

Course Catalog  
2020 – 2021

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# 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 high 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 one-hundred fifty years of educational experience combined with four-hundred fifty 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 sponsored by the Society of Jesus, a religious order of men whose commitment to education dates back to the 16th century. Following the directives of the most recent General Congregations of the Society of Jesus - which confirmed the importance of secondary education as a Jesuit apostolate - Boston College High School challenges its students to transcend academic excellence by becoming "men for others." To attain these goals, 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 Church and in the community through service to others. In addition, Boston College High School is a member of the Jesuit Secondary Education Association (JSEA), "a voluntary service organization linking forty-six member schools in the United States, Belize and Puerto Rico and another fourteen associate and mission schools from Quebec to Kingston and Hong Kong."

As a Catholic school, Boston College High School strives to promote the Kingdom of God 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 convictions through liturgical celebrations and retreat programs. To further promote the formation of young men of conscience and compassion, the school requires the completion of a 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.

The tradition of Boston College High School has always valued a strong drive for achievement and a community which supports the aspirations of its members, particularly the poor. For this purpose, the school follows a need-blind admissions policy.

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 Academic Vice Principal (AVP) only after consultation with the Guidance 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 AVP.

### Graduation Requirements

Department	Credits	Requirement
English	4	1 course each year
Religion	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

- It is strongly advised that students consult with their guidance 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
Jesuit and Christian Thought	Hebrew/Christian Scripture	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. I / 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>
Group Guidance (Sem. 1)	Group Guidance (Sem. 2)	Group Guidance (Sem. 2)	Group Guidance (Sem. 1)
Health & Wellness (Sem. 1)	Health & Wellness (Sem. 2)		

1. Fine Arts requirement 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. Applications are available online. Course Selection Sheets will be distributed in late February. 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	27	Monday	Course Selection Meetings – freshman and sophomore in MMP groups and juniors in group meetings
February	25	Monday	Honors and Advanced Placement approvals emailed to students/Sheets Distributed
February	27	Thursday	Course Electives Fair during both lunches

Feb./Mar.	26-11		Students meet with guidance counselors
March	6	Friday	Deadline for freshmen to enter course selections online and turn in Course Selection Sheets
	11	Wednesday	Deadline for sophomores to enter course selections online and turn in Course Selection Sheets
	16	Monday	Deadline for juniors to enter course selections online and turn in Course Selection Sheets

## RELIGIOUS EDUCATION

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

### Course Offerings

#### 8100 RELIGION I: Christian Thought (Freshmen)

This is a survey course designed to bring students to a better understanding of Christian faith and the life of the Church. 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, the history of Judaism, and the roots of Christianity. Freshmen then study the mission and message of Jesus, and how the community of the church developed in response to the Gospel. The course helps students develop the attitude of openness needed for further religious study.

#### 8200 RELIGION II: Hebrew Scripture and Christian Testament (Sophomores)

This course presents the development of the relationship between God and God's people, through the Hebrew and Christian Scriptures. Dominant themes, significant people, important events, notable stories, and key terms are stressed. Sophomores learn to approach Scripture with critical reflection and interpretive skills, as well as discovering their own faith within the faith history of God's people.

#### 8300 RELIGION 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 first semester*

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

In this course, students become familiar with the social dimension of the Christian faith through the social teachings of the Catholic Church. Using the tools of social analysis and theological reflection, this course empowers students to respond to critical contemporary issues as a people of faith. *This course is offered second semester. \**

*\*Students will have the option to apply for sections of this course that include a domestic (United States) immersion experience in order to bring life to their classroom learning. BC High's Community Service and Retreat requirements (reference page 38 for more information) will be fulfilled through participation in these programs. Additional fees will be assessed for this travel experience, however, financial aid will be offered. **Departmental Recommendation Required (for the immersion section(s) of the course only)***

**RELIGION 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.

#### **4844 GREEK III HONORS SEMINAR 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*

#### **8460 HISTORY OF THE CATHOLIC CHURCH IN THE MODERN WORLD (Seniors)**

This course seeks to lead students in critical reflection on the major events, individuals, and ideas that influenced the development of the Church. Students will examine the historical context out of which religious distinctions within the modern Church emerged, while crafting a historical context for understanding current issues. There will also be an opportunity to reflect upon the globalization of Christianity, given the varied faiths of the world. Special emphasis will be placed on the tensions between Catholicism and various aspects of the modern world, the cultural and spiritual trends of the period, and each student’s role in the Church of tomorrow.

