



# BC HIGH

Course Catalog  
2024 – 2025

<b>TABLE OF CONTENTS</b>
--------------------------

<b>TABLE OF CONTENTS</b>	<b>2</b>
<b>STATEMENT OF PURPOSES AND OBJECTIVES</b>	<b>3</b>
<b>COURSE SELECTION PROCESS</b>	<b>4</b>
<b>CENTERS OF HUMAN EXCELLENCE</b>	<b>5</b>
<b>THEOLOGY</b>	<b>10</b>
<b>ENGLISH</b>	<b>12</b>
<b>MATHEMATICS</b>	<b>16</b>
<b>SOCIAL STUDIES</b>	<b>19</b>
<b>CLASSICS</b>	<b>22</b>
<b>MODERN LANGUAGE</b>	<b>25</b>
<b>SCIENCE</b>	<b>30</b>
<b>FINE &amp; PERFORMING ARTS</b>	<b>34</b>
<b>HEALTH AND WELLNESS</b>	<b>41</b>
<b>SCHOOL AND COLLEGE COUNSELING</b>	<b>42</b>
<b>HYDE CENTER FOR GLOBAL EDUCATION PROGRAMS</b>	<b>43</b>
<b>COMMUNITY SERVICE (GRADUATION REQUIREMENT)</b>	<b>45</b>
<b>RETREAT PROGRAM (GRADUATION REQUIREMENT)</b>	<b>45</b>
<b>SUMMER COURSE OFFERINGS</b>	<b>46</b>
<b>DIVISION I AND II COLLEGE ATHLETICS INFORMATION</b>	<b>47</b>

# STATEMENT OF PURPOSES AND OBJECTIVES

## Mission Statement

Boston College High School is a Jesuit, Catholic college preparatory school. We strive to challenge our students to become young men of integrity, educated in faith and for justice, committed to academic excellence and service to others. As a Jesuit, Catholic school, we strive to reflect the diversity of our church and community. Our mission since 1863 has been to form leaders of competence, conscience, and compassion who seek to do all things *Ad Majorem Dei Gloriam* - for the greater glory of God.

## Purpose

To meet the educational challenges of today, Boston College High School draws upon 150 fifty years of educational experience combined with 450 years of Jesuit heritage. Boston College High School acknowledges its obligation to serve the Greater Boston community as a Jesuit, Catholic, college-preparatory school. As an urban school which has traditionally provided the means by which those recently arrived in the Boston area have been able to take their rightful places in society, Boston College High School remains true to its original mission by seeking a diverse and integrated student body. Indeed, the school strongly believes that having this type of student body enhances the education of all students, as it seeks to prepare them for college and for life.

As a Jesuit school, Boston College High School is inspired by a commitment to education which dates back to the 16th century. Boston College High School challenges its students to seek human excellence by becoming "men for others." In striving towards this ideal, we promote individual care and concern for each student; emphasize activity on the part of each student in the learning process; encourage a healthy knowledge, love, and acceptance of self; provide a realistic knowledge of the world; and prepare each student for active participation in the life of the Church and in the community through service to others. In addition, Boston College High School is a part of a global network of Jesuit schools, "which are dedicated to the Universal Apostolic Preference of "journeying with the youth" as the Society of Jesus' foundational desire to follow the mission of Jesus Christ."

As a Catholic school, Boston College High School strives to witness to Christ' mission by helping its students grow in their knowledge of the faith and of the teachings of the Church. This characteristic imparts two dimensions: cognitive and formative. Accordingly, the school provides a four-year academic program in religious education, while giving students an opportunity to deepen their religious and spiritual experiences through liturgical celebrations and retreat programs. To further promote the formation of young men of conscience and compassion, the school requires the completion of an extensive community service program before graduation.

As a college-preparatory school, Boston College High School admits those students who give evidence of being able to handle a demanding academic program. The course of studies helps the student to develop the abilities to read and think critically, to write clearly, and to analyze situations and solve problems effectively. Both the curriculum and the school culture encourage our students to achieve these goals. In addition, a variety of co-curricular offerings provide for the student's spiritual, social, physical, aesthetic and intellectual development. As a result, over ninety-seven per cent of our students go on to attend four-year colleges and universities.

These characteristics - Jesuit, Catholic, college preparatory, as well as a *commitment* to cultural and economic diversity - provide the school with a challenge and a direction with which to engage in contemporary society. The BC High curriculum emphasizes the dignity of the human person as a child of God. The Jesuit ideal commits our students to love of God and neighbor through service in the community, the Church, and the world. By remaining faithful to this tradition, we, the entire Boston College High School community, are able to embody the school's motto: "Ut Cognoscant Te," "That They May Know You" (John 17:3), while striving to pursue the Jesuit ideal, Ad Majorem Dei Gloriam, to do all things "For the Greater Glory of God."

## COURSE SELECTION PROCESS

Each year, all students must take at least the equivalent of six full-year courses. Exceptions to this requirement will be made by the Vice Principal of Teaching and Learning (VPTL) only after consultation with the School & College Counseling Department. Exceptions will be granted only for serious and compelling reasons. In a given year, students are not allowed to take more than two full courses (or the equivalent) in the same department without explicit prior authorization by the VPTL.

### Graduation Requirements

Department	Credits	Requirement
English	4	1 course each year
Theology	4	1 course each year
Language	3	3 courses of the same language during the four years
Mathematics	3	3 courses during the four years
Social Studies	3	3 courses during the four years
Science	3	3 courses (2 of which must be lab courses) during the four years
Fine Arts	1	Coursework and/or performance in school-based activity adding up to 1 credit
DEI Designation*		1 Course aligned with the Center for Diversity, Equity, and Inclusion

- \*For the Classes of 2026 and 2027
- It is strongly advised that students consult with their school counselor to seek advice about college entrance requirements that may exceed the Boston College High School graduation requirements.
- Graduation requirements exist for Community Service and Retreats. Refer to Page 38 for details.

### Course Sequence

Freshman	Sophomore	Junior	Senior
Foundations of Faith	Engaging Scripture and Tradition	Ethics/Social Justice	Religion IV Elective
English I	English II	English III or AP	English IV or AP
Mathematics	Mathematics	Mathematics	Elective
Global History I	Global History II / US Hist / World AP	US History II or AP	Elective
Language	Language	Language	Elective
Biology I	Elective	Elective	Elective
Fine Art Elective	Fine Art Elective	Fine Art Elective <sup>1</sup>	Fine Art Elective <sup>1</sup>
Health & Wellness I	Health & Wellness II	Post-Secondary Seminar	Post-Secondary Seminar

- <sup>1</sup>Fine Arts requirements may be satisfied prior to junior or senior year, thus that course would be unnecessary.
- Students who wish to enroll in Advanced Placement or Honors level courses must be pre-approved. Course Selection Sheets will be distributed after February break. Students enrolling in Advanced Placement courses are required to take the College Board Advanced Placement examination in May.
- Electives are offered subject to enrollment, department staffing, and scheduling.
- Entering freshmen must take placement tests in language and mathematics to be considered for Advanced, Honors, or sophomore level courses.

### Timeline

January	31	Wednesday	Course Selection presentation during study hall
February	26	Monday	Course Selection Sheets distributed in Advisory
February	28	Wednesday	Course Electives Fair
Feb/Mar			Students meet with school counselors
March	8	Friday	Deadline for students to appeal Honors/AP decisions
March	15	Friday	Deadline for department chairs to communicate Honors/AP appeal decisions
March	22	Friday	Deadline for students to enter course selections online and turn in Course Selection Sheets
March	25	Monday	School counselors verify online course requests
June			Scheduling Letters distributed to students prior to the end of the school year

# CENTERS OF HUMAN EXCELLENCE

The Centers of Human Excellence provide a way forward for the school to define human excellence in our Jesuit context. They will help our students most fully grow into men of competence, conscience, compassion, and commitment. As a Jesuit institution, we are part of a global network of schools that are guided by important documents that help shape the formation of our students. Each document has its own purpose but together they present a comprehensive response to the mission of the Society of Jesus. Who is the BC High student? He is a spiritual person, a leader, an innovator, a champion for equity, and a global citizen. He has embraced and experienced the opportunities of the five Centers of Human Excellence at BC High.



The Centers of Human Excellence' Certificate Programs provide an opportunity for students to explore areas of interest. This student-driven academic and formational program dovetails the curriculum with Center programming through an intentional exploration of concepts of interest, self-reflection, and ownership of one's learning. This magis approach to Jesuit education, upon completion, will be recognized at Graduation. The entry point for this track takes place during sophomore year course registration.

## Imago Dei Center for Diversity, Equity, and Inclusion

Human Diversity is a gift that BC High strives to promote, affirm, and celebrate. As a Jesuit, Catholic school, we are committed to justice, equity, and inclusion as they are essential to meaningful learning, personal growth, and loving relationships. Diversity, equity and inclusion are central to our mission. We are committed to building a community that respects and affirms all our members; honoring diversity of race, ethnicity, national origin, physical ability, religion, sexual orientation, and socioeconomic status.

Students taking courses with a DEI Designation should expect to:

- Isolate elements of race, equity and justice as primary focus areas.
- Identify acts of bias and understand the power of being an antiracist.
- Identify various pillars of diversity and the injustices that have unfairly affected themselves and others, either now or historically.
- Examine their own "personal, local, and immediate" experience(s) with inequity and injustice through the content and assessments.

**To earn the Diversity, Equity, and Inclusion certificate, students must fulfill the following requirements:**

Category	Requirement
Course 1	One Course
Course 2	One Course
Course Distribution	Course Selection Represents Two or More Departments
Imago DEI Center Programs	12 Sessions (at least four per academic year (Umbuto Mentor*, Heritage Week/Dinner, Diversity Cabinet, Speaker Series, etc.)
DEI Experience	Students will explore, engage, and learn, about other cultures. The student will engage with the BC High community to report out about their experience. This may be done in the form of community engagement projects, service projects, domestic/international trips, etc.
Reflection	Share your reflection on the DEI Certificate experience. Your reflection should be communicated in three to five minutes. The format is your choice (video, paper, podcast, artwork, etc.).  Please include how you have and may continue to Understand self, others, and context; Explore topics, people, organizations, and places; Connect with communities, experts, and stakeholders; Practice serving others, taking action, and applying your learning; and Discern application of your learning, your impact, and what you learned about yourself and the world.
Exposition	Present your work to an audience as part of "The Showcase", an exploration of art, culture, and pedagogy.

# Michael D. White '70 Center for Emerging Leaders

The Michael D. White '70 Center for Emerging Leaders seeks to form virtuous leaders with the dynamism, self-awareness, and humility needed to be agents of change. We are committed to fostering student growth in the practical skills needed for leadership – effective communication, thoughtful collaboration, and other-centered ambition – to empower our students to serve as transformational leaders. We seek to inspire young men who will lead with the Ignatian charism “Spiritu, corde, practice” – in the Spirit, from the heart, practically.

Students taking courses with a Leadership Designation should expect to:

- Describe and recognize the pillars of leadership in the Ignatian tradition: self-awareness, dynamism, humility, and magnanimity.
- Examine their own leadership style and identify opportunities for growth.
- Develop the interior knowledge that leadership is other-centered and is about empowering others to be their best selves in service of the greater good.
- Relate the pillars of Ignatian leadership to their daily lives and experiences.

To earn the Emerging Leaders certificate, students must fulfill the following requirements:

Category	Requirement
Course 1	One Course
Course 2	One Course
Course Distribution	Course Selection Represents Two or More Departments. The Mike White Center for Emerging Leaders will review academic standing in designated courses throughout the program.
Mike White Center Programs	12 Sessions (at least four per academic year), e.g. Lunch and Learn, Emerging Leaders Cohort Meeting, Field Trip, etc.
Monthly Reflection	Complete a monthly reflection on leadership experiences and engagement with programming and classes.
Leadership Project	Help plan and lead one experiential project for Leadership Programs each Semester, such as: Leadership Council, Emerging Leaders Cohort, Arrupe Leadership Day, Arrupe Advisory, Leadership Summit.
Reflection	Share your reflection on the Leadership Certificate experience. Your reflection should be communicated in three to five minutes. The format is your choice (video, paper, podcast, artwork, etc.).  Please include how you have and may continue to <b>Understand</b> self, others, and context; <b>Explore</b> topics, people, organizations, and places; <b>Connect</b> with communities, experts, and stakeholders; <b>Practice</b> serving others, taking action, and applying your learning; and <b>Discern</b> application of your learning, your impact, and what you learned about yourself and the world.
Exposition	Present your work to an audience as part of the Student Expo.

# Hyde Center for Global Education

Global Citizens are those who continuously seek to deepen their awareness of their place and responsibility, both locally and globally, in an increasingly interconnected world; those who stand in solidarity with others in the pursuit of a sustainable earth and a more humane world as true companions in the mission of reconciliation and justice.

Students taking courses with a Global Designation should expect to:

- Show interest and strive to understand global issues
- Value multiple perspectives and question your own perspective/values
- Reflect on your progress in actively striving to be a global citizen
- Work to identify actions that promote interculturality

To earn the Emerging Leaders certificate, students must fulfill the following requirements:

Category	Requirement
Course 1	One Course
Course 2	One Course
Course Notes	Course Selection Represents Two or More Departments. The Hyde Center will review academic standing in designated courses throughout the program.
Hyde Center Programs	12 Sessions in global programming, e.g. Hyde Global Speaker, approved Lunch & Learns, Summer Reading, Discussion Groups, Field Trip, etc.
Hyde Center Project	Complete a project with a global focus, and present your work to an audience. This could be as part of the Student Showcase, being a speaker for Hyde Scholars, completing Arrupe programming, writing an article in the Eagle, or other approved paths.
Language Engagement	Show continuous engagement in your target language outside of regular classroom activities. This can be through travel, service, additional testing, or other Hyde Center approved programs.
Intercultural Experience	Immerse yourself In another culture and experience different perspectives. This can be done through travel with the Hyde Center, committed service experience, or a sustained experience with a local organization supporting a culture different than your own.
Reflection	<p>You will continuously complete self-reflections to evaluate your work in becoming a global citizen. At the close of the program, you will complete a final reflection project that should be communicated in three to five minutes. The format is your choice (video, paper, podcast, artwork, etc) and will be presented to an audience.</p> <p>Please include how you have and may continue to Understand self, others, and context; Explore topics, people, organizations, and places; Connect with communities, experts, and stakeholders; Practice serving others, taking action, and applying your learning; and Discern application of your learning, your impact, and what you learned about yourself and the world.</p>

# Jack Shields '79, P'06 Center for Innovation

The Shields Center for Innovation believes each student can build their innovation mindset and entrepreneurial self-efficacy. We create the conditions that form action-oriented problem solvers who understand self, others, and context. Through partnerships with our local and global innovation ecosystems and communities, students engage with real-world, real-time challenges. As students identify opportunities, experiment, reflect, and iterate with those they are serving, they recognize their own agency to make an impact.

Students taking courses with an Innovation Designation should expect to:

- Become action-oriented problem solvers who understand self, others, and context
- Build their innovation mindset
- Experience a real-world, contextually-relevant challenge as part of the curriculum
- Apply learning through projects sponsored by community organizations and businesses

To earn the Innovation certificate, students must fulfill the following requirements:

Category	Requirement
Course 1	One Course with an Innovation Designation
Course 2	One Course with an Innovation Designation
Course Notes	Course Selection Represents Two or More Departments. The Shields Center for Innovation will review academic standing in designated courses throughout the program.
Innovation Sessions	Ten Sessions (Lunch and Learn, Activity Block, Field Trip, etc.) Across School Years
Innovation Workshops, Expeditions, Contests, and Challenges	Eight Experiences Across School Years (including one or more sessions specifically for Innovation Certificate students)
Innovation Project	Participation in One Semester of Shields Innovation Ambassadors Program or Shields Innovation Challenge
Reflection	Share your reflection on the Innovation Certificate experience. You will reflect on individual sessions and then overall growth.  Please include how you have and may continue to: <b>understand</b> self, others, and context; <b>explore</b> social challenges, technologies, and industries; <b>connect</b> with innovators, companies, and organizations; <b>practice</b> serving others, taking action, and applying your learning; and <b>discern</b> application of your learning, your impact, and what you learned about yourself and the world.
Exposition	Present your work to an audience as part of the Student Expo

# Center for Ignatian Identity and Formation

We strive to challenge our students to become young men of integrity, educated in faith and for justice, committed to academic excellence and service to others. As a Jesuit, Catholic school, we strive to reflect the diversity of our church and community.

For this upcoming year, the Center for Ignatian Identity and Formation will not offer course designations. This is due to the IIF being closely connected with the Theology Department and that portions of curricula of several required courses delve into the heart of St. Ignatius' experience (Foundations in Faith, Ethics, etc.). In addition, due to mandatory service and retreat requirements throughout each student's time here at BC High, every student has a direct experience in the core of this Center's mission: to engage in Ignatian spirituality and to be companions with Jesus in a mission of reconciliation and justice.

**To earn the Contemplative in Action certificate, students must fulfill the following requirements:**

<b>Category</b>	<b>Requirement</b>
Course 1	One Course with an Innovation Designation
Course 2	One Course with a Leadership Designation
Course 3	One Course with a Global Designation
Course 4	One Course with a DEI Designation
Course 5	Your Center choice
Course 6	Your Center choice
Center Events/Programs	You must attend at least 1 event/program within each of the 4 Centers (Hyde, Imago Dei, Michael White, Shields) For example...lunch & learns, global speakers or presentations, affinity group celebrations or speakers, etc.
Semester Check-Ins	Must meet once per semester with the Center of Ignatian Identity & Formation to go over progress, academic standing in designated course, and focus on area of interest.
Service	Applicants will also be required to fulfill a service experience in both Junior (40 hours) and Senior (25 hours) years that will contribute to a specific focus of the scholar application.
Retreat	The applicants will also have to have a retreat experience in both Junior and Senior years that will frame their discernment, experience and understanding through a spiritual lens.
Capstone Reflection	Share your reflection on the Contemplatives in Action Scholar experience. Your reflection should be communicated in 3-5 minutes. The format is your choice (video, paper, podcast, artwork, etc.). Please include how you have and may continue to: understand self, others, God and context; explore social challenges, communities, needs of those on the margins, the practice of serving others, taking action, and applying your learning; and discern application of your learning, your impact, and what you learned about yourself and the world.

# THEOLOGY

Theology is required of all students for all four years. Seniors may elect one of eight designated courses to fulfill their requirement.

## Course Offerings

### 8100 THEOLOGY I: Foundations of Faith (Freshmen)

This is a survey course designed to bring students to a better understanding of faith in their own lives and the lives of others. The course begins with a unit on St. Ignatius of Loyola and the Society of Jesus. Students then learn about their own spiritual development, the meaning of faith and religious expression through a study of the Hebrew Bible (sometimes referred to as the "Old Testament."). The course helps students develop the attitude of openness needed for further religious study.

### 8200 THEOLOGY II: Engaging Scripture and Tradition (Sophomores)

Having been introduced to the development of relationship between God and God's people during Foundations of Faith, Engaging Scripture and Tradition will allow students to encounter the mission and message of Jesus by studying the Gospel, Acts and the Epistles will be introduced as a way to make connections between the Good News of Jesus and an emerging faith community. Students will be introduced to particular aspects of the Catholic community of faith (sacraments, etc.) through this study. Sophomores will deepen the skills of critical reflection and interpretation, and will be given the opportunity to engage their own faith by dialoguing with the faith history of Catholic Christianity.

