

# **PROGRAM PLANNING GUIDE**

Buckingham Browne & Nichols School

**2026-2027**

# Table of Contents

- [Mission](#)
- [Core Values](#)
- [Motto](#)
- [Diversity, Equity, Inclusion, and Global Education Commitments](#)
- [Global Education Program](#)
- [Upper School Contact Information](#)
- [Upper School Graduation Requirements](#)
- [Four-Year Course Planning Worksheet](#)
- [GRADE 9 AT-A-GLANCE](#)
- [GRADE 10 AT-A-GLANCE](#)
- [GRADE 11 AT-A-GLANCE](#)
- [GRADE 12 AT-A-GLANCE](#)
- [Arts Department](#)
- [Athletics Department](#)
- [English Department](#)
- [History and Social Sciences Department](#)
- [Mathematics and Computer Science Department](#)
- [Science Department](#)
- [World Languages Department](#)
  - [ARABIC](#)
  - [CHINESE](#)
  - [FRENCH](#)
  - [LATIN](#)
  - [RUSSIAN](#)
  - [SPANISH](#)
- [Online Courses With Global Online Academy](#)
- [Semester-Away Programs-at-a-Glance](#)
- [Service Learning Program](#)
- [Academic Considerations and Policies](#)
  - [ACADEMIC CONCERNS AND ACADEMIC STATUS](#)
  - [ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES](#)
  - [ADVANCED PLACEMENT EXAMS](#)
  - [ARTS DEPARTMENT CONTENT POLICY](#)
  - [COURSE LEVEL DEFINITIONS](#)
  - [CREDIT POLICIES](#)
  - [EXAMS](#)
  - [GRADE REPORTS](#)
  - [HONORS](#)
  - [INDEPENDENT STUDY PROGRAM](#)
  - [PASS-FAIL COURSES](#)
  - [PROGRAM CHANGES: ADDING OR DROPPING A COURSE](#)
  - [PROMOTION AND SATISFACTORY ACADEMIC STANDING](#)
  - [REQUESTS FOR GRADE CHANGES](#)
  - [SENIOR YEAR AND SENIOR SPRING PROJECT](#)

## Mission

BB&N is an academically excellent, diverse, and inclusive community where students develop into lifelong learners who lead with kindness, curiosity, and integrity. We prepare students to be responsible and open-minded as they engage with the world around them.

## Core Values

**Inquiry:** We promote curiosity and critical thinking to inspire a lifelong love of learning.

**Integrity:** We strive to be honest, conscientious, and accountable in our actions even when no one is watching.

**Belonging:** We foster a culture of respect, well-being, and connection that values all individuals and empowers them to discover and be their authentic selves.

**Kindness:** We strengthen our communities by recognizing our common humanity and treating ourselves and others with respect and compassion.

## Motto

Honor - Scholarship - Kindness

## Diversity, Equity, Inclusion, and Global Education Commitments

**Equitable Learning:** Leveraging anti-racist, anti-bias, culturally responsive pedagogy and practices that provide equitable learning opportunities for all community members.

**Meaningful Relationships:** Building meaningful relationships with inquiry, intention, and compassion.

**Transparency:** Acting with transparency and accountability that support lasting systemic change.

**Self-Reflection:** Fostering a practice of critical self-reflection that invites individual and communal examination of our position, power, and privilege.

**Engagement:** Pursuing equity for all through exploring multiple perspectives, active solidarity, and community engagement.

## Global Education Program

BB&N has a strong and ongoing commitment to the principles of a global education. With social and local issues becoming increasingly global and interdependent, it is essential that the School cultivate global citizens. Students learn to be open and curious, to collaborate and communicate with each other and across boundaries, to appreciate multiple perspectives, and to recognize that the world is made up of interconnected and interdependent systems. As they develop these competencies, students investigate the world beyond the classroom, propose innovative solutions to problems, and act upon critical issues. These competencies are developed through the School's courses, study abroad opportunities, Global Online Academy, School-sponsored travel, virtual exchange programs, and extracurricular activities.



## Upper School Contact Information

**Upper School Director:** Jessica Keimowitz (jkeimowitz@bbns.org, 617-800-2130)

**Upper School Assistant Director:** Katrina Fuller (kfuller@bbns.org, 617-800-2138)

**Dean of Students:** Rory Morton (rmorton@bbns.org, 617-800-2165)

**Dean of Teaching and Learning:** Michael Chapman (mchapman@bbns.org, 617-800-2156)

**Diversity, Equity, Inclusion, and Global Education Practitioner:** Maria Graciela Alcid (malcid@bbns.org, 617-800-2168)

**Director of Student Support Services:** Kim Gold (kgold@bbns.org, 617-800-2227)

### Department Heads

Arts Department Head: Adam Howarth (ahowarth@bbns.org, 617-800-6206)

English Department Head: Ariel Duddy (aduddy@bbns.org, 617-800-2159)

History and Social Sciences Department Head: Stacey Spring (sspring@bbns.org, 617-474-6209)

Mathematics and Computer Science Department Head: Meena Kaur (mkaur@bbns.org, 617-800-2278)

Science Department Head: Steph Guilmet (sguilmet@bbns.org, 617-800-2182)

World Languages Department Head: James Sennette (jsennette@bbns.org, 617-800-2124)

Health and Wellness Curriculum Coordinator (B-12) (Dawn McGrath, dmcgrath@bbns.org, 617-800-6249)

### Athletics

Director of Athletics: Jaye Locke (jlocke@bbns.org, 617-800-6254)

Associate Director of Athletics (Upper School): Kindyll Dorsey (kdorsey@bbns.org, 617-800-2149)

### College Counseling

Senior Associate Director of College Counseling: Fred Coyne (fcoyne@bbns.org, 617-800-2106)

Co-Director of College Counseling: Sharonda Dailey Thompson (sdailey@bbns.org, 617-800-2106)

Co-Director of College Counseling: Julia Kobus Patil (jkobuspatil@bbns.org, 617-800-2106)

Associate Director of College Counseling: Hermance Septembre (hseptembre@bbns.org, 617-800-2106)

College Office Manager: Antoinette Truman (atruman@bbns.org, 617-800-2106)

**Global Online Academy Site Director:** Sasha Lyons (slyons@bbns.org, 617-800-2137)

**Semester-Away Program Coordinator:** Scott Tang (stang@bbns.org, 617-800-2220)

## 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 arts course as a sixth course. Students may take an arts 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.

| Department                       | Graduation Requirement                                                                                                                                                                                                                                                                                                                               |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Arts                             | 1 year in Grade 9; 1 credit in Grades 10 – 12                                                                                                                                                                                                                                                                                                        |
| Athletics                        | Grades 9 – 11: 3 seasons each year<br>Grade 12: 2 seasons<br><br>Grades 10 – 11 students who participate in 2 interscholastic sports: 2 seasons                                                                                                                                                                                                      |
| English                          | 4 credits                                                                                                                                                                                                                                                                                                                                            |
| History and Social Sciences      | For the Class of 2027, 2028, and 2029: 2 credits, including a U.S. History course in Grade 11 and a Modern Global History course *<br><br>For the Class of 2030 and beyond: 2 credits, including a U.S. History course in Grade 11 and a Modern Global History course.* Additionally, all students in Grade 9 are required to take Global History I. |
| Mathematics and Computer Science | 3 credits, including 1 credit of Algebra 2 and 1 credit of Geometry **                                                                                                                                                                                                                                                                               |
| Science                          | 2 credits, including 1 credit of Biology and 1 credit of a physical science ^                                                                                                                                                                                                                                                                        |
| World Languages                  | 3 full, consecutive credits of the same language ^^                                                                                                                                                                                                                                                                                                  |
| Bivouac                          | Required in Grade 9 ~                                                                                                                                                                                                                                                                                                                                |
| Health and Wellness              | Required in Grades 9 and 10~~                                                                                                                                                                                                                                                                                                                        |
| Service Learning                 | Completion of Service Learning Program                                                                                                                                                                                                                                                                                                               |
| Senior Spring Project            | Approved individual project during spring trimester of Grade 12                                                                                                                                                                                                                                                                                      |

### Notes

\* Only courses designated as Modern Global History courses meet the graduation requirement. Global Online Academy (GOA) courses designated as Modern Global History courses meet the graduation requirement for students in the Class of 2027 only.

\*\* A student in Grade 11 must take a mathematics course unless the student has already completed Algebra 2 and Geometry and has Department Head approval to take the third unit in Grade 12.

^ All students in Grade 9 take Biology. Courses that meet the physical science requirement include Principles of Chemistry, Chemistry, Chemistry (Honors), AP Chemistry, Physics, Physics (Honors), AP Physics 1, and AP Physics C: Mechanics. Students new to the school in Grade 10 or 11 who have already taken a biology, physics, or chemistry course may be granted BB&N graduation credit for the previous course based on departmental approval. All students new to the school in Grade 10 or 11 are required to take at least one year of science at BB&N to graduate.

^^ 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. Based on a placement test, students in Grade 9 who place higher than the III (Honors) level of their primary language studied (the language to be studied for three full, consecutive years) must choose another language to satisfy the three-year requirement. These students may choose to study the secondary language, beginning in Grade 10, as part of the Double Language Program.

~ 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.

~~ Students who do not receive a passing grade in Health and Wellness must take that course again and pass it during the following school year.

Students in Grade 12 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).

Courses taken at other institutions are not given credit toward graduation requirements without the prior approval of the appropriate Department Head. 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. In cases where participation in a BB&N-sanctioned semester-away program does not allow a student to complete a BB&N graduation requirement (such as a physical science or arts course), the student needs to enroll in another BB&N course in a subsequent year or have an approved course plan from the Department Head to meet that graduation requirement.

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.

# Four-Year Course Planning Worksheet

## Buckingham Browne & Nichols Upper School

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor: \_\_\_\_\_

**Graduation Requirements:** Students in Grades 9 – 12 must complete the following minimum requirements:

- **Arts:** 1 year in Grade 9 plus 1 credit in Grades 10 – 12
- **Athletics:** Grades 9 – 11: 3 seasons each year  
Grade 12: 2 seasons  
Grades 10 – 11 students who participate in 2 interscholastic sports: 2 seasons
- **English:** 4 credits
- **History and Social Sciences:** 2 credits, including a U.S. History course in Grade 11 and a Modern Global History course. For the Class of 2030: Global History I is also required
- **Mathematics and Computer Science:** 3 credits, including Geometry and Algebra 2
- **Science:** 2 credits, including 1 year of Biology and 1 year of a physical science
- **World Languages:** 3 full, consecutive credits of the same language
- **Health and Wellness:** Required in Grades 9 and 10

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.

| Department                              | Grade 9                                                  | Grade 10                                   | Grade 11                              | Grade 12   |
|-----------------------------------------|----------------------------------------------------------|--------------------------------------------|---------------------------------------|------------|
| <b>English</b>                          | English 9                                                | English 10                                 | AP English Literature and Composition | English 12 |
| <b>History and Social Sciences</b>      | Global History I                                         |                                            | A U.S. History (Honors) Course        |            |
| <b>Mathematics and Computer Science</b> |                                                          |                                            |                                       |            |
| <b>Science</b>                          | Biology                                                  |                                            |                                       |            |
| <b>World Languages</b>                  |                                                          |                                            |                                       |            |
| <b>Art</b>                              |                                                          |                                            |                                       |            |
| <b>Other Elective</b>                   | (Health and Wellness and Study Hall required in Grade 9) | (Health and Wellness required in Grade 10) |                                       |            |

## 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, but students in Grade 9 who participate in Chorus, Jazz, or Orchestra 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 may take after-school Health and Fitness or Strength and Conditioning for the fall, winter, or spring season. Participation in a school theatrical production meets the interscholastic sport requirement for only one season per year. Participation in two theatrical productions within one school year does not fulfill the interscholastic sports requirement in Grade 9.

### ENGLISH

**Required:** English 9

### HISTORY AND SOCIAL SCIENCES

**Required:** Global History I: The Individual in Society

### MATHEMATICS AND COMPUTER SCIENCE

**Required:** Students continue in the math sequence (Algebra 1–Algebra 2–Geometry–Precalculus).

Based on the results of placement tests administered in April, performance in a Grade 8 math course, teacher approval, and SSAT/ERB scores, most students are placed into Algebra and Geometry 1, Algebra 2, or Algebra 2 (Honors). Students rising from BB&N's Middle School are primarily placed by the Middle School Math Department. Students new to BB&N are placed by the Upper School Mathematics and Computer Science Department Head and the placement coordinator. Successfully passing an Algebra 2 placement test would allow an advanced math student to be placed into Geometry (Honors) 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 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, even those students who may have previously taken a biology course at another institution.

### WORLD LANGUAGES

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

With permission of the Department Head, students have the option of taking a second language course in Grades 9 – 12. See the World Languages Department section for descriptions of the Double Language Program and the BB&N Language Scholar Program. Based on a placement test, students in Grade 9 who place higher than the III (Honors) level of their primary language studied (the language to be studied for three full, consecutive years) must choose another language to satisfy the three-year requirement. These



students may choose to study the secondary language, beginning in Grade 10, as part of the Double Language Program.

### **HEALTH AND WELLNESS**

All Grade 9 students take a Health and Wellness course that meets approximately once per week for one semester. In this course, students develop their health literacy within a comprehensive curricular model that focuses on physical, mental, social, emotional, and intellectual health. This inclusive course builds on prior knowledge and skills and supports students as they consider the interconnectedness of these domains. As students explore core concepts of mental and emotional health, consent and healthy relationships, sexual health and identity, substance use, interpersonal violence prevention, and personal health and wellness, they practice life skills, including analyzing influences, accessing information, interpersonal communication, decision-making, goal setting, self-management, and advocacy.

### **BIVOUAC**

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 art, though the School encourages students to continue their study of art well beyond this minimum requirement.

### ATHLETICS

**Required:** Students in Grade 10 must participate in the Athletics Program for all three seasons. For students in Grade 10, participation in two interscholastic sports within one school year fulfills the athletics requirement for that year. 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. Participation in a school theatrical production meets the interscholastic sport requirement for only one season per year. Participation in two theatrical productions within one school year does not fulfill the athletics requirement for students in Grade 10.

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 Service Learning (only one season per year). Students taking Studio Arts: Afternoon 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, American and Global History: Case Studies I (part one of a two-year course), or The Making of the Modern Middle East.

### MATHEMATICS AND COMPUTER SCIENCE

**Required:** Students continue in the math sequence (Algebra 1–Algebra 2–Geometry–Precalculus).

Electives: Computer Programming, Advanced Placement Computer Science, or Advanced Placement Statistics may be taken in addition to a standard math course with approval of the department. Enrollment in these courses is limited.

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

Students who finish the year with a grade of D+ or below 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 may enroll in Physics, Physics (Honors), AP Physics 1, Chemistry, Chemistry (Honors), or AP Chemistry. Biology is required in Grade 10 if it has not yet been completed. Students new to the school in Grade 10 who have already taken a biology, physics, or chemistry course may be granted BB&N graduation credit for the previous course based on departmental approval. All students new to the school in Grade 10 are required to take at least one year of science at BB&N to graduate.

## **WORLD LANGUAGES**

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

With permission of the Department Head, students have the option of taking a second language course in Grades 9 – 12. See the World Languages Department section for descriptions of the Double Language Program and the BB&N Language Scholar Program.

## **HEALTH AND WELLNESS**

All Grade 10 students take a Health and Wellness course that meets approximately once per week for one semester. In this course, students develop their health literacy within a comprehensive curricular model that focuses on physical, mental, social, emotional, and intellectual health. This inclusive course builds on prior knowledge and skills and supports students as they consider the interconnectedness of these domains. As students explore core concepts of mental and emotional health, consent and healthy relationships, sexual health and identity, substance use, interpersonal violence prevention, and personal health and wellness, they practice life skills, including analyzing influences, accessing information, interpersonal communication, decision-making, goal setting, self-management, and advocacy.

## GRADE 11 AT-A-GLANCE

### ARTS

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.

### ATHLETICS

**Required:** Students in Grade 11 must participate in the Athletics Program for all three seasons. For students in Grade 11, participation in two interscholastic sports within one school year fulfills the athletics requirement for that year. Participation in a school theatrical production meets the interscholastic sport requirement for only one season per year. Participation in two theatrical productions within one school year does not fulfill the athletics requirement for students in Grade 11.

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 Service Learning (only one season per year). Students taking Studio Arts: Afternoon must complete two sessions per week of Health and Fitness to meet the athletics requirement each season.

### ENGLISH

**Required:** AP English Literature and Composition

### HISTORY AND SOCIAL SCIENCES

**Required:** United States History (Honors), United States History (Honors): African American History, United States History (Honors): Gender and Sexuality Studies, or American and Global History (Honors): 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 (Algebra 1–Algebra 2–Geometry–Precalculus).

Electives: Computer Programming, Advanced Placement Computer Science, or Advanced Placement Statistics may be taken in addition to a standard math course with approval of the department. Enrollment in these courses is limited.

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

Students who finish the year with a grade of D+ or below 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 new to the school in Grade 11 who have already taken a biology, physics, or chemistry course may be granted BB&N graduation credit for the previous course based on departmental approval. All students new to the school in Grade 11 are required to take at least one year of science at BB&N to graduate. 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, Physics (Honors), Advanced Placement Physics 1, Advanced Placement Physics C: Mechanics, Chemistry, Chemistry (Honors), and Advanced Placement

Chemistry. See the course descriptions for information about prerequisites and for course descriptions of all elective courses.

### **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.

With permission of the Department Head, students have the option of taking a second language course in Grades 9 – 12. See the World Languages Department section for descriptions of the Double Language Program and the BB&N Language Scholar Program.

## GRADE 12 AT-A-GLANCE

### ARTS

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. Students completing the arts graduation requirement in Grade 12 earn one full credit for the completion of a full-credit course during Trimesters 1 and 2.

### 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 Service Learning (only one season per year). Students taking Studio Arts: Afternoon must complete two sessions per week of Health and Fitness to meet the athletics requirement each season. During Senior Spring Project, a student is not allowed to participate in a Junior Varsity Team if that student has not previously played the sport.

### ENGLISH

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

### HISTORY AND SOCIAL SCIENCES

Students can elect to take one or two of the History and Social Science electives. Some electives require approval of the department.

### MATHEMATICS AND COMPUTER SCIENCE

Students who have completed three years of math including Algebra 2 and Geometry, or the two-year sequence of Algebra and Geometry 1 and 2, may choose from the following electives: Precalculus, Precalculus (Advanced), Precalculus AB (Honors), Precalculus BC (Honors), Calculus & Statistics, Calculus (Advanced), AP Calculus AB, AP Calculus BC, Linear Algebra and Multivariable Calculus (Honors), Statistics, AP Statistics, Computer Programming, AP Computer Science A (Plus Data Structures), Advanced Topics in Mathematics (Honors) (Not offered in 2025-2026), and Advanced Topics in Computer Science (Honors). Enrollment in AP Statistics, Computer Programming, AP Computer Science, Advanced Topics in Mathematics (Honors), and Advanced Topics in Computer Science (Honors) 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, Physics (Honors), Advanced Placement Physics 1, Advanced Placement Physics C: Mechanics, Chemistry, Chemistry (Honors), and Advanced Placement Chemistry. See the course descriptions for information about prerequisites and for course descriptions of all elective courses.

### 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.



With permission of the Department Head, students have the option of taking a second language course in Grades 9 – 12. See the World Languages Department section for descriptions of the Double Language Program and the BB&N Language Scholar Program.

### **SENIOR SPRING PROJECT**

**Required:** An approved, individual project during the spring trimester of Grade 12

## Arts Department

During 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, but students in Grade 9 who elect to take Orchestra and Chamber Music, Jazz (Grade 9), or Chorus continue with these music ensembles 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, yearlong courses generally meet four times per week and half-credit, yearlong courses generally meet two times per week. Students completing the arts graduation requirement in Grade 12 earn one full credit for the completion of a full-credit course during Trimesters 1 and 2. Students in Grade 12 enrolled in a semester-long class in the spring semester must continue in the course through Senior Spring Project. In general, semester-long courses earn 0.5 credits. See the individual course descriptions for more information about the amount of credit granted for each course.

### VISUAL ARTS ARCHITECTURE

#### **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 Architecture** (Grades 11 – 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.

Students in Grade 12 have the option of enrolling in this course for Trimesters 1 and 2 or for Trimesters 2 and 3. Students in Grade 12 enrolling in this course during Trimesters 2 and 3 earn 0.5 credits for completion of Trimester 2 and Senior Spring Project hours for completion of Trimester 3. Enrollment in both trimesters is required. This course may run concurrently with Architecture.

Prerequisite: Architecture

#### **Advanced Architecture II** (Grade 12)

Building on the Advanced Architecture course, this course provides students with opportunities for creative, self-directed, and independent work in a class of similarly advanced and self-motivated students. Over the length of the course, each student develops and pursues substantial projects of their own choosing. Additionally, every student presents to the class on a subject that interests them. Through the range of individual projects, group exercises, class presentations, and field trips, students continue to expand their understanding of cultural, social, technological, and ecological issues of the built environment and engage in new ways of thinking about architecture, art, and design.

Students in Grade 12 have the option of enrolling in this course for Trimesters 1 and 2 or for Trimesters 2 and 3. Students in Grade 12 enrolling in this course during Trimesters 2 and 3 earn 0.5 credits for

completion of Trimester 2 and Senior Spring Project hours for completion of Trimester 3. Enrollment in both trimesters is required. This course may run concurrently with Architecture or Advanced Architecture.  
Prerequisite: Advanced Architecture

## **CERAMICS**

### **Ceramics: Elements and Principles of Design** (Grades 9 – 12)

This semester-long course concentrates on the basics of ceramic techniques, emphasizing spatial awareness, problem-solving, and the wide variety of sculptural and functional formations. Consideration is given to the range of ceramic forms in contemporary art and design, different cultural and historical contexts, and naturally occurring forms. A precise sequence of exercises and projects introduces the formal components of three-dimensional design. Students create projects dealing with line, form, shape, space, texture, value, and color.

### **Intermediate Ceramics** (Grades 10 – 12)

Building on Ceramics: Elements and Principles of Design as an introductory course, Intermediate Ceramics asks students to explore functional and nonfunctional ceramic forms. Students are expected to challenge themselves with scale and advanced glaze methods. Lectures, slide presentations, and critiques cover historical and contemporary issues in ceramics.

Prerequisite: Ceramics: Elements and Principles of Design

### **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: Intermediate 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.

Students in Grade 12 have the option of enrolling in this course for Trimesters 1 and 2 or for Trimesters 2 and 3. Students in Grade 12 enrolling in this course during Trimesters 2 and 3 earn 0.5 credits for completion of Trimester 2 and Senior Spring Project hours for completion of Trimester 3. Enrollment in both trimesters is required. This course may run concurrently with Advanced Ceramics.

Prerequisite: Advanced Ceramics

## **DRAWING, PAINTING, AND SCULPTURE**

### **Drawing and Mixed Media** (Grades 9 – 12)

This semester-long course is designed to develop and reinforce visual art skills using traditional drawing materials, collage, and mixed media. Working from observation and from creative approaches to image making, students grow foundational visual art skills by exploring the principles and elements of art and design such as line, tone, proportion, composition, and perspective. Projects promote personal expression, an emphasis on process, and creative problem-solving. Class time includes work sessions, critiques, and discussions of historical and contemporary art examples.

**Intermediate Drawing and Painting (Grades 10 – 12)**

This course expands upon the techniques, tools, and skills developed in Drawing and Mixed Media to offer more advanced approaches to drawing and introduce the fundamentals of painting, including color theory, color mixing, and paint application. Students work from a variety of different sources, including direct observation, photographs, and created environments to increase their strategies for image making. In this course, students undertake projects designed to spark curiosity, develop individual style, and establish a shared language for visual analysis and feedback. Class time includes studio work-in-progress and discussions of historical and contemporary art examples.

Prerequisite: Drawing and Mixed Media

**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: Intermediate 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.

Students in Grade 12 have the option of enrolling in this course for Trimesters 1 and 2 or for Trimesters 2 and 3. Students in Grade 12 enrolling in this course during Trimesters 2 and 3 earn 0.5 credits for completion of Trimester 2 and Senior Spring Project hours for completion of Trimester 3. Enrollment in both trimesters is required. This course may run concurrently with Advanced Drawing and Painting.

Prerequisite: Advanced Drawing and Painting

## **PHOTOGRAPHY**

**Photography (Grades 9 – 12)**

In this semester-long course, students learn the basics of 35mm film camera operation, film development, and darkroom skills while exploring the language of black and white photography. Field trips are likely and help to provide visual stimuli and content for work in the lab. Projects promote personal expression, emphasis on process and technique, and creative problem-solving. Class time includes lab work in the darkroom, critiques, and discussions of historical and contemporary art examples. Students wishing for a deeper exploration of darkroom and digital photography should take the full-year course offered in Grades 10 – 12.