#### **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 student's 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 foundation course will develop students' skills in five areas: vocabulary, grammar, elements of effective oral expression, paragraph development, and critical reading skills. Students are introduced to all genres of literature, with an emphasis on short stories, Shakespeare, and Homeric epic poetry.

### 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 Modernist era. 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 online, independent course which students elect to take alongside English II: American Literature in order to achieve Honors designation and credit. Each semester, the department will post and grade assignments that augment the students' classroom experience. Students will be expected to punctually complete these assignments in accordance with the standards set by the department. English II Honors is open-enrollment for students who earned a Semester 1 grade of B- or better in English I. Students whose Semester 1 grade is below B- may still enroll, but require departmental approval. **Students who need approval to enroll (i.e. whose Semester 1 grade is below B-) must meet with the chair of the English department. Students who do not enroll during the Course Selection period must receive approval from the chair of the English department.**

### 1030 ENGLISH III - BRITISH LITERATURE (Juniors)

This course surveys the literature of the Britain as it developed in narrative, lyric, and dramatic form. In addition to continued emphasis on vocabulary growth, language skills, and mastery of the expository essay, students will be introduced to library research procedures and the research paper. **The first semester of British Literature traces the path of English, our "Mother Tongue," from its Anglo-Saxon origins to today. Students have the opportunity to indicate a preferred second semester concentration from the following four concentration areas:**

*Back Roads to Far Places: This course will highlight literature devoted to journeys and exploration, whether across the frozen floes of the Arctic or into the internal depths of one's spirit. We will read a wide array of works, from contemporary novels and nonfiction to classic Romantic poetry, examining the ways these texts illuminate their particular cultural contexts as well as how the "journey" might be read as a metaphor for a human life. Possible authors include: Mary Shelley, Samuel Taylor Coleridge, Alfred Lansing, Octavia Butler, Chigozie Obiama, Aldous Huxley, Francisco Cantu, and others.*

***The Celtic Realms:** This multi-genre course will study the styles, themes and historical context of authors writing in English from regions of Celtic origin, predominantly Ireland and/or Scotland. Topics addressed may include the combined Celtic and British nature of the texts, Post-Colonialism, the negotiation of a "National" literature and identity, and the sometimes tumultuous relationship between nationalism and the individual. Possible authors include: Burns, Arthur Conan Doyle, Roddy Doyle, Friel, Heaney, Joyce, Edna O'Brien, Muriel Sparks, Stevenson, Synge, and Yeats.*

***The Gothic Tradition in British Literature:** Gothic Literature arose in the 18th century, combining elements of horror and medieval romance to terrify, inspire, and delight readers the world over. We have Gothic Literature to thank for such legendary and monstrous characters as Dracula, the Frankenstein Monster, and Mr. Hyde. This novel-based course will examine the major themes, stylistic devices and historical contexts of the Gothic literary movement, as well as some of the other genres of literature and art influenced by this movement. Possible authors include: Horace Walpole, Ann Radcliffe, Mary Shelley, Robert Louis Stevenson, and Bram Stoker.*

***The Literature of Social Change: Human Rights and the 20<sup>th</sup> Century Novel:** Historically, the last century was marked by huge technological changes, massive human carnage, the rise of totalitarian regimes, the veritable collapse of the British Empire, and a broadening understanding of the rights of individuals. This course will explore the role of novels in creating and reflecting upon historical and social change, in addition to our broadening understanding of human rights. Possible authors include: Achebe, Atwood, Conrad, Orwell, and Smith.*

#### **1034 ENGLISH III HONORS - BRITISH LITERATURE (Juniors)**

English III Honors is an online, independent course which students elect to take alongside English III: British Literature in order to achieve Honors designation and credit. Each semester, the department will post and grade assignments that augment the students' classroom experience. Students will be expected to punctually complete these assignments in accordance with the standards set by the department. English III Honors is open-enrollment for students who earned a Semester 1 grade of B- or better in English II. Students whose Semester 1 grade is below B- may still enroll, but require departmental approval. **Students who need approval to enroll (i.e. whose Semester 1 grade is below B-) must meet with the chair of the English department. Students who do not enroll during the Course Selection period must receive approval from 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 challenging summer reading novels, students will read texts of varying genres selected from the canon of British Literature with a focus on understanding the origins of the mother tongue; texts include *Beowulf*, a Germanic epic; *The Tragedy of Macbeth*, a five-act drama by William Shakespeare; and a third text from the canon of British or Commonwealth Literature. Second semester offerings, varying by teacher, will consist of equally challenging texts of significant literary merit. By May, students will be expected to have assiduously read roughly ten to twelve literary works. Writing for the class will focus on independent scholarship with students composing at least three critical essays per quarter, culminating in a ten-page, scholarly research paper in MLA format due in April and required for matriculation into senior year. Successful completion of the summer reading and the accompanying assessment are mandatory. *Department Recommendation Required*