### 8300 THEOLOGY III: Ethics (Juniors)

This course equips each student with a systematic approach to investigate the ethical systems at work in the modern world. Students examine both secular and Catholic ethics and are expected to apply their knowledge to various ethical issues, cases, and contemporary problems. Students develop the ability to solve moral problems and deepen the formation of their consciences through philosophical and theological inquiry, while also learning to recognize the stages of moral growth and development. Students become familiar with the Christian vision for humanity and are expected to apply this knowledge of Christian ethics to the Social Justice course offered in the spring. *This course is offered in the first semester.*

### 8300 THEOLOGY III: Social Justice (Juniors)

In this course, students become familiar with the social dimension of the Christian faith through Catholic Social Teaching. Building upon the knowledge gained in Religion II: Hebrew Scripture and Christian Testament, students are introduced to key Papal Encyclicals and Pastoral Letters. This knowledge is tied to the tools of social analysis and theological reflection, which then empowers students to respond to critical contemporary issues as a people of faith. *This course is offered in the second semester.*

**THEOLOGY IV:** Seniors are required to choose one of the following courses to fulfill their Religion requirement:

### 8400 CRITICAL ISSUES (Seniors)

This course examines selected current events in light of the Roman Catholic tradition and Ignatian Spirituality. The class will begin by studying Christian anthropology to lay a foundation for our later coursework. We will grapple with what it means to be human and what it means to have faith, with an eye toward forming your conscience on specific issues to better understand who you are and who God is inviting you to become. We will then turn to topical "hot button" issues, appreciating the different perspectives found in American society around each issue. The Roman Catholic Church's teaching on these issues will also be explored, such that each student will be able to better form his own conscience on the topic at hand. The course hopes to follow Barth's premise that young theologians should "take your Bible and take your newspaper and read both" – and thereby to engage the world through our faith.

### 8490 FAITH, HOPE, LOVE & CLIMATE CHANGE (Seniors)



Living and thinking theologically in a rapidly changing warming world. The frequency, intensity, and duration of a range of 'natural' disasters – droughts, floods, storms, fires – evidence that we are living in an age of extensive environmental change impacting all aspects of life. The social, political, economic, and spiritual crises the world faces will be further exacerbated by continued warming of the earth's atmosphere and oceans and require a multifaceted response. Using Pope Francis's landmark 2015 encyclical, *Laudate Si'*, his 2023 follow-up, *Laudate Deum*, and the work of theologians, both Christian and from other faith traditions, we will explore how to live lives of deep faith, well-grounded hope, and capacious love in a world much in need of each of these.

### 4844 GREEK III HONORS SEMINAR NEW TESTAMENT STUDIES (Seniors)

For this writing-intensive course, students will read selections from the Greek texts of John's and Luke's Gospels. Using these and other texts they will explore the theology of each Evangelist. They will also examine the historical, literary, and cultural backgrounds of the New Testament. This course fulfills the senior religion requirement and/or the third-year language requirement. *Application and Classics Department Approval Required*

### 8450 IGNATIAN STUDIES (Seniors)

This course will present an in-depth look at Ignatius Loyola, the Society of Jesus, and some of the foundational texts that framed their vision, including the Spiritual Exercises. Topics to be covered include the historical context of Ignatius Loyola and the role that Renaissance humanism played in his initial theories; the importance of terms like freedom, imagination, and contemplation in Jesuit/Ignatian spirituality; and significant periods/individuals in the history of the Society of Jesus. The course will engage students in the critical reflection of the Ignatian tradition and the examination of ways to integrate those ideals into their own lives.

### 8410 MODELS OF LEADERSHIP (Seniors)



This course examines what it means to be a “servant leader” in today’s world. The course focuses on the skills of advocacy, mission, cooperation, and empathy. Case studies, reflections on one’s own faith, and research into local community needs will be central learning exercises. There is a significant community development project in the course that will require the student to work outside the traditional classroom setting. This may include visiting service sites, interviewing service providers, and some hands-on service work.

### 8430 RELIGION AND SCIENCE (Seniors)

This course examines the connections between religion and science, from several perspectives. Key questions the course considers are: What does it mean to be religious in a scientific age? Is human nature established genetically or socially? Does evolution conflict with being made in the image of God? The course works toward integrating faith and reason. Main topics of study will include: creation and evolution; genetics, and quantum physics; human nature, and the nature of God. Students will learn contemporary Catholic thinking on recent advancements in science.

### 8480 THE PROBLEM OF EVIL (Seniors)

This course examines evil and suffering in the world, reflecting on the longstanding question: “If God is good, why do bad things happen?” Using Hebrew and Christian Scripture, as well as case studies from the U.S. and abroad, we will study God’s role in the suffering and redemption of humanity throughout salvation history. Students who take this course will be asked to reflect on the role of moral agency (as it both causes and alleviates suffering), the differences between personal and communal suffering, and the impact of Jesus’ cross and resurrection in the lives of those who suffer.

### 8420 WORLD RELIGIONS (Seniors)



The purpose of this course is to broaden the students’ understanding and appreciation of the major world religions and their particular understanding of what it means to be a person of faith: Indigenous traditions, Hinduism, Buddhism, Confucianism and Taoism. The monotheistic traditions of Judaism and Islam will also be examined as part of this survey. An important component will be to examine how these different world traditions respond to issues of faith while fostering religious tolerance and a more informed dialogue between cultural and religious values.

# ENGLISH

An English course is required in each of the four years. In addition, students may choose additional offerings listed as electives.

## Advanced Placement Courses:

In recommending students for AP English courses, the Department considers an array of data including writing samples, grades, teacher and guidance counselor recommendations, the maturity of the student, potential for success in the course, enthusiasm for the subject, and ability to contribute to the class.

## Course Offerings

### 1010 ENGLISH I (Freshmen)

This foundational course will develop students' critical reading and writing skills. Students will develop a common vocabulary of literary terms and techniques, write analytical and reflective essays, and read a variety of texts ranging from short stories and African American fiction to Homer's *Odyssey*. These works may be augmented with selections of poetry and drama as well.

### 1020 ENGLISH II - AMERICAN LITERATURE (Sophomores)

This course surveys texts of significant artistic and literary merit that encapsulate unique and diverse perspectives on the American experience, ranging from our Puritan past to the present day. Varying in style and genre, texts include the novels *The Catcher in the Rye*, *Their Eyes Were Watching God*, *The Great Gatsby*; the plays *The Crucible* and *A Raisin in the Sun*; varied selections from Ernest Hemingway; and selections from Imagist and Harlem Renaissance poetry. In addition to near-nightly reading and annotation, emphasis is placed on building vocabulary in context and, most importantly, intensive expository writing in preparation for the Sophomore Essay Exam, for which proficiency is required for matriculation into junior year.

### 1024 ENGLISH II HONORS - AMERICAN LITERATURE (Sophomores)

English II Honors is an independent asynchronous course which students elect to take alongside English II: American Literature. Successful completion of all course requirements will earn the student an honors designation on his transcript. The course is designed to engage passionate students through deeper exploration into genre text, non-fiction, drama, and multimedia. Students in honors commit to attending off campus events, like plays and author talks. English II Honors students must also read an additional book as part of their summer reading. Teachers may recommend students for English II Honors whose Semester 1 grade is at least a B and who demonstrate maturity, enthusiasm for English, and an appetite for scholarship. Students not initially recommended for Honors but who still wish to enroll in the course must meet with and be approved by the chair of the English department.

**Junior English:** Juniors are required to take either English III or English Literature & Composition AP.

### ENGLISH III (Juniors)

This course focuses on literature ranging from before the 18<sup>th</sup> to the 21<sup>st</sup> century, often spanning a variety of countries and traditions. Students choose their own concentration of English III that focuses on specific themes. Within each concentration, students will read, discuss, and analyze a variety of texts, including poems, short stories, epics, plays, and novels. Writing for the class will focus on developing one's own critical thesis and integrating primary and secondary source quotes, culminating in the junior term paper, an independent reading and research paper due in April and required for matriculation into senior year.

Students should indicate a preference of the following five concentration areas:

#### 1036 Caribbean Writers



This course introduces students to the literary works of 20<sup>th</sup> and 21<sup>st</sup> century writers in the Caribbean, focusing on countries including Haiti, The Dominican Republic, Jamaica, Antigua, and diasporic Caribbean communities in the U.S. Novels, short stories, and poems are accompanied by essays and films that examine race and intersectional theories of gender, ethnicity, and class in the contemporary Caribbean. Course themes include gender roles in plantation slavery and after colonialism, race and citizenship, colorism, migration, religion, and tourism.

#### 1032 The Celtic Realms

This multi-genre course explores the themes, issues, and historical background of authors writing from regions of Celtic origin, predominantly Ireland. Topics addressed may include Ireland's fight for independence, post-Colonialism, and the negotiation of a "national" literature and identity. In addition to our study of literature, there will be a continued emphasis on vocabulary growth, language skills, and mastery of the expository essay. Possible authors include William Butler Yeats, JM Synge, Colum McCann, Seamus Heaney, James Joyce, Patrick Kavanagh, Seamus Deane, and more.

#### 1031 The Fiction of Freedom



Ranging through the mountains of Japan and Pakistan, along the shores of Nigeria and Britain, and across the desert sands of both the American West and fictional planets, this course will untangle the paradoxical relationship between the global need for liberation and the economic, gendered, colonial, moral, and environmental powers that oppose it. Are we masters of our own fates, or are we merely cogs inside systems that have long controlled us? Possible authors include Chinua Achebe, Louise Erdrich, Shusaku Endo, William Shakespeare, Mohsin Hamid, Mary Shelley, Octavia Butler, Chigozie Obiama, Ursula K. Le Guin, Hernan Diaz, and others.

### 1033 Gothic Literature: Horror and Monstrosity



Gothic literature has been terrifying, inspiring, and delighting readers since the 18th century. We have the Gothic to thank for our enduring fascination with monsters and the supernatural, from ghosts to vampires, mutants to zombies, aliens to killer robots. This fiction-based course will examine the themes and techniques of Gothic literature, as well as other genres of art it has influenced, such as music, film, graphic novels, and video games. Of particular interest will be the ways in which contemporary writers of color adopt Gothic modes to explore issues of race, gender, and identity. Possible authors include Charlotte Perkins Gilman, Shirley Jackson, Chesya Burke, Tananarive Due, Stephen Graham Jones, Silvia Moreno-Garcia, and Junji Ito.

### 1035 The Story of Power

This course will explore the origins and social manifestations of different types of power, viewing it through the lens of issues like race, gender, imperialism, totalitarianism, capitalism, class, and climate change. Using a variety of different texts, this course will investigate the important relationship between power and storytelling: who gets to tell their own stories, who does not, and how does this promote (or prevent) social change? Possible authors include William Shakespeare, Chinua Achebe, Margaret Atwood, George Orwell, Oscar Wilde, Mary Shelley, Yaa Gyasi, and Imbolo Mbue.

### 1034 ENGLISH III HONORS (Juniors)

English III Honors is an independent asynchronous course which students elect to take alongside English III. Successful completion of all course requirements will earn the student an honors designation on his transcript. The course is designed to engage passionate students through deeper exploration into genre text, non-fiction, drama, and multimedia. Students in honors commit to attending off campus events, like plays and author talks. English III Honors students must also read an additional book as part of their summer reading. Teachers may recommend students for English III Honors whose Semester 1 grade is at least a B and who demonstrate maturity, enthusiasm for English, and an appetite for scholarship. Students not initially recommended for Honors but who still wish to enroll in the course must meet with and be approved by the chair of the English department.

### 1039 ENGLISH LITERATURE AND COMPOSITION AP (Juniors)

English Literature and Composition AP is an intensive, college-level course dedicated to a careful reading and critical analysis of imaginative literature and literary criticism. Beginning with a choice of summer reading novels, students will read a wide array of both classic and contemporary texts, spanning from pre-1800 to the 19th, 20th, and 21st centuries. In preparation for the AP exam in May, students will read and discuss novels, short stories, poems, and plays, with an eye toward literary analysis and the complexity of language. Writing for the class will focus on developing one's own critical thesis and integrating primary and secondary source quotes, culminating in the junior term paper, an independent reading and research paper due in April and required for matriculation into senior year. Possible major texts may include some of the following: *Beowulf*, *Oedipus Tyrannus*, *Frankenstein*, *Wuthering Heights*, *Macbeth*, *Othello*, *Moby-Dick*, *Beloved*, *Ceremony*, *Disgraced*, *Heart of Darkness*, *The Importance of Being Earnest*, and more. It is strongly recommended that students taking AP Literature love to read and write and wish to deepen their relationship with fascinating and challenging literature.

**Department Recommendation Required**

### 1038 ENGLISH LITERATURE AND COMPOSITION AP (Juniors)



This section of AP Literature will examine how authors write novels, plays, and poetry that grapple with difficult questions relating to diversity, equity, and inclusion: How have authors experimented with formal methods of giving voice to the voiceless? How can literary artifice and symbolism express the plight of the marginalized? How do the ghosts of failing to reckon with the past haunt the present? How might generational trauma be ultimately healed? Analyzing literary works along with their critical and cultural reception, this class will examine why and how literature reveals underlying truths about gender, race, class, history, and modern society.

**Senior English:** Seniors are required to take either English IV, AP Language, or AP Literature (if they did not take AP Literature as juniors).

### ENGLISH IV (Seniors)

All English IV classes will read a variety of texts including fiction, non-fiction, memoir, drama, and poetry, emphasizing contemporary and traditionally marginalized voices alongside canonical authors. Students will learn how to write an effective college essay in the fall, and the course culminates in the Senior English Writing Project, successful completion of which is a requirement for graduation. Students may choose their preferred concentration of English IV, each focusing on a distinct topic or theme. (Specific texts and authors for each concentration will be announced at the beginning of the school year.)

**Students should indicate a preference of the following six concentration areas:**

### 1043 The Art of Food Writing

Though "man does not live by bread alone," food is integral to our lives in many ways. In this course, students will read various texts that speak to the importance of food as nourishment for body, soul, and culture. Students will study a range of texts from chefs' memoirs, cookbooks, food essays and restaurant reviews, to novels and plays that feature food in subtle or unusual fashion. Students will reflect and write on the role food plays in their lives and may even venture into the kitchen!

### 1044 Damnation and Divinity

This course will seek to understand how literature has wrestled with the problem of sin, evil, and the depiction of hell itself. From classical images of the devil as a fallen angel and Dante's famous "Abandon all hope, ye who enter here" to modern

interpretations of hell as constructed by human hands, this course will explore a wide range of literature in an attempt to understand not only the demonic but also where God can be found in even the darkest places.

#### 1049 Eminent Outlaws: Voices from the Margins



Focusing on literature written by individuals on the margins of society, this course examines how texts have pushed the bounds of social convention, political discourse, legal rights, and moral sensibility to include those formerly—or, in some cases, currently—viewed as outlaws or outcasts. The essential question of the class will be: How have these authors rewritten “our” story by writing their own stories? We will pay close attention to the ways in which the texts approach race, ethnicity, gender, class, and sexuality, focusing on writings by Blacks and African Americans, women, LGBTQ+ people, Asian Americans, Latinx and Hispanics, and people with intersectional identities.

#### 1046 The Frontier

The reluctant hero. The outlaw. The wanderer. Blood pooling along the dusty trail. More than mere geography, the word “frontier” captures the enduring myths about freedom, the edge of civilization, and in many ways, America itself. This course will range through books, articles, and films, seeking to understand why the frontier still looms so large in our national identity and imagination. From Native American tradition to the Vietnam War to Silicon Valley dreams of colonizing Mars, all can be found on The Frontier.

#### 1047 Mythology and Epics of World Literature

Peering through the lens of world mythology, this course will dive into adventure and heroic archetypes via a rich array of epic poems and sagas from around the world. Legends will be told! Songs of heroism will be sung! Come explore a range of myths and epics from a variety of cultures including, but not limited to: Icelandic/Norse, Apache, Shoshone, Melanesian, Maori, Mayan, Incan, Inuit, Chinese, Japanese, and Swahili.

#### 1042 Values and Visions



What does it mean to be a moral leader? This course will examine fictional and non-fictional experiences of leadership through the lens of The Graduate at Graduation: being Open to Growth, Intellectually Competent, Loving, Religious, and Committed to Doing Justice. How might reading others’ stories challenge and enrich one’s own ability to lead morally and effectively? Why do so many leaders cite their own reading as a foundation of their lives? How might examples of failed leadership also instruct us in meaningful ways?

#### 1048 ENGLISH LANGUAGE AND COMPOSITION AP (Seniors)

In studying the world of Greek epics and Shakespearean tragedies, English students have few opportunities to engage in the analytic study of non-fiction texts. As opposed to looking at the world as authors imagine it to be, this class focuses on analysis and writing about the world as it is. Students will look at the choices authors make in presenting our world and their arguments to their audiences. This is a course based on effective writing and critical reading intended for students who have mature writing skills and an awareness of style and rhetoric. Given the range of texts and assignments, students in English Language and Composition AP must love reading, writing, and language. Assessment is primarily portfolio based, and students will write in a variety of creative and analytic genres. Publication of a personal composition is a requirement for an “A” grade. Students should expect to write (and revise) between 3-5 papers per quarter and keep a daily notebook, in addition to reading a range of nonfiction literature, both as a class and independently. Successful completion of the summer reading and the accompanying assignment are mandatory. This course culminates in a senior paper, which is a requirement for graduation. *Department Recommendation Required*

#### 1058 ENGLISH LITERATURE AND COMPOSITION AP (Seniors)

Assiduous reading and frequent writing lie at the heart of this college-level course designed for the lover of literature. With pen in hand, we will read—and reread—with an eye to piecing together meaning and delineating the range of literary techniques myriad writers use to walk us through their fictive worlds, which will range from ancient Greece to medieval Italy to post-apocalyptic America. This course will prepare you for college as well as the AP exam and, perhaps, life. We will expand our lexicon of literary terms and work to broaden our vocabulary. Reading, annotating, and writing will become daily habits. In addition to the formal critical essays that will be assigned every few weeks, you will keep a “commonplace book” in which you record and explicate striking passages, define unfamiliar words, and address themes relevant to the values outlined in the “Graduate at Graduation.” The course culminates in a substantive essay that interweaves literary criticism and autobiography. Plan to read two challenging novels over the summer, before experiencing many of the following masterpieces: *Oedipus*, *Hamlet*, *The Inferno*, *Mrs. Dalloway*, *Waiting for Godot*, *A Portrait of the Artist as a Young Man*, *The Sound and the Fury*, *Moby-Dick*, *Housekeeping*, *Father & Sons*, *Invisible Man*, *Beloved*, and *The Road*. *Department Recommendation Required*

## Semester Elective Offerings

#### 1630 CREATIVE WRITING (Juniors/Seniors)

This **semester** course serves as an introduction to creative writing, designed to help students develop skills in drafting, writing, and editing poetry and short fiction. The course employs a workshop format with emphasis on the writing and revision process. Students who are skilled writers but would like to think more imaginatively and creatively in their composition pursuits will find a home here. The class assumes competence in the basic expository writing forms as a prerequisite.