**Intermediate Photography (Grades 10 – 12)**

This course expands on the techniques, tools, and skills developed in Intro to Photography. Students will continue to explore the art of black and white photography, beginning with basic 35mm single-lens reflex camera and darkroom techniques, then moving farther 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.

Prerequisite: Photography

### **Advanced Photography (Grades 11 – 12)**

This course is for students who are serious about extending their exploration of the photographic medium. Students enhance their skill in fine printing, including split filtering and myriad photographic papers and sizes. Medium format and alternative cameras are introduced as a means of inspiring new and creative ways of seeing. In addition to exploring color photography, students complete a portfolio of their work by the end of the year, as well as possible book sequencing. Throughout the course, the focus is on deepening personal vision and extending technical mastery.

Prerequisite: Intermediate Photography

### **Advanced Photography II (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.

Students in Grade 12 have the option of enrolling in this course for Trimesters 1 and 2 or for Trimesters 2 and 3. Students in Grade 12 enrolling in this course during Trimesters 2 and 3 earn 0.5 credits for completion of Trimester 2 and Senior Spring Project hours for completion of Trimester 3. Enrollment in both trimesters is required. This course may run concurrently with Advanced Photography.

Prerequisite: Advanced Photography

## **WOODWORKING**

### **Woodworking and 3D Design (Grades 9 – 12)**

Students in this semester-long course design and build a variety of woodworking and fabrication projects including wood boxes with hand-cut joinery, free-form expressive wooden sculptures, and student-constructed tools in addition to smaller side projects. Students become proficient in the safe and proper use of both hand tools (e.g. various saws, rasps, chisels) and power tools (e.g. cordless drill, bandsaw, random orbital sander, wood burner). This course offers a unique opportunity to learn the foundational skills of woodworking and 3D design.

### **Intermediate Woodworking and 3D Design (Grades 10 – 12)**

This course provides a unique opportunity to grow the solid foundation built in Woodworking and 3D design. In addition to learning how to safely and properly use the power tools in the studio, students also develop a repertoire of woodworking and fabrication techniques while working through a series of design prompts during the year. Projects include pieces that follow introductory prompts that then allow wide latitude for student creativity. This course is a great option for those who like to work with their hands.

Prerequisite: Woodworking and 3D Design

### **Advanced Woodworking and 3D Design (Grades 11 – 12)**

This course is open to students who wish to develop their sculptural, 3D design, and woodworking skills through a series of self-directed projects. By the end of the year, students create a portfolio of individualized projects with thoughtful design, well-executed aesthetic vision, and clear conceptual foundations. Depending on their projects, students explore more advanced techniques and processes such as steam bending, jig making, and the iterative design process. Students also learn the safe and proper use of more advanced tools including the table saw and handheld routers.

Prerequisite: Intermediate Woodworking and 3D Design

### **Advanced Woodworking and 3D Design II (Grade 12)**

In Advanced Woodworking and 3D Design II, students design and construct a variety of increasingly complex and sophisticated woodworking projects that build on skills practiced in Advanced Woodworking and 3D Design. Students learn more advanced woodworking and fabrication techniques through the construction of their individual and self-directed projects. Space in this course is limited and the small class size allows students to further refine their woodworking and 3D design skills and explore design and fabrication techniques in greater depth.

Students in Grade 12 have the option of enrolling in this course for Trimesters 1 and 2 or for Trimesters 2 and 3. Students in Grade 12 enrolling in this course during Trimesters 2 and 3 earn 0.5 credits for completion of Trimester 2 and Senior Spring Project hours for completion of Trimester 3. Enrollment in both trimesters is required. This course may run concurrently with Advanced Woodworking and 3D Design.

Prerequisite: Advanced Woodworking and 3D Design

## **OTHER VISUAL ARTS COURSES**

### **Advanced Placement Art History / Art History (Honors) (Grade 12)**

This course tells the story of painting, sculpture, architecture, and the decorative arts by focusing on the College Board's selection of two hundred and fifty specific works of art spanning human history from antiquity to the present. This course meets three times each week, with a weekly double-block in the Museum of Fine Arts (MFA); students also visit the Harvard Art Museum, the Isabella Stewart Gardner Museum, and several other sites. During MFA visits, three students each week lead class by giving presentations about individual masterpieces in the museum's collection that supplement the material studied aligned with the Advanced Placement content explored that week. Later in the year, students apply their historian skills to a project that examines local public art with historical and contemporary lenses and create responses with consideration of inclusive ideals. The course may include an international trip during the first week of Spring Break. Enrollment is limited.

Students who wish to take the Advanced Placement exam may remain enrolled in the course during Senior Spring Project or prepare the final unit, on contemporary art, independently. A student who chooses not to continue in this course during Senior Spring Project and does not complete the final unit receives credit on the transcript for completion of Art History (Honors).

This course fulfills one year of the two-year History and Social Science graduation requirement but does not fulfill the required second year of the Arts Department graduation requirement. This course fulfills the Modern Global History requirement.

### **Studio Arts: Afternoon (Grades 9 – 12)**

In this visual arts course, students work independently and amongst peers to realize projects of their own design. Whether seeking an extended opportunity to explore ideas initiated in other arts classes or interested in learning a new skill twice a week, students find an opportunity to pursue personal expressive ambitions with guidance and support. Work in the following media is available: drawing, painting, and with permission of the instructor, photography, and ceramics. All skill levels are welcome in this course. Students

attend two afternoons per week (Monday, Tuesday, or Thursday from 3:30 – 5:00 p.m.). This course runs during the fall, winter, and spring athletics seasons, and students can enroll in one or more seasons per year. This course 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.

## **PERFORMING ARTS**

### **CHORAL ENSEMBLES**

#### **A Cappella Ensemble: Knightingales** (Grades 9 – 12)

The Knightingales are BB&N's select A Cappella close-harmony, all-gender singing group. The group performs popular music in the A Cappella style at both school concerts and in the surrounding communities; recent repertoire has included Alicia Keys, Taylor Swift, The Weeknd, Olivia Rodrigo, Bon Iver, music from Pitch Perfect, and much more. The group meets two blocks per week during the school day. Membership in the Knightingales is by audition and is limited to 16 members, including at least one vocal percussionist/beatboxer. Members are expected to be able to learn music on their own either by ear or from a musical score. While membership is open to all BB&N students, priority for membership (and for solo assignments) is given to students who are also concurrently enrolled in Chorus. Auditions are held after Spring Break for the following year. Interested students should contact the director to schedule an audition. Members receive 0.5 arts credit for each year of participation.

Pre- or corequisite: Chorus.

#### **Advanced A Cappella Ensemble: Knightingales** (Grades 11 – 12)

Advanced-level Knightingales members participate as student leaders. Students in Grades 11 and 12 who have been in A Cappella for at least one year may petition for Advanced-level distinction or be recommended by the A Cappella Director. A conversation between the student and the A Cappella Director about the student's motivation and plans to fulfill the Advanced-level expectations will determine placement. Vocal skill level, ease of learning repertoire, ability to receive and incorporate feedback, dedication to the ensemble, effort, and collaboration all factor into the decision. Advanced A Cappella students are expected to do some combination of the following:

- Small-group performances for Advanced students only, which could include pieces for Graduation, Senior/Faculty Dinner, or other events
- Arrangement and/or transcription duties
- Peer-mentoring younger students, whether in other Upper School ensembles or in partnership with Middle or Lower School teachers
- Incorporation of A Cappella as part of a Service Learning project

Along with the expectations of the 0.5 credit A Cappella course, Advanced-level responsibilities require approximately 5 to 10 additional hours of work per semester. A student may be enrolled in Advanced A Cappella and a non-advanced level of Chorus simultaneously.

#### **Chorus** (Grades 9 – 12)

As BB&N's largest singing ensemble, the Upper School Chorus has 25-40 members and performs for in-school events and surrounding communities. Unlike the Knightingales, which is voice-only, the Chorus sings in many musical styles, sometimes with a rock band, orchestra, or accompanying piano.

Members rehearse twice per week, with additional dress rehearsals and performances.

The Chorus is a yearlong class, and may be taken in conjunction with the Musical Seminar or the Knightingales (A Cappella). Students in Grades 10-12 may enroll in Chorus for 0.5 credit for completion of the yearlong course or concurrently with Musical Seminar for 1 credit for completion of both yearlong courses.

Students in Grade 9 must concurrently enroll in Musical Seminar or A Cappella, and will receive 1.0 credit for the completion of both yearlong classes. Students in Grade 9 cannot simultaneously enroll in Musical Seminar, A Cappella, and Chorus.

### **Advanced Chorus (Grades 11 – 12)**

- Advanced-level Chorus members participate in the full ensemble as student leaders. Students in Grades 11 and 12 who have sung with the Chorus for at least one year may petition for Advanced-level distinction or be recommended by the Chorus Director. A conversation between the student and the Chorus Director about the student's motivation and plans to fulfill Advanced-level expectations will determine placement. Vocal skill level, ease of learning repertoire, ability to receive and incorporate feedback, dedication to the ensemble, effort, and collaboration all factor into the decision. Advanced Chorus students are expected to fulfill one or more of the following roles, though no roles are guaranteed:
  - Section Leader: helps run student sectionals, creates/disseminates practice recordings and score markings like breath marks, and leads verbally in rehearsals while allowing all students full participation
  - Repertoire committee: assists with current sheet music, including learning and helping with arrangements and keeping the music library and music equipment organized; helps select future themes and music
  - Chorus Manager: assists with concert and rehearsal setup, equipment organization, and concert promotion
  - Chorus Musicologist: researches the repertoire in greater depth and creates connections across cultural contexts, with verbal or visual presentations in Chorus rehearsals, as well as program notes for concerts
- Along with the individual practice and occasional written assignments of the Chorus course, Advanced-level responsibilities require approximately 5 to 10 additional hours of work per semester. A student may be enrolled in an Advanced level of Chorus and a non-advanced level of A Cappella simultaneously.

### **Chorus Band (Grades 9 – 12)**

The Chorus Band is a group of one to five musicians – such as piano, drums, bass, guitar, sax, or violin, and other instruments at the director's discretion (possibly erhu, sitar, etc. based on the needs of the chorus programming) – that accompany the Chorus when it performs. Members must already be skilled at an instrument and audition with the Chorus Director. Acceptance into the course is dependent on instrumentation needed for each semester's program. This course meets three times per week, twice with Chorus and once without, and participants receive 0.5 arts credit for each semester of participation.

### **Musical Seminar (Grades 9 – 12)**

Musical Seminar is a yearlong course that meets once per week. Each small section of this course focuses on a specific area of study. Sections in 2026 – 2027 include Guitar, Developing the Voice, and Theory/Keyboard/Sight Reading training. Students are able to choose/rank which section they join.

- Guitar: Learn the guitar! Students learn the 9 basic chord shapes, strumming, and basic finger picking.
- Developing the Voice: This section is geared towards students who are singing with others for the first time or singing with written music for the first time. This section is also for students who think they “can’t sing”, because you can!
- Keyboard, Reading, Theory, and Technology: This section is for students who have experience as a singer and would like to level up their sight reading and “learning by ear” skills, while learning some keyboard and music technology at the same time.

Students in Grade 9 who enroll in Musical Seminar are required to enroll in Chorus concurrently and earn 1.0 arts credit for the completion of both courses. Students in Grades 10 – 12 who enroll in Musical Seminar



must be co-enrolled in either Chorus or A Cappella and earn 1.0 arts credit for the completion of both courses.

## **DANCE**

### **Dance Foundations** (Grade 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.

### **Dance: Contemporary** (Grades 10 – 12)

This contemporary dance course focuses on various styles of contemporary and modern dance. Classes begin with learning about rudimentary and fundamental technique while working towards deeper flexibility and strength using a ballet barre. Progressions across the floor and building technique in the center of the room make up the middle section of each class, while routines and working towards performances will conclude classes. Students are encouraged to work towards building their own choreography for solo assignments, as well as group work for informal performances in class. Assignments include choreography work, research of choreographers, as well as some journal writing. No prior dance experience is required; all levels are welcomed and encouraged. This course meets two times per week for one semester (either Fall or Spring). This course receives 0.5 arts credit for each semester taken and may be taken in conjunction with two Health and Fitness classes per week to meet the athletics requirement for one season. Students who take two semesters of Dance and do not concurrently take Health and Fitness receive credit for one athletics season.

### **Dance: Musical Theater and Swing** (Grades 10 – 12)

This course focuses on the styles of the great legendary choreographers of musical theater, both past and present, as well as partner work and high energy jazz dance as related to big band music for swing style. This class is a great opportunity for students interested in theater and who want to be more proficient in choreography or for dancers who want to add a variety of styles into their technique. No prior dance experience is required; all levels are welcomed and encouraged. This course meets two times per week for one semester (either Fall or Spring). This course receives 0.5 arts credit for each semester taken and may be taken in conjunction with two Health and Fitness classes per week to meet the athletics requirement for one season. Students who take two semesters of Dance and do not concurrently take Health and Fitness receive credit for one athletics season.

## **FILMMAKING AND AUDIO PRODUCTION**

### **Filmmaking** (Grades 9 – 12)

In this semester-long course, students are introduced to the basics of cinematic and narrative form through short group projects. Using digital cameras as paintbrushes, students explore the language of cinema, developing short personal pieces that focus on artistry and personal voice. Every student gets a chance to be a camera operator, director, performer, and editor. Media literacy is promoted through in-class viewings and discussions in combination with students' hands-on projects. Additionally, students learn the basics of audio design for film, including choosing music for underscoring and audio editing.

### **Intermediate Filmmaking** (Grades 10 – 12)

This dynamic course invites students to explore their personal stories and the world around them through the art of filmmaking. The course begins with an immersive dive into animation, where each student creates a hand-drawn, animated self-portrait. Using advanced editing techniques, the student transforms their artwork into a short animated film that reflects their unique identity. Building on this foundation, the class

shifts focus to documentary filmmaking, where students turn the camera inward and outward to craft compelling narratives—both personal and about the people around them. Along the way, students develop skills in sound design, camera operation, editing, and more, as they bring their stories to life. To deepen their understanding of the medium, the course also explores the history of animation and discusses innovative cinematic works that inspire creativity and push boundaries.

Prerequisite: Filmmaking: Sound and Vision

### **Advanced Filmmaking (Grades 11 – 12)**

This course takes filmmaking skills to the next level, bridging the gap between personal storytelling and Hollywood-style production. At the heart of this journey is an in-depth exploration of cinematography and moving photography. Together, the course uncovers how traditional photographic techniques inform cinematic language, learning to craft stunning visuals that rival what can be seen in theaters and on television. In the first semester, students work on developing their own personal cinematic voice, using professional-grade cameras assigned to each student. Through hands-on projects, the students focus on creating beautiful, visually compelling images that elevate their stories and experiences. As the year progresses, students will master advanced techniques in screenwriting, narrative filmmaking, and editing. Armed with these new skills, the course will circle back to documentary filmmaking, blending personal and cinematic approaches to tell the powerful stories that need to be shared. This course also offers a deep dive into sports cinematography. Students can learn how to capture the drama and energy of the field and turn athletic stories into cinematic experiences. This course is perfect for students ready to push the boundaries of their filmmaking abilities and create impactful, professional-quality work.

Prerequisite: Intermediate Filmmaking

### **Advanced Filmmaking II (Grade 12)**

What is the future of filmmaking and visual storytelling? Advanced Filmmaking II looks to explore these questions and more through the adoption of new technologies and new tools for creating. In this course, students explore how virtual reality (VR) and 360-degree video can create a new kind of viewer experience through the creation of our own VR and 360-degree video content. In addition, students continue developing their cinematic language through the examination and dissection of important works from cinema history.

This course is only offered during Trimesters 1 and 2 and may run concurrently with Advanced Filmmaking.

Prerequisite: Advanced Filmmaking

### **Advanced Audio Production and Music Technology (Grades 10 – 12)**

This semester-long course delves further into the topics introduced in Filmmaking: Sound and Vision and Audio Production and Music Technology, with a focus on songwriting and the use of music and soundscapes to enhance audio storytelling. Students work individually and in teams to produce several podcasts and musical projects. Students also engineer a recording session with one of the School's small ensembles in the recording studio, and the equipment there will be available for class projects. At the end of this class, students have experience using a mixing board and multi-track recording, and have learned the basics of harmony and voice-leading. Students receive 0.5 arts credits for each semester of participation.

Prerequisite: Filmmaking: Sound and Vision or Audio Production and Music Technology

### **Podcasting (Grades 9 – 12)**

This semester-long course is for students who are interested in learning how to use audio on the internet to share stories, host interviews, create audio theater, or prepare themselves for a world reliant on audio presentations, virtual interviews, and meetings. The class focuses equal parts on technology and performance theory, beginning with examining example podcasts. The class then splits into two groups rotating between two teachers; one providing hands-on experience with technology and the other presentational instruction (all students experience both aspects of the course). The class then culminates in

personal and group projects led by both teachers, focusing on an interview including field recording, a multi-participant group podcast, and a short radio-style play. On the technology side, students investigate how live streaming works, including recording and editing software, microphone types and best use techniques, the basics of sound mixers and processing, field recording, and foley. As a content creator/presenter students explore how to engage and entertain an audience with a range of styles. Speakers learn how to share the passion of their subjects, develop interview techniques, develop scripts, and analyze source material.

## **INSTRUMENTAL ENSEMBLES**

### **Chamber Music (Grades 10 – 12)**

Advanced instrumentalists may elect to participate in smaller music ensembles, called Chamber Music Ensembles. Chamber Music Ensembles are formed based on instrumentation, students' musical strengths, and students' schedules; therefore, placement in a Chamber Music Ensemble is not guaranteed. Chamber Music Ensembles prepare repertoire for two formal concerts per year, with additional performance opportunities like assemblies, class meetings, or receptions. Practicing individual parts, score study, and active listening fill the necessary learning time outside of class. A Chamber Music Ensemble may choose to focus on music composition or music theory in addition to or in lieu of preparing for musical performances, based on student interest and scheduling. String, woodwind, and brass players may choose to participate in the Orchestra for two days per week and in one Chamber Music Ensemble, which amounts to 1.0 arts credit for each year of participation. Students who only participate in one Chamber Music Ensemble earn 0.5 arts credit for each year of participation and each additional Chamber Music Ensemble earns an additional 0.5 arts credit for each year of participation. Admission to the Chamber Music Ensembles is by audition only (held before or during the first week of school).

### **Advanced Chamber Music (Grades 11 – 12)**

Students in Grades 11 and 12 who have been in Chamber Music for at least one year may petition for Advanced-level distinction or be recommended by the Chamber Music Director. Advanced level students may or may not be grouped together in the same weekly Chamber Ensemble. A conversation between the student and the Chamber Music Director about the student's motivation and plans to fulfill the Advanced-level expectations will determine placement. Instrumental level, ease of learning repertoire, ability to receive and incorporate feedback, dedication to the ensemble, effort, and collaboration all factor into the decision. Advanced Chamber Music students are expected to do a combination of the following:

- Additional individual practice outside of rehearsals and/or a second rehearsal per week, determined by availability of instructor and enrolled students
- Additional listening, score study, music analysis, and historical context research with current and prospective repertoire
- Additional chamber music performances at school events; concert organization at external venues such as a senior center or another school; and/or participation in external chamber music competitions as a representative of BB&N
- Peer-mentoring of younger students, whether in other Upper School ensembles or in partnership with Middle or Lower School teachers
- Incorporation of Chamber Music as part of a Service Learning project

Along with the performance and attendance expectations of a 0.5 credit Chamber Music course, Advanced-level responsibilities require approximately 5 to 10 additional hours of work per semester. Students may be enrolled in Advanced Chamber Music and non-advanced Orchestra simultaneously.

### **Orchestra and Chamber Music (Grade 9)**

The Upper School Orchestra is an ensemble that features string, woodwind, and brass players. Comprised of 30 – 40 students from Grades 9 – 12, the Orchestra prepares two formal concerts per year, with repertoire that centers on classical music and also broadens instrumental students' horizons with contemporary and collaborative projects. Past performances have included Mozart Symphony Nos. 35, 41; Beethoven

Symphonies Nos. 1, 3, 5, 6, 7; Schubert Symphonies Nos. 5, 8; overtures, concerto movements, and individual pieces ranging from Bach and Handel to Copland and modern American composers. Examples of exploratory collaborations include “Shri Raga,” a new structured improvisation developed in collaboration with a BB&N student tabla player and Terry Riley’s “In C,” performed outdoors with members of the jazz ensembles and faculty musicians. Admission to Orchestra is based on audition (held before or during the first week of school) and students are expected to play their instruments at an intermediate to advanced student level as well as practice outside of rehearsals, complete occasional written reflection assignments, and participate verbally and non-verbally during rehearsal.

In Grade 9, Orchestra students rehearse three times per week, twice in the Upper School Orchestra and once in a Chamber Music ensemble or additional repertoire study class. Pianists and harpists are admitted to Orchestra on a case-by-case basis and rarely in Grade 9, however opportunities to re-audition for Orchestra and audition for Chamber Music become available again in Grade 10.

### **Orchestra (Grades 10 – 12)**

The Upper School Orchestra is an ensemble that features string, woodwind, and brass players. Comprised of 30 – 40 students from Grades 9 – 12, the Orchestra prepares two formal concerts per year, with repertoire that centers on classical music and also broadens instrumental students’ horizons with contemporary and collaborative projects. Past performances have included Mozart Symphony Nos. 35, 41; Beethoven Symphonies Nos. 1, 3, 5, 6, 7; Schubert Symphonies Nos. 5, 8; overtures, concerto movements, and individual pieces ranging from Bach and Handel to Copland and modern American composers. Examples of exploratory collaborations include “Shri Raga,” a new structured improvisation developed in collaboration with a BB&N student tabla player and Terry Riley’s “In C,” performed outdoors with members of the jazz ensembles and faculty musicians. Admission to Orchestra is based on audition (held before or during the first week of school) and students are expected to play their instruments at an intermediate to advanced student level, as well as practice outside of rehearsals, complete occasional written reflection assignments, and participate verbally during rehearsal. Pianists and harpists are admitted to Orchestra only on a case-by-case basis, though are always welcome to audition for Chamber Music. This course meets two times per week and receives 0.5 arts credit for each year of participation.

### **Advanced Orchestra (Grades 11 – 12)**

Advanced Orchestra students participate in the full Upper School Orchestra as student leaders. Students in Grades 11 or 12 who have played with the Orchestra for at least one year may petition for Advanced-level distinction or be recommended by the Orchestra Director. A conversation between the student and the Orchestra Director about the student’s motivation and plans to fulfill the Advanced-level expectations will determine placement. Instrumental level, ease of learning repertoire, ability to receive and incorporate feedback, dedication to the ensemble, effort, and collaboration all factor into the decision. Advanced Orchestra students are expected to fulfill one or more of the following roles, though no roles are guaranteed:

- Section Leader: helps run student sectionals; creates/disseminates written instructions like bowings, fingerings, and breath marks; leads verbally in rehearsals while allowing all students full participation
- Music Librarian: assists in managing current Orchestra parts, including learning and helping with music arrangements and keeping the music library and music equipment organized
- Orchestra Manager: helps with concert and rehearsal setup, equipment organization, and concert promotion
- Orchestra Musicologist: researches the repertoire in greater depth and creates connections across cultural contexts, with verbal or visual presentations in Orchestra rehearsals, as well as program notes for concerts

Along with the individual practice and occasional written assignments required by the Orchestra course, Advanced-level responsibilities require approximately 5 to 10 additional hours of work per semester. Students may be enrolled in Advanced Orchestra and a non-advanced level of Chamber Music simultaneously.

### **Jazz (Grade 9)** (Grade 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. Students in Grade 9 participating in Jazz 9 continue with the course for the entire year.

### **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 Tuesday evening) and receives 0.5 arts credit for each year of participation.