**ENGLISH IV** - Seniors are required to choose one of the following courses to fulfill their English requirement:

#### **1040 ENGLISH IV - VALUES AND VISIONS IN LITERATURE (Seniors)**

The course focuses on the themes of The Graduate at Graduation: Open to Growth, Intellectually Competent, Loving, Religious, and Committed to Doing Justice. Selections of fiction, poetry, non-fiction, and drama as well as longer outside readings will address these themes. Written assignments will parallel the readings in each unit and will be used to help the student engage the values of the Profile of a Graduate. The course culminates in a senior project, successful completion of which is a requirement for graduation.

#### **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 (3-4 texts, mostly nonfiction) 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).

### **1640 IRISH LITERATURE (Juniors/Seniors)**

This **semester** course explores the roots of the Irish identity through a survey of Irish literature. Readings begin with medieval transcriptions of myths and monastic poetry and progress to 20<sup>th</sup> century heavyweights Yeats, Synge and Joyce. Additional readings may include works by O’Casey, Heaney, Deane and others. Class discussion centers on the formation of a cultural and national identity particularly in postcolonial nations, and its relationship with the individual.

### **1634 JOURNALISM (Juniors/Seniors)**

This **semester** course provides students with the opportunity to study print media and to contribute to the student newspaper, *The Eagle*. The course introduces students to the many facets of newspaper production, emphasizing interviewing, reporting, writing, editing, layout and design skills while employing a workshop format with an emphasis on writing process. The students will master an understanding of the following: Types of Journalistic Writing, Elements of Effective Writing, Editing Skills: Style, Mechanics, Accuracy, Balance; Role of the Media in a Democratic Society, Role of the Student Media in the Secondary School, Basic Principles of Photojournalism, Legal/Ethical Considerations, Design, Production/Time Management, Staff Relationships.

### **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.

### **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.*

### **1510 UNDERSTANDING CULTURE THROUGH GLOBAL LITERATURE (Juniors/Seniors)**

This **semester** elective provides students with an opportunity to read and experience the literature of diverse races, cultures, and perspectives through the sharing of students' own ethnic experiences, the voices of guest speakers, and trips into the community. Literature, chosen from works not included in the core English curriculum, will reflect students' interests and cultural backgrounds. Students will compare cultural and historical literature from Asia, Africa, Latin America, the Caribbean, Eastern Europe, and Ireland. Writing assignments will include topics of personal identity and voice along with issues of power, prejudice, race, class, culture, immigration, and family. Special attention will be given to the possibility for partnership among differing groups. Although a common reading will be used in the first quarter, much of the class will incorporate a student - led approach where each member of the class selects and presents a different work of literature. Requirements for the course include maturity, openness to diversity, and a willingness to read, write, and communicate honestly.

### **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.

# 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 T1-84 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.

### 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 the 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.

#### **2040 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. *Prerequisite: Calculus Honors or Calculus AB AP – taken prior or concurrently. 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 the 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. *Department Recommendation Required. Prerequisite: B+ average in all prior math courses*

### **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*

## **Full-Year Elective Offerings**

### **2900 COMPUTER PROGRAMMING (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*

### **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 Offering**

### **2700 FINANCIAL ALGEBRA (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.

**2600 INTRODUCTION TO NUMBER THEORY (Juniors/Seniors)**

Introduction to Number Theory is a **semester** course designed to give students the experience of research mathematics. Students will develop understanding through exploration and self-devised strategies. Emphasis will be placed on numerical examples that lead into the development of hypotheses. Topics may include: the integers, modular arithmetic, linear Diophantine equations, elementary group theory, the fundamental theorem of arithmetic, and quadratic reciprocity.

## **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 will be enrolled in United States History (or United States History Honors).

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

Students who are 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 Offering**

### **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 freshmen 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.