#### 1700 FILM, MEDIA, AND SOCIETY (Juniors/Seniors)

This **semester** course examines the evolution of the moving picture from its early reception as a cultural entertainment phenomenon to

its current place as a medium of critical interpretation. Students are asked to study not only the history of film, but also its place within culture, examining the artistry of both American and International directors. Students will think critically and write about the movies they see (both in class and as outside assignments). This course engages the mind and seeks to have students “talk brilliantly enough about a subject [to the end that] they become masters of it” (Stanley Kubrick).

#### 1740 MODERN AMERICAN DRAMA (Juniors/Seniors)

This **semester** course will focus on the rise of drama as an integral part of American literature and culture. The class will begin with a close reading of plays by such luminaries as Eugene O’Neill, Tennessee Williams, and Arthur Miller, who brought American drama to the forefront of American culture and society in the early and mid-20<sup>th</sup> century. Students will then explore the great diversity of voices in American theater, including August Wilson, Wendy Wasserstein, David Henry-Hwang, and Tony Kushner. Our study will approach drama as literature, exploring the unique features of drama as it has developed in the American context. We will pay close attention to the ways in which drama reflects changes in American society, provides an impetus for social change, and gives voice to those on the margins, especially women, African Americans, the LGBTQ community, Asian-Americans, and Hispanics/Latinos.

#### 1750 THE NEW STORYCRAFT: THE ART OF VIDEO GAMES, FILM, AND GRAPHIC NOVELS (Juniors/Seniors)

How does the camera—the invisible witness—influence emotion in a film? How does layout and paneling convey import in the graphic novel? What happens when gameplay and story undercut each other in the realm of video games? This **semester** course asks students to explore how, through contemporary media, creators process and share not only their past traumas, philosophical inquiries, and societal criticisms, but also, their profound hope. For their semester project, students will select and read either Snyder’s *Save the Cat!*, Gaiman’s *Panel One*, or Giglio and Bryant’s *Slay the Dragon* in order to script their own screenplay, ink their own comic, or design their own video game.

#### 1660 OLD ENGLISH AND OLD NORSE (Juniors/Seniors)

Did you like *Beowulf*? Know this: the reading of *Beowulf* during junior year merely scratches the surface of a vast body of literary treasures. In this **semester** course, we will delve deeper into the literature of the dark ages, not only by reading other pivotal Old English texts, but also by enlarging our scope to include Old English’s not-so-distant cousin: Old Norse, the language and culture which gave us the mythological world of Yggdrasil, Odin, Loki, and Thor. This course will also function as an introduction to the pronunciation, morphology, and grammar of Old English, enabling students to read and appreciate Old English literature in its original form. Through collaborative study and discussion, students will enrich their understanding of the history and traditions of these awe-inspiring ancient nations.

#### 1760 OTHER VOICES, OTHER ROOMS (Seniors)



This **semester** course will take a close look at the immigrant experience and growing up BIPOC in the United States. What does it mean to be an “other” in this society and culture? Who is visible? What does it take to be seen or recognized? The course will read coming-of-age works by African American, Afro-Caribbean, Vietnamese, and Native American authors. Proposed readings may include *The Only Good Indians* by Stephen Graham Jones; *Street Shadows* by Jerald Walker; *Sigh, Gone* by Phuc Tran; *The Sympathizer* by Viet Nguyen; and/or *Undocumented* by Daniel Padilla Peralta.

#### 1800 PHILOSOPHY I: Good Will Hunting (Juniors/Seniors)

First, in this **semester** course, students will assiduously watch the film *Good Will Hunting* together as a class. Then, using the film as a shared storehouse of images, students will allow their insights into those images to guide them backward into classic, philosophical problems: self-knowledge, the value of education, happiness, the problem of pain, alienation, mind and body, inquiry and insight, knowledge vs. opinion, knowledge vs. wisdom, the philosopher vs. the sophist, freedom and responsibility, consciousness and conscience, God and Godlessness, innate vs. acquired talents, genius, virtue, contradiction, moral luck, platonic and erotic love, friendship, power, humor, class, dramatic bias, and many more. Students will read primary source excerpts on these topics as they naturally emerge as a function of student inquiry. Heavy emphasis will be placed on personal, student reflection papers and each student will be required to present on a philosophical problem of his choice using the philosophybites.com website and *The Stanford Encyclopedia of Philosophy*.

#### 1801 PHILOSOPHY II: Gone Baby Gone (Juniors/Seniors)

First, in this **semester** course, students will assiduously watch the film *Gone Baby Gone* together as a class. Then, using the film as a shared storehouse of images, students will allow their insights into those images to guide them backward into the three major strands of ethical theory: virtue ethics, deontological ethics and utilitarian/consequentialist ethics. Students will read primary source excerpts in these strands as they naturally emerge as a function of student inquiry. Heavy emphasis will be placed on personal, student reflection papers and each student will be required to present on a philosophical problem of his choice using the philosophybites.com website and *The Stanford Encyclopedia of Philosophy*. **Philosophy I is not required to take this course.**

#### 1765 HIP HOP AS LITERATURE (Juniors/Seniors)

Hip-hop, both as a form of music and a cultural phenomenon, is ubiquitous—it can be seen at play everywhere around us in contemporary culture. As a result, it is worth engaging critically with hip-hop music and culture in attentive and literate ways. This music-based course (with occasional non-fiction readings) will focus not only on the techniques and aesthetics of hip-hop through the years, but also on the complex issues of race, class, gender, and identity that hip-hop, as a cultural institution, has explored since its inception. This course will seek to stretch your understanding and appreciation of this vital art-form, all while celebrating the ability of hip-hop through the years to function as a reflective, insightful, incendiary, and even revolutionary form of discourse.

# MATHEMATICS

Three years of mathematics are required for graduation with the student having completed a third level course before graduating. It is highly recommended that students who are going to major in mathematics, science, pre-med, or pre-dental in college take a fourth year of Mathematics. Graphing Calculators must be purchased for any course beyond Algebra II. The TI-84 Plus calculator is recommended.

## Course Offerings

### **2010 ALGEBRA I (Freshmen)**

This course is an axiomatic approach to the structure of algebra with emphasis on understanding the techniques of algebra and problem-solving. From a review of arithmetic computation it moves through the methods of solving equations, factoring, working with fractions, inequalities, graphing, irrational numbers and quadratic functions.

### **2011 ALGEBRA I ADVANCED (Freshmen)**

This course is an axiomatic approach to the structure of algebra with emphasis on understanding the techniques of algebra and problem-solving. From a review of arithmetic computation it moves through the methods of solving equations, factoring, working with fractions, inequalities, graphing, irrational numbers, quadratic functions, rational functions, and radicals. *Department Recommendation Required*

### **2020 GEOMETRY (Freshmen)**

This course uses precise language to master geometric concepts, terms, and spatial relationships. Concepts include deduction, induction, perpendicular and parallel lines, congruence, similarity, symmetry, transformations, right triangles, triangle trigonometry, polygons, circles, areas, and volumes. Knowledge and understanding of structures in mathematics and the nature of proof are main goals. Arithmetic and algebra are an integral part of the course. *Department Recommendation Required*

### **2021 GEOMETRY (Sophomores)**

This course uses precise language to master geometric concepts, terms, and spatial relationships. Concepts include deduction, induction, perpendicular and parallel lines, congruence, similarity, symmetry, transformations, right triangles, triangle trigonometry, polygons, circles, areas, and volumes. Knowledge and understanding of structures in mathematics and the nature of proof are main goals. Arithmetic and algebra are an integral part of the course.

### **2024 GEOMETRY WITH ALGEBRA II HONORS (Freshmen/Sophomores)**

This is an accelerated course that will cover Geometry in the first part of the year and begin Algebra II in the latter part of the year. *Department Recommendation Required*

### **2031 ALGEBRA II LEVEL I (Sophomores/Juniors)**

This course is an axiomatic approach to the structure of algebra with emphasis on understanding the techniques of algebra. A quick review of Algebra I will be followed by topics such as: relations, functions, quadratic equations and inequalities, conic sections, and exponential and logarithmic functions. Additional topics such as complex numbers, matrices, progressions, and binomial expansion will be studied, if time permits.

### **2030 ALGEBRA II LEVEL II (Juniors)**

This course is intended for students who put forth strong effort (i.e., participate in class, complete homework assignments, seek extra help on a regular basis) but still struggle in math. The course begins with an intensive review of Algebra I. Additional topics include matrices and determinants, quadratic functions, polynomial functions, powers, roots and radicals, exponential and logarithmic functions, rational equations and functions, and quadratic functions. *Department Recommendation Required*

### **2034 ALGEBRA II/TRIG HONORS (Sophomores/Juniors)**

This course presumes students began Algebra II the previous year. This is a course that will complete Algebra II and will spend the remainder of the year on trigonometry/advanced mathematics. Successful completion of this course ordinarily leads to Precalculus Honors and in some instances Calculus Honors or Calculus AB AP. *Department Recommendation Required*

### **2400 PRECALCULUS (Juniors/Seniors)**

This course is recommended for students who achieved a minimum of a C average in Algebra II. This course is an excellent foundation for students who wish to later take Calculus, since it covers many rigorous topics. These topics include trigonometry as a basis for calculus, polynomial functions and their zeros, function analysis and graphing, complex numbers, sequences, series, logarithms and exponents. This course is generally not intended for students who have already completed Algebra II Honors.

### **2401 PRECALCULUS LEVEL II (Seniors)**

This course is intended for students who took Algebra II Level II and want to continue with a fourth year of math. The course prepares students for a core course in math in college. Topics include graphing and solving quadratic equations and inequalities, solving polynomial functions, exponential and logarithmic functions, sequences and series, probability and statistics, trigonometric ratios, functions, equations, graphs, and identities. *Department Recommendation Required*

#### **2404 PRECALCULUS HONORS (Juniors/Seniors)**

This course is for students who took Algebra II Honors or excelled in Algebra II. Both the pace and the depth of material are more rigorous than the non-honors class. The course begins with function analysis and explores all the necessary topics for studying calculus in college. Applications of mathematics to various fields will be stressed. Topics include analysis of trigonometric functions, polynomial functions and their zeros, function analysis, and graphing, complex numbers, sequences, series, probability, logarithms and exponents, and, if time permits, an introduction to calculus. *Department Recommendation Required*

#### **2508 STATISTICS AP (Juniors/Seniors)**

This is an AP course that involves the study of chance occurrences (probability) and numerical data (statistics). The topics for the course are divided into four themes: exploratory analysis, study planning, probability, and statistical inference. Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from those patterns. Data must be collected according to a well-developed plan. Probability is the tool used to anticipate what the distribution of data will look like under a given model. Statistical inference will guide the selection of an appropriate model for handling data. A Graphing calculator is required. *Department Recommendation Required*

#### **2334 CALCULUS HONORS (Juniors/Seniors)**

This course is an alternative to Calculus AB AP. It is equivalent to a first-semester calculus course for a math or science major at most colleges. Topics include analytic geometry, limits, continuity, differentiation and integration of polynomials, rational, logarithmic, exponential, and trigonometric functions in a single variable, applications to maximum and minimum problems, and volume of a solid of revolution. A Graphing calculator is required. *Prerequisite: Precalculus, Precalculus Honors, or Algebra II Honors. Note: This course is not recommended for juniors who wish to take Calculus senior year. Department Recommendation Required*

#### **2338 CALCULUS AB AP (Juniors/Seniors)**

This Advanced Placement course is an approach to calculus which emphasizes applications and theory. It is equivalent to a first-year calculus course for a math or science major at most colleges. This course covers all topics on the AB syllabus for the Advanced Placement exam. Topics include analytic geometry, limits, continuity, differentiation and integration of polynomials, rational, logarithmic, exponential, and trigonometric functions in a single variable, applications to maximum and minimum problems, and volume of a solid of revolution. A Graphing calculator is required. Calculus AB may not be taken after Calculus Honors. *Prerequisite: Precalculus Honors or Algebra II Honors. Department Recommendation Required.*

#### **2408 CALCULUS BC AP (Juniors/Seniors)**

This course is for students who took Calculus AB AP in junior year and will follow the BC syllabus for the Advanced Placement exam. It will review the calculus studied in junior year and will include the following advanced topics: additional integration techniques, L'Hopital's Rule, improper integrals, parametric curves, polar curves, infinite sequences and series, Taylor polynomials, and differential equations. A Graphing calculator is required. *Prerequisite: students must have successfully completed Calculus AB AP. Department Recommendation Required*

#### **2608 MULTIVARIABLE CALCULUS (Seniors)**

This college level course is a continuation of the student's study of calculus, extending the single variable concepts to three and more dimensions. Topics covered include vectors and the geometry of space, dot and cross product, surfaces, cylindrical and spherical coordinates, vector valued functions, differentiation and integration of vector valued functions, functions of several variables, partial derivatives, differentials, multiple integrals, jacobians, line integrals, Green's Theorem, and Stokes' Theorem. Other topics will be explored as time permits. A Graphing calculator is required. *Prerequisite: students must have successfully completed Calculus BC AP as juniors, with an outstanding AP exam grade. Department Recommendation Required*

#### **2609 LINEAR ALGEBRA CL (Seniors)**

This college level course is designed to replicate the material seen in an undergraduate Linear Algebra course and expose students to higher level math outside Calculus. Topics will include operations of matrices, linear systems of equations, Gauss-Jordan elimination, subspaces, linear independence, bases, dimension, determinants, orthogonality and orthogonalization, eigenvalues and eigenvectors. Time permitting abstract vector spaces and singular value decomposition will be discussed. *Prerequisite: student must have successfully completed Calculus AB AP as juniors, with an outstanding AP exam grade. Department Recommendation required.*

## **Full-Year Elective Offerings**

#### **2900 COMPUTER PROGRAMMING (Sophomores/Juniors/Seniors)**



This is an introductory course in computer programming. This course is intended to develop sound programming skills. Object oriented programming will be emphasized. Programs will demonstrate applications in mathematics, business, science, simulation, natural language processing, and games. There will be weekly programming assignments. *Department Recommendation Required*

### 2918 COMPUTER SCIENCE A AP (Juniors/Seniors)

The course emphasizes programming methodology, algorithms and data structures. The Java programming language is necessary as a means for illustrating the above areas. Topics covered include design, coding, documentation, language features, data structures, and control structures. Advanced topics such as linked lists, binary trees, searching, and sorting will be addressed. *Prerequisite: Computer Programming or Introduction to Computer Programming. Department Recommendation Required*

### 2950 INTRO TO ARTIFICIAL INTELLIGENCE AND ROBOTICS HONORS (Juniors/Seniors)



This is an introductory course centered on the intersection of artificial intelligence and robotics. Topics covered include kinematic motion modeling, probabilistic inference, localization, tracking, path planning, and PID control. Throughout the duration of the course, students will design computer programs utilizing these concepts to understand robotics and demonstrate competency in general problem solving. *Prerequisite: Computer Programming or Department Approval*

### 2500 PROBABILITY AND STATISTICS (Juniors/Seniors)

This is an introductory course that involves the study of chance occurrences (probability) and numerical data (statistics). Beginning with an introduction to the vocabulary and ideas behind statistics, students will build from basic probability and data analysis to more complex problems involving the normal curve and its myriad of applications. Students will learn how to collect and analyze data, and use those analyses to predict future outcomes of events. Topics include measures of central tendency, variability and position, categorical and bivariate data analysis, probability and its uses, and the normal curve and its applications.

## Semester Elective Offerings

### 2700 FINANCIAL ALGEBRA (Juniors/Seniors)

The rationale for this **semester** course is to provide students with a basic understanding of the financial markets, financial products, and financial institutions through the application of mathematical models such as piecewise defined functions, regression equations, exponential functions, linear and quadratic systems as well as the concept of limit. The knowledge acquired in this course will help students navigate everyday financial decisions. Students will also acquire in-depth knowledge of mortgages, credit cards, the banking system, insurance products, real estate, and the stock market.

### 2901 INTRODUCTION TO COMPUTER PROGRAMMING (Juniors/Seniors)

This **semester** course provides an introduction to computer programming using the Java language. The course will cover the basic topics of variables, assignment, data structures, methods, and control statements including loops. Students will also get an introduction to basic algorithms in the context of programming.

### 2701 PRINCIPLES OF SOCIALLY-JUST ENTREPRENEURSHIP (Juniors/Seniors)



This semester course provides students with an understanding of how to launch a business and an opportunity to reflect on those practices through a lens of social justice in the Ignatian tradition. Readings, guest speakers, and collaborating on a business plan and launch to a venture are key components of the course. Topics may include Budgeting, Cost Projections, Profit Margin Analysis, Sales Forecasting, Investment Planning, Creative Problem Solving, Product Development, Accounting, Social Venture Formulation and Commercialization.

## SOCIAL STUDIES

Three years of Social Studies are required for graduation. All freshmen must take Global History I. As sophomores, students will take either Global History II during the first semester and United States History I in the second semester (or Global History II Honors and United States History I Honors) or they will take World History AP. In the junior year, students will take either United States History II or United States History AP. As seniors, students have the opportunity to take United States History AP (assuming the student did not take the course during his junior year), European History AP, Government AP, Economics AP, or any of the semester electives offered by the department. Please note that the aforementioned semester electives do not count toward the three-year requirement for graduation. Students who complete Greek II Honors with the Classics Department will be credited with fulfilling the third-year requirement for social studies. Any student taking Greek I Honors during sophomore year may be enrolled in United States History.

### Honors and AP courses:

Students who register for Honors or AP courses should expect rigorous assessments, challenging texts, and must be eager to learn new material. Please see the course descriptions provided for more detailed explanations of each course.

## Course Offerings

### 3010 GLOBAL HISTORY I (Freshmen)

Global History encourages students to appreciate the rich diversity in history and to recognize the influence of past cultures on the present. Beginning with classical civilizations, students survey defining events and influential societies of Afro-Eurasia and the Americas through the 19<sup>th</sup> century. Students examine various social, political, cultural, and economic events that have shaped the world's cultures from ancient history to today. Students analyze principal economic, intellectual, demographic, and political interactions between societies and consider how these interactions changed the course of world history. This course continues into the first semester of sophomore year as Global History II and will cover key events of the 20<sup>th</sup> and 21<sup>st</sup> centuries.

### 3908 WORLD HISTORY AP (Sophomores)



World History AP is a college-level course designed to explore human history from 8000 B.C. to the present. Students in this course will explore the evolution of global processes and interactions between different types of human societies. In preparation for the World History AP exam, students will be asked to critically evaluate primary and secondary sources and focus on historical writing through essay and document-based questions. Upon completion of this course, students will have a broad understanding of the global connections that have shaped our present world. *Departmental Recommendation Required.*

The following are two semester components of one course: 3011

### GLOBAL HISTORY II (Sophomores Semester 1)

This course will continue the study of Global History from freshman year. Students will follow the themes from Global History I and will survey the defining events and influential societies of Afro-Eurasia and the Americas from the 19<sup>th</sup> through the 21<sup>st</sup> century.

### UNITED STATES HISTORY I (Sophomores Semester 2)

This course surveys the history of our nation from the movement for independence through the Civil War. Students will develop their historical skills and perspective by concentrating on certain topics and themes within that story. Particular attention is paid to the political and constitutional development of the country from the period of the American Revolution through the Age of Jackson to the beginning of the Civil War. This course continues into the junior year as United States History II.