### **Advanced Jazz Ensemble** (Grades 11 – 12)

Students in Grades 11 and 12 who have been in Jazz Ensemble for at least one year may petition for Advanced-level distinction or be recommended by the Jazz Director. Advanced level students may or may not be grouped together in the same weekly Jazz Ensemble. A conversation between the student and the Jazz Director about the student's motivation and plans to fulfill Advanced-level expectations will determine placement. Instrumental level, ease of learning repertoire, ability to receive and incorporate feedback, dedication to the ensemble, effort, and collaboration all factor into the decision. Expectations for Advanced Jazz Ensemble students include a combination of the following:

- Additional individual practice outside of rehearsals and/or a second rehearsal per week, self-directed, determined by ability and availability of enrolled students
- Additional listening, transcription work, music analysis, and historical context research with current and prospective repertoire
- Additional jazz performances at school events; organization of concerts at external venues such as a senior center or another school; and/or participation in external jazz competitions as a representative of BB&N
- Peer-mentoring of younger students, whether in other Upper School ensembles or in partnership with Middle or Lower School teachers
- Incorporation of Jazz Ensemble as part of a Service-Learning project

Along with the expectations of a 0.5 credit Jazz Ensemble course, Advanced-level responsibilities require approximately 5 to 10 additional hours of work per semester.

## **THEATER**

### **Theater Arts and Performance** (Grade 9)

This semester-long course provides students the opportunity to dive into the world of theater through a creative, energetic, and interactive exploration of the key skills to create stories for the stage. Over the length of the course, students explore character and story development through the lens of actor, director, designer, and playwright. The course provides an entry point to further theatrical electives as well as a wonderful opportunity to develop communication and interpersonal skills.

### **Theater Arts: Creating for the Stage** (Grades 10 – 12)

This yearlong course develops budding actors, directors, playwrights, and theater enthusiasts through the craft of storytelling for the stage. Influential directors, playwrights, and producers are examined. Students build experience while preparing and performing a one-act production for the stage at BB&N with the potential opportunity to perform at regional showcases.

**Theater Arts: Shakespeare and the Stage** (Grades 10 – 12)

This semester-long course is ideal for students who are interested in exploring the works of William Shakespeare, the Bard, or the world of theater. Students look at how to perform theater based on the principles of John Barton and also explore all notable theater directors who have reinvented the ways in which his works can be performed. Creators such as Peter Brook, Sir Peter Hall, and Tina Packer are examined as students find their own way of creating engaging Shakespeare productions for a new audience.

**Advanced Theater Arts** (Grades 11 – 12)

Advanced Theater Studies includes an intensive study of William Shakespeare, one American playwright, one international playwright, a theater creator, and one notable development to the theater world since 1900. Students have the opportunity to work with their peers in an ensemble setting towards performing a piece built around their studies or directing a main stage play during the Spring.

Prerequisite: Theater Arts

**Theatrical Production** (Grades 9 – 12)

Students who participate in one of the School's theatrical productions through acting, stagecraft, or costume design may elect to participate in this Theatrical Production course. Satisfactory completion of this course includes full participation in the show (play or musical) along with the completion of a rehearsal journal. The rehearsal journal documents the student's weekly activity, the development of skills and knowledge in the role, and includes research and critical observations of the process. Additionally, students regularly meet with the show's Director to discuss progression and goals. This course receives 0.25 arts credit for each season of participation.

**Advanced Theatrical Production** (Grades 10 – 12)

Students who participate in one of the School's theatrical productions through acting, stagecraft, or costume design may elect to participate in this Advanced Theatrical Production course after the successful completion of at least two seasons of Theatrical Production. Satisfactory completion of the course includes full participation in the show (play or musical) along with the completion of a rehearsal journal. The rehearsal journal documents the student's weekly activity, the development of skills and knowledge in the role, and includes research and critical observations of the process. Additionally, students completing this course at the advanced level write a final paper on the production. The final paper discusses their personal progression through the process, includes a critical examination of the production performed at BB&N, and compares BB&N's production to previous productions of the show. Students also regularly meet with the show's Director to discuss progression and goals. This course receives 0.25 arts credit for each season of participation.

Prerequisite: Completion of two trimesters of Theatrical Production

**ATHLETICS ALTERNATIVE ACTIVITIES**

**Artistic Independent Activity:** Students with a major commitment and demonstrated ability in the arts (Grades 9 – 12) who participate in a significant arts program outside of BB&N may apply for a Waiver for Artistic Independent Activity. This Waiver allows students to continue the pursuit of a non-BB&N arts endeavor and waives the requirement to participate in BB&N athletics for that season. 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 reviews all WIA Forms and notifies students if the activity is approved.

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.

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

**Dance:** Students in Grades 10 – 12 taking Dance: Contemporary and/or Dance: Musical Theater and Swing have the option to take these courses for athletics credit in addition to arts credit. These courses receive .5 arts credit for each semester taken and must be taken in conjunction with two Health and Fitness classes per week to meet the athletics requirement for one season. Students who take two semesters of Dance and do not concurrently take Health and Fitness receive credit for one athletics season.

**Studio Arts: Afternoon:** Students who have a true interest in art may participate in the Studio Arts: Afternoon course two days per week (Monday, Tuesday, or Thursday from 3:30 – 5:00 p.m.) This course 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.

**Theatrical Program:** Three faculty-directed plays and one senior-directed play are staged each year.

**Acting:** Auditions are open to the entire student body, and students with any level of acting experience are encouraged to audition. All students get the opportunity to enjoy a comprehensive production experience in a creative and empowering environment from the first day of rehearsals to the final performance. Rehearsals take place after school (Monday – Friday) and Saturday mornings during the eight-week rehearsal period.

**Stage Crew:** This program is open to all students interested in learning about scenery, lighting design, and technical production. Students help design, construct, and paint the scenery, as well as install lighting for the shows. Students also participate in the stage crew by shifting scenery, operating lighting and sound boards, and utilizing other equipment such as followspots and fog machines. Students attend four after-school sessions per week and Saturday mornings as production week approaches.

**Costume Design:** This program is open to students who wish to work under the supervision of the Costume Designer to develop and construct costumes used in the School's theater productions. Students learn about costume history, millinery, costume props and accessories, hair and makeup design, practical machine and hand-sewing skills, pattern reading, pattern drafting and draping, and all other aspects of costume building. Students attend three to four after-school sessions per week.

**Musical Pit Orchestra:** Pit orchestra musicians may only qualify at the discretion of the pit orchestra director and musical directors. In such cases, the rehearsal commitment would include rehearsals with the cast, significant individual practice time, and all regularly scheduled pit orchestra rehearsals and performances. Depending on the needs of the show and the particulars of the instrumental part, the rehearsal commitments may be altered by the pit orchestra director.

Participation in a BB&N theater production, through acting, stage crew, costume design, or musical pit orchestra waives the requirement to participate in BB&N athletics for that season and earns credit for participation in an interscholastic sport for one season per year.

### **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.

**Global Online Academy Courses:** The following arts courses are offered to students in Grades 11 and 12 through Global Online Academy:

- **Arts Entrepreneurship** (Spring)
- **Graphic Design** (Fall and Spring)

For more information on this course, please refer to the Global Online Academy section of this Program Planning Guide.

**Courses Not Offered in 2026 – 2027**

- Acting and Directing
- Audio Production and Music Technology
- Ceramics
- Chorale Band
- Chorale (Fall)
- Chorale (Spring)
- Chorus 9
- Dance (Grades 10 – 12)
- Digital Design and Fabrication
- Drawing, Collage, and Abstraction
- Filmmaking 9
- Filmmaking: Sound and Vision
- Guitar
- Gospel Band
- Mixed Media Sculpture
- Orchestra 9
- Photography 9
- Playwrights of the Future
- Printmaking
- Queen Cover Band
- Singing: Developing the Voice
- Stagecraft
- Theater Arts: Art of Presentation
- Theater Studies 9
- Theater Studies
- Visual Arts 9
- Visual Design, Communication, and Social Media (Grade 12)
- Woodworking and 3D Design 9

**PREREQUISITE POLICY FOR ARCHITECTURE; CERAMICS; DRAWING, PAINTING AND SCULPTURE; FILMMAKING AND AUDIO PRODUCTION; PHOTOGRAPHY; WOODWORKING**

The following policy should guide returning and new students in Grades 10 – 12 who wish to enroll in an upper level (Intermediate, Advanced I, or Advanced II) course in Architecture; Ceramics; Drawing, Painting and Sculpture; Filmmaking and Audio Production; Photography; and Woodworking without having met the prerequisite:

**Students in Grade 9:** Students in Grade 9 must take the introductory level classes. Students cannot take the introductory level course more than once.

**Students in Grades 10–12:** Students who demonstrate proficiency (see below for the rubric) in a medium may join a course in the following years without having met the prerequisite:

- Intermediate: Open only to students in Grades 10–12
- Advanced: Open only to students in Grades 11–12



- Advanced II: Open only to students in Grade 12

**Returning Students:** Returning students must have permission from The desired class' instructor, another instructor in the same sub-department (performing or visual arts), and the Head of the Arts Department. Permission from the three aforementioned Arts Department members will be granted to a student on a case-by-case basis and will require at least two of the following items, at the discretion of the desired class' instructor:

- Portfolio of student work proving a student is capable of creating work at the desired course level as defined in the rubric (below).
- Reference(s) from the student's previous art teacher(s) that testify to the student's abilities in the desired medium
- Interview with the instructor of the desired class, during which the student will demonstrate their skill set and present their reasoning and preparedness for taking a course without having met its prerequisites.

**New Students:** New students in Grades 10 – 12 who wish to join an Intermediate, Advanced, or Advanced II course must either follow the procedures for returning students (above) or receive permission from the Department Head and course instructor because they have received credit for a course at a similar skill level as a BB&N prerequisite, having obtained at least a B- or 80% or 2.7 GPA in that course. The Department Head and course instructor shall investigate the course proposed as a replacement for the prerequisite and determine if the course aligns with the BB&N-offered prerequisite. If a proposed replacement course fails to meet the expectations of the instructor and Department Head, it may not be recognized as a suitable prerequisite.

## 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.

- For students in Grades 10 and 11, participation in two interscholastic sports within one school year fulfills the athletics requirement for that year.
- 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 only one season per year.
- Participation in two theatrical productions within one school year does not fulfill the interscholastic sports requirement in Grade 9 nor fulfill the athletics requirement for students in Grades 10 and 11.

| FALL SEASON                                                                    |                                                                                                     |                                                                             |                                                                                  |
|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Interscholastic: Boys                                                          | Interscholastic: Girls                                                                              | Non-Interscholastic: All-Gender                                             |                                                                                  |
| Cross Country V, JV<br>Football V, JV<br>Soccer V, JV, 3<br>Team Manager       | Cross Country V, JV<br>Field Hockey V, JV, 3<br>Soccer V, JV, 3<br>Volleyball V, JV<br>Team Manager | Game Manager<br>Health and Fitness<br>Sculling<br>Strength and Conditioning |                                                                                  |
| WINTER SEASON                                                                  |                                                                                                     |                                                                             |                                                                                  |
| Interscholastic: Boys                                                          | Interscholastic: Girls                                                                              | Interscholastic: All-Gender                                                 | Non-Interscholastic: All-Gender                                                  |
| Basketball V, JV<br>Fencing V<br>Hockey V, JV<br>Squash V<br>Team Manager      | Basketball V, JV, 3<br>Hockey V, JV<br>Squash V<br>Team Manager                                     | Fencing V<br>Wrestling V<br>Team Manager                                    | Game Manager<br>Health and Fitness<br>Rock Climbing<br>Strength and Conditioning |
| SPRING SEASON                                                                  |                                                                                                     |                                                                             |                                                                                  |
| Interscholastic: Boys                                                          | Interscholastic: Girls                                                                              | Interscholastic: All-Gender                                                 | Non-Interscholastic: All-Gender                                                  |
| Baseball V, JV<br>Lacrosse V, JV<br>Crew V, JV<br>Tennis V, JV<br>Team Manager | Softball V, JV<br>Lacrosse V, JV<br>Crew V, JV<br>Tennis V, JV<br>Team Manager                      | Sailing V<br>Golf V, JV<br>Track and Field V<br>Team Manager                | Game Manager<br>Health and Fitness<br>Strength and Conditioning                  |

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. Certain varsity teams limit roster size; those teams, along with the maximum number of athletes per team, are indicated in parenthesis above. If changes to roster size are required, the head coach will consult with the Director of Athletics, who will make the final determination. During Senior Spring Project, a student in Grade 12 is not allowed to participate in a Junior Varsity Team if that student has not previously played the sport.

## **PROGRAM DESCRIPTIONS**

### **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 classes devoted to nutrition and principles of training and classes devoted to physical conditioning.

### **Managing (Grades 10 – 12)**

#### **Game Manager**

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.

#### **Team Manager**

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, updating social media, 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.

### **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 rowing 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 9 – 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 classes per week, in the morning or afternoon, depending on the season. Enrollment is limited to students in Grades 9 – 12.

## **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 (such as riding, skiing, swimming, or figure skating) may apply for a Waiver for Athletic Independent Activity. This waiver allows the student to participate in the non-BB&N sport or activity while waiving the requirement to participate in a BB&N

athletics program for that season. Some non-BB&N activities, such as participation on a swimming team, grant credit for participation in an interscholastic sport. 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:**

**Artistic Independent Activity:** Students with a major commitment and demonstrated ability in the arts (Grades 9 – 12) who participate in a significant arts program outside of BB&N may apply for a Waiver for Artistic Independent Activity. This Waiver allows students to continue the pursuit of a non-BB&N arts endeavor and waives the requirement to participate in BB&N athletics for that season. 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 reviews all WIA Forms and notifies 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.

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

**Dance:** Students in Grades 10 – 12 taking Dance: Contemporary and/or Dance: Musical Theater and Swing have the option to take these courses for athletics credit in addition to arts credit. These courses receive .5 arts credit for each semester taken and must be taken in conjunction with two Health and Fitness classes per week to meet the athletics requirement for one season. Students who take two semesters of Dance and do not concurrently take Health and Fitness receive credit for one athletics season.

**Math Team:** The Math Team meets after school two times per week during the fall and winter seasons. Students may 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. Participation in Math Team is not considered participation in an interscholastic sport for that season.

**Robotics Team:** The Robotics Team meets daily during the fall trimester. Students who wish to participate on the Robotics Team are exempt from the athletics requirement for the fall season. Participation in the Robotics Team is considered participation in an interscholastic sport for that season.

**Service Learning:** Upper School students in Grades 10 – 12 with a significant interest in pursuing a specific commitment to service learning may apply for a Season of Service Learning in lieu of one athletics season per academic year. Students must demonstrate significant dedication to their area of interest through a documented commitment to service and thoughtful reflection during the season. Participation in a Season of Service Learning is not considered participation in an interscholastic sport.

**Studio Arts: Afternoon:** Students who have a true interest in art may participate in the Studio Arts: Afternoon course two days per week (Monday, Tuesday, or Thursday from 3:30 – 5:00 p.m.) This course 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.

**Theatrical Program:** Three faculty-directed plays and one senior-directed play are staged each year.

**Acting:** Auditions are open to the entire student body, and students with any level of acting experience are encouraged to audition. All students get the opportunity to enjoy a comprehensive production experience in a creative and empowering environment from the first day of rehearsals to the final performance. Rehearsals take place after school (Monday – Friday) and Saturday mornings during the eight-week rehearsal period.

**Stage Crew:** This program is open to all students interested in learning about scenery, lighting design, and technical production. Students help design, construct, and paint the scenery, as well as install lighting for the shows. Students also participate in the stage crew by shifting scenery, operating lighting and sound boards, and utilizing other equipment such as followspots and fog machines. Students attend four after-school sessions per week and Saturday mornings as production week approaches.

**Costume Design:** This program is open to students who wish to work under the supervision of the Costume Designer to develop and construct costumes used in the School's theater productions. Students learn about costume history, millinery, costume props and accessories, hair and makeup design, practical machine and hand-sewing skills, pattern reading, pattern drafting and draping, and all other aspects of costume building. Students attend three to four after-school sessions per week.

**Musical Pit Orchestra:** Pit orchestra musicians may only qualify at the discretion of the pit orchestra director and musical directors. In such cases, the rehearsal commitment would include rehearsals with the cast, significant individual practice time, and all regularly scheduled pit orchestra rehearsals and performances. Depending on the needs of the show and the particulars of the instrumental part, the rehearsal commitments may be altered by the pit orchestra director.

Participation in a BB&N theater production, through acting, stage crew, costume design, or musical pit orchestra waives the requirement to participate in BB&N athletics for that season and earns credit for participation in an interscholastic sport for one season per year.

## English Department

### ENGLISH 9

*Who am I? What does it mean to belong? Who am I in relation to others?* English 9 looks at journeys characters undertake both in the world and within the self. Students use analytical, personal, and creative writing to develop critical thinking skills, discover connections, and consider their own identities. Starting with *The Odyssey* and *The Leavers* or *Infinite Country* and complemented by contemporary short stories, poetry, and *Romeo and Juliet*, students work on the foundational skills of BB&N English students: how to ask a meaningful question, how to annotate a text, how to be part of a classroom community, and how to develop and express authentic ideas. Students also continue their study of vocabulary, spelling, punctuation, syntax, and grammar.

### ENGLISH 10

English 10 focuses on texts by a diverse range of authors that encourage students to evaluate their place in the world. Combining American texts, such as *The Great Gatsby* and *Their Eyes Were Watching God*, with world literature, such as *A Burning* and “*Master Harold*”... *and the boys*, and either *Macbeth* or *The Merchant of Venice*, students explore their own identity development as well as their relationship to communities both familiar and other. In addition to using the classroom as a space for inquiry and exploration of ideas both personal and analytical, students continue to hone their skills as writers. With particular emphasis placed upon crafting and proving an analytical argument, teachers build upon the skills discussed and practiced in English 9. Class-wide debates in the spring term 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 English Literature and Composition

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 an interesting person at work. While all students in Grade 11 are enrolled in an Advanced Placement (AP) English Literature and Composition course, each course prepares students to take either/both the AP English Language and Composition exam or/and AP English Literature and Composition exam.

#### 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 texts, such as Larsen’s *Passing*, Morrison’s *The Bluest Eye*, Baldwin’s *The Fire Next Time*, Walker’s *The Color Purple*, and Coates’ *Between the World and Me*. 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.

Participation in both United States History (Honors): African American History and African American Literature: Race and Identity (AP English Literature and Composition) will be noted on a student’s transcript as completion of the African American Studies Program.

#### Aliens

Sometimes people feel like aliens even in their own lives. Consider, for example, ordinary Japanese Americans suddenly imprisoned during WWII, some young adults who discover the dizzying truth of their

childhood identities, a young man distressed by the death of his father and remarriage of his mother. These alienated individuals feel disconnected from the larger community—a family, nation, race, culture—they identify with and offer us thought-provoking, illuminating, and sometimes heart-breaking views of life as outsiders. Students will have the opportunity to reflect on their own experiences, too, in writing. Texts may include Trevor Noah's *Born a Crime*, Ishiguro's *Never Let Me Go*, Otsuka's *When the Emperor Was Divine*, Shakespeare's *Hamlet*, Baldwin's *The Fire Next Time*, and Bertino's *Beautyland*, as well as stories and poems by Chimamanda Ngozi Adichie, Toni Cade Bambara, Ernest Hemingway, Robert Frost, and Gwendolyn Brooks, among 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 these works can be—and how they continue to shape our understanding of ourselves and others from centuries past to the modern day. 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 complex social tensions of Smith's *White Teeth*; and poems by writers such as Donne, Milton, Pope, Keats, Brontë, 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 depiction of slavery deepens once you've read both the autobiographical *Narrative of the Life of Frederick Douglass* and then the novel *Beloved*; *Heart of Darkness* benefits from a shift in gender, century, and continent in *State of Wonder*, and *Hamlet* broadens its concerns through its modern retelling in *Rosencrantz and Guildenstern Are Dead*. Smaller pairings of poetry will also appear throughout the year.

### **Ethics and Literature**

Can literature help us understand how to act and live ethically? Is it possible today to make meaningful statements about “right” and “wrong,” and what do we mean when we use these terms? In this class, students will study works of literature and explore the ethical difficulties they present. We will begin by studying the “Big Three” ethical frameworks: virtue ethics, deontology, and utilitarianism. We will then read *Frankenstein*, *In Cold Blood*, *Hamlet*, and *Beloved*. We'll also read excerpts from *The Philosopher's Way*, a few short stories, and other supplementary readings. Students will also demonstrate their learning by completing multi-step, extended projects centered around outreach to gain a deeper understanding of a contemporary issue of their choosing.

### **It's Complicated**

In this course, we will examine love and relationships of all types: romantic, marital, platonic, and familial. What kind of love do we celebrate, and what kind do we minimize, shame, or reject? From a dystopian society in which marriage is controlled by a right-wing theological government to the fraught relationship between a lesbian daughter and her closeted father, we will consider how our concepts of love affect our individual relationships and society's values as a whole. Possible readings may include Margaret Atwood's *The Handmaid's Tale*, James Baldwin's *Giovanni's Room*, Alison Bechdel's *Fun Home*, Toni Morrison's *The Bluest Eye*, Nella Larsen's *Passing*, Alice Walker's *The Color Purple*, Jane Austen's *Pride and Prejudice*, and Virginia Woolf's *Mrs. Dalloway*.

Participation in both United States History (Honors): Gender and Sexuality Studies and AP English Literature and Composition: It's Complicated will be noted on a student's transcript as completion of the Gender and Sexuality Studies Program.

## **Living Between Worlds**

Who gets to define who you are? Rooted in W.E.B. Du Bois's idea of "double consciousness," this course explores what it means to exist in two sometimes incompatible spheres. Students will examine characters whose self-concept must be negotiated through the eyes of mainstream society, resulting in what Du Bois called "two souls, two thoughts, two unreconciled strivings." Through literature, we will study how identity is shaped, divided, and reimagined in a world that is always watching. Major texts may include Du Bois's *The Souls of Black Folk*, Ayad Akhtar's *Disgraced*; Alison Bechdel's *Fun Home*; Frantz Fanon's *Black Skin, White Masks*; Nella Larsen's *Passing*; Chang-Rae Lee's *Native Speaker*; and Claudia Rankine's *Citizen*.

## **Magical Realities**

A magical island with spirits, monsters, and a wizard-king. An old house haunted by restless, spiteful ghosts. A man who discovers that his dreams can alter reality. Another who wakes to find he has transformed into a large insect. For centuries, writers have incorporated elements of fantasy, magic, and unreality into their narratives to introduce suspense and mystery—but also to explore the unseen forces of their worlds and of the human mind. In this class, we will explore a diverse selection of literature that mixes realism with magic, the everyday with the fantastical. In so doing, we might just better understand ourselves and the worlds we inhabit. Main texts for the course will likely include Vonnegut's *Slaughterhouse-Five*, Kafka's *The Metamorphosis*, Shakespeare's *The Tempest*, Coleridge's *Rime of the Ancient Mariner*, Morrison's *Beloved*, Baldwin's *The Fire Next Time*, and LeGuin's *The Lathe of Heaven*. In addition, we will read a variety of short stories and poems from writers such as Sylvia Plath, Li-Young Lee, Nikki Giovanni, and Yusef Komunyakaa.

## **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 and essays, our main texts will include Shakespeare's *Hamlet*, Austen's *Pride and Prejudice*, Dostoevsky's *Notes From Underground*, and short stories by Franz Kafka, Octavia Butler, Brenda Peynado, Rachel Khong, and Toni Morrison. We may also read and write modest proposals.

## **That Way Madness Lies**

"Mad." "Crazy." "Out of your mind." When do we use these labels, and what do we mean by them? Is it mad to break the rules of society or to follow them? Is love a form of madness? What is the relationship between "madness" and mental illness, if any? And why are the "mad" so often members of marginalized groups, like women, people of color, immigrants, and LGBTQ+ individuals? In this course, we will explore the theme of madness in literature from Shakespeare to the twenty-first century to shed light on what society defines as "sane" versus "mad," "normal" versus "abnormal"—without losing all our marbles. Readings may include Esmé Weijun Wang's *The Collected Schizophrenias*, Shakespeare's *Hamlet*, Margaret Atwood's *The Handmaid's Tale*, Emily Brontë's *Wuthering Heights*, Toni Morrison's *Beloved*, Nella Larsen's *Passing*, and Alison Bechdel's *Fun Home*, along with selected poetry and short stories by writers like Sylvia Plath, Emily Dickinson, Ocean Vuong, Kate Chopin, Charlotte Perkins Gilman, George Saunders, and Carmen Maria Machado.

## **The Pursuit of Happiness**

From the time we are born, the world tells us we should do everything we can to be happy. Don't worry, be happy! Hakuna matata! Jefferson even included "the pursuit of happiness" as an "inalienable right" in the Declaration of Independence! How to achieve this goal? Kiss a frog (marry a prince!), work harder (make the team!), remove your glasses (become beautiful!). As we grow up, however, happiness can seem more elusive. Exploring texts, such as Miller's *Death of a Salesman*, Austen's *Pride and Prejudice*, Jonathan Safran



Foer's *Extremely Loud and Incredibly Close*, and Patchett's *Bel Canto*, as well as shorter readings from Thoreau, Emerson, and a variety of contemporary and classic poets, we'll ask, what is at the core of happiness? Love and marriage, resolution and closure, knowledge and meaning, relationships and connection, engagement with nature, something else? And how does the experience of adversity or marginalization affect the pursuit of happiness? Supplementing works of literature with materials from science and psychology, we will learn about happiness and—hopefully—increase our own.