**3021 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.

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

**3014 GLOBAL HISTORY II HONORS (Sophomores Semester 1)**

*Departmental Recommendation Required*

**3025 UNITED STATES HISTORY I HONORS (Sophomores Semester 2)**

*Departmental Recommendation Required*

**The following two courses are options for students enrolling in Greek I Honors:**

**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.

**3024 UNITED STATES HISTORY HONORS (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 at a brisk pace. 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 through the use of extensive primary source materials. 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. There is a heavy emphasis on critical writing and inquiry. The course uses the Internet for research of historic events from this time period.

*Departmental Recommendation Required*

### **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 second sources as well as use of the Internet for research of historic events. *Application and Department Approval May Be Required*

### **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 on 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**

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

Learn how to be a powerful advocate for change in the world, and put your skills to use! In this project-based **semester** course, you will choose and investigate a current event of global importance. You'll have the chance to interview experts and create an advocacy campaign relevant to your chosen issue, with the hopes of influencing your school community and the world beyond BC High. Although open to all juniors and seniors, this course is designed with Hyde Scholars' skills in mind.

### **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, examine diplomatic and political strategies, emphasize the experiences of the average serviceman and woman, and discuss whether the enormous cost of the conflict justifies the ultimate result.

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

This **semester** course will examine the legal and social struggles for civil rights in American society by African Americans, immigrants, women and the LGBTQ community. The course will examine the historical context and legal record regarding civil rights as well as important present-day developments including the "Black Lives Matter"

movement, the recent Supreme Court ruling *Obergefell v. Hodges (2015)*, the national debate about immigration, and issues related to sex and gender. Throughout the course, the class will 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.” Students will investigate, discuss, debate and reflect upon a variety of civil rights issues in this course.

### **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.



## 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 are 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 woman, 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: VERGIL (Juniors/Seniors)**

This poetry course will cover selections from the Aeneid of Vergil. Students will read passages from Books I, IV, and VI. Students will scrutinize the epic with special emphasis on the tragic relationship between Aeneas and Dido. Comparisons will also be made to Homer's *Odyssey* and *Iliad*. All students will take the National Latin Exam in March.

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

AP Latin 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 Catulus, 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 Catulus, 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*

#### **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 a 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 course will receive AP grade premium. 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. *Departmental Recommendation Required*

## 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 are 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 skill. 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 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 in 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 composé, 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 an 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 particular focus on the subjunctive mood. 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)**

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. The primary grammar focus will be on the subjunctive mood (both past and present). 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. Course requirements involve significant discussion, reading, and writing in French. This course runs only if enrollment is sufficient. Students MUST discuss this option with their current French teacher before applying.

**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. Course requirements 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. At the end of this course, all students will take the AP exam. The class is conducted in French. *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, historical texts and media from the francophone world as well as an emphasis on current events. This course runs only if enrollment is sufficient. Students must discuss this option with their current French teacher before applying. *Departmental Recommendation Required*

**5290 FRENCH V Cinéophile (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 or, alternatively, 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 or, alternatively, 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 (Freshmen/Sophomores)**

This two-year course sequence is designed to meet the needs of heritage and native Spanish-speaking students. This course focuses on Spanish writing and reading development in addition to the practice of speaking in a dynamic, culturally-based context. Students will focus on grammar and spelling as they expand their writing skills. This course prepares students to complete the third year requirement in either AP Language and/or AP Literature. Class will be conducted exclusively in Spanish. This course runs only if enrollment is sufficient. *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 Spanish. While the course offers students an introduction to modern Hispanic literature through a wide variety of selections, the course aims to instill in students a love of the literature and to support them in their desire for self-expression. Literary readings such as short stories, poems and fragments of novels are among the materials on which class discussion and assignments may be centered. There will be a solid review of grammar, focused on the grammar structures that students will encounter while reading the literary selections. 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 HONORS - Advanced Spanish through Film and Literature (Seniors)**

This course is designed to give advanced students the opportunity to refine and increase their abilities to write, read, and speak Spanish. The course will have a strong emphasis on oral proficiency. Cultural and literary readings, writing, and selected Spanish-language films are among the materials on which class discussion and assignments may be



centered. A grammar review, focused mainly on typical areas of difficulty, will be occasionally included. 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. *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*

## 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, 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)**

#### 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. *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. 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 and a B average or better in Physics are required. Students must have completed both Physics and Chemistry before taking Chemistry AP. 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. *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. The major topics are as follows: first semester - Mechanics; second semester - Electricity and Magnetism. 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 B in Physics 1 AP. Concurrent enrollment in an AP Calculus course (AB or BC) is 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.