3014 Or the Honors level of the same two semester course:

### GLOBAL HISTORY II HONORS (Sophomores Semester 1)

*Departmental Recommendation Required*

### UNITED STATES HISTORY I HONORS (Sophomores Semester 2)

*Departmental Recommendation Required*

The following course is an option for students enrolling in Greek I Honors. Alternatively, students may choose to take Global II/US History I Honors followed by US History AP or US History II with the understanding that two semesters (1 year) of United States History is required for graduation.

### 3020 UNITED STATES HISTORY (Sophomores)

This course surveys the history of our nation from the movement for independence until today. Students will develop their historical skills and perspective by concentrating on certain topics and themes within that story. Particular attention is paid in the first semester to the political and constitutional development of the country from the period of the American Revolution through the age of Jackson to the Civil War. In the second half of the year students will explore the impact of industrialization and immigration on society, the economy, and politics. Considerable attention is also paid to American foreign policy in the world wars and the contemporary world. The course uses the Internet for research of historic events from this time period.

### 3032 UNITED STATES HISTORY II (Juniors)

This course will continue the study of United States History from sophomore year. Students will follow the themes from United States History I and will investigate the key movements and events from the Civil War through the start of the 21<sup>st</sup> century. Specifically, at the start of the year students will explore the impact of industrialization and immigration on society, the economy, and politics. Later, considerable attention is paid to American foreign policy in the world wars and the contemporary world. In addition to content, special attention will be given to skill development, particularly writing and the elements of a research essay.

### 3708 UNITED STATES HISTORY AP (Juniors/Seniors)

This course will prepare students for advanced college work by making demands upon them equivalent to those of a full year college introductory course in US History. The course will deal with the colonial period, the American Revolution, the Jacksonian period, the Civil War and Reconstruction, Populism and Progressivism, the New Deal, World War II, the Cold War, and beyond. The course and the textbook have their own websites. There is extensive use of primary and secondary sources as well as use of the Internet for research of historic events. *Departmental Recommendation Required*

### 3709 UNITED STATES HISTORY AP (Juniors/Seniors)

	<p>This section of US History AP will prepare students for advanced college work by making demands upon them equivalent to those of a full year college introductory course in US History. From the colonial period to the Cold War and beyond, this course will create an immersive experience in which students explore race, racism, and anti-racism, as well as the intersectionality of sex and gender within the context of US History. Interactive lessons will provoke thoughtful discussion, grounded in social justice and in alignment with BC High's <a href="#">Diversity, Equity &amp; Inclusion Mission Statement</a>. There is extensive use of primary and secondary sources as well as research of historic events. <i>Departmental Recommendation Required</i></p>
--	---

### 3608 ECONOMICS AP: MICROECONOMICS AND MACROECONOMICS (Seniors)

This course will prepare students for advanced college work equivalent to a first year of college. The course is divided into two spheres of economics: microeconomics, the functions of individual decision-making, both consumers and producers, within the larger economic system; macroeconomics, the fundamental economic concepts such as scarcity, opportunity costs, and comparative advantage. Other concepts include the way the tools of supply and demand can be used to analyze a market economy and the effects upon the government and the entire nation. A student who has taken the regular level Economics course may, and is encouraged, to take this AP course. There are two advanced placement tests administered: microeconomics and macroeconomics. Students compete in a regional stock market tournament and a regional monetary policy tournament sponsored by the Federal Reserve. The textbook is used extensively at most major universities. There are Internet activities that focus on current economic issues. The textbook has its own website. *Departmental Recommendation Required*

### 3808 EUROPEAN HISTORY AP (Seniors)

This course is designed to provide the student with a thorough understanding of the "main cultural, diplomatic, economic, intellectual, political, and social developments in European history from the Renaissance to the turn of the 21<sup>st</sup> century which has played a fundamental role in shaping the world in which we live" - *AP Course Description*. The students will be required to deal with the content and materials at the level required by a college course. Through the textbook and supplemental readings, this course will include extensive analysis of historical documents and the work of historians. *Departmental Recommendation Required*

### 3038 GOVERNMENT AND POLITICS: UNITED STATES AP (Seniors)

This course will be taught in a manner similar to a college level course and will require serious student participation. The students will study both general concepts used to interpret American politics and the analysis of specific case studies. It will also familiarize the students with the various institutions, groups, and beliefs that make up the American political landscape. The following topics will be specifically covered: the constitutional underpinnings of American government; political beliefs and behaviors; political parties and interest groups; institutions and policy processes of the national government; civil rights and civil liberties. The textbook has its own website. *Departmental Recommendation Required*

## 3810 HUMAN GEOGRAPHY AP (Juniors/Seniors)



This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. *Departmental Recommendation Required*

## Semester Elective Offerings

### 3900 AMERICA AND WORLD WAR II (Juniors/Seniors)



The elective, America and World War II, will focus on the causes of the war, the cataclysmic consequences of this conflict, and analyze how this event impacted virtually every corner of the globe. This semester course will also assess the importance of various battles from a global perspective, emphasize the experiences of the average serviceman and woman, and discuss whether the enormous cost of the conflict justifies the ultimate result. Readings, films, and class discussions will highlight an examination of domestic and global leadership through various diplomatic, social, and political lenses.

### 3540 CIVIL RIGHTS FOR ALL (Juniors/Seniors)



If you want BC High to live up to its potential as an anti-racist school, this **semester** course is essential! You'll examine the legal and social struggles for civil rights in American society. By analyzing current news sources and historical context, we'll look at important present-day developments surrounding the local and national "Black Lives Matter" and policing reform movements; the national debates about immigration and voting rights in America; and inequalities in housing and education. Throughout the course, you'll consider standards of equality and justice and our call, as members of a Jesuit school community, to act as "men and women with and for others."

### 3600 ECONOMICS (Juniors/Seniors)

This **semester** course will introduce the student to the various forms of economic systems. Special emphasis will be given to the American "free enterprise" system. The topics covered will include: inflation, stock market, recession, unemployment, productivity, supply and demand, international economic problems, banking systems and applied business principles. A textbook, supplemental readings and Internet activities will focus on current economic issues.

### 3700 PSYCHOLOGY (Juniors/Seniors)

What makes us human? This hands-on **semester** course will introduce you to the study of human behavior, using case studies, famous experiments, and class debates to investigate current developments in psychology around the topics of human development, learning, psychological disorders, addiction, and social behavior, among others.

### 3950 DEMOCRACY UNDER ASSAULT: LIFE IN NAZI GERMANY (Juniors/Seniors)



This **semester** course seeks to illuminate the fragility of democracy and offer a historical perspective on the perpetrators, bystanders, and victims of the Holocaust, who were targeted based on ethnicity, religion, political beliefs, or sexual orientation. By analyzing primary sources and film, the course will examine the rights and responsibilities of citizens. Topics of study include the history of anti-Semitism, World War I, Weimar Republic, the Nazi Party, and the Holocaust. By analyzing current news articles and film, and engaging in personal reflection about bias and equity, the course also seeks to provide historical context for modern anti-Semitic and nationalist political and social movements.

### 3650 ADVOCATING FOR GLOBAL ISSUES (Juniors/Seniors)



How can understanding current events help make the world a better place? In this **semester** course, you will learn about a variety of current global issues, focused on the United Nations' Sustainable Development Goals. Then, you will choose one topic to investigate in a detailed case study; engaging in personal reflection on preconceived thoughts and values on your topic, conducting in-depth research, and interviewing an expert in the field. You'll use your research, as well as newly honed media literacy and communication skills, to create a campaign advocating for positive change in the world.

## CLASSICS

Three years of the same foreign language are required in any one of these languages: Chinese, French, Spanish, Latin or Greek. Any student who wishes to enroll in a second language, as well as any senior who wishes to enroll in a Level I course, must obtain departmental approval. All Latin students take the National Latin Examination. Seniors take the Boston University Latin Scholarship Examination. For those students enrolled in AP Latin, the Advanced Placement Examination is given in May. All Greek students take the National Greek Examination, the Boston University Greek Scholarship Examination, and the Harry DeForest Smith Amherst College Scholarship Examination. Students who enroll in the second year of Greek fulfill the third year Social Studies requirement.

### Honors and AP courses:

Students who register for Honors or AP courses should be responsible for their own work, eager to learn new material, and scholarly. Please see the course descriptions provided for more detailed explanations of each course.

## Course Offerings

### 4010 LATIN I (Freshmen/Sophomores)

This course will provide a standard introduction to Latin grammar and translation. Students will also gain an intensive knowledge of English grammar. The class will not only examine the ancient language of the Romans, but also their history, architecture, art, culture and daily life. Over the course of the year, students will study elementary Latin grammar and vocabulary while developing skills of memorization and linguistic analysis. Significant attention is given to perfecting the skill of Latin translation. Connections with English vocabulary and grammar are explored. Students will be exposed to elements of Greek mythology through readings of Ovid's *Metamorphoses*. All students will take the National Latin Exam in March.

### 4200 LATIN II (Sophomores/Juniors/Seniors)

This course begins by reviewing vocabulary and grammar learned during the first year but soon proceeds to introducing students to new material. Concurrently, students read texts of connected prose in Latin that help make the transition from learning the basics of grammar to reading the actual writings of Latin authors. Through these readings and supplemental material in English, students also consider ancient conceptions of heroism. In the Spring, students apply what they have learned to readings adapted from ancient historian Livy about the formative years of the Roman state. All students will take the National Latin Exam in March.

### 4204 LATIN II HONORS (Freshmen/Sophomores/Juniors/Seniors)

This course begins with a rapid review of vocabulary and grammar covered by the first-year course and soon proceeds to introducing students to more complex grammatical structures. Concurrently, students read texts of connected prose in Latin that help make the transition from learning the basics of grammar to reading the actual writings of Latin authors. Through these readings and supplemental material in English, students also consider ancient conceptions of heroism. Early in the second semester, students have completed their course in grammar and apply their knowledge to readings adapted from ancient historian Livy about the formative years of the Roman state. All students will take the National Latin Exam in March. *Departmental Recommendation Required*

### 4300 LATIN III: ROMAN HISTORY (Sophomores/Juniors/Seniors)

This prose course will intensively cover two centuries of Roman History: 100 B.C. – 100 A.D. Students will closely examine Rome's transition from Republic to Empire through readings by Cicero, Caesar, Augustus, and Eutropius. The course will also examine the dynamic world of 1st century Rome with readings describing the treatment of women, the relationship with the early Christians, and the eruption of Mt. Vesuvius. Students will translate authentic Latin texts, read ancillary material in translation, and make comparisons to contemporary events. All students will take the National Latin Exam in March.

### 4304 LATIN III ROMAN HISTORY HONORS (Sophomores/Juniors/Seniors)

This course is offered to those students who have developed a serious interest in the language, history and culture of the ancient Romans. Students must have demonstrated superior ability in translating complex Latin as well as in memorizing vocabulary and identifying the grammatical elements used in Latin. This course explores historically significant events of the first century BC in Rome by translating works by Caesar, Cicero and Sallust, and by reading secondary sources. All students will take the National Latin Exam in March. *Departmental Recommendation Required*

### 4440 LATIN IV: POETRY & PROSE (Juniors/Seniors)

This course will cover selections from Vergil's *Aeneid*, Ovid's *Metamorphoses*, and readings from various prose authors. Students will read passages from Books I, IV, and VI. Students will scrutinize Vergil's epic with special emphasis on the tragic relationship between Aeneas and Dido. Comparisons will also be made to Homer's *Odyssey* and *Iliad*. Primary texts from historians will emphasize historical and biographical methods of Roman historiography. All students will take the National Latin Exam in March.

### 4448 LATIN IV AP: VERGIL/CAESAR (Juniors/Seniors)

Latin AP is designed to provide advanced high school students with a rich and rigorous Latin course, approximately equivalent to an intermediate college or university Latin course. This course will allow students to encounter some of the important people, events, and

literary genres of Roman times, focusing on the core periods of the late Republic and the early Principate. Vergil's *Aeneid*, arguably the most influential work of Latin literature, is both a model of Latin poetic style and a profound meditation on the meaning of Roman history and civilization. Caesar's *Gallic War*, is still rightly admired both for its pure and straightforward Latinity and for its historical interest, as it engages with controversial issues of war and peace, empire, ethnicity, leadership, and the roles and purposes of historiography. English readings from Vergil's *Aeneid* and Caesar's *Gallic War* are also required in order to put the Latin excerpts in a significant context. All students will take the National Latin Exam in March. **Departmental Recommendation Required**

#### 4050 LATIN V: PROSE AND POETRY (Seniors)

This course is open to all seniors who have completed Latin IV or Latin IV AP. In the first semester, students will read the account of the Roman war with Hannibal. Students will explore the Roman rise from city-state to world power. In the second semester, students will read selections from the lyric poetry of Catullus, Horace and Ovid's *Metamorphoses*. Students will compare these stories with themes found in the works of Shakespeare, Keats, and in film. This course is designed for students who would like to continue studying Latin in their senior year but are not prepared for the pace and requirements in Latin V CL.

#### 4759 LATIN V CL (Seniors)

This College Level class is open to all seniors who have completed Latin IV or Latin IV AP. In the first semester, students will read the account of the Roman war with Hannibal. Students will explore the Roman rise from city-state to world power. In the second semester, students will read selections from the lyric poetry of Catullus, Horace and Ovid's *Metamorphoses*. Students will compare these stories with themes found in the works of Shakespeare, Keats, and in film. In addition to the requirements for Latin V, students will be required to complete extra assignments, which will include translations, papers, and outside readings. **Departmental Recommendation Required**

Latin V CL may be offered in partnership with UMass Boston  
and is eligible for 3 university credits (transferable) for a nominal fee.

#### 4824 GREEK I HONORS (Sophomores/Juniors/Seniors)

This is a rigorous course which is open to highly qualified students who have a sincere interest in ancient languages and history. Students will have demonstrated proficiency in their first-year language course (B+ or higher). Latin is not required to take Greek. The course will cover basic forms of grammar, syntax, and vocabulary. Students will progressively read adapted Greek tales from Greek mythology. Cultural units will include the historical developments of Periclean Athens, and a thorough reading in translation of both Sophocles' *Oedipus Rex* and *Antigone*. All students will take the National Greek Exam in March. **Departmental Recommendation Required**

#### 4834 GREEK II HONORS: THE HISTORIES (Juniors/Seniors)

After a review of the most important material covered during the first year, students continue their study of vocabulary, grammar, and syntax. Early in the year, students begin translating Greek prose adapted from the historian Herodotus. This work in language is supplemented by readings in English about Greek history and culture. In the Spring, students turn their attention to the study of Homer through the translation of selected passages from the *Odyssey* in the original language and the reading of the *Iliad* in English. All students will take the National Greek Exam in March. **Departmental Recommendation Required**

#### 4844 GREEK III HONORS (Seniors)

For this writing-intensive course, students will read selections from the Greek texts of John's and Luke's Gospels. Using these and other texts they will explore the theology of each Evangelist. They will also examine the historical, literary, and cultural backgrounds of the New Testament. This course fulfills the senior religion requirement and/or the third-year language requirement. **Departmental Recommendation Required**

#### 4868 HOMERIC ACADEMY CL (Seniors)

This college-level course will devote itself to an intensive reading of Homer's *Odyssey* with special attention to the development of translation skills: speed, sensitivity, and an understanding of idiomatic and formulaic expression. Students must have demonstrated superior ability in translating complex Greek as well as in memorizing vocabulary and identifying the grammatical elements used in Greek. This course will also consider important topics in approaching the *Odyssey* by integrating different disciplines, including history, archaeology, literary theory and criticism. All of this is in preparation for a public oral examination in the spring. **Departmental Recommendation Required**

Homeric Academy CL may be offered in partnership with UMass Boston  
and is eligible for 3 university credits (transferable) for a nominal fee.

## Semester Elective Offerings

#### 4870 TRAGEDY IN TRANSLATION (Juniors/Seniors)



This **semester** course will begin with a reading of Aristotle's *Poetics* to understand the origin and elements of Greek tragedy. With a foot in the past, the class will also reach into the present reading the ancient works *Medea* and *Hecuba* by Euripides and *Antigone* by Sophocles that feature female protagonists. The class will also read the Shakespearean tragedy *Othello* and Richard Wright's *Native Son* that feature BIPOC. The class will also view and analyze some contemporary films. It is possible to read works from the Classical canon that include *all* people. The class will examine questions like, "In what ways does tragedy offer an audience/reader refuge and/or catharsis from the catastrophic or the unknowable? Who gets to be a tragic figure, and who is excluded from such a role/honor? And can ancient works in this genre speak to a contemporary audience?"

4872 ANCIENT GREEK ARCHAEOLOGY / ANCIENT ROMAN ARCHAEOLOGY (Juniors/Seniors) \*\* also counts as Fine Arts



This **semester** course will explore the people and cultures of the ancient Mediterranean through the lens of art history and the discipline of archaeology. The first semester will focus on ancient Greece from the Bronze Age to the Hellenistic Period, including technological, artistic, and political developments. We will explore major historical events as well as the daily lives of ordinary fifth century Athenian citizens through their surviving material culture. The second semester will focus on the art and archaeology of Rome, from the Etruscan civilization and the founding of Rome through the emperor Constantine, including engineering, artistic, and architectural developments. We will explore major historical events as well as the daily lives of Roman citizens, both in the city and on the frontiers of the empire. By investigating the masterful utilization of art and architecture in imperial propaganda (both Roman and Greek), students will develop a more critical eye to their appropriation (and misappropriation) in our modern culture, and the implications thereof. In both these courses, students will develop analytical skills inherent to the social science of archaeology as well as increase their cultural literacy of our modern world. This course also fulfills the Fine Arts requirement.

4875 RACE AND ETHNICITY IN THE ANCIENT MEDITERRANEAN (Juniors/Seniors)



This **semester** course will explore changing conceptions, motives and effects of racial and ethnic formations and categorizations with a primary focus on the views presented in ancient Greek and Roman literature and art. These conceptions and effects often go overlooked in the standard canon of Classical literature, either by accident or by design. This course will address issues directly, examining how ancient voices can influence modern thought. We will also evaluate the influence which those views have had in later historical periods and places, especially the United States. Essential questions for the course will include: Did ancient identity depend on ethnicity? Why do we need to start seeing the Classical world in color? When and where was the invention of racism in Classical antiquity?

## MODERN LANGUAGE

Three years of the same foreign language are required in any one of these languages: Chinese, French, Spanish, Latin or Greek. Any student who wishes to enroll in a second language, as well as any senior who wishes to enroll in a Level I course, must obtain departmental approval.

### **Honors and AP courses:**

Students who register for Honors or AP courses should be hard workers and enthusiastic participants in class. Honors and AP students welcome the challenges of achieving fluency in a foreign language.

## Course Offerings

### **5610 CHINESE I (Freshmen/Sophomores/Juniors/Seniors)**

This course is an introduction to standard Chinese (Mandarin). Students will learn the Pinyin Romanization system and use acquired language skills in a variety of classroom activities. While the focus is primarily on oral proficiency and aural comprehension including the mastery of tones, students are introduced to important grammar structures and learn to read and write simplified Chinese characters and to recognize them in context. At the end of this level, students have acquired the following language skills: asking and answering questions; narrating events; describing likes and dislikes; making short oral presentations in Chinese; engaging in short reading and writing activities that show a mastery of approximately 300 characters. These skills are employed within the framework of familiar contexts such as family, leisure activities, and school life – and enriched through the introduction of Chinese culture. This course is offered pending sufficient enrollment among incoming freshmen.