### **Trapped Together and Alone**

What qualities and flaws emerge when people find themselves trapped together in unusual circumstances? Whether through shifting family dynamics, a hostage crisis, exile (both self-imposed or externally ordered), a writer's choice to isolate characters 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 Baldwin's *The Fire Next Time*, Butler's *Kindred*, Shakespeare's *Hamlet*, Patchett's *Bel Canto*, excerpts from Thoreau's *Walden*, Krakauer's *Into The Wild*, and Beckett's *Waiting for Godot*.

## **ENGLISH 12**

Students in Grade 12 take two trimester-long English courses, offering the opportunity to read classic and modern literature, to work on a particular form of writing, or to focus more narrowly on a text.

### **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 texts 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: *Song of Solomon* by Morrison, *The Strange Case of Dr. Jekyll and Mr. Hyde* by Stevenson, and *Richard III* by Shakespeare. Writing will include analytical essays, emulative pieces, and a personal essay.

#### **Fiction Writing**

In this writing-intensive workshop, students will consider published short stories by twentieth- and twenty-first-century authors, write and rewrite their own short stories, and review their classmates' short stories, preparing online commentary and participating in robust group discussions aimed at productive revision. Most weeks we'll talk craft and do practice exercises, but at least half of our meetings will be full-group workshops, the majority of our texts being stories written by and for the class. Good time management, a desire to write regularly, and a willingness to give and receive thoughtful, constructive feedback are a must for those who enroll. In addition to studying essential plot components, characterization, escalation, and the art of dialogue, we'll explore how to activate setting, how to manage narrative distance and point of view, when to use scene versus summary, where to begin and end a story, and how to slow and speed up time.

#### **Get to Work**

In his classic oral history, *Working*, Studs Terkel explains that his book is "about a search...for daily meaning as well as daily bread, for recognition as well as cash, for astonishment rather than torpor; in short, for a sort of life rather than a Monday through Friday sort of dying." Because the average American will spend roughly 90,000 hours at their job, it's worth our time to examine different types of work, its place in our lives, and the stories we are told and tell ourselves about it. Do our jobs lift us up or grind us down? Does everyone have the same ability to find meaning in work? If not, is that a problem? Do we have a moral obligation to choose a career that will improve our community and help others? In this class,

students will study texts that explore work, workers, and how class, race, and gender shape one's working life. Readings will include Michael Sandel's *The Tyranny of Merit*, Studs Terkel's *Working*, Kazuo Ishiguro's *The Remains of the Day*, Ling Ma's *Severance*, and essays by Miya Tokumitsu and Marina Keegan.

### **Imagine a World**

Speculative fiction transports us to both believable and fantastical worlds in which we can explore the complexities of the human experience. Rather than writing simple settings, science fiction and fantasy authors craft worlds in which the familiar challenges our preconceived notions of what will unfold in the future; whether caused by a natural disaster, disease, societal conflict, and other phenomena, world shifts call upon readers to question what they have known and imagine what could be. Science fiction and fantasy allow us to bend space-time so that we can re-examine our past and reflect on what makes us who we are. Students in this course will study how authors create characters shaped by their unique worlds and will explore how our world has shaped us as we examine our own core values and beliefs through traditional and new-age works. Readings may include selections from Asimov, Atwood, Bradbury, Butler, Clarke, Jemisin, Le Guin, Liu, Martin, Staveley, Tolkien, Vonnegut, and Wells.

### ***Moby-Dick*: A Whale of a Work**

Though you might think that the story of a sperm whale ramming and sinking a ship in 1820 would have nothing to offer you in 2026, think again. This tale of a mad captain, his elusive prey, a tattooed harpooner, and an introspective rookie is still viewed as one of the greatest American novels. Through the many interpretations of this masterpiece, we will explore issues of race, sexuality, environmentalism, history, seamanship, science, philosophy, religion, and even modern pop culture. The opening line alone—"Call me Ishmael"—raises issues of names, culture, identity, and so much more. Come on board!

### **Rebel Writers**

What does it mean to call tradition into question? How have authors implicitly and explicitly rejected social and political norms? Focusing on manifestos and memoirs, this course examines the work of established authors 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 will include Marx and Engels' *The Communist Manifesto*, Virginia Woolf's *A Room of One's Own*, a variety of historical manifestos, and Carmen Maria Machado's *In the Dream House*.

### **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 if and how language helps define, resolve, distort, or redeem human experience. Our readings may include Rebecca Makkai's *The Great Believers*, Kazuo Ishiguro's *The Remains of the Day*, Toni Morrison's *The Song of Solomon*, Virginia Woolf's *To the Lighthouse*, or Hernán Díaz's *Trust*, along with selected poems and essays. Students will continue to hone their writing skills through analytical, personal, and creative writing.

### **Shakespearean Power, Shakespearean Hierarchies**

The outsider becomes the Outsider, the one whom power structures repress, the one who pushes back. On the Elizabethan stage, stories enacted again and again the fierce tensions that emerge when Outsiders seek power—whether that is political, social, or personal—or seek merely to maintain their own places in the world. We see the cost of that desire for power. What happens to the people outside of the small circles of power, to the women, people of color, and other disenfranchised characters? How rigid is the hierarchy? To explore this question, we will immerse ourselves in a number of ageless works, which may include texts such as the dark and bleak tragedies *King Lear* and *Othello*, the startling and delightful comedies *Twelfth*

*Night or As You Like It*, a history play from the Henry tetralogy, as well as many of Shakespeare's sonnets. We will also examine how these plays are represented in modern culture.

### **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 siblings have been a recurrent theme of storytellers. Through the readings in this course we will explore the complexities of sibling relationships, such as the demands of family honor in Ian McEwan's *Atonement*, the fierce rivalries in August Wilson's *The Piano Lesson*, and the life-saving bonds in Jesmyn Ward's *Salvage the Bones*. In addition to those previously mentioned, other main texts may include Shakespeare's *As You Like It* or Sophocles' *Antigone*. We will also read poetry and scientific literature related to our theme, and course assignments will include opportunities for creative emulation and personal writing as well as critical analysis.

### **Word: Hip-Hop as Literature**

From graffiti to rap, Hip-Hop breathes new life into English languages. Hip-Hop is an umbrella term for art, music, dance, literature, identity, style, and politics. This course will focus on the diverse social, political, cultural, and spiritual elements represented within the various genres of Hip-Hop music through an analysis of song lyrics. Through the elements of Hip-Hop—Graffiti, MCing, DJing, and Breakdancing—we'll explore in detail how they pertain to the culture and its overall importance. In addition, various societal issues within Hip-Hop will be thoroughly examined: race, sexuality, class, authenticity, violence, gender, and censorship. Students will conduct these examinations through argumentative essays, music reviews, raps, poetry, lyrical explication, narrative writing, and frequent discussions. Artists explored may include KRS-One, Grandmaster Flash, DJ Kool Herc, Sugarhill Gang, OUTKAST, Queen Latifah, Jay-Z, Nas, Kendrick Lamar, Dr. Dre, Lil Kim, Tupac Shakur, and others. Authors explored may include H. Samy Alim, Jeff Chang, Geneva "Docta G" Smitherman, Joycelyn A. Wilson, Bettina Love, Elaine Richardson, and others.

## **ENGLISH 12 WINTER COURSES**

### **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 when students become the curators of today's wit.

### **Latin American Literature**

Over the past century, our neighbors to the south in Latin America have produced some of the boldest, most inventive fiction in the world. From the wondrous magical realism of Gabriel García Márquez, Isabel Allende, and others, to the stylistic innovations of Jorge Luis Borges and Julio Cortázar, Latin American writers have been pushing the boundaries of what novels, short stories, and poems can be. In this course, we will read a selection of works in translation from such countries as Colombia, Chile, Argentina, and Mexico. As we read, we will also investigate social and cultural trends that influenced these writers and their work. Main texts for the course will likely include García Márquez's *Chronicle of a Death Foretold*, Manuel Puig's *Kiss of the Spider Woman*, Ariel Dorman's *Death and the Maiden*, and Juan Rulfo's *Pedro*

*Páramo*, with short stories and poetry by Jorge Luis Borges, Rosario Castellanos, Gabriela Mistral, Pablo Neruda, and others.

### **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, dramatic monologues, villanelles, and protest poems. Each week we will read samples of the types of poems we're writing and short critical pieces about form and composition. Our major texts are Mary Oliver's *A Poetry Handbook* and Mark Strand and Eavan Boland's *The Making of a Poem*.

### **Prize-Winning Literature**

Immerse yourself in an inspiring pool of literature by award-winning authors. These texts are recognized for their innovation and contribution to the world of literature. We may read works such as Jhumpa Lahiri's *Interpreter of Maladies*, Kendrick Lamar's *DAMN*, Tony Kushner's *Angels in America*, and Cormac McCarthy's *The Road*. As we read, we will explore what makes a text excellent and discuss how its impact on the reading audience has earned it a place in literary history. Additionally, we will interrogate prize-bestowing bodies, such as the Pulitzer Prize and their historical role in determining what writing is deemed exemplary. Get to know the literature that has gained widespread attention and respected accolades, and enter the discussions of readers everywhere.

### **Ralph Ellison's *Invisible Man***

Ralph Ellison's *Invisible Man* is a groundbreaking work of American literature, exploring themes of identity, race, power, and the search for selfhood in a racially divided society. This course provides a detailed examination of Ellison's iconic work and will foster students' critical thinking skills, enhance their analysis of literary texts, and offer insights into the complexities of racial identity and societal constructs such as racial prejudice, social invisibility, and the pursuit of individuality. Students will participate in discussions, delving deeply into the protagonist's journey as an enigmatic African American individual struggling in a society blind to his existence. As well as discussing the text, students will write and make projects about the layers of allegory, metaphor, and symbolism embedded in the novel. Students will also learn to appreciate the power of literature to tell stories, evoke emotion, and explore how literature can be used to challenge and reflect our own social values.

### **Reading Pop Culture**

This course is based on the premise that popular culture is never solely an amusement or diversion. The images, sounds, and stories in popular texts – television shows, film, TikToks, songs, etc. – are also media through which we construct our values, identities, and goals. The norms sustained and contested by popular culture are evident in our constructions of ourselves – from the looks we aspire to and the clothes we buy to the ways we understand love and romance. In this course, we will “read” pop culture texts as we have been taught to read literature in order to think critically about the images, practices, and narratives that perpetuate and/or disrupt these norms. Readings will include essays by scholars such as John Berger, Kimberle Crenshaw, Richard Dyer, Stuart Hall, and bell hooks and memoirs by authors such as Hanif Aburraqib, Roxane Gay, and Jia Tolentino.

### **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 delivering 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.

### **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 2025 and 2026 editions of *The Best American Short Stories*.

### **Winning Arguments**

What constitutes a persuasive argument? Are we more compelled by emotion or logic, stories or statistics? This course aims to help students build the critical thinking skills and rhetorical know-how to become informed citizens of the world. Students will read current and classic essays on the most important topics of our day, including racism and racial justice; climate change and the environment; gender identity, feminism, and LGBTQ rights; class structure and the economy; and the use of language in politics and government. Readings may include classic texts such as George Orwell’s “Politics and the English Language,” Jonathan Swift’s satire “A Modest Proposal,” and Michael Pollan’s critique of the meat industry, as well as current essays by writers such as climate change journalist David Wallace Wells, cultural critic Jia Tolentino, and activist Ta-Nehisi Coates. In addition to analyzing the techniques of these writers, students will learn to hone their own argumentative voice through projects on current topics of their choice.

### **Writing Life Stories**

In this course, a writing workshop, students draw from their own experience to craft nonfiction stories. Students will read short personal narratives that will serve as models, both in terms of style and content, for their weekly writing assignments. 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, Amy Tan, Edward Abbey, Sarah Vowell, David Sedaris, and Leslie Jamison.

**Global Online Academy Courses:** The following English courses are offered to students in Grades 11 and 12 through Global Online Academy:

- **Creative Nonfiction Writing** (Fall)
- **Fiction Writing** (Spring)

Students in Grade 11 enrolling in one of these GOA English courses must share their portfolio of GOA work with their Grade 12 English teachers, and students in Grade 12 enrolling in Creative Nonfiction Writing must share their portfolio of GOA work with their Grade 12 English teacher. A student in Grade 12 who enrolls in Fiction Writing at both the school and through GOA must commit to authoring new work in each course.

For more information on these courses, please refer to the Global Online Academy section of this Program Planning Guide.

## History and Social Sciences Department

All Grade 9 students enroll in Global History I: The Individual in Society. Grade 10 students enroll in Global History II: Making an Interconnected World, American and Global History: Case Studies I, or Making of the Modern Middle East. All Grade 11 students are required to take a full-year U.S. History (Honors) course (Students who take American and Global History: Case Studies I in Grade 10 take American and Global History (Honors): Case Studies II in Grade 11). Grade 11 students may take a second History and Social Sciences course with permission of the Department Head. In Grade 12, students may choose from a variety of History and Social Sciences electives. Variations to the above sequence require approval of the History and Social Sciences Department. Please refer to the Course Level Definitions portion of the Academic Considerations and Policies section at the end of this Program Planning Guide for more information about the expectations of leveled courses.

**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. 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 completes the Global History sequence and satisfies the U.S. History graduation requirement.

### GRADE 9

#### **Global History I: The Individual in Society**

In Global History I, students face important moral questions about leadership and the role of the individual in society. The course helps students gain a sense of social responsibility and encourages them to become active global citizens. As part of their full year course of study, all Grade 9 history students take an opening unit drawn from the Facing History and Ourselves program. In exploring the Holocaust, students are challenged to consider human behavior, the place of the individual in society, the power of authority, the desire to be part of a group, the treatment of the other, and the psychology of obedience. In the next units, students continue to grapple with the relationship between individuals and society as they examine the rise of complex societies and regional empires globally in the ancient world, explore the environments in which world religions developed through an exploration of the roots of Hinduism, Buddhism, Judaism, Christianity, and Islam, and discover how the world became interconnected through overland and overseas trade and the regional networks. Writing and research skills are emphasized throughout the year. Open to Grade 9 students only.

### GRADE 10

#### **Global History II: Making an Interconnected World**

This yearlong course addresses how the highly interconnected, globalized world of today came to be, with a particular focus on the theme of exchange. Students study exchange in terms of goods and services, ideas, culture, technology, diseases, and conflict. Students explore how the global community first emerged around 1450 and how it developed to the present. The course begins with a unit on globalization in the twenty-first century, and then considers empire-building, early trade, the Enlightenment, the Scientific Revolution, the Atlantic revolutions, the Industrial Revolution, colonization and decolonization, World Wars I and II, and the Cold War, among other topics. Skills developed include critical reading of the textbook, primary sources, and other material, note-taking, research skills, and essay writing. In addition to enhanced

skills and content knowledge, the course aims to foster global competency in students as they enrich their understanding of the diverse experiences and perspectives of the people globally.

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 recent globalization before going back in time to examine the following case studies from the middle of the fifteenth century to the end of the nineteenth century: Trade, Conquest, and the Making of the Atlantic World; Ideology and Protest in the Age of Revolution; Constitutionalism and Distributions of Power; the American Civil War as a Catalyst for Social Change and State Formation; and Experiencing Industrial Society.

Open to Grade 10 students only. This course fulfills the Modern Global History requirement.

### **The Making of the Modern Middle East**

This course explores the making of the modern Middle East, especially in the twentieth and twenty-first centuries. Students gain an understanding of the complicated relationships of peoples within the region and their tumultuous relationship with outsiders. Topics covered by this course include: the intellectual, social, and political foundations of the Abbasid and Ottoman Empires; imperialism and the post-WWI mandate system that limited local self-determination; the creation and evolution of nation-states, focusing on Egypt, Iran, Iraq, Israel, Saudi Arabia, and Turkey; the Arab-Israeli wars; the status and treatment of stateless peoples in the region, including the Armenians (until 1990), Kurds, and Palestinians; the Iranian Revolution and its strategic, political, and ideological reverberations; the geopolitical impacts of oil; the interventions during and after the Cold War, including three American wars in Iraq and the Global War on Terror after 9/11; and the radicalization of religion and politics throughout the region. Students develop skills such as how to read the textbook, primary sources, and other material with a critical eye; note-taking; essay writing; and research skills. In addition to these enhanced skills and content knowledge, the course aims to foster global competency in students as they enrich their understanding of the diverse experiences and perspectives of the people of the broader Middle East. Open to Grade 10 students only. This course fulfills the Modern Global History requirement.

## **GRADE 11**

### **United States History (Honors)**

This course explores themes that emerge repeatedly when examining how the nation's past shapes its present and future. Each unit centers around one or more essential questions, such as: What does it mean to be an American? How inclusive is American democracy? What is the United States' role in the world, and how did it evolve? And what role has geography played in United States history, and how have geography and place shaped American identity? What is my role in a democratic society? Students refine their historical thinking, research, and communication skills through a variety of assessments and modalities, such as primary source analysis, source-based written analysis, presentations, discussions, and debates.

### **United States History (Honors): African American History**

This course explores African American History from the age of European Exploration through to the end of the twentieth century. Students will grapple with a variety of sources, perspectives and interpretations of the past to build a more coherent and nuanced understanding of American history and the role of African

Americans in making it. Particular attention will be given to the intersections of race, ethnicity, class, gender, and generational differences as they have impacted African American and American history. Each unit is organized around a series of essential questions that provide a framework for exploring the social, cultural, political and economic organization of African Americans. Students engage with a variety of primary and secondary sources including articles, books, visual texts, music and multimedia installations.

Participation in both United States History (Honors): African American History and African American Literature: Race and Identity (AP English Literature and Composition) will be noted on a student's transcript as completion of the African American Studies Program

### **United States History (Honors): Gender and Sexuality Studies**

Students in this course explore the main themes and events that have shaped this nation and grapple with a variety of sources, perspectives, and interpretations of the past to build a more coherent and nuanced understanding of American history. Students do a deep dive into the experience of traditionally marginalized and less studied groups with particular attention given to the intersections of race, ethnicity, class, gender, and sexuality. Each unit of this course explores one or more essential questions, such as: What does it mean to be an American? How inclusive is American democracy? How have societal and cultural expectations and rules concerning gender and sexuality shaped America and American institutions? How have individuals been empowered and silenced in American history by gender and sexual norms? Students refine their skills by reading various types of sources, working collaboratively to decode and analyze documents, writing analytical essays, presenting on individuals and topics that are not commonly explored, and completing social justice projects.

Participation in both United States History (Honors): Gender and Sexuality Studies and It's Complicated (AP English Literature and Composition) will be noted on a student's transcript as completion of the Gender and Sexuality Studies Program.

### **American and Global History (Honors): Case Studies II**

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 (Honors): Case Studies II. Any exceptions to this rule must be granted by the department. This course fulfills the Modern Global History requirement.

Prerequisite: American and Global History: Case Studies I

## **HISTORY ELECTIVES**

The courses below are open to Grade 12 students, students in Grade 11 wishing to take a second History and Social Sciences course, and students in Grade 11 who have already met the United States History graduation requirement. Some electives require approval of the History and Social Sciences Department.

### **Advanced Placement African American Studies/African American Studies (Honors) (Grade 12)**

AP African American Studies is an interdisciplinary course that examines a constellation of African American philosophers, performers, leaders, artists, and thinkers who have reframed the landscape of American and global culture, pollinating African American artistic, literary, and intellectual history. This course is designed to provide students with a comprehensive understanding of the African American experience (social, political, and economic) from its roots in Africa to the present day, emphasizing critical



thinking, analytical skills, and a nuanced perspective on the historical and contemporary issues faced by African Americans. In the third trimester, students engage in thoughtful seminars, combined with an independent research project designed to deepen their understanding of the diverse and dynamic African American experience. The independent research project requires students to engage various outside organizations such as The Hutchins Center for African & African American Research, The Schomburg Center for Research in Black Culture in Harlem, the National Museum of African American History and Culture, and The Schlesinger Library, in Cambridge, MA.

Students who wish to take AP African American Studies must remain in the course during Senior Spring Project (SSP). A student who chooses not to continue in this course during Senior Spring Project and does not complete the final project receives credit on the transcript for completion of African American Studies (Honors). This course does not fulfill the United States history course requirement.

Prerequisite: U.S. History (Honors), U.S. History (Honors): African American History, or U.S. History (Honors): Gender & Sexuality Studies, or an equivalent U.S. History course from another institution.

### **Advanced Placement Art History / Art History (Honors) (Grade 12 only)**

This course tells the story of painting, sculpture, architecture, and the decorative arts by focusing on the College Board's selection of two hundred and fifty specific works of art spanning human history from antiquity to the present. This course includes frequent double-block field trips to the Museum of Fine Arts (MFA); students also visit the Harvard Art Museum, the Isabella Stewart Gardner Museum, and several other sites. During MFA visits, students lead class by giving presentations about individual masterpieces in the museum's collection that are aligned with the Advanced Placement content explored that week.

Students who wish to take the Advanced Placement exam may remain enrolled in the course during Senior Spring Project or prepare the final unit, on contemporary art, independently. A student who chooses not to continue in this course during Senior Spring Project and does not complete the final unit receives credit on the transcript for completion of Art History (Honors).

This course fulfills one year of the two-year History and Social Science graduation requirement but does not fulfill the required second year of the Arts Department graduation requirement. This course fulfills the Modern Global History requirement.

### **Advanced Placement Comparative Government and Politics**

This course prepares students for the Advanced Placement (AP) Comparative Government and Politics exam while also introducing key concepts and historical context in the field of political science. The primary focus of this course is careful examination of the politics of Russia, China, Mexico, Nigeria, Iran, the United Kingdom, and the European Union. After introduction to key terms and concepts in political science, the course provides students with an understanding of the diversity of world political systems, as well as an introduction to the frameworks and methods political scientists use to compare those systems. Students explore the historical origins and intentions of each system's organizational structure as well as each institution's pathway to potential change. Students also consider each nation's society and citizenry, its political behavior, and the impact of culture on campaigns and elections. In addition to a comparative politics textbook, this course includes both academic articles and films produced in each of the six countries. By the end of the course, students become more comfortable with analyzing the similarities and differences among countries using the language, methods, and tools of political science and specifically the sub-field of comparative politics. This course fulfills the Modern Global History requirement.

### **Advanced Placement European History**

How did global events impact European development? What led to the rise of the West? What are its consequences, both positive and negative for the world? These central questions guide the study of

European and Global history as students examine the forces (economic, social, political, intellectual, and artistic) that helped to shape the world today. Students review primary and secondary sources written from European and non-European viewpoints, including films, and novels, and take part in group projects (such as presentations and rap battles) and field trips, to learn about the major developments, discoveries, events, people, trends, and key turning points in Europe, how the rest of the world influenced and shaped Europe, and the places Europeans influenced from the high Renaissance (approximately 1450) to the present. Writing skills are emphasized. This course fulfills the Modern Global History requirement.

### **Advanced Placement Human Geography**

Advanced Placement (AP) Human Geography seeks to answer two fundamental questions. First, what are the most significant world systems that dictate and define your day-to-day life? Second, are the consequences of those systems worth enduring in order to continue to reap the benefits they provide? For example, every year the modern agricultural system grows more and more food with fewer and fewer acres of land. Accompanying this abundance, however, are issues of health, environmental degradation, and rural poverty. Is the food worth the cost? In this course, students seek to answer questions like these. The course is, in many respects, an "appetizer sampler" of both history (looking at the origins of these world systems is as important as understanding their present-day effects) and other social sciences; the fields of environmental sustainability, anthropology, urban studies, political science, sociology, ethnic studies, demography studies, and economics all come together here, united by the course's shared interest in examining how modern global systems influence lived experiences. In this discussion-based course, students review videos and short readings drawn from current events, complete a number of projects over the course of the year, and enhance learning with local field trips. This course fulfills the Modern Global History requirement.