### **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)*

### **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 Department Chair. (Lab Science)*

## 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. 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 by the stated deadline. On an individual basis, teachers will review each student's portfolio, effort and prior performance.

### **Fine Arts Course Credit Summary**

1 Credit	0.75 Credit
STUDIO ART: 2-D DESIGN AP	CONCERT BAND
STUDIO ART: DRAWING AP	CONCERT BAND HONORS
	CONCERT CHOIR
	CHAMBER SINGERS HONORS
	JAZZ ROCK ENSEMBLE HONORS

0.5 Credit	0.25 Credit
ADVANCED ACTING	ACTING I
ADV. DIGITAL PHOTOGRAPHY HONORS	ACTING II
ARCHITECTURAL DRAWING	ADVANCED VOICE HONORS
ART HISTORY	DIGITAL PHOTOGRAPHY
CHAMBER ORCHESTRA	EXPLORE THE VOICE
CHAMBER ORCHESTRA HONORS	GUITAR ENSEMBLE I
DIGITAL FILMMAKING I	GUITAR ENSEMBLE II
DIGITAL FILMMAKING II	GUITAR ENSEMBLE III
DRAWING & DESIGN HONORS	HOW MUSIC EXPRESSES IDEAS AND CULTURE
JAZZ BIG BAND	INTRODUCTION TO DRAWING
LITURGICAL MUSICIANS	JAZZ, COMMUNITY & CULTURE
LITURGICAL MUSICIANS SCHOLA HONORS	PIANO ENSEMBLE I
MUSIC MAKERS	PIANO ENSEMBLE II
PAINTING & PRINTMAKING HONORS	PIANO ENSEMBLE III
SCULPTURE STUDIO I	STAGECRAFT I
SCULPTURE STUDIO II HONORS	STAGECRAFT II
THEATER FOUNDATIONS	THEATER DIRECTING AND DESIGN
THEATER SEMINAR HONORS	THEATER PRACTICUM
VISUAL FOUNDATIONS	UNDERSTANDING MUSIC THROUGH LISTENING

	VOICE STUDIO
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## Course Offerings

### Music Classes

**7110 HOW MUSIC EXPRESSES IDEAS AND CULTURE (Fr./So./Jr./Sr.)      0.25 Credit      Half Year – Three Meetings/Cycle**

This is an introductory level class requiring no prior musical training. By the end of the course students will understand the major periods of musical history, Baroque through Rock and Hip Hop, and explore the philosophical and cultural underpinnings of music in each period. Students will connect world issues to artistic expression, historically and currently, and recognize stylistic developments in music as a reflection of the thinking and culture of these periods.

**7115 JAZZ, COMMUNITY and CULTURE      (Fr./So./Jr./Sr.)      .25 Credit.      Half Year-Three Meetings/Cycle**

This course looks at the history of New Orleans and its impact on music and American culture today. We will examine the early days of New Orleans and bring to light the fact that it is a city unlike any other in the world. Students will come to understand how this unique blend of different peoples came together in a climate of social and political turmoil, and were able to found a community of art, religion, and musical expression that shaped many ideals at the core of American culture today.

**7120 UNDERSTANDING MUSIC THROUGH LISTENING (Fr./So./Jr./Sr.)      0.25 Credit      Half Year – Three Meetings/Cycle**

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.

**7170 MUSIC MAKERS (Freshmen/Sophomores/Juniors/Seniors)      0.5 Credit      Half Year-Six Meetings/Cycle**

Music is a part of our daily lives, but have you ever stopped to wonder how it works? Explore the science and technology behind music through reading and experimenting. Use apps and equipment to understand MIDI devices. Learn about acoustic principles, get hands on experience using the latest in music technology, discuss how music affects humans psychologically, and construct your own instrument in the Maker Space. Listen to music by electronic artists and composers. The ability to read music at a basic level is required, but experience playing an instrument is not necessary.

## **Music Performance**

**7188 EXPLORE THE VOICE (Freshmen/Sophomores/Juniors/Seniors) 0.25 Credit Half Year – Three Meetings/Cycle**

For the *beginner* singer looking to investigate his voice, this course will introduce students to the techniques and skills of singing. No prior singing experience is necessary. This course is recommended for students interested in participating in Concert Choir. Choir membership will be considered as the student progresses.