### **5620 CHINESE II (Freshmen/Sophomores/Juniors/Seniors)**

This course continues the oral proficiency and aural comprehension work of Chinese I, but the focus shifts to the developing student proficiency with more advanced grammatical structures. Students will learn approximately 400 additional characters and continue to develop their writing skills. This course prepares students for learning the traditional characters in Chinese III.

### **5624 CHINESE II HONORS (Freshmen/Sophomores/Juniors/Seniors)**

In addition to the requirements for Chinese II, this course includes the study of more advanced grammatical structures as well as expanded vocabulary units. Students begin to read short Chinese passages and write summaries in a rudimentary format. Students also will be held to higher standards in the five language skills (reading, writing, listening, speaking and cultural awareness). *Departmental Recommendation Required*

### **5630 CHINESE III (Sophomores/Juniors/Seniors)**

This course, conducted primarily in Chinese, focuses on continuing the development of student proficiency with more advanced grammatical structures and expanded vocabulary units. Over the course of the year, students are expected to demonstrate reading, composition writing, speaking, and listening skills. An additional 300 characters will be introduced.

### **5634 CHINESE III HONORS (Sophomores/Juniors/Seniors)**

In addition to the requirements for Chinese III, this course promotes the development of Chinese language proficiency and cultural awareness through reading short stories and listening to authentic Chinese recorded materials. Students should expect to speak at length on an assigned topic. Students who are accepted into this course must have demonstrated the level of proficiency required for successful completion of the more advanced courses requirement. *Departmental Recommendation Required*

### **5640 CHINESE IV (Juniors/Seniors)**

This course, conducted primarily in Chinese, focuses on continuing the development of student proficiency and culture awareness with a special focus on reading Chinese texts. Further, students will learn more advanced grammatical structures and continue to build their skill in recognizing and producing traditional characters. Students will also write short essays in Chinese.

### **5642 CHINESE IV HONORS (Juniors/Seniors)**

In addition to the requirements for Chinese IV, this course promotes the development of Chinese language proficiency and understanding of Chinese culture through a study of films and short stories. More advanced grammatical structures will also be introduced to continue building writing and reading skills. Students interested in this class should be willing to participate actively in class discussions. This course will help prepare qualified juniors to take the Chinese Language and Culture AP course the following year. Students must discuss this option with their current Chinese teacher before applying. *Departmental Recommendation Required*

### **5644 CHINESE LANGUAGE AND CULTURE AP (Juniors/Seniors)**

The AP Chinese Language and Culture course is designed to be comparable to fourth semester (or the equivalent) college/university courses in Mandarin Chinese. This course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes (Interpersonal, Interpretive, and Presentational) and the five goal areas (Communication, Cultures, Connections, Comparisons, and Communities) as outlined in the Standards for Foreign Language Learning in the 21st Century. Students learn about various aspects of contemporary Chinese society, get introduced to significant persons, products, and themes in Chinese history, and

broaden their world view by comparing Chinese cultural products, practices, and perspectives with those of their own society. With this background, students can ultimately move beyond a basic knowledge of the products and practices of Chinese culture to an understanding of how these products and practices reflect a Chinese way of viewing the world.

#### 5649 CHINESE V (Juniors/Seniors)

This course promotes the development of Chinese language proficiency and understanding of the culture and social changes in the Chinese speaking world through a study of video clips, films, and reading short stories depicting major historical events and literary works in modern days. Considerable time will be also devoted to broadening students' vocabulary through contextualizing reading. Students interested in this class should be willing to actively participate in class discussion in the target language. Current teacher recommendation and departmental approval are required to be enrolled in this course. *Departmental Recommendation Required*

#### 5210 FRENCH I ((Freshmen/Sophomores/Juniors/Seniors)

This course challenges students to develop skills in the five basic competencies of language learning (listening, speaking, reading, writing and cultural awareness). Special emphasis is given to vocabulary building, pronunciation, the mechanics of grammar (especially the present and past tenses), the beginnings of original oral and written expression and the development of good study habits. By the end of the first semester, the course is conducted primarily in French.

#### 5220 FRENCH II (Freshmen/Sophomores/Juniors/Seniors)

This course focuses upon a deeper analysis of the use of verb tenses in context (especially the present, the passé compose, the imperfect, the future and the conditional). Over the course of the year, students are expected to demonstrate increasing proficiency in their composition writing, speaking, and listening skills. Considerable time is also devoted to strengthening the student's vocabulary base through contextualized readings. This course is conducted primarily in French.

#### 5224 FRENCH II HONORS (Freshmen/Sophomores/Juniors/Seniors)

In addition to the requirements of French II, the honors course includes the study of more advanced grammatical structures as well as expanded vocabulary units. Students begin to read French literature and to engage in pre-AP activities such as interpersonal writing, listening to authentic French recorded materials, and speaking at length on assigned cultural comparison topics. The course is conducted entirely in French and at a faster pace than French II, and students are expected to spend more time each night on homework. The course is conducted in French. *Departmental Recommendation Required*

#### 5230 FRENCH III (Sophomores/Juniors/Seniors)

The primary emphasis of this course is to build upon and further develop the five skills of foreign language learning, including a dive into more complex grammatical structures as well as cultural aspects of the francophone world. Students develop their skills through frequent laboratory visits, classroom pair work and home study. The course is conducted primarily in French.

#### 5234 FRENCH III HONORS (Sophomores/Juniors/Seniors)



This course begins to prepare students for the reading, writing, listening, and speaking components of the AP French Language course. Students will be introduced to some AP themes while continuing their study of French grammar and new vocabulary expressions. This will include a deeper dive into more complex grammatical structures as well as cultural aspects of the francophone world. Students who are accepted into this course have demonstrated the level of proficiency required for successful completion of the advanced course requirements. The course is conducted in French. *Departmental Recommendation Required*

#### 5240 FRENCH IV (Juniors/Seniors)



This course promotes the development of French language proficiency through the study of traditional and contemporary literary works and film. Current events are also frequently discussed and connected with the predominant literary themes. Lesson content and class discussions centered around the world challenges of economic inequality and homelessness will involve civic engagement in our local community and qualify students for a Leadership center designation. These course requirements likewise involve significant discussion, reading, and writing in French. This course will help prepare qualified juniors to take the AP French Language course the following year. Students must discuss this option with their current French teacher before applying. *Departmental Recommendation Required*

#### 5244 FRENCH IV HONORS (Juniors/Seniors)



This course promotes the development of French language proficiency through the study of traditional and contemporary literary works and film. Current events are also frequently discussed and connected with the predominant literary themes. Lesson content and class discussions centered around the world challenges of economic inequality and homelessness will involve civic engagement in our local community and qualify students for a Leadership center designation. These course requirements likewise involve significant discussion, reading, and writing in French. This course will help prepare qualified juniors to take the AP French Language course the following year. Students must discuss this option with their current French teacher before applying. *Departmental Recommendation Required*

## 5258 FRENCH AP LANGUAGE AND CULTURE (Juniors/Seniors)



This course prepares students to take the Advanced Placement exam in French Language. Through the study of a variety of visual and audio media as well as a wide range of written texts, students improve their comprehension skills and their ability to use academic language to write and speak in French. The course content explores the six main cultural themes assessed on the AP exam. Lesson content and class discussions centered around the world challenges of racism, immigration, gender inequality, and LGBTQ rights will underscore the analytical writing and presentational performances for these advanced-level students. At the end of this course, all students will take the AP exam. The class is conducted in French and qualifies for DEI Center designation and Hyde Center designation. *Prerequisite: Juniors need a B+ average in French III Honors in order to apply for this course. Departmental Recommendation Required*

### 5289 FRENCH V CL (Juniors/Seniors)

This course is designed for students who have taken AP and are interested in continuing their study of French at the college level. Students who enroll in the CL course are expected to be proficient in French, to enjoy reading and writing, and to participate actively in class discussions. This course will expand upon many of the themes in the French AP Language course and will include an in depth study of literary works, films, and media from the francophone world as well as an emphasis on current events. This course runs only if enrollment is sufficient. *Departmental Recommendation Required*

### 5290 FRENCH V Cinéphile (Juniors/Seniors)

This course is designed for students who would like to continue their study of French in lieu of French AP Language and Culture, following French AP Language and Culture, or following French V CL. The curriculum is designed to improve listening comprehension and conversation skills in French, as well as cultural competency of the francophone world primarily through film, but additionally by way of news broadcasts, podcasts, and television series. Films will be selected for their capacity to provide a window into diverse French speaking worlds looking closely at the social justice issues that impact them. *Departmental Recommendation Required*

### 5291 FRENCH V Cinéphile HONORS (Juniors/Seniors)

This course is designed for students who would like to continue their study of French in lieu of French AP Language and Culture, following French AP Language and Culture, or following French V CL. The curriculum is designed to improve listening comprehension and conversation skills in French, as well as cultural competency of the francophone world primarily through film, but additionally by way of news broadcasts, podcasts, and television series. Films will be selected for their capacity to provide a window into diverse French speaking worlds looking closely at the social justice issues that impact them. *Departmental Recommendation Required*

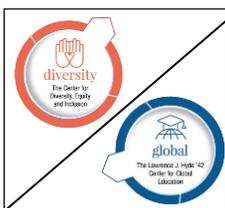
### 5510 SPANISH I (Freshmen/Sophomores/Juniors/Seniors)

This course challenges students to develop skills in the five basic competencies of language learning (listening, speaking, reading, writing, and cultural awareness). Special emphasis is given to vocabulary building, pronunciation, the mechanics of grammar (including the present and preterite verb tenses), the beginnings of original oral and written expression and the development of good study habits. By the semester break, the course is conducted primarily in Spanish. *Departmental Recommendation Required for sophomores, juniors and seniors*

### 5512 SPANISH I ADVANCED (Freshmen)

This course follows the same curriculum as Spanish I, but presupposes a familiarity with basic Spanish structures. In addition, students will work at a faster pace and have additional reading, writing, and speaking requirements. *Departmental Recommendation Required*

### 5513 SPANISH FOR HERITAGE AND NATIVE SPANISH SPEAKERS HONORS (Freshmen/Sophomores)



This two-year course sequence is designed to meet the unique needs of heritage and native Spanish-speaking students. Students will focus on refining their Spanish writing and reading skills in addition to their ability to express themselves orally in a dynamic, culturally rich context. Readings, audio selections, and films will primarily focus on Hispanic/LatinX immigrant experiences, needs, and diversities in the U.S. Upon successful completion, students may be eligible for either Spanish Language AP and/or Spanish Literature AP. The class will be conducted entirely in Spanish. This course qualifies for the DEI center designation. *Departmental Recommendation Required.*

### 5520 SPANISH II (Sophomores/Juniors/Seniors)

This course includes a comprehensive review of Spanish I and focuses on a deeper analysis and use of grammar (especially the preterite and imperfect tenses, as well as the present subjunctive) in context. Further, students are expected to demonstrate increasing proficiency in their auditory comprehension and oral production as well as in their reading and writing. Considerable time is devoted to strengthening the student's vocabulary base through contextualized readings. This course is conducted primarily in Spanish.

### 5521 SPANISH II (Freshmen)

This course includes a comprehensive review of Spanish I and focuses on a deeper analysis and use of grammar (especially the preterite and imperfect tenses, as well as the present subjunctive) in context. Further, students are expected to demonstrate increasing proficiency in their auditory comprehension and oral production as well as in their reading and writing. Considerable time is devoted to

strengthening the student's vocabulary base through contextualized readings. This course is conducted primarily in Spanish.  
*Departmental Recommendation Required*

#### 5524 SPANISH II HONORS (Freshmen/Sophomores/Juniors/Seniors)

In addition to the requirements of Spanish II, the honors course includes several additional readings, a faster pace, additional compositions and higher expectations in general. Further, students begin to engage in the type of activities typical of the Spanish AP exam (e.g. examination of original sources, essay writing and recording in the language lab). This course is conducted entirely in Spanish.  
*Departmental Recommendation Required*

#### 5530 SPANISH III (Sophomores/Juniors/Seniors)

The primary emphasis of this course is to build upon and further develop the five skills of foreign language learning. This course includes a particular focus on the subjunctive mood. Students develop their skills through classroom discussion and pair work, home study, language laboratory visits and analysis of video. The course is conducted almost exclusively in Spanish.

#### 5534 SPANISH III HONORS (Sophomores/Juniors/Seniors)



Spanish III Honors is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency in presentational, interpersonal, and interpretive communication. Students develop the ability to communicate using advanced vocabulary and complex sentences, which include advanced linguistic structures. The course also focuses on the integration of authentic resources including audio, audiovisual, literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. Students begin to explore and study the themes of travel and leisure time, health and wellness, interpersonal relationships, and identity. *Departmental Recommendation Required*

#### 5540 SPANISH IV (Juniors/Seniors)

In this course, students will further develop listening, oral, reading and written proficiency while exploring themes important in the Spanish-speaking world. Its overall aim is to encourage critical thinking skills through the lenses of literature, visual art, music and film. The course seeks to raise the student's social and cultural awareness about issues around the socio-political impact of different historical events in the modern Spanish-speaking world, the Spanish Conquest of the indigenous people of the Americas, and Immigration. Through research and personal reflection we will explore these themes with a particular concern for how they impact us as individuals and as a society. Group work, individual oral presentations, classroom discussion and the study of grammar and culture are regular classroom activities. This class is taught entirely in Spanish and daily oral participation in class is expected of all students.

#### 5544 SPANISH IV HONORS - Art and Culture (Juniors/Seniors)



In this course, students will further develop listening, oral, reading and written proficiency while exploring themes important in the Spanish speaking world. Its overall aim is to encourage critical thinking skills through the lenses of literature, visual art, music and film. The course seeks to raise the student's social and cultural awareness about issues around the socio-political impact of different historical events in the modern Spanish-speaking world, the Spanish Conquest of the indigenous people of the Americas, and Immigration. Through research and personal reflection we will explore these themes with a particular concern for how they impact us as individuals and as a society. Group work, individual oral presentations, classroom discussion and the study of grammar and culture are regular classroom activities. Though they follow the same basic curriculum as in the Spanish IV course, students in the Honors section are expected to work at a faster pace, have additional reading, writing and speaking assignments, and perform at the highest level in each of the major language skills (listening, speaking, reading, writing and cultural awareness). *Departmental Recommendation Required*

#### 5550 SPANISH V (Seniors)

This course is intended for those who are capable and willing to continue a serious study of Spanish. The class is designed to give students the opportunity to improve their abilities to write, read, and speak in the target language. As such, the curriculum offers students a continuation and reinforcement of what they have learned in the past while aiming to instill a love of the language and culture and to support them in their desire for self-expression. Newspaper articles, current news, and theme-related videos are among the materials around which class discussion and assignments will be centered. There will also be a solid review of grammar that focuses on more advanced verb tenses and structures to bring student language skills to a more sophisticated level. The course will be conducted entirely in Spanish. Students **must see** the Modern Language Department chair to discuss this option. This course runs only if enrollment is sufficient.

#### 5554 SPANISH V CL - College Level Spanish through Film and Literature (Seniors)



This course is designed for students who have taken AP or 4 Honors and are interested in continuing their study of Spanish at a college level. The course will have a strong emphasis on oral proficiency and will include relevant film and literature from the Spanish-speaking world. Lesson content and class discussions centered upon the themes of racism, immigration, gender inequality, political power and violence will underscore the analytical writing for these advanced-level students. A grammar review, focused mainly on typical areas of difficulty, will be occasionally included. The course will be conducted entirely in Spanish. In the event of insufficient course enrollment, students will be placed in Spanish V Honors. This course qualifies for DEI center designation. *Departmental Recommendation Required*

### 5568 SPANISH LANGUAGE AND CULTURE AP (Sophomores/Juniors/Seniors)

AP Spanish Language and Culture is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication in preparation for the AP exam. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. Students communicate using advanced vocabulary and linguistic structures as they build proficiency. The course is divided into thematic units which are further based on recommended contexts and guided by essential questions. Corresponding cultural elements and AP exam practice activities are integrated into the course units. *Native speakers are encouraged to register, but those who have not yet taken Spanish at BC High must discuss this option with the Modern Language Department Chair. Departmental Recommendation Required*

### 5558 SPANISH LITERATURE AP (Sophomores/Juniors/Seniors)



This course follows the AP curriculum of Spanish and Latin American literature and prepares the student for the AP test. Throughout the year, students learn how to analyze Spanish poetry and prose and develop their skill in writing critical essays. The class follows a roundtable discussion format. *Native speakers are encouraged to register, but those who have not yet taken Spanish at BC High must discuss this option with the Modern Language Department Chair. Departmental Recommendation Required*

### 5934 JAPANESE HONORS (Juniors/Seniors)

This course offers an insight into the Japanese culture and way of thinking from the study of the language. It introduces all areas of language study: reading, writing and speaking. Students are expected to learn some of the major characters used in Japanese writing and the very different form needed for translation into English. Students should be motivated and facile with languages. Generally, these students will be upperclassmen, although there may be exceptions. *Departmental Recommendation Required*

## Semester Elective Offerings

### 5515 COMO FUTBOL EXPLICA EL MUNDO - HOW SOCCER EXPLAINS THE WORLD (Juniors/Seniors)



This semester course seeks to take the world's most popular sport and put it at the center of our human experience. Students will be challenged to view the "beautiful game" for what it means beyond the chalked lines of a pitch. Through exploring the cultural, economic, and political nature of the game of soccer, students will seek to see the global impact of the game. Students will be expected to produce high levels of writing and oral presentations as well as be able to understand and synthesize knowledge about authentic resources from around the world **in Spanish**. *Native speakers are encouraged to register, but those who have not yet taken Spanish at BC High must discuss this option with the Modern Language Department Chair. Departmental Recommendation Required*

## SCIENCE

Three science courses, two of which are lab courses, are required for graduation. Three science courses (two of which are lab sciences) are also generally required for entry into Massachusetts state colleges and universities.