### **Advanced Placement Macroeconomics**

This rigorous, multi-faceted course gives students the foundational skills necessary to understand major macroeconomic topics: scarcity, opportunity cost, supply and demand, inflation, unemployment, the business cycle, fiscal policy, monetary policy, and international economics. The first trimester of the course establishes the aggregate supply and demand model by which countries' elected representatives can determine the best course of stabilization policy through their power to tax and spend. Students examine the role of these policies on budgets, deficits, national debt, and future economic growth. The second trimester digs deep into money creation through fractional reserve banking and how central banks influence the money supply through interest rate targets. The 2008 Financial Crisis and how this event affected the Federal Reserve System's tools of monetary policy is a special focus, culminating in an opportunity for students to craft a prediction of the upcoming Fed rate target decision. Analysis of domestic and global current events supplements the economic theories and data studied in the course, encouraging students to apply class concepts to recent headlines. Not only does the course seek to impart content and skills required by the field of economics, but it also aims to contribute to students' global competency through a consideration of the interdependence, diversity, and complexity of the global economy. Finally, the course assessments serve to prepare students to take the Advanced Placement (AP) Macroeconomics exam in May.

### **Advanced Placement United States Government and Politics**

In this course, students actively explore and discuss key political concepts, ideas, institutions, policies, and roles of the political culture of the United States. The structure of the course loosely follows the framework of the Advanced Placement (AP) U.S. Government and Politics curriculum, which is divided into five units: Foundations of American Democracy, Interactions Among the Branches of U.S. Government, Civil Liberties and Civil Rights, American Political Ideology and Beliefs, and Political Participation. Coursework is primarily project-based and includes scaffolded moot court arguing of landmark Supreme Court cases, a mock congress simulation, a National Security Council meeting, presentations on current cases involving the First Amendment, analysis of political data, survey question creation, exploration of public policy topics

of interest to each student, and conversations about current events. By the end of the course, students are more knowledgeable about U.S. government and politics, more comfortable analyzing government documents and political data, and more adept at formulating and communicating their insights into American political issues in oral, written, graphical, and audio-visual formats.

### **Environmental Studies (Honors)**

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

### **History Research Seminar (Honors)** (Grade 12 only)

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. At the end of the second trimester, students present their papers to an audience of BB&N members and friends and family. Students have the opportunity to present their work at a history conference organized at BB&N during the third trimester, and students in this course have the opportunity to help with the planning of this conference. Enrollment is limited; students interested in this course should speak to the History and Social Sciences Department Head. Depending on a student’s research interests, this course may fulfill the Modern Global History requirement.

### **Psychology**

Why do people act with extraordinary kindness or commit unthinkable atrocities? What shapes our thoughts, feelings, and behaviors? Are we born with our temperament and intelligence already in place, or do we develop these traits through experience? This introductory psychology course explores these fascinating questions by delving into core topics such as human development, brain function, social influence, learning, sensation and perception, cognition, personality, and abnormal behavior. A central focus of the course is the enduring nature versus nurture debate, examining how biology and environment interact to shape who we are. Students have the opportunity to explore these concepts through field trips that observe child development in action, as well as in-depth studies of personality, intelligence, and attachment. Hands-on simulations, research projects, and thought-provoking readings encourage students to analyze and reflect on the factors influencing human behavior and mental processes. This course fosters critical thinking, curiosity, and a deeper understanding of what makes us human.

### **Senior History Seminar: Modern American Culture and Society**

The twentieth century has been colloquially referred to as the “American century” to symbolize America’s emergence as a global superpower. During this time, the nation underwent profound and far-reaching social, demographic, political, economic, and cultural changes. Depending on their position and power, Americans experienced these changes in dramatically different ways. In this seminar, students use a social history and cultural history approach to explore pivotal moments in the century (e.g., the Great Depression, World War II, the Cold War, and the social movements of the 1960s and 1970s). They examine not only events and experiences but also how issues of race, ethnicity, gender, sexuality, class, ideology, and other

forms of identity find expression in culture. Students discuss academic writing as well as art, music, literature, and film. The class is conducted in a seminar format, and students are expected to co-design the course and lead discussions. Additional assessments include presentations and other focused research projects.

**Global Online Academy Courses:** The following history and social sciences courses are offered to students in Grades 11 and 12 through Global Online Academy:

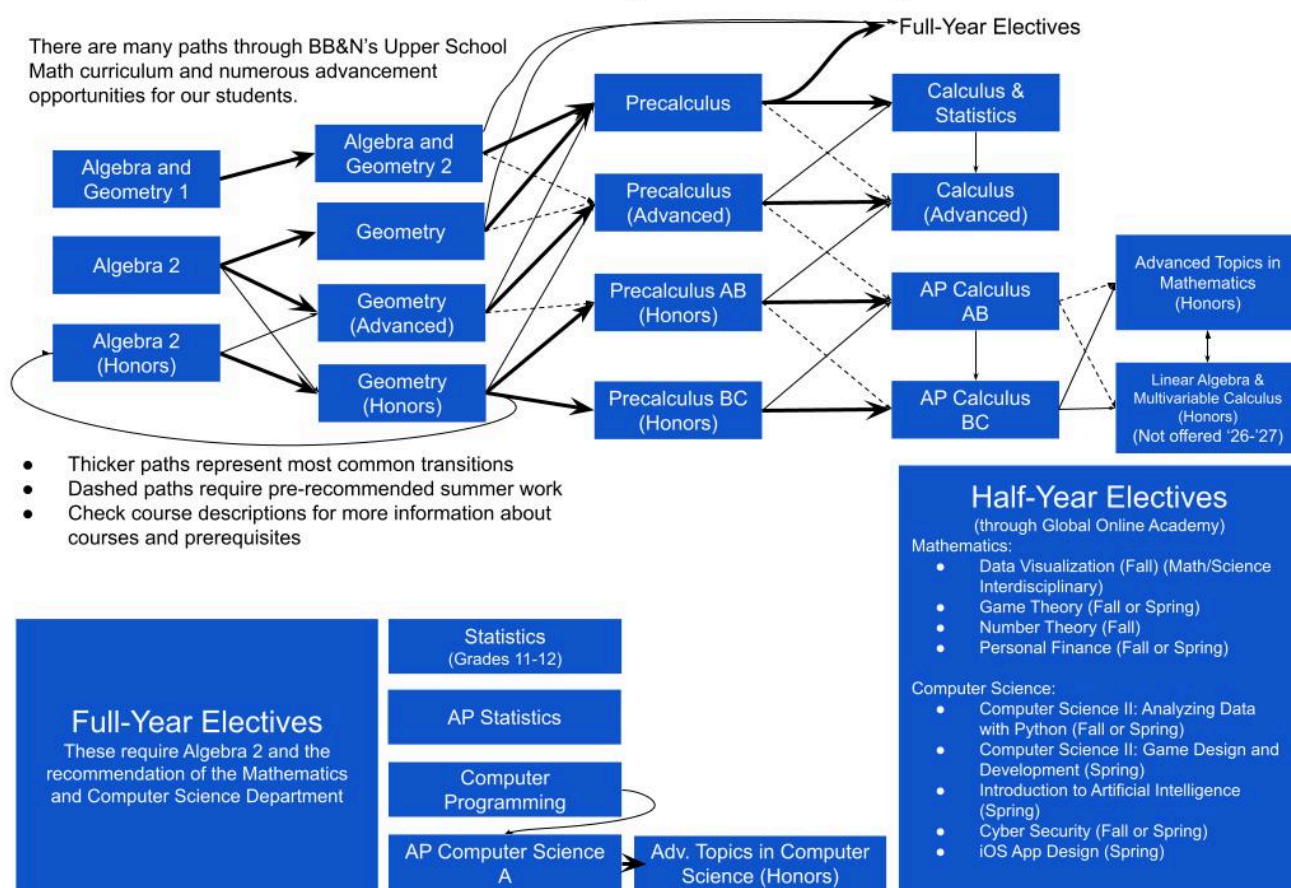
- **Abnormal Psychology** (Fall and Spring)
- **Advanced Placement Microeconomics** (Yearlong)
- **Advanced Placement Psychology** (Yearlong, History/Science Interdisciplinary Course)
- **Applying Philosophy to Global Issues\*** (Fall)
- **Business Problem Solving** (Fall and Spring)
- **Capitalism: Past, Present, and Future** (Spring)
- **Climate Action and Sustainability** (Fall, History/Science Interdisciplinary Course)
- **Discourse across Difference** (Spring)
- **Entrepreneurship in a Global Context** (Fall and Spring)
- **Perspectives on Gender and Culture\*** (Spring)
- **Genocide and Human Rights\*** (Fall)
- **International Relations\*** (Fall and Spring)
- **Introduction to Blockchain and Cryptocurrency** (Spring)
- **Introduction to Branding and Marketing** (Fall and Spring)
- **Introduction to Legal Thinking** (Fall and Spring)
- **Investing I** (Fall and Spring)
- **Investing II** (Fall and Spring)
- **Prisons and Criminal Justice Systems** (Fall and Spring)
- **Positive Psychology** (Fall)
- **Race, Culture, and Community** (Fall)
- **Social Psychology** (Fall and Spring)

\*Courses that fulfill BB&N's Modern Global History Requirement for students in the Class of 2027 Only  
For more information on these courses, please refer to the Global Online Academy section of this Program Planning Guide.

#### **Courses Not Offered in 2026 – 2027**

- Advanced Placement Comparative Government and Politics/Advanced Placement U.S. Government and Politics
- Advanced Placement Comparative Government and Politics/ U.S. Government and Politics (Honors)
- Advanced Placement World History: Modern
- African American History
- Global Economics
- Latin American History
- Modern China
- Philosophy
- Politics in a Global Age
- Russian History
- Senior History Seminar: The Deaf and Differently-Abled in U.S. History
- Senior History Seminar: World History Since 1945
- U.S. in the Modern World I and II
- The United States in the Nuclear Age
- World Religions and Philosophies: Historical and Contemporary Contexts

# Mathematics and Computer Science Department



Please refer to the Course Level Definitions portion of the Academic Considerations and Policies section at the end of this Program Planning Guide for more information about the expectations of leveled courses.

## Algebra and Geometry 1 and 2 (2-year program)

The Algebra and Geometry 1 and 2 courses are part of a two-year sequence that provides students with a robust and cohesive understanding of algebra and geometry. Reasoning and problem-solving skills are developed in concert with various technological tools and physical manipulatives to provoke inquiry and lead to the discovery of the intricate connections between these two foundational disciplines. Students start with exploring linear functions and systems of equations and connect this to geometric points, lines, planes, and angles. By the end of the first year, students know how to model shapes they see in the world algebraically. The second year includes learning about quadratic equations and trigonometry then ends with an introduction to conic sections and logarithms. Completion of the two-year sequence fulfills the Geometry graduation requirement.

## Algebra 2 and Algebra 2 (Honors)

The topics studied in this course include linear equations, quadratic functions, transformations, polynomial functions, exponential and logarithmic functions, and inequalities. 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. To develop critical thinking and logic skills, students are exposed to informal proof and different technological tools and manipulatives as they discover geometric relationships. In place of more formal proof taught in other geometry courses, there is a greater emphasis on applying algebra skills to geometry topics. Topics include parallel lines and polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence, right-triangle trigonometry, and conic sections. Additional topics may include statistics and circular trigonometry.

Prerequisite: Algebra 2

### **Geometry (Advanced)**

Like 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, yet at a faster pace. To develop critical thinking and reasoning skills, students are exposed to different technological tools and manipulatives as they discover geometric relationships. Topics include more formal deductive and inductive proof, parallel lines, perimeter and area analysis, volume and surface area analysis, similarity and congruence of polygons, right-triangle trigonometry, circular trigonometry, and an investigation of conics and circles. Additional topics may include analytical geometry and computer programming in Java.

Prerequisite: Algebra 2 (Honors) (generally with a grade of B- or higher) or Algebra 2 (generally with a grade of B+ or higher)

### **Geometry (Honors)**

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. Original problem solving, deductive reasoning, and discovery are the common threads that run through 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, students in this course also study circular trigonometry, trigonometric identities/equations, the Laws of Sines and Cosines, probability, and combinatorics. Students code in Java during the unit on computer programming.

Prerequisite: Algebra 2 (Honors) (generally with a grade of B+ or higher) or Algebra 2 (generally with a grade of an A+)

### **Precalculus**

Students in this course study polynomial functions, 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 (Advanced). 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 Calculus & Statistics or the yearlong Statistics course.

Prerequisites: Algebra 2 and Geometry (generally with grades of B- or higher)

### **Precalculus (Advanced)**

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 (generally a grade of B+ or higher) and Geometry (Advanced) (generally with a grade of B or higher) or Geometry (generally with a grade of A or higher)

### **Precalculus AB (Honors) and Precalculus BC (Honors)**

The honors courses take a toolkit approach to a large variety of functions that can be transformed to model phenomena. Precalculus AB (Honors) studies precalculus topics for the entire year, while Precalculus BC (Honors) accelerates to include an introduction to limits and differential calculus. Since Precalculus BC (Honors) begins the AP Calculus syllabus after Spring Break, students in Precalculus BC (Honors) 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 approval of the Mathematics and Computer Science Department.

Prerequisites: Algebra 2 and Geometry

### **Calculus & Statistics**

This course provides an introduction to both calculus and statistics topics. The first trimester focuses on calculus concepts, including limits, derivatives, and integrals. The second trimester focuses on statistics and introduces students to the fundamental concepts and techniques employed when working with data. Additional topics in calculus and statistics are studied during the third trimester.

Prerequisites: Precalculus and approval of the Mathematics and Computer Science Department

### **Calculus (Advanced)**

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.

Prerequisite: Precalculus (Advanced) (generally with a grade of a 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. Students in Grade 12 who do not continue with this course during Senior Spring Project are required to complete the AP curriculum, which may require additional assignments or class meetings before or during the third trimester.

Prerequisite: Precalculus AB (Honors) (generally with a grade of B or higher) or Precalculus (Advanced) (generally with a grade of an A+)

### **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. Students in Grade 12 who do not continue with this course during Senior Spring Project are required to complete the AP curriculum, which may require additional assignments or class meetings before or during the third trimester.

Prerequisite: Precalculus BC (Honors) or recommendation of the Mathematics and Computer Science Department

**Linear Algebra and Multivariable Calculus (Honors)** (Not Offered in 2026-2027)

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.

Prerequisite: AP Calculus BC (AP Calculus AB only allowed with the recommendation of the Mathematics and Computer Science Department)

**Advanced Topics in Mathematics (Honors)**

This course offers students the opportunity to learn college level mathematics beyond Calculus. In this course, topics may include set theory, real analysis, differential geometry, abstract algebra, graph theory, combinatorics, or number theory. This course provides students with the foundations of high-level proof writing and problem solving.

Prerequisite: AP Calculus BC (AP Calculus AB only allowed with the recommendation 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. Students in Grade 11 enrolled in this course spend the third trimester preparing for Precalculus.

Prerequisite: Algebra 2 and Geometry

**Advanced Placement Statistics\*** (Grades 10 – 12)

Students in the Advanced Placement (AP) Statistics course are acquainted with the major concepts and tools for collecting, analyzing, and drawing conclusions from authentic data. Students frequently work on projects and 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 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. Students in Grade 12 who do not continue with this course during Senior Spring Project are required to complete the AP curriculum, which may require additional assignments or class meetings before or during the third trimester.

Prerequisite: Algebra 2 or Algebra and Geometry 2

**Computer Programming\*** (Grades 10 – 12)

This introductory computer science course is designed for students new to coding, providing a comfortable and engaging programming experience. Taught in Python, this course covers essential programming concepts, including syntax, conditionals, loops, functions, arrays, strings, and both the use and creation of objects. Additional topics may include analyzing data, explaining how the internet works, and exploring the impacts of computer science in areas like cybersecurity and AI, which align with the AP Computer Science



Principles overview. This course serves as a foundation for students who wish to advance to college-level programming courses, including BB&N's AP Computer Science A course.

Prerequisite: Generally a grade of B or higher in the current math course

### **Advanced Placement Computer Science A\* (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 grade of B or higher in an honors math course and a B+ or higher in Computer Programming or comparable programming experience

### **Advanced Topics in Computer Science\* (Honors) (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. Students interested in this course are encouraged to contact the teacher or Department Head for more information about what topics will be taught in the upcoming year.

Prerequisite: Prior programming experience (at the level of AP Computer Science or beyond)

\*Enrollment in Statistics, AP Statistics, Computer Programming, AP Computer Science A, and Advanced Topics in Computer Science (Honors) is limited. A lottery may be used if a course is over-enrolled.

**Global Online Academy Courses:** The following mathematics and computer science courses are offered to students in Grades 11 and 12 through Global Online Academy:

#### **Mathematics**

- **Data Visualization** (Fall, Math/Science Interdisciplinary Course)
- **Game Theory** (Fall and Spring)
- **Number Theory** (Fall)
- **Personal Finance** (Fall and Spring)

#### **Computer Science**

- **Computer Science II: Analyzing Data with Python** (Fall and Spring)
- **Computer Science II: Game Design and Development** (Spring)
- **Cyber Security** (Fall and Spring)
- **Introduction to Artificial Intelligence** (Fall and Spring)

For more information on these courses, please refer to the Global Online Academy section of this Program Planning Guide.

#### **Courses Not Offered in 2026 – 2027**

- Accelerated Algebra 1
- Linear Algebra and Multivariable Calculus (Honors)
- Principles of Precalculus

## Science Department

The science program at BB&N aims to empower students to think critically and act ethically by instilling a systemic approach and scientific lens to problem solving. The curriculum employs a laboratory and project-based discovery model in the belief that insights are best developed in an exploratory and experimental setting. Objectivity in observation, accuracy in data gathering and recording, identification and control of variables, the manipulation and presentation of data, and the evaluation of the validity of experiments are lab skills emphasized as appropriate to the grade level and discipline. At all levels, themes of sustainable development, scientific research, and decision-making on a global scale are incorporated. The program challenges students to appreciate science as an imaginative, impassioned, human endeavor essential to preserving our world for generations to come.

Please refer to the Course Level Definitions portion of the Academic Considerations and Policies section at the end of this Program Planning Guide for more information about the expectations of leveled courses.

### **Biology (Grades 9 – 11)**

In this required foundational course, students are introduced to a variety of skills that provide an anchor for future coursework in the sciences. Emphasis is placed on the skills centering the development of data representation and analysis, argumentation, concept explanation, visual representation, and reflection using the topics of cell biology, genetics, ecology, and physiology as a lens. Correlated lab work and activities allow for opportunities of growth and development of these core practices. Students are also challenged to utilize their content and skill knowledge to think critically about how biology has and can be used to help and harm society. An understanding and appreciation of how personal identities and the identities of others shape scientific views and perspectives is explored.

### **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 integrated into the course and designed to allow students to explore and apply the concepts learned in the course in a creative way, including a collaborative end-of-year project relating motion to work and energy.

### **Physics (Honors) (Grades 10 – 12)**

Physics (Honors) 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.

Prerequisite: Algebra 2

Recommended Prior Course: Algebra 2 (Honors) or enrollment in Physics (Honors) as a third-year science course

### **Advanced Placement Physics 1 (Grades 11 – 12; Grade 10 with Approval of Science Department)**

Advanced Placement (AP) Physics 1 is an algebra and trigonometry-based, lab intensive, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves. The curriculum extends past the topics noted on the

College Board for AP Physics 1 to include some study of electrostatics, electricity, and magnetism to align with the Science Department's mission to have foundational physics courses cover a breadth of topics. Students enrolled in this course are expected to have robust algebraic skills and knowledge of trigonometric functions. Students enrolled in this course are expected to complete some summer work prior to the start of the course. Students in Grade 12 who enroll in AP Physics 1 must continue in the course throughout Senior Spring Project.

Prerequisite: Algebra II and Geometry

Corequisite: Precalculus (Advanced) or higher level mathematics course

Recommended Prior Course: Algebra 2 (Honors) and Geometry (Honors)

Recommended Corequisite: Precalculus AB (Honors) or Precalculus BC (Honors)

### **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. The curriculum extends past the topics required in the College Board's AP Physics C: Mechanics curriculum to include some study of electrostatics, electricity, and magnetism to align with the Science Department's mission to have foundational physics courses cover a breadth of topics. Significant emphasis is placed on the development of strong lab skills, including error analysis and problem solving, both qualitatively and quantitatively. From the outset of the course, differentiation and integration are used extensively to understand the physics concepts in more depth. Students are expected to have robust algebraic, trigonometric, and differentiation skills at the outset of the course. Students enrolled in this course are expected to complete some summer work prior to the start of the course.

Prerequisites: Two full years of science and Precalculus BC (Honors) or completion of a math course that introduces differentiations

Corequisite: Calculus BC (Honors) or a higher level math course

### **Chemistry** (Grades 10 – 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, 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.

### **Chemistry (Honors)** (Grades 10 – 12)

Chemistry (Honors) 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.

Prerequisite: Algebra 2

Recommended Prior Course: Algebra 2 (Honors) or enrollment in Chemistry (Honors) as a third-year science course

### **Advanced Placement Chemistry** (Grades 11 – 12, Grade 10 with Approval of Science Department)

Advanced Placement (AP) Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy. The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students enrolled in this course are expected to complete some summer work prior to the start of the course. Students in Grade 12 who enroll in AP Chemistry must continue in the course throughout Senior Spring Project.

Prerequisite: Algebra II

Recommended Prior Course: Algebra 2 (Honors) and Geometry (Honors)

Recommended Corequisite: Precalculus AB (Honors) or Precalculus BC (Honors)

## SCIENCE ELECTIVES

Students who have completed the Science Department graduation requirement may request to enroll in one of the science electives described below. Science electives allow students to explore a topic of interest in depth with a continued emphasis on the development of critical thinking and scientific reasoning skills.

As schedules allow, students in Grade 11 enrolled in science electives participate in an interdisciplinary study and project during the third trimester of the course. During these projects, students in Grade 11 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 are expected to meet with the teacher and other student collaborators at least three times per week and have additional independent work to complete between class meetings.

Enrollment in the following courses is limited: Anatomy and Physiology (Honors); AP Biology / Advanced Biology (Honors); AP Physics C: Electricity and Magnetism; AP Physics C: Mechanics; Biochemistry: Sports Nutrition and Metabolism (Advanced); Current Topics and Research in Science and Technology (Honors); Engineering Principles and Practice (Advanced), Engineering Principles and Practice (Honors); Environmental Studies (Honors); Experimental Biology (Honors); Infectious Diseases (Honors); Marine Ecology (Advanced); and Organic Chemistry (Honors). Students in Grade 12 are given priority for enrollment. A lottery may be used if a course is over-enrolled.

### **Anatomy and Physiology (Honors) (Grades 11 – 12)**

Anatomy and 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 Harvard MEDScience, complement material discussed in class. Participation in dissection is a required part of this course.

Prerequisite: Biology

Recommended Prior Course: Completion of a yearlong science course at the Honors or AP level

### **Advanced Placement (AP) Biology / Advanced Biology (Honors) (Grades 11 – 12)**

This course leverages the lessons learned in introductory Biology to investigate topics from the Advanced Placement (AP) Biology curriculum. From the smallest units of life to how healthy ecosystems can be sustained, Advanced Placement (AP) Biology deeply explores the key principles of biology. Studying topics such as how genetics drive evolution and how energy flows through ecosystems, students practice critical thinking, problem-solving, and the effective communication of scientific ideas. This course is both a lecture- and a laboratory-intensive course, focusing on inquiry-based laboratory work and covering a wide range of topics and skill sets. As the equivalent of two semesters of collegiate-level introductory biology, it requires summer work to prepare for the pacing requirements established by the College Board. A student in Grade 12 who chooses not to continue in this course during Senior Spring Project receives credit on the transcript for completion of Advanced Biology (Honors).

Prerequisite: Completion of Biology and Chemistry

Recommended Prior Courses: Completion of a full year Chemistry course at the Honors/AP level

**Advanced Placement (AP) Physics C: Electricity and Magnetism (Grades 11 – 12)**

This calculus-based, college-level physics course is especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. Through classroom study, in-class activity, and hands-on, inquiry-based laboratory work, students cultivate their understanding of physics as they explore concepts like change, force interactions, fields, and conservation. The course focuses on electricity and magnetism, including electric fields, capacitors, dielectrics, circuits, magnetic fields, and electromagnetic force. It concludes with electromagnetic waves and Faraday's equations. As the equivalent of a one-semester college course, this course requires summer work to prepare for the pacing requirements established by the College Board.

Prerequisite: Completion of three years of science, including a full year of a mechanics-based Physics course (Physics, Physics (Honors), AP Physics 1, AP Physics C: Mechanics), and completion of Precalculus BC (Honors) and concurrent enrollment in AP Calculus AB, AP Calculus BC, or higher

Recommended Prior Course: Completion of mechanics-based Physics at the AP level (AP Physics 1 or AP Physics C: Mechanics) and concurrent enrollment in AP Calculus BC

**Biochemistry: Sports Nutrition and Metabolism (Advanced) (Grades 11 – 12)**

Biochemistry (Advanced) 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.