**7189 VOICE STUDIO (Freshmen/Sophomores/Juniors/Seniors) 0.25 Credit Half Year – Three Meetings/Cycle**

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 – Three Meetings/Cycle**

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 – Three Meetings/Cycle**

This course is available to beginners who have their own guitar (acoustic or electric). This ensemble covers all aspects of beginning guitar, 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 – Three Meetings/Cycle**

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*

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

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*

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

This program is especially designed for students who would like to study piano as a way to learn music and understanding 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 – Three Meeting/Cycle**

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 -Three Meetings/Cycle**

This course is designed for students who would like to continue to fine tune their ability to play piano and solo. Students will learn to read treble and bass scores with confidence, as well as play octaves with hands together in parallel motion. Students will also expand their musical 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 II should schedule an audition with Dr. Rozenberg prior to signing up for the class. *Prerequisite: Piano Ensemble I & II*

**7271 CHAMBER ORCHESTRA (Freshmen/Sophomores/Juniors/Seniors) 0.5 Credit Full Year – After School**

Students who play violin, viola, cello, double bass, or piano are encouraged to participate in Chamber Orchestra. The group rehearses Wednesdays from 2:45 to 4:20 p.m. Regular home practice, group rehearsal, and some evening performances are required. Students earn ½ credit for a full year of participation.

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

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.

**7161 LITURGICAL MUSICIANS (Freshmen/Sophomores/Juniors/Seniors) 0.5 Credit Full Year – Before School**

The Liturgical Musicians are students and faculty, singers and instrumentalists, devoted to contributing to the liturgical life of the school through quality music that encourages congregational participation. Students are expected to attend Friday morning rehearsals at 7:25 a.m. and to attend rehearsals before school on liturgy days. Students are also expected to participate in all-school liturgies; Advent Lessons and Carols, and Graduation Mass. Additional opportunities are available and vary year to year. No choral experience is required, however interested instrumentalists should have prior instrumental experience. *Departmental Recommendation Required*

**7280 LITURGICAL MUSICIANS SCHOLA HONORS (Fr./So./Jr./Sr.) 0.5 Credit Full Year – Before School**

Liturgical Musicians Schola is open to singers in the Liturgical Musicians. The Schola sings more advanced sacred music as well as the regular Liturgical Musicians repertoire. Interested students should consult with Ms. Felice before registering. *Departmental Recommendation Required*

**7291 JAZZ ROCK ENSEMBLE HONORS (Freshmen/Sophomores/Juniors/Seniors) 0.75 Credit Full Year – After School**

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. Rehearsals are Mon. 2:45 to 4:20 p.m.; Wed. 7:30 to 8:20 a.m.; and Fri. 7:30 a.m. and 2:45 p.m. Regular home practice, group rehearsal, and some evening performances are required.

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

The 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**.

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

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 school on Tuesdays and Thursdays from 2:45 p.m. to 4:25 p.m. After school and weekend performances are required for participation. Students who select this elective must be able to attend rehearsals after school.

**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 every Tuesday, Thursday and Friday 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.

**Theater / Film**

**7190 ACTING I (Freshmen/Sophomores/Juniors/Seniors) 0.25 Credit Half Year – Three Meetings/Cycle**

This class is an introductory class into the world of drama and all the myriad possibilities in theatre. 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.

**7901 ACTING II (Sophomores/Juniors/Seniors) 0.25 Credit Half Year – Three Meetings/Cycle**

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

**7241 STAGECRAFT I - Set, Costume & Props, Stage Mgmt. (Fr./So./Jr./Sr.) 0.25 Credit Half Year-Three Meetings/Cycle**

This class is designed to introduce students to technical theater focusing on the areas of set, costume & props, and stage management. This class works on real plays, producing actual sets, creating costumes and props and being Stage Managers for plays throughout the year. Students will learn how to properly create flats, platforms, and other set elements. Further, they will design costumes and sets for use in a real play. Finally, they will learn to manage a production using the structures of stage management principles.

**7242 STAGECRAFT II - Lights, Sound & Make-up (So./Jr./Sr.)**                      **0.25 Credit**                      **Half Year-Three**  
**Meetings/Cycle**

This class continues the work started in STAGECRAFT I and focuses on the development of design in Theater: lights, sound, and make-up. Students will learn how properly to use and care for theater light equipment as well as learn the basics of scenic and lighting design. Also, students will be using computer technology to create and manipulate sound for theater. Finally, we will design and execute make-up on real actors. This class works on real plays, producing actual plots, creating sound scapes and designing and executing make-up for actors.