### Course Offerings

#### 6100 BIOLOGY I (Freshmen/Sophomores)

This course uses the study of the molecular basis of life to understand cellular structures and the manner in which they are integrated into functioning living systems. The molecular approach unifies the study not only of cells, but also of energy processing, genetics, evolution, and the biology of whole organisms and populations. Laboratory work is an essential part of this course used to both illustrate and reinforce the concepts covered in class, as well as to introduce the student to the challenges and possibilities of the experimental method. There is one lab period in a seven-day cycle. **(Lab Science)**

#### 6210 INTEGRATED SCIENCE (Sophomores/Juniors)

This course introduces basic chemical and physical principles, on qualitative, conceptual and quantitative levels. The curriculum takes an integrated approach to both broadening and deepening a student's abilities in the physical sciences. It includes such topics as metric conversions; density; factor label method for solving problems; writing chemical formulas; and balancing chemical equations. The course is designed to provide the opportunity for mastery of the quantitative and manipulative skills necessary for success in Chemistry and Physics by a series of introductory exercises in each discipline. **(Lab Science)**

#### 6200 CHEMISTRY I (Sophomores/Juniors/Seniors)

Chemistry is the science that investigates the composition of substances and the changes they undergo. This course enables students to learn chemistry through experimentation and observation. Organizing the concepts, theories, and principles of chemistry allows students to develop an understanding of the materials that make up our world, the forces that bind them together, and the laws that govern changes in materials. The daily work in chemistry places emphasis on applying concepts, analytical reasoning, and problem solving using dimensional analysis. The use of a scientific calculator is required. Students have one lab period each seven-day cycle. *Prerequisite: Minimum of a C semester grade in both Algebra I and Biology I.* **(Lab Science)**

#### 6204 CHEMISTRY I HONORS (Sophomores/Juniors/Seniors)

Chemistry I Honors differs from Chemistry I in that a greater number of topics are covered in greater depth and the expectations are that the students will develop higher-level analytical skills. Those topics include problems dealing with limiting reactants, thermodynamics, kinetics and equilibrium. *Prerequisite: Minimum of a A- semester grade in both Algebra I and Biology I. Departmental Recommendation Required* **(Lab Science)**

#### 6500 PHYSICS (Juniors/Seniors)

This course can serve as a strong preparation for the potential science major or as an overview of physics. The following topics are covered: basic concepts of force and motion; work, energy, power, momentum; circular motion; gravitation; wave behavior and the nature of light; electricity. This course presumes a basic understanding of algebraic manipulation and geometrical reasoning. The use of a scientific calculator is required. Laboratory activities will clarify, test, and extend the concepts discussed in class. **(Lab Science)**

#### 6504 PHYSICS HONORS (Juniors/Seniors)

This course will cover the topics listed in Physics at an increased depth and a more sophisticated level, both mathematically and conceptually. *Chemistry Honors Grade (A-) and Midterm Exam (B+); Chemistry Regular Semester 1 grade of (A) with discretion and Midterm Exam (A-). Departmental Recommendation Required* **(Lab Science)**

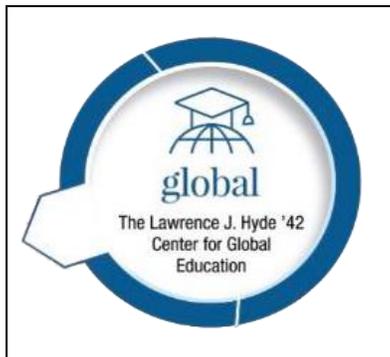
#### 6158 BIOLOGY AP (Juniors/Seniors)

This course presents a college-level study of the processes and major unifying themes of Biology. It is designed to be the equivalent of a college introductory biology course taken by biology majors during their first year. The main goals of AP Biology are to help students in understanding science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. Among the many labs conducted will be a set of 12 investigations published by the AP Board. In addition to significant homework, reading and writing will consist of outside article reading, lab reports, field research and group projects. *Prerequisite: Biology I and Chemistry I with minimum B+. Departmental Recommendation Required* **(Lab Science)**

#### 6358 CHEMISTRY AP (Juniors/Seniors)

This college level course uses a college text and prepares students for the AP exam. In addition to all the topics studied in Chemistry I, more complex theoretical concepts are studied in detail, interrelated with one another, and illustrated by practical descriptive chemistry. The wave-quantum model is used for the structure of matter, applied to the periodic classification, and to the variety and nature of bonding forces. Calculations will be required for mole-concept stoichiometry, molecular weight determinations, equilibria, rates of reaction, and thermo-chemistry. The students need a calculator for daily class and the weekly lab. Laboratory experiments parallel the concepts covered in the curriculum. *Prerequisite: Chemistry I. Final/Semester Grade Chemistry Honors I (A-); Chemistry I Regular (A). Departmental Recommendation Required* **(Lab Science)**

## 6428 ENVIRONMENTAL SCIENCE AP (Juniors/Seniors)



This course will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving them. Among the topics to be addressed are scientific analysis, the interdependence of the earth's systems, population dynamics, resources, environmental quality, global changes and their consequences, and choices for the future. Laboratory work, fieldwork, and individual projects will be required. Environmental Science AP requires a student to read and write extensively as well as having demonstrated mastery of Biology and Chemistry. It is important that a student have a college-level aptitude in reading and expository writing. *Prerequisite: Biology I and Chemistry I with minimum B+. Departmental Recommendation Required (Lab Science)*

## 6558 PHYSICS 1 AP (Juniors/Seniors)

This is a college level survey of physics with regular use of algebra and trigonometry covering a narrow range of topics in great depth. It is designed to be a first-year course. It will not end at the AP exam in May and will last the entire year (i.e. June). The major topics are as follows: Mechanics, Rotational Dynamics, Work and Energy, Waves, and Circuits. The emphasis is on conceptual understanding, problem solving, experimental design and physical reasoning. Students must also be comfortable working independently as well as part of a team. Much of the laboratory design and data analysis will be student-driven and there is also a writing component to the course. *Prerequisite: B+ for Semester 1 in Algebra II/Trig Honors. Departmental Recommendation Required (Lab Science)*

## 6559 PHYSICS 2 AP (Seniors)

This is a college level survey of physics with regular use of algebra and trigonometry covering a narrow range of topics in great depth. The major topics are as follows: Electric Fields, Electric Circuits, Magnetism, Thermodynamics, Fluids, Optics, Quantum Physics, Atomic Physics and Nuclear Physics. The emphasis is on conceptual understanding, problem solving, experimental design and physical reasoning. Students must also be comfortable working independently as well as part of a team. Much of the laboratory design and data analysis will be student-driven and there is also a writing component to the course. *Prerequisite: At least a B in Physics, Honors Physics or Physics 1 AP. Departmental Recommendation Required (Lab Science)*

## 6658 PHYSICS C AP (Seniors)

This is a college level survey of physics with the use of calculus in problem solving and derivations increasing during the year. This course covers topics of mechanics, including kinematics, Newton's laws, energy, momentum, rotation, oscillations, gravitation. The course differs from AP Physics 1 and 2 in that it uses calculus and in that it studies a narrower range of topics in greater detail. Students must also be comfortable working independently as well as part of a team. Laboratory experiments parallel the topics covered in the curriculum. *Prerequisite: B+ in Honors Physics or in Physics 1 AP. AP Calculus course (AB or BC) required. Departmental Recommendation Required (Lab Science)*

## 6690 ASTRONOMY (Juniors/Seniors)

This course surveys both early and modern concepts of the physical universe. Topics include, the naked-eye sky: constellations, the earth's atmosphere, motions of sun, moon, planets and stars; the solar system: the sun, planets, satellites, comets, asteroids; the stars: types, distribution, physical constitution, evolution; the galaxies: Milky Way, types of galaxies; cosmology: large scale properties of the universe, including origin and evolution. Emphasis will be placed on the physical principles involved, with some discussion of observation techniques. A prior course in Chemistry or Physics will not be assumed. The math used will be limited to basic algebra.

## 6350 CHEMISTRY IN CONTEXT (Juniors/Seniors)

This course strives to provide context for the chemistry present in the world surrounding students. Using the principles covered in Biology I and Chemistry I students will investigate the chemistry involved in major topics such as: water and waste treatment, macromolecules and nutrition, plastics and sports equipment, and medicine, disease and viruses. Students will meet with individuals working in professions directly related to course content and travel to local destinations that provide further context for the material covered. Emphasis will be placed on the evaluation of our role in the changing world and how we can use our knowledge of topics to be informed citizens and consumers. Some outside reading and travel off campus required. *Pre-requisites: Biology 1 and Chemistry 1*

## 6455 BIOCHEMISTRY AND BIOMEDICAL ENGINEERING (Juniors/Seniors)



This course aims to expose students to the foundational and current work in biochemistry. Building on foundational understanding of biological systems and chemical principles, students will examine amino acids, their chemical properties and their organization into proteins, basics of protein structure relationships, enzymatic catalysis, foundational DNA replication processes and lipid function. Students will expand their knowledge into Biomedical Engineering by exploring topics of biophysics, biomedical imaging, drug delivery and tissue modeling systems. The second semester especially will rely heavily on project-based learning, in real world, contextually relevant settings including visits to research sites in Boston. Lastly, each student will conduct in-depth research into a specific challenge area of biomedical innovation. Proposing a new prototype, methodology or improvement. This will be mentored by outside leaders in the biomedical community. *Prerequisite: Chemistry (A-) or Chemistry Honors (B+), Physics (B) or Physics Honors (B-), Biology (A-), Algebra II/Trig Honors (equivalent or higher). Department recommendation required.*

### 6400 ENVIRONMENTAL SCIENCE (Juniors/Seniors)

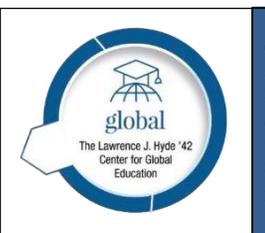
This course explores the delicate balance between the living and non-living factors that enables life to exist on our planet. The course emphasizes the responsibility of each of us to preserve (if not improve) that balance. Environmental problems are examined using resources from the natural, physical, and social sciences to help the student analyze and evaluate the choices he will have to make as a voter and as a consumer. Much emphasis is placed on analyzing the pros and cons of environmental issues, interpreting graphs and statistics, improving note taking and class presentations, and developing critical and creative thinking skills. Some outside paperback reading is required.

### 6680 FORENSIC SCIENCE (Seniors)



Forensic science is the application of basic biological, chemical and physical science principles and technological practices to the purposes of justice in the study of criminal and civil issues. Forensics draws on a wide variety of knowledge, analytical techniques, and modes of inquiry. This is an interdisciplinary course combining skills and knowledge from Biology, Chemistry, and Physics. Students will examine techniques involved in crime scene investigation and crime scene reconstruction, examine historical and current cases, and simulate the collection and analysis of different types of evidence. Students will also examine the ethical and legal issues associated with evidence collection, litigation, and ultimately, social justice. Students will be required to do independent research and project-based work in addition to outside reading assignments. *Physics can be taken concurrently with Forensic Science. (Lab Science)*

### 6450 AP SEMINAR: GLOBAL CLIMATE CHANGE (Juniors/Seniors)

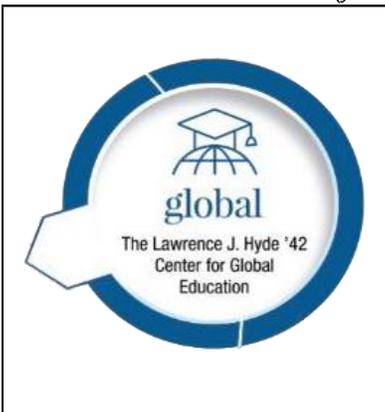


Global Climate Change is a new science course offered through the Hyde Center and takes a global perspective on the important and relevant topics surrounding climate change and its impacts on life on this planet. This is an AP Capstone course involving traditional learning and research evaluating the causes and effects of climate change. The class will begin by investigating the science behind the Earth's climate systems and the myriad issues resulting from the warming earth, such as sea level rise, increasing weather events, ocean acidification, etc. Additional topics covered will be the ethical and social issues such as climate displacement and refugees, international efforts to mitigate the crisis, the youth environmental movement, etc.

### 6700 HUMAN ANATOMY AND PHYSIOLOGY (Juniors/Seniors)

This lab course will examine basic human physiology from an integrated function and a health and disease perspective. Following a review of essential background material (cell biology, molecular biology, metabolism and genetics) the course will focus on the major systems of human physiology: digestion, circulation, the immune system, hormonal control systems, fluid balance and renal function, reproduction, and the nervous system. *Prerequisite: Chemistry I (Lab Science)*

### 6220 MARINE BIOLOGY (Juniors/Seniors)



Marine Biology is devoted to the study of marine living things and their processes. The course will incorporate information and activities in the following areas.

- The Marine Environment: The abiotic (geological, physical and chemical) environment that surrounds marine organisms and relates to their functions and habits.
- Marine Diversity: A survey of marine organisms, including algae, plankton, invertebrates, fish, and marine mammals. We will discuss organisms from coastal communities, deep sea, Arctic, Antarctic and coral reefs.
- Marine Ecology: A survey of the major coastal and pelagic marine communities and human interaction with the marine world.

This is a lab class which will require independent student research, outside paperback reading, and fieldwork. Detailed specimen dissection is mandatory. *Prerequisite: Biology and Chemistry. Juniors may take Marine Biology and Chemistry concurrently with written consent of the Department Chair. (Lab Science)*

## Semester Offerings

### 9250 THE SCIENCE OF WELL-BEING (Juniors/Seniors)



The Science of Well-Being course will provide an in-depth investigation of the neurological, psychological, biological, physiological, and social-emotional aspects of human emotion. In studying such emotions as Depression, Anxiety, Aggression, Euphoria, Happiness, Compassion, etc., students will gain a deeper understanding of brain anatomy and function, neurotransmission, manifestation of symptoms, treatment options, prevention, intervention, and promotion. Students will investigate and practice the expressions of happiness, self-esteem, resilience, perseverance, optimism, gratitude, and altruism. Through the study of human emotion, students will become better equipped to both understand how & why we experience emotion, and how to better manage it.

### 9260 THE PSYCHOLOGY OF PERFORMANCE EXCELLENCE (Juniors/Seniors)



There is emerging exploration into the mindset of high achievers, including the key strengths and skills that they have acquired to promote optimal performance and reduce dysfunctional behaviors. The Psychology of Performance Excellence course offers an investigation of the theoretical and applied factors associated with elite achievement in a variety of domains. Themes of focus include: growth mindset, development of self-confidence and self-efficacy, sources of motivation, properties of concentration and the "Flow State", identification and management of performance anxiety, methods of coping, exploration of "burn-out", and reception & utilization of feedback. Students will examine the following questions: What can enhance and optimize performance and health/well-being? What is mental toughness, and how can it be applied in a variety of performance domains? What are the risk behaviors which can interfere with performance and complicate health/well-being? How can current credible scientific evidence impact performance initiatives and health-seeking behaviors for a lifetime?

### 9230 LIFETIME FITNESS ACTIVITIES (Juniors/Seniors)

The purpose of this course is to provide the knowledge and tools to pursue personal physical fitness and good health for a lifetime while working with others. This course will not only help students develop fitness through participation and cooperation with other classmates but will allow them the opportunity to improve their fitness levels. In addition, it can amplify their concentration and focus in other classes throughout the day by enhancing their mental health and decreasing stress. Possible activities may include tennis, softball, pickleball, badminton, volleyball. Potential others: golf, flag football, strength and conditioning.

## FINE & PERFORMING ARTS

Students must complete a minimum of one credit of coursework or complete the equivalent credit through sponsored co-curricular activities prior to graduation. Many students earn more than the required minimum. Courses are offered with varying credit values (see descriptions below). Students can accumulate the required credits by mixing and matching courses from any of the categories below. Honors and AP courses require applications. Specific course requirements are noted in the course descriptions. Please speak to any Fine & Performing Arts faculty member for guidance.

### **Application process for courses needing approval:**

AP and Honors applications are available online or in the Cadigan Hall Arts Office. Applications must be returned to the Fine Arts Office or emailed to the department chair by the stated deadline. On an individual basis, teachers will review each student's audition, portfolio, effort and prior performance to determine appropriate placements.

### **Fine & Performing Arts Course Credit Summary**

1 Credit	0.75 Credit
MUSIC THEORY AP	CHAMBER ORCHESTRA
STUDIO ART: 2D DESIGN AP	CONCERT BAND
STUDIO ART: DRAWING AP	CONCERT CHOIR
	CHAMBER SINGERS HONORS

0.5 Credit	0.25 Credit
ADVANCED ACTING FOR STAGE & SCREEN	ACTING FOR STAGE & SCREEN I
ADV. DIGITAL PHOTOGRAPHY HONORS	ACTING FOR STAGE & SCREEN II
ARCHITECTURAL DRAWING	ADVANCED VOICE HONORS
ART HISTORY	BEBOP to HIP HOP&POP: Evolution of American Music
DIGITAL FILMMAKING I	DIGITAL PHOTOGRAPHY
DIGITAL FILMMAKING II	GUITAR ENSEMBLE I
DRAWING & DESIGN HONORS	GUITAR ENSEMBLE II
GUITAR ORCHESTRA	GUITAR ENSEMBLE III
JAZZ BIG BAND	INTRODUCTION TO DRAWING
JAZZ ROCK ENSEMBLE HONORS	MUSIC FOR MEDIA: Composing for Video Games & Films
LITURGICAL MUSICIANS	MUSIC PRODUCTION & HISTORY
SCULPTURE STUDIO I	PIANO ENSEMBLE I
SCULPTURE STUDIO II HONORS	PIANO ENSEMBLE II
THEATER FOUNDATIONS	PIANO ENSEMBLE III
THEATER SEMINAR HONORS	ADVANCED PIANO ENSEMBLE HONORS
VISUAL FOUNDATIONS	STAGECRAFT: Lights & Sound
ANCIENT GREEK/ROMAN ARCHEOLOGY	SCREENWRITING FOR STAGE & SCREEN
	UNDERSTANDING MUSIC THROUGH LISTENING
	VOICE STUDIO
	GLOBAL THEATER
	THEATER FUNDAMENTALS
	ADVANCED THEATER

# Course Offerings

## Music

### 7120 UNDERSTANDING MUSIC THROUGH LISTENING (Fr./So./Jr./Sr.) 0.25 Credit Half Year

This is an introductory class requiring no prior musical training. By the end of the course students will understand the basic elements of music such as beat, rhythm, form, tonality, etc. and be able, through listening, to recognize and discuss the interaction of these elements. They will compare and contrast different songs and critique the creative use and variation of the elements as found in musical examples.

### 7124 MUSIC PRODUCTION & HISTORY (Fr./So./Jr./Sr.) 0.25 Credit Half Year

	<p>This is an introductory level class which requires no prior musical training. This class is a music production course rooted in modern music history (20<sup>th</sup> Century- Present Day, with a focus on the perspective of marginalized groups in America), while also being a course that gives students the ability to do Electronic Music Production. Students will learn audio production in tandem with different musical-artistic movements from recent history, applying the concepts from these historical events with projects that they will complete in a DAW (Digital Audio Workstation) applications. Students will also examine this historical material in class through discussion and reflection. Basic music theory concepts (rhythm scales, chords, song form, etc.) will also be covered in the class.</p>
---	---

### 7125 MUSIC for MEDIA: Composing for Video Games and Films (Fr./So./Jr./Sr.) 0.25 Credit Half Year

	<p>What makes a good soundtrack? How do composers create dynamic music for interactive media like video games? In this course, students will develop the skills (musical, theoretical, and technological) to create soundtracks for various media, primarily video games and films. While this course includes historical and theoretical elements, there is an emphasis on the practical component; you will be composing music, creating soundscapes, and exploring creativity with your own audiovisual media.</p>
---	---

### 7126 BEBOP to HIP HOP & POP: The Evolution of American Music (Fr./So./Jr./Sr.) 0.25 Credit Half Year

	<p>How did American popular music come to be what it is today? This class offers an in-depth study of how music evolved in America over the past century through the analysis of the culture, politics, religion and communities of different peoples that have co-existed in America since the late 1800s. This course will specifically look at how the emerging success of Black artists in the 1900s influenced not only American music, but culture, politics, and a broad range of communities as well. This is an introductory music course with no prior musical training necessary.</p>
---	--

## Music Performance

### 7238 MUSIC THEORY: AP (Juniors/Seniors) 1.00 Credit Full Year

Unlock the secrets of music and embark on a captivating journey through the world of sound in our exhilarating Advanced Placement (AP) Music Theory class! This course is designed for high school students who are passionate about music and eager to explore its intricate nuances. In our AP Music Theory class, you will delve into a wide range of musical pieces, from classical to contemporary, offering you a comprehensive understanding of the world of music. Some topics covered: music notation, rhythms, pitch, key signatures, harmony, chord progressions, cadences, melodic analysis, different styles and genres, intervals, and forms. This course is about understanding the language of music, dissecting its structure, and appreciating its beauty from multiple perspectives. Whether you dream of composing your own symphony, dissecting the harmonies in your favorite pop songs, or simply deepening your connection to music, this AP Music Theory class is the perfect platform to launch your musical journey.