Prerequisites: Biology and Chemistry

**Current Topics and Research in Science and Technology (Honors) (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 studied are primarily chosen by the students, applying both local and global perspectives and frequently exploring the intersection of science and society in their work. As part of the course, students identify areas of personal 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. In past years, students have investigated representation in clinical trials, proposed solutions to global medical emergencies or natural disasters, researched innovations in and accessibility of personalized medicine, and explored the evolution of wolves to domesticated dogs. By the end of January, students are expected to establish a connection with a 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 by meeting as a class one hour per week throughout this time.

Prerequisites: Successful completion of three years of science

**Earth and Planetary Science (Advanced) (Grades 11 – 12)**

The Earth and Planetary Science (Advanced) course is designed for students who are interested in learning about the natural history of the Earth and our solar system. Rocks on the Earth's surface tell a story through the ages, from Earth's formation prior to the existence of life through to the extinction of the dinosaurs and up to the modern day. Extending our scope to the extraterrestrial can allow us to explore the formation of our Solar System itself and may offer a window into the future of our planet. Topics include: rocks and minerals, geological processes, paleontology, volcanology, tectonics, and meteorites. Students have

opportunities to explore larger connections through projects on topics such as the Earth's climate, planetary formation processes, and the origin of life. To encourage the development of observational and research skills, classwork includes discussions, lab-work, and research projects.

Prerequisite: Completion of a chemistry course and a physics course, or departmental approval

### **Engineering Principles and Practice (Advanced)** (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

Recommended Prior Course: A yearlong physics course

### **Engineering Principles and Practice (Honors)** (Grades 11 – 12)

Engineering Principles and Practice is a hands-on, project-based course designed for students interested in the applications of Engineering to current and evolving technologies. The 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, learning by doing and receiving in-process support as they develop an idea through the design, prototype, and build phases. Field trips to various manufacturing facilities complement classroom work and expose students to actual product realization. This course moves at a fast pace and assumes students have a strong foundation in math and science. Students need to be self-starters and capable of working independently through design challenges that frequently require troubleshooting and creative problem-solving. This class is designed for passionate math and science students interested in exploring Engineering as a career path.

Prerequisites: Physics, Algebra 2, and Geometry

Recommended Prior Course: A yearlong physics course at the Honors or AP level

### **Environmental Studies (Honors)** (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: Completion of or concurrent enrollment in a biology course

**Experimental Biology (Honors)** (Grades 11 – 12)

This course introduces students to methods of experimental design, data presentation, analysis, and laboratory techniques which serve as a foundation for planning and executing their own experiments. Student research projects are framed by the intersection of topics in biology including enzyme function and regulation, cell transport and drug delivery, photosynthesis and genetically modified organisms, cellular respiration and cancer, and the nervous system and memory. Students share their findings by designing and presenting scientific posters, screencasts, websites, and lab reports. This course comprehensively prepares students for future scientific study in a variety of laboratory-based environments.

Prerequisites: Biology and Chemistry

Recommended Prior Course: A yearlong chemistry course

**Infectious Diseases (Honors)** (Grades 11 – 12)

In this course, students are introduced to the epidemiology, clinical manifestations, immunity, diagnosis, and strategies for prevention and treatment of a variety of infectious diseases. They examine the social inequalities including systemic discrimination, economic status, and access to health care that can affect the severity of infection and influence the outcome for individuals and entire communities, both locally and globally. Although the key infectious diseases studied are HIV, malaria, and COVID-19, factors associated with other diseases (such as smallpox, SARS, Ebola, measles, cholera, tuberculosis, and influenza) are also addressed. The pathogenic microorganisms that cause these diseases, including bacteria, viruses, and parasitic eukaryotes, are also studied.

Prerequisite: Biology

Recommended Prior Course: Completion of a yearlong science course at the Honors or AP level

**Marine Ecology (Advanced)** (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: Completion of or concurrent enrollment in a biology course

**Organic Chemistry (Honors)** (Grades 11 – 12)

This course is an advanced science elective designed to explore the fundamental concepts of organic chemistry and study how it has impacted and shaped modern society. The course focuses on material traditionally covered in first semester collegiate organic chemistry while providing students with an opportunity to further sharpen problem solving and critical thinking skills through the mastery of "orgo's" more conceptual approach to understanding matter. Students begin the year with an overview of organic molecular structure and isomerism before delving deep into organic reactions and mechanisms. Along the way, students explore the history of the field and how synthetic organic chemistry is connected to and impacts a variety of modern topics, including clean energy initiatives, oral contraception, and cancer therapeutics. Students are given opportunities to research and present on organic chemistry's role in topics important to them through group projects and class discussions. The class culminates in a retrosynthetic analysis project, where students employ their acquired knowledge of chemical reactivity to design a synthetic approach to a complex organic molecule.

Prerequisites: A yearlong chemistry course at the Honors or AP level, or departmental approval

**Physics 2 (Honors)** (Grades 11 – 12)

Having built a foundation in classical Newtonian physics, students are introduced to concepts on the frontiers of modern physics. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory investigations as they explore these topics: fluids; thermodynamics; electricity, magnetism and electromagnetic induction; optics; geophysics, and quantum, atomic, and nuclear physics.

Prerequisites: Algebra 2 and either Physics, Physics (Honors), Advanced Placement Physics 1, or Advanced Placement Physics C: Mechanics.

**Science Research Program 1 (Honors)** (Grade 11)

In the first year of this consecutive two-year course, students develop and employ research skills that equip them to conduct a long-term research project related to the fields of science, technology, engineering, and math. Students build on their unique classroom experiences in STEM to conduct ongoing undergraduate-level research under the supervision of both a researcher in the professional field and a member of the BB&N faculty. Students develop the skills of professional literature researching, presenting, writing, and forming evidence-based research questions. On-campus class meetings supplement research undertaken each week at an institution external to BB&N. These equip students for publication in a peer-reviewed journal and entry into competitions like the Regeneron Science Talent Search. During the spring, students develop a research project to take place during the summer between Grades 11 and 12 and continue into the following year. Enrollment is limited and an application to the Science Department is required for course approval. Enrolling in this course as a sixth non-arts course also requires approval from the Educational Policy Committee.

Students must enroll in Science Research Program 2 (Honors), remain in that course during Senior Spring Project, and participate in some summer research as dictated by the instructor.

Due to external laboratory guidelines, age restrictions may apply and additional requirements may be required by the partner labs. Students must turn 16 by October 1 of Grade 11 to take this course.

Prerequisite: Completion of two full years of science (Biology and either a chemistry or physics course), special application, and departmental approval

Recommended Prior Courses: Completion of at least one year of science at the Honors/AP level

**Science Research Program 2 (Honors)** (Grade 12)

In the second year of this consecutive two-year course, students continue their long-term research projects and develop their research presentation skills. Following at least six weeks of continuous summertime research prior to Grade 12, students spend part of each week meeting individually with their researcher and part meeting with the class. During Trimester 1, students complete entry into the Regeneron National Science Talent Search, a prestigious national science competition for high school seniors. During Trimester 2, students prepare for entry into the Massachusetts Science and Engineering Fair (MSEF) in early March. During Trimester 3, students prepare for an on-campus poster defense, meant to mimic professional scientific conferences, at which BB&N faculty and HSR Research Mentors offer feedback. This course continues through Senior Spring Project.

Prerequisite: Completion of Science Research Program 1 (Honors), concurrent enrollment in a calculus course, and departmental approval

Recommended Prior Courses: Completion of at least two years of science at the Honors/AP level and concurrent enrollment in AP Calculus AB or AP Calculus BC or higher

**Global Online Academy Courses:** The following science courses are offered to students in Grades 11 and 12 through Global Online Academy:

- **Advanced Placement Psychology** (Yearlong, History/Science Interdisciplinary Course)
- **Climate Action and Sustainability** (Fall, History/Science Interdisciplinary Course)



- **Data Visualization** (Fall, Math/Science Interdisciplinary Course)
- **Global Health** (Fall)
- **Medical Problem Solving I** (Fall and Spring)
- **Medical Problem Solving II** (Fall and Spring)
- **Neuropsychology** (Fall and Spring)

For more information on these courses, please refer to the Global Online Academy section of this Program Planning Guide.

#### **Courses Not Offered in 2026 – 2027**

- Biology (Honors)
- Environmental Science
- Forensics
- Principles of Chemistry
- Scientific Ethics (Advanced)

## **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. Please refer to the Course Level Definitions portion of the Academic Considerations and Policies section at the end of this Program Planning Guide for more information about the expectations of leveled courses.

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. Based on a placement test, students in Grade 9 who place higher than the III (Honors) level of their primary language studied (the language to be studied for three full, consecutive years) must choose another language to satisfy the three-year requirement. These students may choose to study the secondary language, beginning in Grade 10, as part of the Double Language Program.

### **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, Latin, and Spanish have Honors sections starting in the second and third year, as well as upper-level electives (described below). Chinese has an Honors section starting in the third year. Chinese, French, Latin, and Spanish offer Advanced Placement-level courses.

### **Double Language Program**

A student who completes seven years or more of language study during Grades 9 – 12 qualifies as a Double Language Student. Only courses taken at BB&N or a previous secondary school (for students new to the School in Grades 10 or 11 only) fulfill the seven-year requirement. Courses taken with Global Online Academy do not fulfill any part of the seven-year requirement. Students may begin this program in Grades 9 or 10, although the recommendation is that students begin in Grade 10.

### **BB&N Language Scholar Program**

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 a 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 Grade 12 (through Senior Spring Project) and to take the Advanced Placement exam in May. Only courses taken at BB&N or a previous secondary school (for students new to the School in Grades 10 or 11 only) fulfill the requirement for the BB&N Language Scholar Program. Courses taken with Global Online Academy do not fulfill any part of the BB&N Language Scholar requirement.

## **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 discussions 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 the basic structures of Mandarin Chinese and to acquire a basic oral competency in simple daily communications. Students learn approximately 500 simplified characters and acquire 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

## **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)

## **Chinese V (Honors)**

Chinese V (Honors) 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 can 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 approval 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 or fluency in Chinese

# **FRENCH**

## **French I**

French I is an introductory course in 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 and the peoples and cultures of the French-speaking world. This course is based on the use of a grammar book and some short reading comprehension texts, supplemented by the use of films, podcasts, projects, and online material. This course is conducted in French.

## **French II (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 toward functional communication. Emphasis is put on meaningful oral interpersonal communication. Connecting to the world around them, they also read, research, and present on topics relevant to French-speaking regions such as

environmental issues and solutions. They complete the reading of *Le Petit Prince* by Saint-Exupéry in its original version accompanied by audio documents. They study its film adaptation in French and watch other video material. This course is conducted in French.

Prerequisite: French I

### **French III**

French III offers a comprehensive review of intermediate French, and students continue to refine the skills necessary to acquire proficiency in the language. In addition to continuing their grammar study, this course emphasizes speaking and listening, as well as continuing to develop written skills in a meaningful context. Cultural topics are integrated through a communicative approach, so students develop the necessary language tools to converse in French. In addition to various short articles and stories throughout the school year, the course also includes the reading of a complete work of French literature. Recent literary works have included Goscinný's *Le Petit Nicolas* and Gavalda's *35 kilos d'espoir*. The course is conducted in French, and students are expected to use the language as much as possible.

Prerequisite: French II

### **French III (Honors)**

French III (Honors) is a multifaceted course that includes an in-depth and fast-paced review of all major grammar concepts. The course also includes the reading of a complete work of French literature. Recent literary works have included *Rhinocéros* by Eugène Ionesco and *Kiffe Kiffe Demain* by Faïza Guène. Students also study culture throughout the French-speaking world by reading shorter texts, articles, poems and stories. Thematic units include cultural heritage in Quebec, France's relationship with the Maghreb region of North Africa, and public service and political structures in various French-speaking countries. Students improve their writing, comprehension skills, and oral fluency through daily conversation, expository writing, and literary analysis. This course is conducted exclusively in French.

Prerequisite: French II (Honors)

### **French IV**

Students in this course will deepen their understanding of the French language and culture by studying various media (literature, songs, movies, articles, etc.) from the francophone world. A review of essential grammar points occurs throughout the school year, though the course emphasizes conversation and interactive activities. Students will discuss various topics related to both historical and contemporary French society and Francophone cultures around the world, in addition to reading authentic literature such as Pineau's *Un papillon dans la cité*. Students will also explore culture through films and television series.

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. This course is conducted exclusively in 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 (Families in Different Societies; The Influence of Language and Culture on Identity; Influences of Beauty and Art; How Science and Technology Affect our Lives; Factors that Impact the Quality of Life; Environmental, Political, and Societal Changes). 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 news articles, and podcasts, to enhance their learning. This course also refines the students' study of literature through the reading of poems and books such as *Persepolis* by Marjane Satrapi and *Le Coeur à rire et à pleurer* by Maryse Condé. Students explore culture through films such as *Entre les Murs*. Throughout the year, each student completes an in-depth study of a French-speaking country. The 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

### **French V (Advanced): 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*, *La Veuve de Saint-Pierre*, *Cyrano de Bergerac* et *Au revoir les enfants*. This course is open to students in French IV who want to practice and refine their listening and speaking skills and is conducted exclusively in French. Students from the Advancement Placement French Language and Culture course may be accepted with the approval 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, importance, and 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 (*Petit Pays*, by Gaël Faye) and excerpts from other classical and contemporary authors. Emphasis is placed on oral fluency through conversation, discussion, presentations, and the study of authentic French movies (*Les Saveurs du Palais*, *La Brigade*, *Délicieux*). Using the class' interactive website, students work in groups on project-based units: they work on subjects relevant to the focus of this course, explore a local food market, take a cooking class, organize a food tasting, visit a local restaurant to write a food critique, and conclude the last four weeks of this course by writing, performing, and filming a cooking show. This course is conducted exclusively in French.

Prerequisite: Advanced Placement French Language and Culture or fluency in French

## **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 it to the class.

### **Latin II**

Latin II begins with a rapid review of Latin fundamentals, after which the class masters the vocabulary, grammar, and syntax in Chapters 25 – 50 of *Jenney's First Year Latin*. Students read adapted selections of Ritche's *Fabulae Faciles* and other suitable texts to hone their skills as translators. The majority of the readings deal with Roman mythology, culture, and history.

### **Latin II (Honors)**

After a rapid review of Latin I, students master the vocabulary, grammar, and syntax in Chapters 25 – 55 of *Jenney's First Year Latin*. Students read increasingly longer selections from Sarah Roche's *Libellus* as well as short passages from Martial and adapted passages from other authors.

Prerequisite: Latin I

### **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 Caesar. Students may read Livy, Plautus, Petronius, and other authors. Students learn the history of Republican and Imperial Rome. They also study cultural, topographical, and biographical material. Students complete projects on the topics of Roman history, culture, and architecture.

### **Latin III (Honors)**

Latin III (Honors) is a prose Latin course moving from adapted Latin reading about early Roman history and mythology to the unadapted reading of Caesar's *Bello Gallico*. Students learn some of the history of Republican and Imperial Rome. They also study cultural, topographical, and biographical material. Students complete projects on the topics of Roman history, culture, and architecture.

Prerequisite: Latin II (Honors)

### **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) or Latin IV

### **Latin V (Honors)**

This course includes readings, including Catullus, Horace, and Ovid, along with additional works of Neo-Latin authors. 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 selected poems in English translation.

Prerequisite: Advanced Placement Latin

## **RUSSIAN**

### **Russian I**

Students in Russian I learn the basics of conversation, reading, writing, and listening in a fun and energetic setting. While building proficiency in communicating about their 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 we discuss 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 the Olympiada of Russian Language in the spring. 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 we discuss 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 transition 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. Fifty percent of this course consists of Russian culture, politics, literature, and history, which are discussed mostly in Russian and English.

#### **Russian IV (Honors)**

This course is the more demanding version of Russian IV, and students are accepted upon approval of the World Languages Department. In addition to the Russian IV components, students spend an additional 30 percent of their time outside of class developing their writing and listening skills. Students in this course are expected to participate in the ACTR-sponsored Russian Olympiada in the spring. Students are strongly encouraged to take the Russian National Examinations in World Languages (NEWL) Russian exam and also to continue Russian through their Senior Spring Projects.

Prerequisite: Russian III

#### **Russian V (Honors)**

Students in Russian V (Honors) engage with authentic cultural and linguistic material in order to deepen their understanding of the Former Soviet Union, Eastern Europe, and Central Asia. Over the course of the year, students build a portfolio where they register their reactions to their weekly activity of reading Russian news articles and literary pieces, listening to Russian podcasts, and watching Russian videos and films. Students are themselves responsible for seeking out and curating the material in their portfolios so students have free reign to develop their interests and follow their curiosity within the Russian-language cultural sphere. The portfolios culminate in trimester projects and presentations to the group. Russian V (Honors) students also join Russian IV students for a weekly Russian Table.

### **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 prior to arriving at the Upper 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 and all 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 will read a short book in Spanish. This course is conducted primarily 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 will be held to high standards in all areas of their study of the language. Students read short stories as well as a book in Spanish. This course is conducted in Spanish.

Prerequisite: Spanish I/IP

### **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 (Honors)

### **Spanish IV: Culture and Conversation**

This fourth-year course takes a language acquisition approach to the Spanish language and culture by exposing learners to authentic resources including podcasts, interviews, news reports, and other cultural content such as music and films from a comprehensible input standpoint. Students focus on developing their listening and reading comprehension skills as well as their speaking and writing skills by diving into culture and current events while building up their vocabulary and grammar contextually. Students actively participate in spontaneous conversations, formal presentations, collaborative projects, and other interactive activities that replicate everyday communication situations where they have to interpret and

negotiate meaning. 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 (AP) course in Spanish that focuses on language acquisition through authentic sources to provide students with a comprehensible and immersive language-learning experience. Through a variety of multimedia sources, including podcasts, interviews, documentaries, news reports, and other cultural content such as literature, music, and films, students engage with real-world language usage which will enable them to develop advanced proficiency in listening and reading comprehension as well as in oral and written communication. Students will actively participate in discussions to explore and express their opinions on contemporary issues in Spanish-speaking regions, such as social justice and identity, which will foster critical thinking and cultural sensitivity. In addition, students will collaborate on real-life communication projects related to some of the topics. For the most part, this course encourages students to take an active role in their language acquisition journey in preparation not only for the AP Spanish Language and Culture exam but also for meaningful engagement with Spanish-speaking communities. Students use Spanish exclusively in class.

Prerequisite: Spanish III (Honors) or Spanish IV

### **Spanish V: Contemporary Spanish and Latin American Cinema**

In this 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. This course is conducted exclusively in Spanish. Students from the Advancement Placement Spanish Language and Culture course may be accepted with the approval of the World Languages Department.

### **Spanish V (Honors): Literature, Film, Art, and Multimedia**

This Spanish course is designed to propel students beyond language proficiency by immersing them deeply into Spanish and Latin American cultures. The course utilizes contemporary topics through literature and various multimedia resources to enhance students' language skills by exposing them to diverse linguistic registers while fostering a meticulous understanding of culture and historical contexts. Students will engage in critical analysis, discussions, and creative projects such as writing an original play to be performed in front of their peers in other Spanish courses. By the end of the course, students will be adept at analyzing and discussing contemporary issues in the target language, making them culturally competent communicators in both academic and real-world settings. Students use Spanish exclusively in class.

Prerequisite: Advanced Placement Spanish Language and Culture or fluency in Spanish

**Global Online Academy Courses:** The following language courses are offered to students in Grades 11 and 12 through Global Online Academy:

- **American Sign Language Through Culture I** (Yearlong)
- **Japanese I: Language Through Culture** (Yearlong)
- **Japanese II: Language Through Culture** (Yearlong)
- **Japanese III: Language Through Culture** (Yearlong)

For more information on this course, please refer to the Global Online Academy section of this Program Planning Guide.

## **Online Courses With Global Online Academy**

### **Arts, English, 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 graphic design to global health. 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.

Students can apply to enroll in a yearlong course or in one or two semester electives in Art, English, 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 in Grade 12 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. 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 GOA Site Director. For students in the Class of 2027, 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 in addition to five BB&N non-arts courses. Students may only enroll in one GOA course at a time. Students enrolled in 6 non-arts BB&N courses may not enroll in a GOA course. GOA course offerings are reviewed on an annual basis.

Enrollment is limited, and interested students are required to complete a short application submitted to the GOA Site Director. Students complete their GOA applications in the winter/spring in order to apply for a GOA course for the following semester or year. Interested students should attend the GOA informational meetings for further information on application deadlines.

### **ARTS DEPARTMENT**

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

#### **Arts Entrepreneurship (Spring)**

Create Your Future in the Arts: Ready to turn your creativity and passion for the arts into a thriving career? This course will help you develop real-world strategies for building a personal brand, networking, and launching a career in fields like design, music, and filmmaking. You'll learn directly from industry insiders, analyze successful (and not-so-successful) artistic ventures, and gain practical skills to kickstart your own arts business.

**Graphic Design (Fall and Spring)**

Unleash Your Visual Voice: What makes a message persuasive and compelling? How do audiences interpret and make sense of information? This course dives into the powerful relationship between information and influence from a graphic design perspective. You'll gain the skills to create impactful visual content, exploring design principles, infographics, social media, digital search strategies, social activism, and multimedia storytelling. Through a case study and design-based approach, you'll work on individual and collaborative projects, content curation, writing, peer critiques, and online presentations.

**ENGLISH DEPARTMENT**

Students in Grade 11 enrolling in one of these GOA English courses must share their portfolio of GOA work with their Grade 12 English teachers, and students in Grade 12 enrolling in Creative Nonfiction Writing must share their portfolio of GOA work with their Grade 12 English teacher. A student in Grade 12 who enrolls in Fiction Writing at both the school and through GOA must commit to authoring new work in each course.

**Creative Nonfiction Writing (Fall)**

Craft True, Engaging Stories: Are you a storyteller at heart? In this course, you'll learn how to transform real experiences into captivating narratives, all while strengthening core writing skills. You'll explore diverse forms of creative nonfiction—personal narratives, opinion pieces, profiles, and more. Along the way, you'll create a library of inspiring texts, consider publishing opportunities, and establish sustainable writing habits. Connect with a global community through video chats and online discussions, where you'll participate in a supportive workshop model, receive valuable feedback, and grow as a writer in today's exciting nonfiction genre.

**Fiction Writing (Spring)**

Find Your Voice in Fiction: Love telling stories? In this course, you'll dive into the art of fiction writing, focusing on short stories, character development, and intricate plot-building. You will gain hands-on experience with the workshop model, learning how to provide and receive constructive peer feedback and discuss each other's work in a supportive online setting. You'll encounter masterful works by authors from around the world. Through engaging in discussions and exchanging feedback, you will develop your unique writing style and sharpen your skills as both a writer and a critic.

**HISTORY AND SOCIAL SCIENCES DEPARTMENT**

BB&N's Modern Global History graduation requirement may be fulfilled through the completion of a designated Global Online Academy (GOA) course, as noted below in the course descriptions. These GOA courses meet the graduation requirement for students in the Class of 2027 only. In the special case that a student is taking a GOA course to complete the Modern Global History requirement, the student does not need to be concurrently enrolled in a BB&N history course.

**Abnormal Psychology (Fall and Spring)**

Discover the Complexities of the Human Mind: Ever wondered why society views certain behaviors "abnormal"? As you learn about Western abnormal psychology, you'll explore the complex forces behind human behavior by studying conditions like anxiety, depression, eating disorders, and schizophrenia. Through engaging readings, videos, thought-provoking discussions, and a student-led project centered on your local community, you'll dive into the symptoms, diagnoses, and responses to these disorders. You'll also examine how mental health is influenced by cultural differences and global perspectives, gaining insight into the stigma surrounding psychological disorders.

**Advanced Placement (AP) Microeconomics** (Yearlong)

Understand Everyday Economics: Why are movie tickets cheaper on Tuesdays? Why do some products seem overpriced? And when should governments step in to fix markets? In this course, you'll explore decision-making at the level of individuals, businesses, and governments using graphs, models, and economic indicators. Fully aligned with College Board requirements, the course covers supply and demand, costs and profits, competition and markets, wages and income, and the challenges of market failures like pollution and inequality. Along the way, you'll build skills in applying concepts, interpreting data, analyzing models, and making evidence-based arguments as you step into the role of an economist to explain, critique, and problem-solve these everyday puzzles—all while preparing for the AP Exam.