**7194 ADVANCED ACTING (Juniors/Seniors)**                      **0.5 Credit**                      **Half Year-Six**  
**Meetings/Cycle**

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 – Six**  
**Meetings/Cycle**

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 shoot film on a Canon GL-2 “prosumer” camera and edit films on 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 3-5 minute narrative film. Though the course can be offered as a semester course, it is strongly suggested that digital filmmaking be considered a full year course to accommodate the many principles needed and the extraordinary time necessary to prepare, shoot, and edit film. *Prerequisite of Digital Photography Recommended*

**7620 DIGITAL FILMMAKING II (Sophomores/Juniors/Seniors)**                      **0.5 Credit**                      **Half Year – Six**  
**Meetings/Cycle**

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*

**729 THEATER DIRECTING & DESIGN (Juniors/Seniors)**  
**Meetings/Cycle**

**0.25 Credit**

**Half Year – Three**

Directing & Design is intended for those students who are interested in exploring directing and/or theatre design. This class will focus on how to create a directorial approach to a play considering all the artistic (acting) and design elements (set, lights, sound, costume). As such, the close reading of a theatrical text will be used to design a set, lighting, costume, props, and sound from a director's perspective. This course will include rehearsal management, stage management, and the creation of a "Director's Book" which is utilized by theatre professionals to direct a play. Each student will be designing the direction of a play from beginning to end. *Prerequisites can be any of these courses: Acting II, Stagecraft, Theater Foundations*

**7290 THEATER FOUNDATIONS (Freshmen/Sophomores)**  
**Meetings/Cycle**

**0.5 Credit**

**Half Year – Six**

The Theater Foundations class 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 theatre, 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.

**7640 THEATER SEMINAR HONORS (Juniors/Seniors)**  
**Meetings/Cycle**

**0.5 Credit**

**Half Year – Six**

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 II, Stagecraft, Theater Foundations. Departmental Recommendation Required*

**7191 THEATER PRACTICUM (Freshmen/Sophomores/Juniors/Seniors)**  
**– After School**

**Varied Credit**

**Individual Plays**

Through participation with The Dever Players, a student may achieve ¼ credit in the performing arts. Lead actors and stage managers in full-length dramas receive ¼ course credit for participation in a single play. Supporting actors in a full-length and technical crew receive ¼ course credit through participation in two plays. Stage and house crews receive ¼ course credit in theatre through participation in three productions. Any combination of acting, technical work, and house or stage crew will be considered for ¼ course credit, but must first be approved by the Theatre Director.

**Visual Art**

**7150 DIGITAL PHOTOGRAPHY (Freshmen/Sophomores/Juniors/Seniors) 0.25 Credit Half Year – Three Meetings/Cycle**

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 – Three Meetings/Cycle**

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 – Six Meetings/Cycle**

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. Departmental Recommendation Required*

**7850 ARCHITECTURAL DRAWING (Sophomores/Juniors/Seniors) 0.5 Credit Half Year – Six Meetings/Cycle**

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. *Prerequisite can be any of these courses: Introduction to Drawing, Design It! Honors, Drawing Bootcamp, or Visual Foundations.*

**7630 ART HISTORY (Sophomores/Juniors/Seniors) 0.5 Credit Half Year – Six Meetings/Cycle**

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 – Six Meetings/Cycle**

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.*

**7162 PAINTING & PRINTMAKING HONORS (Sophomores/Juniors/Seniors) 0.5 Credit      Half Year – Six Meetings/Cycle**

This course is for students who have developed the fundamentals of drawing and are ready to bring their art making to the next level. Students will learn and explore a variety of skills and techniques in painting and printmaking. The class builds on students understanding of the elements and principles of art with a focus on color & composition. Independent studio time, exploration and experimentation is encouraged. This class will emphasize developing a personal aesthetic. *Previous Art Class & Honors Application Required.*

**7870 SCULPTURE STUDIO I (Freshmen/Sophomores/Juniors/Seniors)      0.5 Credit      Half Year – Six Meetings/Cycle**

Work with your hands! Make sculpture! 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 – Six Meetings/Cycle**

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 – Six Meetings/Cycle**

Do you enjoy Art? This course is designed to provide the skills necessary for accomplished work. 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 – Six Meetings/Cycle**

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 – Six**

**Meetings/Cycle**

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*

## **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 principle 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.