### 7189 VOICE STUDIO (Freshmen/Sophomores/Juniors/Seniors) 0.25 Credit Half Year

This course offers *more experienced* singers the opportunity to study a particular area of interest to them. These advanced musicians may choose to do work in the following areas: preparing music for a final recital; doing research for a project in music history or theory; writing an original composition. A final public recital or presentation will be required for all students. *Prerequisite: prior Concert Choir experience and Choir Director Approval Required*

**7187 ADVANCED VOICE HONORS (Sophomores/Juniors/Seniors) 0.25 Credit Half Year**

This course creates an opportunity for *experienced* students to explore their voice at an advanced level, concentrating on the art of singing. Technical work will include all of the elements of singing. A final public recital or presentation will be required for all vocal students.  
*Prerequisite: Voice Studio*

**7130 GUITAR ENSEMBLE I (Freshmen/Sophomores/Juniors/Seniors) 0.25 Credit Half Year**

This course is available to beginners who have their own guitar or bass (acoustic or electric). This ensemble covers all aspects of beginning guitar/bass, reading notation (not tab), and basic chord structure. The ensemble performs music like an orchestra except with guitars playing all parts, i.e. melody guitar 1 (soprano), melody guitar 2 (alto), etc. Specifically, students will learn proper right- and left-hand technique; position playing; reading skills- pitch and rhythm as well as basic chords.

**7140 GUITAR ENSEMBLE II (Freshmen/Sophomores/Juniors/Seniors) 0.25 Credit Half Year**

This course is for students who have taken Guitar I or have tested out of level I. It will expand student knowledge of chords, scales, notation reading, improvisation, and more advanced ensemble playing. Right and left- hand techniques will also expand and gain sophistication. *Prerequisite: Guitar I or Instructor Approval*

**7144 GUITAR ENSEMBLE III (Freshmen/Sophomores/Juniors/Seniors) 0.25 Credit Half Year**

This course is for students who have taken Guitar I and II or have tested out of level II. Guitar III Honors will build on skills developed in Guitar II. Specifically, students will learn multiple ways of playing more advanced chords (dominant, minor, major 7ths and more) and will develop the ability to change from one chord to the next in the most logical and efficient way- enabling them to play many of the most common chord progressions and songs. Students will explore playing and reading in positions other than first position and will further explore using major and minor scales for improvisation. *Prerequisite: Guitar II Instructor Approval*

**7145 PIANO ENSEMBLE I (Freshmen/Sophomores/Juniors/Seniors) 0.25 Credit Half-Year**

This program is especially designed for students who would like to study piano as a way to learn music and understand how music works. The program provides an opportunity for learning beginning piano techniques, music fundamentals, composition, and improvisation. Emphasis is on becoming a fluent reader of music. No previous music experience necessary. A love of music and access to a keyboard for practice at home are required.

**7148 PIANO ENSEMBLE II (Freshmen/Sophomores/Juniors/Seniors) 0.25 Credit Half-Year**

This course is designed for students who would like to continue to fine tune their ability to play piano. The course provides an opportunity to learn more advanced piano techniques. The expectation is that students enter class as fluent readers of music. The course is for students who have successfully completed Piano Ensemble I or have prior piano experience. Students with solid experience who have not completed Piano Ensemble I and want to be placed in this course must schedule an audition with Dr. Rozenberg prior to signing up for the class. A love of music and access to a keyboard for daily practice at home are mandatory. *Prerequisite: Piano Ensemble I*

**7147 PIANO ENSEMBLE III (Sophomores/Juniors/Seniors) 0.25 Credit Half -Year**

This course is designed for students who would like to continue to fine tune their ability to play piano both as a soloist and ensemble member. Students will be able to polish up their techniques at a higher level. Students will also expand their piano repertoire and learn more music history. A love of music and access to a keyboard for daily practice are mandatory. Students with solid piano experience who have not completed Piano I and Piano II should schedule an audition with Dr. Rozenberg prior to signing up for the class.  
*Prerequisite: Piano Ensemble I and II.*

**7151 ADVANCED PIANO ENSEMBLE HONORS (Sophomores/Juniors/Seniors) 0.5 credit Half-Year**

This course provides the opportunity for students who have taken Piano I, II and III courses and love playing the piano. Students will be working individually and in groups to master Piano I, II & II techniques with emphasis on style, interpretation, sight reading, and creating a personal digital portfolio for future college applications. A love of music and access to a keyboard for daily practice are mandatory. Students with solid piano experience who have not completed Piano I, Piano II or Piano III should schedule an audition with Dr. Rozenberg prior to signing up for the class. *Prerequisite: Piano Ensemble I, II & III*

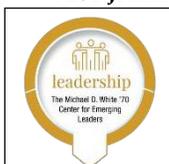
**7271 CHAMBER ORCHESTRA (Freshmen/Sophomores/Juniors/Seniors) 0.75 Credit Full Year**

Students who play violin, viola, cello, double bass, or piano are encouraged to participate in Chamber Orchestra. Regular home practice, group rehearsal, and some evening performances are required. Students earn ½ credit for a full year of participation. Rehearsal time to be determined.

**7146 GUITAR ORCHESTRA (Freshmen/Sophomores/Juniors/Seniors) 0.5 Credit Full Year**

Students who play guitar or bass are encouraged to participate in Guitar Orchestra. This group is different from the Guitar Ensemble classes as it is a performing group where students will be rehearsing and performing concerts. Rehearsal time to be determined. Regular home practice, group rehearsal, and some evening performances are required. Students earn 1/2 credit for a full year of participation. *Prerequisite: Guitar I or instructor approval*

**7281 JAZZ BIG BAND (Freshmen/Sophomores/Juniors/Seniors) 0.5 Credit Full Year**



This group welcomes standard jazz band instruments including trumpets, saxophones, trombones, guitar, piano, vibes, bass, and drums. Rehearsal time to be determined. Regular home practice, group rehearsal, and some evening performances are required. Please note that the leadership designation is earned in cooperation with the instructor.

**7293 JAZZ ROCK ENSEMBLE HONORS (Freshmen/Sophomores/Juniors/Seniors) 0.5 Credit Full Year**

Students who audition and are accepted may participate in the Jazz Rock Ensemble. The group is open to horn players, guitar, bass, piano, vibes, and drums. Rehearsal time to be determined. Regular home practice, group rehearsal, and some evening performances are required.

**7163 LITURGICAL MUSICIANS (Freshman/Sophomores/Juniors/Seniors) 0.5 Credit Full Year - Before School**

The Liturgical Musicians are singers and instrumentalists who contribute to the liturgical life of the school through quality music that encourages congregational participation. No choral experience is required; interested instrumentalists should have prior instrumental experience.

**7186 CHAMBER SINGERS HONORS (Freshmen/Sophomores/Juniors/Seniors) 0.75 Credit Full Year - Before School**



Chamber Singers are a select Honors Choir that performs a higher level of choral repertoire from all periods, with various styles of music. The Chamber Singers have performed at school and special events, as well as major state, national, and international festivals and competitions. Participation is open to members of the Concert Choir and other students **by audition only**. Please note that the leadership designation is earned in cooperation with the instructor.

**7171 CONCERT BAND (Freshmen/Sophomores/Juniors/Seniors) 0.75 Credit Full Year**



Students who exhibit a commitment to music and who have a background in performing can apply to receive credit for participation in Concert Band. The Band practices after to be determined. After school and weekend performances are required for participation. Students who select this elective must be able to attend rehearsals after school. Please note that the leadership designation is earned in cooperation with the instructor.

**7181 CONCERT CHOIR (Freshmen/Sophomores/Juniors/Seniors) 0.75 Credit Full Year - Before School**



The Concert Choir performs music of all periods, from Renaissance to Contemporary, with an emphasis on expression and response to different musical styles. The Choir provides students the opportunity to develop individually as a vocalist and as an integral member of a refined choir. Teamwork, discipline and dedication are stressed. The Concert Choir participates in school events and concerts and is open to all students for consideration. A voice audition for voice placement is required prior to course selection. Placement in Concert Choir or introductory classes (i.e. Explore the Voice) is at the discretion of the choir director. Rehearsals are at least twice weekly, depending on voice section assignment. Concert Choir meets before school from 7:20 -8:15 a.m. Performances vary year to year and often occur on evenings and weekends. Performance schedule is available each Spring prior to the next academic year. Please note that the leadership designation is earned in cooperation with the instructor.

**Theater / Film**

**7195 ACTING FOR STAGE AND SCREEN I- (Freshmen/Sophomores/Juniors/Seniors) 0.25 Credit Half Year**

This class is an introductory class into the world of stage and screen. By the end of this class, students will create and sustain a believable character throughout a scripted scene, use physical acting skills to develop characterizations, use vocal acting skills to develop characterizations, motivate character behavior by using recall of emotional experience as well as observation of the external world. The student will learn the different styles of acting associated with film and theater.

**7196 ACTING FOR STAGE AND SCREEN II (Sophomores/Juniors/Seniors) 0.25 Credit Half Year**

This class works toward a more focused development of the craft of acting and an introduction to other aspects for consideration in film and theater. The class is centered on scene study, script reading, self-scripting, and performance. Above and beyond what is learned in the first class, by the end of Acting for Stage and Screen II, students will learn to create complex characters through the integration of physical, vocal, and emotional choices, and demonstrate an understanding of a dramatic work by developing a character analysis, and perform in a variety of filmed scenes and/or plays. *Prerequisite: Acting 1*

**7243 STAGECRAFT: Lights & Sound (Fr./So./Jr./Sr.) 0.25 Credit Half Year**



This class is a practicum course designed to introduce students to all areas of technical theater including lights, set, sound, costume & props. This class will work in conjunction with The Dever Players on actual plays producing sets, creating soundscapes, and costumes and props. When necessary, students will learn how to properly create flats, platforms, and other set elements. The actual skills learned will depend on the requirements of the particular show. Some hours to be arranged outside of class time. As this class is tied to various performances with differing requirements, this class may be taken more than once.

**7245 SCRIPTWRITING FOR STAGE AND SCREEN (Fr./So./Jr./Sr.)****0.25 Credit****Half Year**

Have you ever thought, "people need to hear what I have to say"? Have you ever wondered how to turn your funny, serious, dramatic, moving, silly, controversial ideas into a script? Have you ever dreamed of hearing your words spoken live by other people in front of an audience? If you answer yes to any of the above, but you're not sure how to get started, then scriptwriting is for you. Students learn scriptwriting by doing in this workshop class. We will write - often and we will get to understand the craft of scriptwriting through that practice. We will use texts devoted to the art of scriptwriting and scripts themselves as we explore the journey an idea takes from initial thought to completed script. Students will produce monologues, scenes, at least one one-act play of 10 minutes or more, and one short (1 or 2 scene) screenplay. Each student will be expected to choose one monologue or short play to submit to the METG monologue/playwriting competition. There may be opportunity to see your work produced on stage at BC High as well.

**7197 ADVANCED ACTING FOR STAGE AND SCREEN (Juniors/Seniors)****0.5 Credit****Half Year**

The Advanced Acting class bridges Theatre Foundations and Theatre Seminar Honors. This class focuses on students who want to develop their acting skills beyond the introductory level. This class focuses on character development, contextualization, dramaturgy, physical preparedness (both voice and body), and the historical study of dramatic technique. We also tackle Comedy of Manners and Shakespeare and the particular demands of acting Shakespearean/Restoration plays (which includes research, the study of Anglo-Saxon and Latinate words, study of the Elizabethan era, and the study of Elizabethan poetic technique). The ultimate goal is to prepare students to produce a Shakespearean or Restoration play.

**7610 DIGITAL FILMMAKING I (Sophomores/Juniors/Seniors)****0.5 Credit****Half Year**

The digital filmmaking class will focus on all aspects of filmmaking including the principles of shooting, lighting, sound, acting, and directing. A major facet of the class will be learning to correctly film and edit on iMovie or Final Cut Pro. Through the texts, lectures, films, and hands-on participation, the students will acquire the vision and the experience to eventually light, sound, direct, shoot, and edit a 5-7 minute narrative film. *Prerequisite of Digital Photography Recommended*

**7620 DIGITAL FILMMAKING II (Sophomores/Juniors/Seniors)****0.5 Credit****Half Year**

Digital Filmmaking II will continue the process of Digital Filmmaking I culminating with the production of a 5-9 minute film. There will be more detailed work in lighting, sound, script development, and the use of 360° cameras and green screen technology. This course will also take a closer look at composition, dialogue, and acting for film. *Prerequisite: Digital Filmmaking I*

**7645 GLOBAL THEATER (Sophomores/Juniors/Seniors)****0.25 Credit****Half Year**

Throughout the world, theater has many forms, styles, and objectives. In Global Theater, we will study different types of theater as ancient as Japanese Noh theater and as familiar as Greek theater. Along the way, we will explore the various objectives of styles such as Theater of the Absurd, Theater of the Oppressed, and Commedia dell' Arte. Further, we will focus on understanding each form and how that understanding can inform our own acting. In this class we will bring our learning to life through acting activities on the stage.

**7290 THEATER FOUNDATIONS (Freshmen)****0.5 Credit****Half Year**

Theater Foundations will focus on acting and will serve as an introduction to the various aspects of theater. The students will be exposed to the very complex branches of theater (lights, set, sound, costume, make-up, direction, acting) that meld into the trunk of performance. By the end of the course the student will be able to identify all aspects of theater, be able to create a character, be able to follow the creative process from inception to fruition in the creation of a character in a scene for performance. The student will also be able to understand the design process for all the elements of theater. This course is created for students who truly enjoy theater.

**7198 THEATER FUNDAMENTALS (Freshmen/Sophomores/Juniors/Seniors)****0.25 Credit****Half Year**

This course is designed for those with limited theatrical experience. It aims to introduce students to all non-technical aspects of theater production: writing, acting, directing, and producing. While students will explore multiple parts of the theatrical process, they will have the opportunity to focus in a chosen area. The course culminates in a student written and directed performance before an audience.

**7199 ADVANCED THEATER (Sophomores/Juniors/Seniors)****0.25 Credit****Half Year**

This course is designed for those who have experience in numerous theatrical productions or have taken Theatre Fundamentals. Students should be acquainted with the theatrical process and terminology and ready to hone their craft in one area of production: writing, acting, or directing. The course culminates in a student written and directed performance before an audience. Students who have already taken Advanced Theatre can take it repeatedly and continue to develop their skills.

**7640 THEATER SEMINAR HONORS (Juniors/Seniors)****0.5 Credit****Half Year**

This class will be available only to students who have taken all other theatre arts courses. This class focuses on creating superior performance skills in the area of acting, writing, and directing. This class is the culmination of a focused development in theatre with the aim of creating theater itself. The final product of this class is the creation of a play or plays written, directed, and acted by students in the class. *Prerequisites can be any of these courses: Acting for Stage and Screen II, Stagecraft, Theater Foundations.*

## Visual Art

### 7150 DIGITAL PHOTOGRAPHY (Freshmen/Sophomores/Juniors/Seniors) 0.25 Credit Half Year

This course serves as an introduction to photography through digital imaging. Emphasis will be placed on developing composition and aesthetic skills, technical craftsmanship, and critical analysis. A text is required that covers camera fundamentals and addresses technical information. Students will be shooting a series of photographic assignments on campus and at home in addition to learning from the text. It is highly recommended that each student have their own digital camera to complete the homework assigned in this course.

### 7182 INTRODUCTION TO DRAWING (Frosh./Soph./Juniors/Seniors) 0.25 Credit Half Year

Students will learn the fundamentals of drawing which is the basis of visual thought. Through the use of traditional techniques, students will be developing and refining their skills of observation and visual communication. Subjects explored will include the human figure, perspective, still life, landscapes, and manga/cartooning. An assortment of media will be available including ink, colored pencil, marker, and graphite. In addition to student production, criticism and art history are incorporated into the course.

### 7185 ADV. DIGITAL PHOTOGRAPHY HONORS (Soph./Juniors/Seniors) 0.5 Credit Half Year

For those who already know the basics of digital photography, this class will allow the student to take control over processing the image. In the Mac Lab using Adobe Photoshop, we will cover editing, basic retouching and file handling techniques. Continued emphasis will be placed on good composition and critical analysis. A digital camera is required as is a flash drive or portable hard drive for file transportation. *Prerequisite: Digital Photography. Application Required*

### 7850 ARCHITECTURAL DRAWING (Sophomores/Juniors/Seniors) 0.5 Credit Half Year



This advanced art course introduces students to the concepts, tools, and language of architectural design. We will start with freehand sketching and lettering techniques and work our way towards building architectural models. Beyond learning how to use the tools of the trade, we will study influential architects past and present. Students will be confronted with weekly design challenges to create original and effective design solutions.

### 7630 ART HISTORY (Sophomores/Juniors/Seniors) 0.5 Credit Half Year



This course explores pivotal works of art from the prehistoric to the modern day. Students will be introduced to various forms of art and to important artistic movements. Student learning is based on analysis and interpretation of individual works of art within the historical and cultural context. Classes will include group study of images as well as brief writing assignments, projects, and class presentations. The class will travel to a local museum and/or gallery to study original works.

### 7184 DRAWING & DESIGN HONORS (Sophomores/Juniors/Seniors) 0.5 Credit Half Year



Build confidence in your ability to draw! Wield a pencil with authority! Why do some things look good while others just don't? The answer is GOOD DESIGN. Explore figure drawing, perspective, collage, typography and working from the imagination. Learn the design process! Get a head start on AP 2D Design. This class will foster your artistic formation. *Previous Art Class & Honors Application Required.*

### 7870 SCULPTURE STUDIO I (Freshmen/Sophomores/Juniors/Seniors) 0.5 Credit Half Year



Work with your hands! Make sculptures! For students who enjoy the physicality of building, this course will introduce techniques and methods for working in foam board, papier-mâché, wood, wire, found objects and clay. *This is a studio intensive class with little to no homework.* While using the Elements and Principles of Design as a guide, students will develop critical thinking skills as they create work in response to their environment.