**Applying Philosophy to Global Issues** (Fall)

Think Like a Philosopher: What would Socrates, Confucius, and Kant have to say about today's global issues? In this applied philosophy course, you'll uncover how great thinkers from many traditions and centuries tackled social and political challenges across the world—both successfully and unsuccessfully. You will challenge your perspective through an interdisciplinary approach, pulling in concepts, models, and methods related to history, journalism, literary criticism, and media studies.

This course fulfills BB&N's Modern Global History requirement.

**Business Problem Solving** (Fall and Spring)

Tackle Real-World Challenges in Business: How does climate change impact supply chains? Are tariffs a threat or an opportunity? Is your company's cybersecurity strong enough? In today's fast-paced business landscape, problem-solving is essential. In this course, you'll analyze relevant, real world case studies from global corporations and innovative startups, and you'll collaborate with peers to develop creative solutions to challenges in operations, marketing, finance, sustainability, and more.

**Capitalism: Past, Present, and Future** (Spring)

Understand the Economic System That Shapes Our World: Is capitalism the source of society's problems or one of the grandest achievements in human history? In this thought-provoking course, students examine perspectives from both sides, exploring capitalism's components and impact on social, political, and economic systems worldwide. Through engaging case studies and historical examples, students dive into how capitalism has evolved and influenced societies.

**Discourse across Difference** (Spring)

Navigate Today's Complex Issues: How do you engage in conversations when you don't agree? In today's interconnected world, complex social, political, and ethical issues demand thoughtful dialogue. This course equips students with the skills to engage thoughtfully and effectively through structured conversations, debates, rhetorical analysis, and guided reflection. Students learn to navigate challenging discussions and foster understanding across differences on pressing topics like technology's impact on privacy, environmental sustainability, and social justice reform.

**Entrepreneurship in a Global Context** (Fall and Spring)

Turn Your Ideas Into Global Impact: How does an entrepreneur think? What skills are essential to stay competitive and relevant in today's fast-paced market? This course will push you to step beyond the classroom and into real-world environments to understand how global markets work. Collaborating with peers worldwide, you'll dive into essential topics like customer development, value propositions, brand strategy, and funding sources. Using the business model canvas, you'll build a viable framework and ultimately develop, refine, and present your own online startup pitch.

**Perspectives on Gender and Culture** (Spring)

Explore Identity Across Cultures and Time: How does gender shape the world around us? This dynamic course uses the concept of gender to explore a wide range of current topics, from feminism and LGBTQ+

studies to popular culture and politics. You'll investigate how gender intersects with other social identifiers like class, race, sexual orientation, culture, and ethnicity. Through engaging readings, thoughtful writing, and lively discussions, you'll analyze gender issues and reflect on how they have shaped both your experiences and those of your global peers.

This course fulfills BB&N's Modern Global History requirement.

### **Genocide and Human Rights (Fall)**

Learn From the Past to Protect the Future: Why does genocide happen, and how can societies prevent it? In this course, you'll explore some of the most significant tragedies of the 20th century, including the Holocaust and the Armenian, Cambodian, and Rwandan genocides. You'll analyze the role of the international community in responding to and preventing further genocide, with a focus on the Nuremberg Tribunals, as well as investigate ongoing human rights crises around the globe. Through engaging discussions, brief papers, and documentaries, you will gain a deeper understanding of global issues related to justice and humanity.

This course fulfills BB&N's Modern Global History requirement.

### **International Relations (Fall and Spring)**

Understand Global Conflict and Cooperation: Are China and the U.S. on a collision course for war? Can Israel and Palestine reach a peaceful solution to a long-term conflict? Will North Korea launch a nuclear weapon? Can India and Pakistan find a way to share the subcontinent in peace? In this course, you'll go beyond soundbites and daily news headlines to examine the context, causes, and consequences of today's most pressing global issues. Working alongside classmates from around the world, you'll learn strategies to prevent, mediate, and resolve conflicts, equipping you with the knowledge and skills to engage with global challenges thoughtfully and effectively.

This course fulfills BB&N's Modern Global History requirement.

### **Introduction to Blockchain and Cryptocurrency (Spring)**

Discover the Tech Shaping Tomorrow: The skyrocketing value of Bitcoin and the rise of meme tokens have captured the world's attention, but there's more to cryptocurrency than market capitalization and dog-themed coins. This beginner-friendly course dives into the fascinating world of blockchain and cryptocurrency, exploring how we got here and where the technology might be heading. You'll learn how crypto markets work, examine real-world applications, and consider the potential future of crypto through the perspectives of creators, consumers, and governments. Plus, you'll explore blockchain's far-reaching potential to revolutionize government, business, the arts, and more.

### **Introduction to Branding and Marketing (Fall and Spring)**

Build Brands That Stand Out: Ever wonder what gives your favorite brands their unique edge? In today's digitized world, we're constantly bombarded by ads and content, making it harder for brands to capture and keep our attention. This course reveals what it takes to build an effective brand that authentically connects with consumers and leaves a lasting impact. You'll explore the core elements of branding—from visual identity and advertising strategy to content marketing and the nuances of the customer journey. You'll also explore how addressing ethical, social, and environmental issues can influence a brand's success.

### **Introduction to Legal Thinking (Fall and Spring)**

Think Like a Lawyer: Step into the shoes of a lawyer in this engaging, case-based course that offers much more than just an introduction. You'll dive into real legal cases, sharpening your research, persuasive writing, and public speaking skills as you navigate the complex challenges lawyers face every day. From crafting legal briefs and advising fictional clients to delivering compelling trial statements, you'll immerse yourself in the rules and practices that define the profession. Along the way, you'll examine big ideas like justice, fairness, jurisprudence, and ethics, uncovering insights that will deepen your understanding of the legal world.

### **Investing I (Fall and Spring)**

**Make Smart Financial Decisions:** Step into the shoes of an investor, using real-world tools, theories, and decisionmaking practices to make smart financial choices. You'll explore key finance concepts, like valuation and risk management, and apply them to portfolio management, venture capital, and social investing. You'll learn how to manage and grow an investment portfolio by simulating investments in stocks, bonds, and options. Take on the role of a venture capital investor, analyzing startups and forecasting their potential before they go public, as well as exploring social investing to see how finance can be a powerful force for positive change.

### **Investing II (Fall and Spring)**

**Master Diverse Investment Strategies:** Deepen your understanding of smart investment practices and explore finance concepts across four key contexts: fixed-income investments, foreign exchange and cryptocurrency, commodities, and real estate. After an introduction to behavioral finance theories, you will simulate scenarios to strategically expand your equity portfolio. Discover how to hedge risk with bonds, navigate the volatility of forex and crypto markets, grasp the economic impact of commodity prices, and explore strategic approaches to real estate investing.

Prerequisite: Investing I

### **Positive Psychology (Fall)**

**Unlock the Secrets to a Meaningful Life:** What does it take to live a happy, meaningful, and fulfilling life? While traditional psychology often focuses on diagnosing human suffering, positive psychology flips the script and explores what truly makes life worth living—love, creativity, humor, mindfulness, and more. In this course, you'll dive into fascinating research about the ingredients for happiness and the science behind fulfilling relationships, creativity, mindfulness, and even the brain's response to art, music, and physical activity. You'll learn from experts, including Martin Seligman's well-being theory, Mihaly Csikszentmihalyi's concept of flow, and Angela Lee Duckworth's research on grit. But it doesn't stop at theory—you'll put your knowledge into action by learning how to conduct ethical research and experiments with subjects like yourself, your peers, and your family.

### **Prisons and Criminal Justice Systems (Fall and Spring)**

**Balance Rights and Power:** What determines who goes to prison and for how long, and how do legal systems shape justice—or fail to? In this course, you will gain a practical understanding of legal systems while confronting mass incarceration as a pressing legal, ethical, and societal challenge. You will also explore the various stages of the U.S. criminal justice system—arrest, prosecution, adjudication, sentencing, and imprisonment—and dive into key topics like policing practices, prosecutor reform, sentencing guidelines, and the role of AI in justice.

### **Race, Culture, and Community (Fall)**

**Explore the Dynamics of Social Construct:** What is race? Is it something we're born with, or is it an idea created by society? Is it an identity we perform? A privilege for some? And how do the ways people understand race vary around the world? In this course, you'll dive into these essential questions, examining race as a social construct that has a profound impact on societies and cultures. Through thought-provoking readings, films, and guest speakers from fields like history, sociology, anthropology, and literature, you'll research, reflect on, and discuss the intricate dynamics of race and society across different times and places.

### **Social Psychology (Fall and Spring)**

**Decode Human Influence:** Are your thoughts, feelings, and actions truly your own, or are they shaped by the people around you? Social psychology explores how the real, imagined, or implied presence of others influences what we think, feel, and do. From understanding why we obey stop signs at intersections when no one is around or why we buy certain products to exploring dramatic phenomena like mass discrimination or extreme group behavior, you will examine the principles that shape human behavior in

this course. You'll explore, investigate, and apply key concepts in social psychology, culminating in a public exhibition of your own self-designed research project on a topic that interests you.

## **MATHEMATICS AND COMPUTER SCIENCE DEPARTMENT**

### **Computer Science II: Analyzing Data with Python** (Fall and Spring)

**Turn Data Into Insight:** Gain hands-on experience with the Python programming language as you learn to read, analyze, and visualize real-world data. Using Python's powerful data structures and clear syntax, you'll work with large, messy datasets—just like those in scientific computing. Discover how Python makes data analysis accessible and see firsthand why it's one of the most popular tools in fields like biology, engineering, and statistics.

Prerequisite: Computer Programming or Advanced Placement Computer Science A

### **Computer Science II: Game Design and Development** (Spring)

**Create Your Own Games:** Do you love to play video games? Ever wanted to make your own? Explore what makes a game exciting and how game developers create games from scratch. In this immersive and hands-on course, you'll start creating your own games from the ground up by tackling design challenges and refining the game's theme and structure. Gain experience with Unity, a professional game development tool, as you build games using graphics, sounds, and effects and control events and behaviors with the C# programming language.

Prerequisites: Computer Programming or Advanced Placement Computer Science A

### **Cyber Security** (Fall and Spring)

**Safeguard the Digital World:** Cybercrime is on the rise, and this is your chance to be part of the solution. Go beyond the basics of cybersecurity, as you explore the inner workings of computer components, network design, DNS, TCP/IP, and how cybercriminals exploit both technology and human behavior to breach systems. Examine ciphers, encryption, data security, and malware anatomy, while also considering the complex balance between privacy and tracking. You'll emerge with the expertise to defend both personal and organizational data, equipped with knowledge in data recovery, enterprise security, and the latest trends in cybersecurity.

### **Game Theory** (Fall and Spring)

**Solve Real-World Problems Like a Mathematician:** What can mathematical models teach us about decision-making? This course will show you how dilemmas and conflicts—ranging from international diplomacy to sports scheduling—can be approached as mathematical games. You'll analyze realworld events in fields like political science, anthropology, philosophy, economics, and even popular culture through two-person zero-sum games, two-person non-zerosum games, sequential games, multiplayer games, linear optimization, and voting theory.

### **Introduction to Artificial Intelligence** (Fall and Spring)

**Explore AI's Impact on Our World:** Artificial intelligence is everywhere, powering your favorite apps and influencing daily life in ways you may not see. How much do you really know about how generative AI works and how it's impacting our world? In this course, you'll dive into the history of AI research, from the early dreams of artificial general intelligence to the development of AI technologies like neural networks, machine learning, deep learning, generative AI, natural language processing, and facial recognition. You'll explore how AI systems are trained, understand the biases that arise from datasets, and learn about responsible AI principles like fairness, transparency, human-centeredness, and data privacy.



**Number Theory (Fall)**

Discover the Math Running Digital Security: Once considered the most abstract and least practical area of mathematics, number theory is now essential to our everyday digital world: every second, millions of secure internet transmissions rely on number theory for encryption. In this course, you'll explore the world of mathematical reasoning and proof, learning the tools needed to understand the RSA algorithm—the backbone of global internet security. You'll also invent your own encryption schemes and encounter games that use number theory. Alongside practical applications, you'll get a taste of the rich history of this subject, from legendary mathematicians to the proof of Fermat's Last Theorem (a famous problem solved just 20 years ago after 350 years of effort).

Prerequisite: Precalculus, Honors Precalculus AB, or Honors Precalculus BC

**Personal Finance (Fall and Spring)**

Manage Money to Make an Impact: Ready to plan for your financial future? In this course, you'll explore financial responsibility and social consciousness, diving into personal finance topics like budgeting, credit scores, career and earning potential, insurance, real estate, investments, retirement savings, charitable giving, and taxes. Through experts with diverse perspectives and simulating real-life financial scenarios, you'll learn to weigh the costs and benefits of your decisions and build confidence in managing your money.

## SCIENCE DEPARTMENT

**Global Health (Fall)**

Help Solve the World's Health Challenges: What makes people sick? Why do health disparities persist both locally and globally? In this course, you'll explore the social and political factors that influence health and the biggest challenges in global health today. Using an interdisciplinary approach, you'll engage in analytical reading and writing, research, and collaborative projects. You'll examine case studies, present your findings, and gain a deeper understanding of the biology of diseases, the social determinants of health, and the roles of public and private organizations. Additionally, you'll learn how global health statistics shape our understanding of health inequities and critically analyze how the distribution of healthcare resources and access impact health equity worldwide.

**Medical Problem Solving I (Fall and Spring)**

Think Like a Doctor: This course puts you in the role of a medical detective as you investigate mysterious cases, identifying symptoms, making diagnoses, and exploring treatments—just like in medical school. You'll work both individually and collaboratively, sharpening your critical thinking skills as you analyze data, diagnose illnesses, and develop treatment plans for patients. Dive into anatomy, physiology, disease process, demographics of disease, and treatment protocols, while also debating current health issues and evaluating the factors that influence patient care.

**Medical Problem Solving II (Fall and Spring)**

Explore Global Medicine and Social Justice: Building on the problem-based approach of Medical Problem Solving I, this course will take you deeper into the world of global medicine, medical ethics, and social justice. You'll collaboratively analyze medical cases from around the world and your own community, uncovering the challenges patients face due to limited healthcare access, systemic discrimination, and the unequal distribution of medical resources. Tackle real-world medical dilemmas and engage in a culminating project, where you'll research a local health issue, go beyond the classroom to consult local sources, and propose actionable solutions for positive change.

Prerequisite: Medical Problem Solving I

**Neuropsychology (Fall and Spring)**

Understand the Brain-Behavior Connection: Have you ever wondered how the anatomy of the brain shapes behavior? Discover the fascinating connections as you learn about neural function as well as cognitive and behavioral disorders. Explore how neural communication works and examine how environmental factors, like smartphone use, impact the nervous system and human behavior. You'll have the chance to choose research subjects that interest you and dive further into topics like Alzheimer's disease, addiction, neuroplasticity, and neurodegenerative diseases as you share your findings with your peers in creative ways.

**WORLD LANGUAGES DEPARTMENT****American Sign Language Through Culture (Yearlong)**

In this course, you'll build expressive and receptive American Sign Language (ASL) skills while gaining a deeper understanding of Deaf culture. Designed for beginners, the course emphasizes visual engagement through storytelling, conversation, and cultural exploration. You'll develop vocabulary, grammar, and conversational techniques by practicing fingerspelling, non-manual signals (facial expressions and body language), classifiers, spatial grammar, and the use of signing space. Along the way, you'll explore Deaf history, community values, and cultural norms to understand ASL as both a language and a reflection of a vibrant cultural identity.

**Japanese I: Language Through Culture (Yearlong)**

Journey Through Language and Tradition: Immerse yourself in the fascinating world of Japanese culture and language with this full-year course. You'll learn the basics of Japanese grammar, vocabulary, and the writing systems Hiragana and Katakana, while also diving into cultural topics like literature, art, lifestyle, and the economy. Through engaging assignments and hands-on projects, you'll develop your speaking, listening, reading, and writing skills. Cultural dynamic and relevant discussions conducted in English will deepen your understanding of Japan along the way.

**Japanese II: Language Through Culture (Yearlong)**

Expand Your Voice and Perspective: Building on your foundational skills, this course will take your Japanese language abilities to the next level, enhancing your speaking, listening, writing, and reading skills while immersing you further into Japanese culture. You'll engage in interpreting authentic Japanese material, practicing communication through speaking and writing, and delivering impactful oral and written presentations. Each unit explores fascinating cultural topics, such as design and expression, ecology, entertainment, East meets West, harmony, and nature, with opportunities to explore your own interests. You'll learn advanced grammar forms typical of second- and third-year high school Japanese, progressing from simple sentences to more complex, coherent paragraphs.

**Japanese III: Language Through Culture (Yearlong)**

Communicate Naturally and Confidently: Take your language and grammar skills to new heights as you develop your ability to understand the nuances of the Japanese language. Through face-to-face conversations and recorded messages, you'll practice informal styles, gaining confidence in using the Plain Form in conversations with your peers and teacher. You'll also dive into authentic, real-world Japanese by curating and interpreting materials like TV commercials, news articles, movies, children's books, and cooking recipes.

Prerequisite: Japanese II: Language Through Culture or permission from the instructor.

## INTERDISCIPLINARY COURSES

**Advanced Placement Psychology** (Yearlong, History/Science, must be concurrently enrolled in a BB&N History and Social Sciences or Science course)

Dive Into How Minds Work: What does it mean to study the mind and behavior through different lenses? In this course, you'll explore biological, cognitive, and sociocultural perspectives while preparing for the AP® Exam. Fully aligned with College Board requirements, the course covers research methods and ethics, the biological bases of behavior, cognition, development and learning, social and personality psychology, and mental and physical health. You'll practice the methods and perspectives of psychologists by redesigning studies, analyzing data, and applying theories to case studies.

**Climate Action and Sustainability** (Fall, History/Science, must be concurrently enrolled in a BB&N History and Social Sciences or Science course)

Build a Just and Sustainable Future: Explore the critical issues of climate change and its wide-reaching impacts on communities and ecosystems. In this course, you'll examine essential topics like climate justice, agriculture, wildfires, renewable energy, sea level rise, and invasive species—all through the lenses of equity and sustainability. Engage in hands-on projects to understand the causes and effects of climate change, dive into public policy and equity debates, and analyze how these issues shape the experiences of diverse populations around the world. Your journey will finish with a student-led project, creating an action plan for change in your community.

**Data Visualization** (Fall, Math/Science, must be concurrently enrolled in a BB&N Mathematics and Computer Science or Science course)

Turn Numbers Into Narratives: In a world flooded with data, visualizations cut through the noise to reveal meaning. This course teaches you to collect, organize, interpret, and effectively communicate massive amounts of information. You'll master data wrangling in spreadsheets, harness the power of charts, and learn to spot both effective and misleading visuals. Using principles from information graphics, visual art, graphic design, and cognitive science, you'll create your own compelling visualizations using tools like Datawrapper, Tableau Public, and Python.

## 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.

Listed below are the schools with which BB&N partners. Rigorous academics coupled with experiential learning opportunities are hallmarks of each of these schools, although the focus and location of the schools vary. BB&N works with each school to align academic and extracurricular programs to create smooth transitions between schools. In cases where participation in a BB&N-sanctioned semester-away program does not allow a student to complete a BB&N graduation requirement (such as a physical science or arts course), the student needs to enroll in another BB&N course in a subsequent year or have an approved course plan from the Department Head to meet that graduation requirement. We aim to ensure that students who spend a semester away are given all of the same opportunities as their peers at BB&N.

| Program                                                                                                                                                                                  | Grade/Semester Available           | Program Emphasis                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|---------------------------------------------------------------------|
| <b>Alzar School</b><br>(Cascade, Idaho)<br><a href="http://www.alzarschool.org">www.alzarschool.org</a>                                                                                  | Grade 10 or 11<br>Fall or Spring   | Leadership, outdoor adventure, six- week cultural exchange in Chile |
| <b>High Mountain Institute</b><br>(Leadville, Colorado)<br><a href="http://www.hminet.org">www.hminet.org</a>                                                                            | Grade 11<br>Fall or Spring         | Leadership skills, wilderness experiences                           |
| <b>Maine Coast Semester at Chewonki</b><br>(Wiscasset, Maine)<br><a href="http://www.maine coastsemester.chewonki.org">www.maine coastsemester.chewonki.org</a>                          | Grade 11<br>Fall or Spring         | Appreciation of the natural world, coastal ecology, community       |
| <b>Mountain School</b><br>(Vershire, Vermont)<br><a href="http://www.mountainschool.org">www.mountainschool.org</a>                                                                      | Grade 11<br>Fall or Spring         | Working farm, sustainable living, community                         |
| <b>Outdoor Academy</b><br>(Pisgah Forest, North Carolina)<br><a href="http://www.enf.org/outdoor-academy">www.enf.org/outdoor-academy</a>                                                | Grade 10<br>Fall or Spring         | Wilderness leadership skills, traditional crafts, community         |
| <b>St. Stephen's School</b><br>(Rome, Italy)<br><a href="http://www.sssrome.it">www.sssrome.it</a>                                                                                       | Grade 11<br>Spring                 | Classical and Italian culture, art history, travel                  |
| <b>The School for Ethics and Global Leadership</b><br>(Washington, D.C. or Johannesburg, South Africa or London)<br><a href="http://www.schoolforethics.org">www.schoolforethics.org</a> | Grade 11<br>Fall or Spring         | Politics, leadership, global issues                                 |
| <b>School Year Abroad</b><br>(Italy, France, Spain)<br><a href="http://www.sya.org">www.sya.org</a>                                                                                      | Grade 11<br>Yearlong, Fall, Spring | Immersion in the language and the culture of the country, home stay |
| <b>Swiss Semester</b><br>(Zermatt, Switzerland)<br><a href="http://www.swisssemester.org">www.swisssemester.org</a>                                                                      | Grade 10<br>Fall                   | Humanities, hiking, skiing, travel, art history                     |

Please contact the Semester-Away Program Coordinator Scott Tang (617-800-2220, [stang@bbns.org](mailto:stang@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.

The information, policies, and guidelines are listed below to help students plan for their semester-away experience. If there are questions about how the semester-away programs above best align with BB&N's expectations and graduation requirements, please contact the Semester-Away Program Coordinator.

### **Arts**

- Students who participate in a semester-away program must complete 1.0 credits towards the arts graduation requirement during Grades 10–12.
- Students who participate in a performing or visual arts course while attending a semester-away program earn arts department credit towards the BB&N graduation requirement (0.25 or 0.5 credit, depending on the program).
- Students who are away for the fall semester may take a semester-long BB&N arts course when they return in the spring. In rare cases and with departmental permission, a student may take the second semester of a yearlong arts BB&N course during the spring.
- Students who participate for only part of a theater season due to an absence related to a semester-away program may not enroll in Theatrical Production for that season.
- Participation in the winter season of Studio Arts: Afternoon does not earn graduation credit for students who participate in a semester-away program.

### **Athletics**

- Students who participate in a semester-away program for one semester are expected to participate in at least one athletics program (interscholastic or non-interscholastic) during the remainder of the year at BB&N.
- By the end of Grade 10, all students, including those who participate in a semester-away program, must have participated in at least three interscholastic sports.

### **English**

- It is the expectation that all semester-away programs include the study of English.

### **Mathematics and Computer Science**

- It is the expectation that all semester-away programs include instruction in mathematics.
- For semester-away programs that do not offer geometry, students will need to take BB&N's summer geometry course to complete the geometry graduation requirement. If BB&N's summer geometry course is not offered, BB&N considers and approves alternate methods of fulfilling the geometry requirement on a case-by-case basis. Options may include taking a pre-approved summer course at another institution or doing an independent study with a tutor (with a placement test upon completion of the independent study). Students in BB&N's Geometry (Honors) course who plan to participate in a spring semester-away program might also ask the department about fulfilling their geometry graduation requirement by taking a precalculus course while away.
- For students participating in a spring semester-away program, their BB&N math teacher will approve course placement for the following year based on observations and assessments from the fall. Summer work may be required prior to their return to school.
- For students participating in a fall semester-away program, the mathematics curriculum at the semester-away program may impact their course placement level upon return. A placement test may be required.

## **History and Social Science**

- All students are required to complete a full year of U.S. History. Students in Grade 11 unable to complete the yearlong requirement during the semester-away program must take U.S. History during Grade 12 (continuing through Senior Spring Project).
- Note that students who do not take Grade 10 history at BB&N and spend a semester away in Grade 11 may need to complete both the U.S. History requirement and the Modern Global History requirement in Grade 12.
- All students are required to complete a Modern Global History course.
  - Students in Grade 10 who only take only one semester of Grade 10 history at BB&N do not complete the Modern Global History requirement.
  - With departmental approval, students may complete the full year of Modern Global History by pairing one semester of a BB&N modern global history course with a modern global history course taken at a semester-away program.