## **GUIDANCE**

The primary function of the guidance 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 guidance program at BC High involves the students in group guidance sessions all four years. Freshmen and senior students meet with their counselor once a cycle during the first semester and sophomore 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**

#### **9100 GROUP GUIDANCE (Freshmen)**

Freshmen meet in small groups one period per cycle with their guidance counselor during the first semester. These sessions assist students in the transition from junior high to high school and help them to develop the skills to perform to their best ability. The sessions encourage them to express themselves and focus on a variety of issues including organizational/study skills, testing, grades, course selection, and conflict resolution.

#### **9200 GROUP GUIDANCE (Sophomores)**

In the second semester, sophomores meet in small groups one period per cycle with their guidance counselor. These sessions assist students in selecting appropriate courses for the following year and developing a long range educational plan. Issues related to better understanding the college admission process are introduced. Counselors also help sophomores decide which standardized tests they should consider taking. Topics related to career exploration, depression, and substance abuse are also discussed.

#### **9300 GROUP GUIDANCE (Juniors)**

During the second semester, juniors meet with their guidance 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 GROUP GUIDANCE (Seniors)**

During the first semester seniors meet with their guidance 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. Mr. Dan Carmody coordinates these programs. He can be reached at [carmody@bchigh.edu](mailto:carmody@bchigh.edu).

### Hyde Scholars

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 for completed requirements, based on the following timeline:

Freshman year requirements with summer reading / reflection → .25 Credits

Sophomore year requirements with summer reading / reflection → .25 Credits

Junior and senior year cohort project and personal narrative → .50 Credits

For specific program requirements, please visit [www.bchigh.edu/hydecenter](http://www.bchigh.edu/hydecenter).

### **5695 BEIJING SUMMER SEMINAR (Sophomores/Juniors)**

**0.5 Credit**

**June – Three**

#### **Weeks**

In the summer of 2002, 12 students successfully inaugurated this three-week Chinese language and history program in Beijing at the Second Middle School attached to Beijing Normal University. The seminar includes intensive Chinese language study, classes in Chinese history, and ample opportunities to explore and discover the dynamic city of Beijing. By participating in weekly Wu-Shu classes, exploring Beijing by bicycle, and practicing Chinese on a daily basis, students will fully immerse themselves into the Chinese culture. Weekend excursions typically include the Great Wall of China and Xi'an. Students do not need to speak Chinese to apply.

### **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. Travel opportunities within Argentina have in the past included a trip

to the Foz de Iguazu, Bariloche, Cordoba, Calafate and Salta. 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.

**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. 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. Interested students not currently enrolled in Latin will need to contact the Vice President of Global Mission and Identity.

**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.

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 costs for the 2019-2020 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, 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), see Mr. Carmody or visit [www.bchigh.edu/hydecenter](http://www.bchigh.edu/hydecenter).

## COMMUNITY SERVICE (GRADUATION REQUIREMENT)

### COMMUNITY SERVICE PROGRAM REQUIREMENTS

	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>
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<b>Theme</b>	"Freshmen 4 Others" and Cura Personalis – Care of Myself and Others	Men for Others – Living the Great Commandment	Contemplative in Action – A Call to Service
<b>Hours</b>	10 + Freshmen 4 Others	20	60
<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	Urban, non-profit agencies serving marginalized persons 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 school 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 service immersion trips that are run through the Hyde Center for Global Education or the Office of Service and Justice Initiatives 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 Campus Ministry Office.

## 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)*

#### **6500 PHYSICS (Juniors/Seniors)**

**Six Weeks –**

#### **Three Hours/Day**

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)**

**Six Weeks –**

#### **Three Hours/Day**

This course will cover the topics listed in Physics at an increased pace and a more sophisticated level. *Departmental Recommendation Required (Lab Science)*

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

**Six Weeks –**

#### **Three Hours/Day**

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 a 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*

### **0.25 Credit**

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

**0.25 Credit**

**Three Weeks –**

#### **Two Hours/Day**





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)**  
**Hours/Day**

**Three Weeks - 3**

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:

Christian Thought

Ignatian Studies

Social Justice

Critical Issues

Models of Leadership

The Problem of Evil

Ethics

Religion and Science

History of the Catholic Church

Scripture

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