be taken in a particular grade and that are a part of the minimum requirements for graduation. In addition, the student must have a Satisfactory Academic Record for the current year.

A student has a Satisfactory Academic Record if the student’s year-end grades include no more than one grade in the D range and no F’s. Students taking only four full academic courses may not have any grades below C-. For these purposes, a grade of “Pass” in a course taken on a Pass/Fail basis will not be considered the equivalent of C- or higher unless the student has, in fact, an average of C- or higher in the course.

Even in cases where a student has a satisfactory academic record, the Academic Review Committee or individual departments may require that a student complete summer work if the student receives a final grade below C- in any course. Returning to school in the fall will only then be possible upon satisfactory completion of such work.

In situations in which a student does not meet the minimum requirements for promotion, the Academic Review Committee may require that the student make up one or more academic deficiencies through an approved summer program or summer work on such conditions that the committee determines. The School reserves the right to determine if the work completed over the summer will allow for the student to be promoted.
REQUESTS FOR GRADE CHANGES
Students have three weeks from the date grade reports are posted to request that a grade be reviewed. The request is made by contacting the teacher of the course. No requests for grade changes will be accepted after the deadline has passed.

SENIOR REQUIREMENTS
The courses, programs, and experiences of the senior year are both socially and academically essential. Therefore, all seniors must fulfill their diploma requirements at BB&N rather than at another institution.

Graduation is contingent upon satisfactory completion of an approved Senior Spring Project. Most students in Grade 12 complete their senior year courses by having a passing record at the end of the second trimester and continuing on to an approved Senior Spring Project.

A senior who does not meet the requirements for graduating with his or her class may, at the discretion of the Upper School Director and in keeping with established policies, be permitted to complete the requirements. Such a student must meet any requirements within one calendar year of his or her original graduation date to be eligible to receive a BB&N diploma.

SENIOR SPRING PROJECT
All seniors are required to complete an individually planned project during the spring trimester of senior year. The Senior Spring Project is an opportunity for seniors to reflect upon one or more of the core values of BB&N: Honor, Scholarship, and Kindness.

To be promoted to Senior Spring Project, seniors must have a satisfactory academic record for the first trimester of senior year. In addition, second trimester grades must meet the following criteria:
- If the first trimester year-to-date grade was a B- or better, the second trimester grade must not be below a C.
- If the first trimester year-to-date grade was in the C range, the second trimester grade must not fall a full letter grade.
- If the first trimester year-to-date grade was in the D range, the second trimester grade must be a passing grade.

Seniors who have not yet fulfilled the graduation requirement in a physical science course, a mathematics course, a U.S. History course, and/or a language course must take a full year of these courses (extending through Senior Spring Project). These graduation requirements must be met by maintaining a passing record through the end of the school year. If the athletics requirement has not been completed by the end of the second trimester, the remaining portion of the athletics requirement must also be included in the student’s Senior Spring Project.

Seniors taking an Advanced Placement (AP) course are expected to continue with the AP course until the course is completed. In some courses, the AP curriculum is completed by the end of the second trimester and the course does not continue throughout Senior Spring Project; in these cases, the student’s transcript shows that credit was earned for completion of the AP course during senior year. However, in cases when an AP course continues during Senior Spring Project and a senior elects to withdraw from the AP course prior to the completion of the AP curriculum, the student’s transcript shows that credit was earned for completion of a non-Advanced Placement course during senior year (e.g., Advanced Physics in lieu of Advanced Placement Physics). Any senior who does not continue in an AP course until the course is completed must request this on the Senior Spring Project Proposal, which is reviewed and approved by the Senior Spring Project Committee.