## **Science**

- For students participating in a spring semester-away program, their BB&N science teacher will approve course placement for the following year based on observations and assessments from the fall.
- For students returning to BB&N from a fall semester-away program, additional work may be required in order to enter the BB&N science course in January.
- We do not recommend that students who are away in the fall return to BB&N for the spring and enroll in an Honors or Advanced Placement science course. Successful completion of a specific course of study, a placement test, and possibly an approved summer program may be required for spring enrollment in an Honors or Advanced Placement courses.
- For students participating in a fall semester-away program, the science curriculum at the semester-away program may impact their science course placement level upon return.
- Students in Grade 11 returning to BB&N from a fall semester-away program may join an approved science elective.

## **World Languages Department**

- Students who are away for the fall semester and are enrolled in a course in their language of study while away will return to their language class at BB&N in the spring.
- Students who are away for the spring semester and are enrolled in a course in their language of study while away will return to the next level of their language class at BB&N the following year.
- Students who participate in a semester-away program that does not offer their language of study may engage a tutor provided by the semester school at the family's expense, if not covered by the semester program). In this case, the BB&N World Languages Department can provide required content that the student and tutor are then responsible for covering. If this does not happen, the student will need to work over the winter or summer break and then take a placement test prior to returning to BB&N.
- We do not recommend that students who are away in the fall return to BB&N for the spring and enroll in an Honors or Advanced Placement language course. Successful completion of a specific course of study, a placement test, and possibly a recommended summer program may be required for late entrance to an Honors or Advanced Placement course.
- Double language scholars who wish to participate in a semester-away program must carefully plan out their courses prior to applying to semester programs.

## **Health and Wellness**

- Students in Grade 10 who participate in a semester-away program and miss their assigned semester of Health and Wellness at BB&N must complete an online, asynchronous set of assignments prior to the end of the school year. These students will work both independently and with the Health and Wellness teachers to set a timeline and complete the required work.

## **Service Learning**

- Students attending a semester away program are excused from the service learning requirement(s) during the part of the year when they are not attending school at BB&N.

# Service Learning Program

## PHILOSOPHY

The Service Learning Program at BB&N is dedicated to fostering community-driven service that addresses systemic challenges through collaborative and sustainable action. Rather than treating service as an act of charity, the program prioritizes building respectful partnerships with local organizations, encouraging students to work alongside communities in meeting their needs. Grounded in five core competencies—Investigate & Understand, Planning and Preparation, Action, Reflection, and Demonstration—the program guides students toward a deeper understanding of their roles in creating change. The Service Learning Program equips students to develop meaningful and lasting solutions. In doing so, it prepares empathetic leaders who are capable of addressing complex societal challenges and contributing to impactful systemic progress.

## PROGRAM ARC AND GOALS

The Service Learning Program at BB&N is designed as a progressive journey, evolving each year to deepen students' understanding of systemic issues and strengthen their relationships with community partners. Beginning with exploration and skill-building in Grades 9 and 10, the program culminates in more immersive projects and leadership opportunities during Grades 11 and 12. This phased approach ensures that students develop a strong foundation before engaging in more complex, impactful work.

### GRADE 9: An Introduction to Service Learning

The Grade 9 program helps students to understand the importance of service and social responsibility. Students learn the basics—what service means, why it's needed, and how one can make a difference in a way that is thoughtful and humble. Key skills emphasized include getting familiar with the principles of service and social responsibility, learning how to be humble and empathetic in service work, and understanding the deeper issues at play in communities.

**Service Learning Orientation:** Students attend an introductory workshop (held during a class meeting in late September/early October) where they explore the topic of service learning. This includes conversations about empathy, collaboration, humility, and responsibility.

**Afternoons of Service** (Students must participate in either the Afternoon of Service in November or the one in March): Students participate in hands-on service activities. Students who can't attend either of these dates are required to attend a Saturday Morning of Service in the spring.

**Day of Service** (All Grade 9 students must participate in this daylong activity in June): In the morning, students participate in direct service learning activities. In the afternoon, students hear from Grade 10 students, where they are exposed to community organizations and hear advice on continuing their service learning journeys. Students who can't attend the Day of Service are required to attend a Day of Service in August prior to returning to school for Grade 10.

**Canvas Assignments:** The School utilizes a dedicated Canvas page as a resource hub and assignment page. All assignments must be uploaded to the Canvas page. Assignments focus on understanding root causes of social issues rather than surface-level solutions; encouraging humility, empathy, and growth in service work, and viewing service as collaborative and community-driven rather than one-sided.

- **Assignment 1:** Students create a 2- to 4-minute introductory video (due for all students at the end of the Wednesday PSAT day)
- **Assignment 2:** Students submit a 500-word reflection following the Afternoon of Service

- **Assignment 3:** Students watch a video and then respond (by video or in writing) to a prompt. This assignment is due for everyone by 5:00 p.m. on Wednesday, February 10 and is estimated to take approximately 45 minutes to complete.
- **Assignment 4:** At the end of the year, students write a final end-of-year reflection/exit survey, thinking about how their views on service have changed and how they've grown in empathy and understanding. This assignment is included as part of the Service Day in June.

### **GRADE 10: Deepening Understanding and Engagement**

The Grade 10 program expands on the learning from the Grade 9 program. Students develop stronger critical thinking skills, reflect more on their service, research local community leaders, and begin connecting what they're doing to the bigger societal picture.

**Afternoons of Service** (Students must participate in either the Afternoon of Service in November or the one in March): Students participate in hands-on service activities. Students who can't attend either of these dates are required to attend a Saturday Morning of Service in the spring.

**Community Leader Research:** Each student picks a community leader or organization who has worked to tackle a systemic issue. Students research and prepare a short presentation (3 minutes per student) on this leader/organization, looking at how the leader/organization has made a lasting impact and what we can learn from their approach.

**Day of Service in June:** Required attendance for all students in Grade 10. Students who can't attend the Day of Service are required to attend a Day of Service in August prior to returning to school for Grade 11.

- **Morning:** Students will participate in direct service learning activities
- **Afternoon: Community Leader Presentation-** Students will present their community leader profiles (to their peers and to Grade 9), talking about how their leader tackled systemic issues.

### **GRADE 11: Micro-Impact Project: Systems in Action and Leadership**

The Grade 11 program allows students to take charge of their own service projects. The goal is not for students to "fix" the issues they choose to explore but to empower them to understand a single aspect of a system and take tangible, meaningful action. Key skills emphasized include: leading a service project from start to finish, problem-solving and adjusting to challenges, and developing real-world research, collaboration, and leadership skills.

When deciding upon and embarking on their project, students can choose to work with a community partner or organization and fulfill a need of that partner. Alternatively, they can identify a need within their own community and determine the appropriate steps to make their idea come to reality.

**Canvas Assignments:** The School utilizes a dedicated Canvas page as a resource hub and assignment page. All assignments must be uploaded to the Canvas page.

- **Assignment 1:** A one-page summary of ideas, outreach notes, and the rationale for the chosen partner or potential organization. (Due: Friday, Oct. 23; Work time provided in advisory on Tuesday, Oct. 6)
- **Assignment 2:** A 2-page document or 2-minute video that outlines their issue, planned action, and initial research. (Due: Friday, Nov. 13; Work time/drop-in time provided during Assembly on Monday, Oct. 26 and Conference Day.)
- **Assignment 3:** A short Canvas check-in that requires students to reflect on their progress by sharing three successes, three challenges, and three next steps. Students will focus on feedback collected and plan adjustments. (Due: Friday, March 5; Time provided in advisory on Tuesday, March 2)



- **Assignment 4:** The final deliverable, which can be a presentation, a narrative, or a video/podcast. This snapshot asks them to reflect on what they did, why it mattered, and what they learned, providing a comprehensive view of their journey and their final product. (Due: Before Friday, Sept. 10, 2027)

Students who do not complete the Grade 11 Service Learning Requirements by submitting all four deliverables by Friday, September 10, 2027 will be required to attend Saturday morning and CAB Service Learning Extra Help Sessions until the project is completed.

### **GRADE 12: Senior Spring Project and Long-Term Impact**

The Grade 12 program allows students to reflect on everything they've learned and execute a final, impactful service project as part of their Senior Spring Project, which helps prepare them for life after high school.

Students who have yet to complete their project from Grade 11 may do so in the summer prior to Grade 12.

- **Senior Spring Project:** During Senior Spring Project, students participate in at least 5 hours per week of service learning. Ideally, this would build upon their completed independent projects, but it is not required. Students prepare to present their project to the school or community.
- **Final Reflection:** At the end of the year, students write a final 500-word reflection on how their service work has shaped them, what they've learned, and how they plan to continue making a difference after high school.

In order to graduate, students need to have successfully completed all aspects of the Service Learning Program.

### **SEASON OF SERVICE LEARNING**

The Season of Service program now offers Grade 10-12 students a unique opportunity to focus on their service-learning requirements. Students with a strong commitment to community service can choose a Season of Service in place of one athletic season each academic year. This program provides dedicated time to work on their grade-specific service-learning curriculum while also completing hands-on service.

While Seasons of Service offer flexibility and dedicated time for service work, they do not replace the broader service learning expectations within the curriculum. Instead, they serve as an additional platform for students to continue their service projects more fully and incorporate it into their academic and extracurricular schedules. This approach ensures that students can meet the service learning program needs of all the grades while gaining meaningful, purpose-driven experiences.

### **SERVICE OUTSIDE OF BB&N**

While BB&N makes every effort to establish partnerships with trusted community organizations, students are allowed to work with groups or individuals outside of the BB&N community who may not have had criminal background checks and whom BB&N does not control.

Unanticipated situations and problems can arise in any activity that is not reasonably within the control of BB&N employees. Families with students participating in service outside of BB&N agree to release and hold harmless BB&N, its agents, officers, employees, and volunteers from any and all liability, claims, suits, demands, judgments, costs, interest, and expenses (including attorneys' fees and costs) arising from such activities, including any accident or injury to the student and the costs of medical services, or any cause beyond the control of BB&N.

## 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 the student's 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 grades in the C range for three or more courses or one C- 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, the student's 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 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 extra 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 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.

**Note:** At the end of a trimester in which an exam is administered, only year-to-date grades are used to determine academic status. At the end of a trimester without an exam, the trimester grade is used to determine academic status.

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.

### **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Please refer to the Student Support Services and Resources section of the All-School Student and Family Handbook for more information on accommodations and resources available to students and families.

### **ADVANCED PLACEMENT EXAMS**

Students at BB&N enrolled in an Advanced Placement (AP) course are not required to take the AP exam. BB&N does not administer AP exams for courses that are not offered at BB&N. BB&N pays for the exam only for students currently enrolled in that course at BB&N or enrolled through the Global Online Academy. Any fees incurred due to late enrollment or cancellation are the responsibility of the student's family.

Students in Grade 12 enrolled in an Advanced Placement (AP) course are expected to continue with the AP course until the AP curriculum is completed.

- In some courses, the AP curriculum is completed by the end of the second trimester and the course does not continue through SSP; in these cases, the student's transcript shows that credit was earned for completion of the AP course.
- In some courses, the AP curriculum continues into the third trimester. Students who do not continue with these courses during SSP are required to complete the AP curriculum, which may require additional assignments or class meetings before or during the third trimester.

### **ARTS DEPARTMENT CONTENT POLICY**

The Arts Department values the growth of the individual and the community through the creative exploration of ideas, topics, and language. There are times, however, when we must follow a process to determine whether the content of some student ideas or creations have a proper place in a project, gallery, or other area, as we recognize that some content is not appropriate for all ages, general spaces, or the school setting. Therefore, the Arts Department has created a process for determining whether such content is appropriate for the setting. Such content may include highly sexual images, images of self-harm, abuse, drug use, or gun imagery and graphic violence. The process involves Arts Department faculty and may include other BB&N faculty and administrators. The goal of this process is to protect students and to recognize the important intersection between content and setting.

### **COURSE LEVEL DEFINITIONS**

During the academic advising season, students work with their advisor, teachers, and parents/guardians to determine the appropriate course load (and in some subjects, level) for the following year. Enrollment in an Advanced, Honors, and/or Advanced Placement (AP) course requires departmental recommendation. Regardless of level, all BB&N students work to develop essential skills and habits, each rooted in the School's core values:

**Inquiry:** We promote curiosity and critical thinking to inspire a lifelong love of learning.

- Questioning and Posing Problems: Encourages curiosity by formulating questions and seeking problems to solve.

- Applying Past Knowledge to New Situations: Utilizes previous learning to approach new challenges, taking risks as appropriate.
- Critical Thinking: Is able to think about multiple perspectives, pathways, sources, identities, and cycles of feedback to make informed decisions.

**Integrity:** We strive to be honest, conscientious, and accountable in our actions even when no one is watching.

- Thinking about Thinking (Metacognition): Reflects on one's own thinking processes and decisions, including the intake, processing, and action on received feedback.
- Thinking Interdependently: Collaborates effectively while maintaining personal accountability.
- Accountability: Takes ownership for one's words, choices, and actions, shifting behaviors as appropriate.

**Belonging:** We foster a culture of respect, well-being, and connection that values all individuals and empowers them to discover and be their authentic selves.

- Listening with Understanding and Empathy: Values others' perspectives and fosters meaningful connections.
- Thinking Flexibly: Adapts to diverse viewpoints and changing circumstances.

**Kindness:** We strengthen our communities by recognizing our common humanity and treating ourselves and others with respect and compassion.

- Creating, Imagining, Innovating: Encourages creative expressions that can uplift and inspire others.
- Seeking Continuous Learning: Demonstrates humility and a willingness to grow, fostering a supportive environment.

To better help the community understand what happens at each course level at BB&N, below are expectations for students and teachers at the beginning of a course in leveled subjects where course recommendations are made (Mathematics and Computer Science, Science, and World Languages).

#### **At-Level Course:**

| Students should expect to:                                                                                                                                                                                                                                                                                                                                      | Teachers will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● Spend 30 minutes, at most, per night on homework in the class (45 minutes for Grade 11 and Grade 12 courses), on average</li> <li>● Ask for help (from teachers and peers) when it is needed</li> <li>● Spend more time on learning foundational concepts before moving to novel situations and application</li> </ul> | <ul style="list-style-type: none"> <li>● Take a more direct approach to instruction, including modeling of application of knowledge to new problems and situations</li> <li>● Provide greater support for students around study skills and self-advocacy</li> <li>● Actively monitor student progress through frequent check-ins and scaffolding (i.e. assigning checkpoints for long-term assignments)</li> <li>● Guide students through how to process and use feedback</li> </ul> |

**Advanced Level Course–** Building on the expectations of the At-Level courses, Advanced Level courses have the following changes:

| Students should expect to:                                                                                                                                                                                                                                            | Teachers will:                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Spend 45 minutes, at most, per night on homework in the class, on average</li> <li>• Apply their learning to a wider variety and number of novel situations</li> <li>• Dive deeper in terms of content and skills</li> </ul> | <ul style="list-style-type: none"> <li>• Provide fewer modeling instances before it becomes the student's responsibility to achieve deeper understanding</li> <li>• Support students as they develop their study skills, though more indirectly or in extra help sessions outside of class</li> <li>• Expect a greater level of complexity and depth on assessments</li> </ul> |

**Honors Level Course**– Building on the expectations of the At-Level and Advanced Level courses, Honors level courses have the following changes:

| Students should expect to:                                                                                                                                                                                                                          | Teachers will:                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Dive deeper in terms of content and skills, spending more time building interdisciplinary connections</li> <li>• Move at a quicker pace due to less time being spent on foundational knowledge.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide more opportunities for student-directed learning</li> <li>• Expect a greater level of synthesis and/or application of content and skills to novel situations when assessing, including the application of prior knowledge.</li> </ul> |

**AP Level Course**– Building on the expectations of the At-Level, Advanced, and Honors Level courses, AP level courses have the following changes:

| Students should expect to:                                                                                                                                                                                                        | Teachers will:                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Dive deeper in terms of content and skills, with an emphasis on more abstract concepts and applications</li> <li>• Move at a quicker pace in order to cover the AP curriculum</li> </ul> | <ul style="list-style-type: none"> <li>• Expect a greater level of synthesis and/or application of content and skills to novel situations when assessing, including the application of prior knowledge</li> </ul> |

## CREDIT POLICIES

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.

For a full-credit course at BB&N, 0.4 credits are awarded for the completion of Trimester 1; 0.3 credits are awarded for the completion of Trimester 2; and 0.3 credits are awarded for the completion of Trimester 3. For students in Grade 12 in full-credit classes that finish at the end of Trimester 2, 0.5 credits are earned for the completion of Trimester 1 and 0.5 credits are earned for the completion of Trimester 2. Exceptions (such as for students attending a semester-away program) are determined by the Upper School Director.

Except for courses designed to be taken more than once as noted in individual course descriptions (such as some arts courses), a student is not allowed to take a course at BB&N if they have previously completed and earned full credit for that course at BB&N. Students are not allowed to audit BB&N courses.

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. Without prior permission, a student will not be allowed to bypass any BB&N courses. 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 may be noted without a grade on a student's transcript. A student cannot complete graduation requirements through non-BB&N 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 or culminating projects serving as exams are given in December at the end of Trimester 1, depending on the class. Exams are weighted such that they count for 10 – 20 percent of the Trimester 1 year-to-date grade. At least the last two class periods and corresponding homework assignments preceding exams are devoted to review. No single exam should count more than 15 percent of the final, year-end grade.

Students in Grade 12 are exempt from exams, unless the course is needed to fulfill the graduation requirement in a science course, a mathematics course, a U.S. History course, and/or a world languages course. Students in Grade 12 take exams early in the exam week and are not permitted to take exams for classes that do not fulfill a graduation requirement.

**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.

| Letter Grade | Numerical Equivalent |
|--------------|----------------------|
| A+           | 97 - 100             |
| A            | 93 - 96              |
| A-           | 90 - 92              |
| B+           | 87 - 89              |

|    |              |
|----|--------------|
| B  | 83 - 86      |
| B- | 80 - 82      |
| C+ | 77 - 79      |
| C  | 73 - 76      |
| C- | 70 - 72      |
| D+ | 67 - 69      |
| D  | 63 - 66      |
| D- | 60 - 62      |
| F  | 59 and below |

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 may have up to 30 minutes of homework per class per night. Students in Grades 11 and 12 may have up to 45 minutes of homework per class per night. In mixed grade courses or some accelerated courses, the amount of nightly homework time allowed may be determined by the department, but should not exceed 45 minutes.

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 the 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 student is eligible for a Diploma with Honor if the student earned a cumulative 3.33 average during the last six trimesters (i.e. Grades 11 and 12). Only students in good academic and disciplinary standing are eligible for a Diploma with Honor.

## **INDEPENDENT STUDY PROGRAM**

The Independent Study Program is intended for students in Grades 11 and 12 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.

Independent Study courses can last for either a year or a semester.

- Completion of a semester-long Independent Study course earns 0.5 credits. Students are required to meet with the supervising teacher for two periods and to complete six hours of independent study each week.
- Completion of a year-long Independent Study course earns either 1.0 credits or 0.5 credits. For a full-credit, year-long 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 year-long 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.
- Independent Study courses earn credit in the subject in which they are based. Therefore, students already taking five non-Arts academic courses need to petition the Educational Policy Committee for permission to add a non-Arts independent study as part of an exceptional program.

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 Dean of Teaching and Learning at least three weeks before the end of the semester 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**

In order to initiate a course change, a student must speak to their advisor and current teacher. The Department Head will let the Academic Scheduler know when the change has been approved. A teacher will not admit a student to a new course (nor will course credit be given) without official notice from the Academic Scheduler that the course change has been made 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 below. 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.

### **Add/Drop Deadlines**

#### **Trimester 1 and Semester 1**

##### **Grades 10 – 12**

- By the end of the second week of classes: Deadline to change or add Semester 1 courses for returning students in Grades 10 – 12
- By the end of the fourth week of classes: Deadline to add a new yearlong course and deadline to drop a Semester 1 course for all students in Grades 10 – 12
- By the end of the eighth week of classes: Deadline to change levels or drop a yearlong course without notation on a student's transcript (for returning students in Grades 10 – 12)
- By two weeks following the trimester 1 midterm: Deadline to change to or from a pass-fail grade for all students in Grade 11 and 12

##### **Grade 9 and New 10 - 12**

- By the end of the fourth week of classes: Deadline to change or add Semester 1 courses for students in Grade 9
- By the end of the sixth week of classes: Deadline to add a new yearlong course, to switch to a new language, and/or drop a Semester 1 course for students in Grade 9
- By the start of the tenth week of classes: Deadline to change levels of a course or change between sequential courses without notation on a student's transcript (for students in Grade 9 and new students in Grades 10 – 12)

#### **Trimester 2**

- By the end of the third week of classes in Trimester 2: Deadline to add a new course that begins in Trimester 2
- By the end of the fourth week of classes in Trimester 2: Deadline to drop a course that begins in Trimester 2

## **Semester 2**

- By the end of the second week of classes in Semester 2: Deadline to change or add a course that begins in Semester 2
- By the end of the fourth week of classes in Semester 2: Deadline to drop a course that begins in Semester 2

## **GOA Courses**

- By the end of the second week of the course: Deadline to add a GOA course (semester-long and yearlong course) without a notation on the transcript
- By the end of the third week of the course: Deadline to drop a GOA course (semester-long and yearlong course) without a notation on the transcript

## **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-. Any student taking a course on a Pass/Fail basis must receive a grade of "Pass" to earn a Satisfactory Academic Record.

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 YEAR AND SENIOR SPRING PROJECT**

The courses, programs, and experiences of the Grade 12 year are both socially and academically essential. Therefore, all students in Grade 12 must fulfill their Grade 12 diploma requirements at BB&N rather than at another institution.

Graduation is contingent upon satisfactory completion of an approved Senior Spring Project (SSP). The SSP is an opportunity for students in Grade 12 to reflect upon the core values of BB&N (Inquiry, Integrity, Belonging, and Kindness) through the four pillars of SSP: Intellectual Engagement, Service Learning, Wellness, and New Experience.

Most students in Grade 12 complete their Grade 12 courses at the end of the second trimester and spend the third trimester completing an approved SSP plan.

To be promoted to SSP, students must:

- 1) Have an approved SSP plan
- 2) Have a satisfactory academic record for the first trimester of Grade 12 (Grades include no more than one grade in the D range and no F's)
- 3) Have second trimester grades that 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.

Students who have not met the requirements to be promoted to SSP are required to spend the third trimester completing a SSP plan created by the Upper School administration and approved by the Upper School Director.

Students in Grade 12 who have not fulfilled the graduation requirement in a physical science course, a mathematics course, a U.S. History course, and/or a world languages course must take a full year of these courses (extending through SSP). 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 SSP. During SSP, a student is not allowed to participate in a Junior Varsity Team if that student has not previously played the sport, unless granted permission by the Department of Athletics.

Students in Grade 12 enrolled in an Advanced Placement (AP) course are expected to continue with the AP course until the AP curriculum is completed.

- In some courses, the AP curriculum is completed by the end of the second trimester and the course does not continue through SSP; in these cases, the student's transcript shows that credit was earned for completion of the AP course.
- In some courses, the AP curriculum continues into the third trimester. Students who do not continue with these courses during SSP are required to complete the AP curriculum, which may require additional assignments or class meetings before or during the third trimester.

During SSP, students who continue a course must maintain appropriate attendance in accordance with BB&N's attendance policy.

Any course with students in Grade 12 that meets during SSP must meet during its regularly assigned block and for the same number of blocks per week, unless approved by the administration.

Students must pass all components of their SSP in order to pass SSP and move forward to graduation. Passing SSP requires attendance in accordance with BB&N's attendance policies at all SSP components, including class meeting; successful completion of all required SSP components; and the successful completion of an ePortfolio. Failure to meet these requirements could result in:

- 1) Being required to cease a component of their SSP and begin an alternative program, as determined by the Upper School Director.
- 2) Being required to complete additional work or hours in order to properly complete one or more components of SSP prior to graduation, as determined by the Upper School Director.
- 3) Becoming ineligible for graduation. In these cases, the faculty are unable to vote the student forward to graduation. For a student in this situation, the Upper School Director, the SSP Coordinator, and other relevant members of the administration and faculty design a plan for moving forward, which would include being required to complete additional work following graduation and not being able to receive a diploma until all work has been satisfactorily completed.

A student who does not meet the requirements for graduating on the typical graduation timeline, at the discretion of the Upper School Director, may be permitted to complete the requirements at another time. Such a student must meet all requirements within two calendar years of the original graduation date to be eligible to receive a BB&N diploma.