### 7874 SCULPTURE STUDIO II HONORS (Sophomores/Juniors/Seniors) 0.5 Credit Half Year



For students who enjoyed Sculpture Studio I, this advanced level course will offer you the opportunity to take your work to another level. Sculpture Studio II will push you to take creative risks, build your skills and find solutions to more advanced design challenges. Students will sculpt with paper, plaster, wood, wire, found objects and clay. Personal preferences will be encouraged to strengthen each student's expressive voice. Artists from the past as well as contemporary work will be investigated. *Application Required*

**7810 VISUAL FOUNDATIONS (Freshmen)****0.5 Credit****Half Year**

Do you enjoy Art? This course is designed to provide the skills necessary for accomplished work. As an accelerated class, it will provide a more in-depth experience with other like-minded students. Encouraging individual exploration, students will be introduced to a variety of materials both 2D and 3D. Craftsmanship will be stressed along with formal principles, which are the building blocks for all art. Students new to the school should submit a sample of their best work for consideration. *Application Required*

**7999 STUDIO ART: 2-D DESIGN AP (Juniors/Seniors)****1 Credit****Full Year**

This is a visual arts course for students who want a rigorous college level studio experience. Work will be developed using the Elements and Principles of Design. A body of work may be produced in photography, digital images, painting, or mixed media. Students will be required to do artwork outside the classroom; take part in critical analysis of their work and others; and visit museums. College Board evaluation at the end of the year is through a portfolio submission, not a written exam. *Prerequisite can be any of these courses: Drawing & Design Honors, Advanced Digital Photography Honors, or Architectural Drawing. Application Required*

**7998 STUDIO ART: DRAWING AP (Juniors/Seniors)****1 Credit****Full Year**

Create a drawing portfolio of college level artwork. Rendering of form, composition, and the illusion of depth are some of the drawing issues that will be developed. Work will be developed using the Elements and Principles of Design. Students will be required to keep a sketchbook, do artwork outside the classroom; take part in critical analysis of their work and others; and visit museums. College Board evaluation at the end of the year is through portfolio submissions, not a written exam. *Prerequisite: Architectural Drawing, Drawing & Design Honors. Application Required*

**4872 ANCIENT GREEK ARCHAEOLOGY / ANCIENT ROMAN ARCHAEOLOGY (Juniors/Seniors)****.5 Credit****Half Year**

This semester course will explore the people and cultures of the ancient Mediterranean through the lens of art history and the discipline of archaeology. The first semester will focus on ancient Greece from the Bronze Age to the Hellenistic Period, including technological, artistic, and political developments. We will explore major historical events as well as the daily lives of ordinary fifth century Athenian citizens through their surviving material culture. The second semester will focus on the art and archaeology of Rome, from the Etruscan civilization and the founding of Rome through the emperor Constantine, including engineering, artistic, and architectural developments. We will explore major historical events as well as the daily lives of Roman citizens, both in the city and on the frontiers of the empire. By investigating the masterful utilization of art and architecture in imperial propaganda (both Roman and Greek), students will develop a more critical eye to their appropriation (and misappropriation) in our modern culture, and the implications thereof. In both these courses, students will develop analytical skills inherent to the social science of archaeology as well as increase their cultural literacy of our modern world.

## HEALTH AND WELLNESS

During the freshman and sophomore years, all students will explore topics related to Health and Wellness.

### **9110 HEALTH AND WELLNESS I (Freshmen)**

The Health and Wellness I course guides students through a curriculum that provides healthy tools to help them navigate adolescence. Based on Maslow's Hierarchy of Needs, the twenty lessons are centered around the five principal tiers: physiological, safety, love and belonging, esteem, and self-actualization. Some of the topics covered are: sleep hygiene, assessment of one's personal health, improving personal fitness, managing stress, lowering the risk of infectious and chronic diseases, educated wellness choices, and healthy boundary setting skills.

### **9210 HEALTH AND WELLNESS II (Sophomores)**

The goal of the Health and Wellness II course is to expand upon the topics covered in Health and Wellness I. In this course, students will be given the opportunity to sharpen the health and wellness knowledge they acquired in the previous course (Health and Wellness I) through a series of investigative learning activities. The central focus of the curriculum is to teach students how to make educated wellness choices.

## **SCHOOL & COLLEGE COUNSELING**

The primary function of the school and college counseling department is to assist students in making the decisions which affect their education and to implement programs which will aid them in reaching their full potential at this school.

The counseling program at BC High involves the students in post-secondary seminar sessions during junior and senior year. Senior students meet with their counselor once a cycle during the first semester and junior students meet with their counselor during the second semester. Group meetings are supplemented with individual counseling focusing on academic performance, course selection, college and career choices, and problems of a personal nature.

### **Course Offerings**

#### **9300 POST-SECONDARY SEMINAR (Juniors)**

During the second semester, juniors meet with their counselor in small groups once per cycle. The meetings will focus on issues related to the college application process and will assist students as they begin their college search. Among the issues discussed in the small group meetings will be taking standardized tests, developing an appropriate list of colleges, visiting campuses, selecting a major, understanding ways to apply, writing the college essay, becoming aware of application deadlines and scheduling interviews.

#### **9400 POST-SECONDARY SEMINAR (Seniors)**

During the first semester seniors meet with their counselor in small groups. Counselors will help students manage the college search and application process. Application procedures and other important aspects of the college process will be reviewed thoroughly. In addition to the small group discussions, counselors will meet individually with seniors to discuss their specific college plans.

# HYDE CENTER FOR GLOBAL EDUCATION PROGRAMS

Students who wish to enhance their language skills, study the history and customs of a different country, and immerse themselves into another culture may apply to one of four international seminars that are offered for academic credit. For all programs, students stay with host families from our partner schools - an experience that we consider to be at the heart of our exchange programs. Some of these offerings are limited by Covid-19 restrictions, so students should check in at the Hyde Center for updates.

## Hyde Scholars

## **1 Credit Upon Completion**

Hyde Scholars is a multiyear program designed for students who wish to take active steps toward achieving superior levels of global and cultural understanding and engagement while at BC High. This application-based program requires a sincere commitment and desire from students to complete both academic and culture requirements beyond their standard responsibilities. Although geared towards freshmen, both interested freshmen and sophomores must apply by the fall deadline in order to be considered. Students will be expected to, among other criteria, embrace global travel opportunities, become Hyde Center Global Ambassadors, demonstrate proficiency and confidence in a second language, complete a cohort research project, and demonstrate a passion and drive to become engaged global citizens. Students enrolling and completing all program requirements will receive distinction on their transcript as graduating as Hyde Scholars. Academic credit will be awarded once all requirements are completed at the close of junior year. For specific program requirements, please email Ms. Ehalt at [jehalt@bchigh.edu](mailto:jehalt@bchigh.edu)

## Peretti Scholars

Peretti Scholars is an application-based program for students committed to studying Spanish in a special conversational cohort for three academic years. Peretti Scholars meet weekly as a cohort in addition to meeting one-on-one with a Spanish speaking mentor in the building. They also participate in three summer sessions speaking Spanish and exploring Spanish culture in the Boston area. During their junior year, Peretti Scholars have the opportunity to travel to Baranquilla, Colombia and immerse themselves in the culture and language while mastering their Spanish conversation skills. This is a reciprocal exchange and students from Colegio San Jose visit BC High in October of the students junior year. Families of participants are asked to host a student during this visit to Boston, and our students will stay with a family in Baranquilla. Students who complete all program requirements will receive distinction on their transcript as Peretti Scholars. Academic credit will be awarded for completed requirements, based on the following timeline:

Freshman year: .25 Credits Sophomore year: .25 Credits

Junior year .25 Honors Credits

Baranquilla Summer Seminar: .5 Credits

## **5696 BUENOS AIRES SUMMER SEMINAR (Sophomores/Juniors) 0.5 Credit June - Three and a Half Weeks**

Since the summer of 2008, students have had the opportunity to participate in the Buenos Aires Summer Seminar, an exchange experience with Colegio del Salvador, a Jesuit high school located in beautiful Buenos Aires, Argentina. This seminar includes daily Spanish classes, Argentinean history classes, and weekly excursions throughout Buenos Aires. Whether it is through dancing the Tango, or visiting a local ranch with real gauchos, students will truly feel a part of the lively and welcoming Argentinean culture. This is a reciprocal exchange and students from Colegio del Salvador visit BC High in January. Families of participants are asked to host a student during this visit to Boston, and our students will stay with a family in Buenos Aires. Participants are expected to have a basic knowledge of Spanish.

## **5699 DUBLIN SPRING SEMINAR (Sophomores/Juniors) 0.5 Credit April - Two Weeks**

Since the Spring of 2009, BC High has partnered with Belvedere College, a Jesuit high school in Dublin, Ireland. This two-week seminar will focus on the rich and fascinating interchange of literature, politics, history, art, theater and sports in the Republic and the North of Ireland. On a daily basis, students will attend classes, as well as explore the dynamic city of Dublin and surrounds. Highlights include: Trinity College, The Irish Writers Museum, The Irish Parliament, The National Gallery, The Lansdowne Rugby Club, The Abbey Theater, and Boston College Ireland. Participation in Belvedere's unique "Community Care" program will allow our boys to continue the Jesuit tradition of service and justice for all. In the past overnight excursions included a trip West to Galway and the Aran Islands, as well as a trip North to visit Belfast/Derry. This is a reciprocal exchange and students from Belvedere College visit BC High in October. Families of participants are asked to host a student during this visit to Boston, and our students will stay with a family in Dublin.

## **5698 LYON SPRING SEMINAR (Sophomores/Juniors) 0.5 Credit May - Two Weeks**

Established in 2011, BC High partners with Lycée Saint-Marc, a co-ed Jesuit school in Lyon, France. Because of Lyon's geographic and political importance, students will be able to reflect on 2,000 years of history, stretching from Roman Gaul and the Renaissance, to today's designation as the culinary capital of the world. During this program, students participate in daily lessons in French and French history and have ample opportunities to explore and discover the rich culture and heritage of France. Students will feel at home in a vibrant city that features sites such as the Basilique de Fourvière, Vieux Lyon, Place des Terreaux, and the Museum of the Resistance. This is a reciprocal exchange and students from Lycée Saint-Marc visit BC High in February. Families of participants are asked to host a student during this visit to Boston, and our students will stay with a family in Lyon. Students are expected to have a basic knowledge of French. Interested students who do not speak French must contact the Vice President for Global Mission and Identity to inquire about program participation.

**5701 ROME LATIN SEMINAR (Sophomores/Juniors/Seniors)****0.25 Credit February – One Week**

This opportunity will make the Classics alive for any student studying Latin. Students will spend a week in Rome exploring monuments and ruins such as the Roman Forum, Colosseum, Circus Maximus, Ara Pacis, and the Capitoline Museums. In addition, students will visit the Vatican Museums and St. Peter's Basilica, as well as travel to the ancient city of Ostia Antica. Participants will be assigned nightly readings on Roman Architecture and city life, and at each site they will participate in daily lectures on the history and architecture and their impact on the culture of Ancient Rome. Whether declaiming Cicero in the Roman Forum, seeing the Theater of Pompey where Caesar was assassinated, or walking through the ancient ruins of the Pantheon, The Rome Latin Seminar will provide a direct experience for classics students that will integrate Roman history, literature, and language with the students' previous study. This program is specifically designed for students enrolled in Latin. Please contact the Hyde Center if you are an interested student not currently enrolled in Latin.

**5716 GREECE SEMINAR (Sophomores/Juniors/Seniors)****0.25 Credit February – One Week**

The Athens Greek Seminar will provide a direct experience for students of ancient Greek. This program will integrate Greek history, literature, and language with the students' previous study of Ancient Greece. This opportunity will make the Classics alive for any student studying Greek. Students will spend a week in Athens and several sites outside the city, exploring monuments and ruins such as the Athenian Agora, the Acropolis, and the archaeological site of Delphi. In addition, students will visit the American School of Classical Studies at Athens, which houses the original notebooks of Heinrich Schliemann, one of the pioneers of archaeology. They will also travel to the island of Aegina. Students will be assigned nightly readings on Greek architecture and archaeology. At each site students will hear lectures describing the cultural impact of archaeology on both ancient and modern Greece. Students will have the opportunity of declaiming Homer in a Greek theater, seeing the place where the apostle Paul delivered a sermon, or walking through the ancient ruins of the Parthenon. This program is specifically designed for students enrolled in Greek. Please contact the Hyde Center if you are a student not currently enrolled in Greek.

Participation in all programs is by online application. Applications can be found at [www.bchigh.edu/hydecenter](http://www.bchigh.edu/hydecenter) and will be accepted during Application Week for most programs, with a second round of applications accepted in the fall. The tuition costs for the programs are anticipated to range from \$850 - \$3500. Final cost is based on student participation. Cost includes tuition, board, meals, travel in country, entrance fees, books, and visa processing fees if necessary. Expenses that are not included are: round-trip air travel (with the exception of the Classics programs), personal items, and services, such as passport fees, phone calls, and personal spending money. Need-based financial aid is available.

For more information, or the most up-to-date program offerings and details (including international service and retreat programs), please stop by the Hyde Center or email us at [hydecenter@bchigh.edu](mailto:hydecenter@bchigh.edu).

## COMMUNITY SERVICE (GRADUATION REQUIREMENT)

### COMMUNITY SERVICE PROGRAM REQUIREMENTS

	Freshman	Sophomore	Junior
<b>Theme</b>	“Freshmen 4 Others” and Cura Personalis – Care of Myself and Others	Men for Others	Contemplative in Action – A Call to Service
<b>Hours</b>	10 + Freshmen 4 Others	20	40 or by number of site visits
<b>Placements</b>	Local to home or to group to which student already belongs	Local community; non-profit organizations; indirect service allowed; partner option given	Non-profit agencies serving marginalized persons, advocacy work in structural/ societal injustice, or an approved Immersion Experience
<b>Reflection</b>	Written reflection assignment	Written reflection assignment or interview	Participation in reflection groups and completion of reflective writing assignments
<b>Timeline</b>	Hours and reflection due during Quarter 3	Hours and reflection due Quarter 3	Completed during the junior academic year or summer after junior year

## RETREAT PROGRAM (GRADUATION REQUIREMENT)

**All students must complete one significant retreat experience in their junior or senior year here at BC High.** There is an extensive list of retreats offered by the Center for Ignatian Identity and Formation that satisfy this requirement and it is important to note that these options offer a host of different paths to fulfilling the requirement. Additionally, not only will Campus Ministry offer many different types of retreats, but all approved service immersion trips will also count. Further, some parish retreats and/or service experiences may satisfy this requirement. Students with questions should seek out the answers in the Center for Ignatian Identity and Formation.

## SUMMER COURSE OFFERINGS

Through the BC High Summer Programs, the following courses will be offered for academic credit. For specific dates and times of courses, visit [www.bchigh.edu/summer](http://www.bchigh.edu/summer). Summer program offerings are always dependent upon enrollment and are subject to change (including additions to the offerings), so check the website for changes.

### Full Credit

#### **6200 CHEMISTRY I (Sophomores/Juniors/Seniors)**

**Six Weeks - Three Hours/Day**

Chemistry is the science that investigates the composition of substances and the changes they undergo. This course enables students to learn chemistry through experimentation and observation. Organizing the concepts, theories, and principles of chemistry allows students to develop an understanding of the materials that make up our world, the forces that bind them together, and the laws that govern changes in materials. The daily work in chemistry places emphasis on applying concepts, analytical reasoning, and problem solving using dimensional analysis. The use of a scientific calculator is required. Students have one lab period each seven-day cycle.

*Prerequisite: Minimum of a C semester grade in both Algebra I and Biology I. (Lab Science)*

#### **6204 CHEMISTRY I HONORS (Sophomores/Juniors/Seniors)**

**Six Weeks - Three Hours/Day**

Chemistry I Honors differs from Chemistry I in that a greater number of topics are covered in greater depth and the expectations are that the students will develop higher-level analytical skills. Those topics include problems dealing with limiting reactants, thermodynamics, molality, colligative properties, introductory organic chemistry and preparation for the Chemistry SAT II. *Prerequisite: B+ semester grade in both Algebra I and Biology I. Departmental Recommendation Required (Lab Science)*

### 0.25 Credit

#### **7150 DIGITAL PHOTOGRAPHY (Freshmen/Sophomores/Juniors/Seniors) 0.25 Credit**

**Three Weeks - Two Hours/Day**

This course serves as an introduction to photography through digital imaging. Emphasis will be placed on developing composition and aesthetic skills, technical craftsmanship, and critical analysis. A text is provided that covers camera fundamentals and addresses technical information. Students will be shooting a series of photographic assignments on campus and at home in addition to learning from the text. It is highly recommended that each student have his or her own digital camera to complete the homework assigned in this course.

### No Credit

#### **BCHire SUMMER SEMINAR: Exploring Professional Formation and Discernment**

This course aims to blend the traditional Jesuit practices of reflection and discernment with student internship and workplace experience. Students will be offered a chance to begin to develop and reflect upon themselves as an employee, intern, and professional. More details will be available during the second semester.

#### **Trigonometry for Calculus**

This course is designed for students who demonstrate aptitude for mathematics and who performed very well in the Algebra II Level I course. This class will cover the following topics in Trigonometry: the Unit Circle, the graphs and values of the six trigonometric functions, trigonometric equations, and applications of trigonometric functions. The course will rapidly cover the necessary topics to determine if students would adapt well to the rigorous pacing of an Honors course. Upon successful completion of the class, students will be recommended for Calculus Honors or Precalculus Honors.

#### **College Essay and the Common App (Seniors)**

**One Week - 3 Hours/Day - 4 Days/Week**

This class is open for rising seniors who want additional guidance through the college application process and/or want to have their college application process already in motion before the school year starts. During this 4-day co-ed course students will work closely with a BC High guidance counselor to compose their Common Application essay and complete the basics of the Common Application. In addition, students will receive assistance in the college search and selection process from the guidance counselor. There will be homework. Students AND parents will be given homework assignment to be completed and returned to us together with your academic records. In addition, students will have homework assignments during the boot camp primarily related to drafting their essays.

#### **ACT Test Prep (Juniors/Seniors)**

**Three Weeks - 3 Hours/Day**

BC High offers the complete Summit Review course, including successful strategy concepts and proven test-taking techniques in the areas of English, Math, Reading and Science. Three practice exams are included and administered in this course. The first day and last day is a practice test and one other practice test will be administered at the discretion of the instructor to track the student's progress. Attendance at every class is expected.

#### **SAT Test Prep (Juniors/Seniors)**

**Three Weeks - 3 Hours/Day**

The SAT exam is a measure of the critical thinking skills you'll need for academic success in college. The SAT includes a Critical Reading, Math, and Writing section, with a specific number of questions related to content. Three practice exams are included and administered in this course. The first day and last day is a practice test and one other practice test will be administered at the discretion of the instructor to track the student's progress. Attendance at every class is expected.

## DIVISION I AND II COLLEGE ATHLETICS INFORMATION

Students who plan to enroll in a Division I or II college and want to participate in athletics or receive an athletic scholarship during your first year must:

Graduate from high school

Complete 16 core courses as listed below:

4 years of English

3 years of math (Algebra I or higher)

2 years of natural or physical science (including one year of lab science if offered by your high school)

1 extra year of English, math or natural or physical science

2 years of social science

4 years of extra core courses (from any category above, or foreign language, non-doctrinal religion or philosophy);

Earn a minimum required grade-point average in your core courses

Earn a combined SAT or ACT sum score that matches your core course grade-point average and test score sliding scale (for example, a 2.300 core-course grade-point average needs an 980 SAT).

All full-year courses appearing in this catalog are approved as core courses except the following:

Foundations of Faith

Critical Issues

Ethics

Ignatian Studies

Models of Leadership

Religion and Science

Engaging Scripture & Tradition

Social Justice

The Problem of Evil

Fine Arts courses are not approved as core courses by the NCAA.