



# **Brewster Academy**

## Program of Studies 2019-2020



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# Graduation Minimums

While enrolled at Brewster, students are expected to complete one course each year in math, science, history, and English. During their final year, seniors and postgraduates may elect to concentrate in an area of interest by taking two courses either in English, math, science, or history in lieu of courses in another discipline. At least one course in English is still required every year.

Other Requirements:

- Successful completion of two years of a world language taken during high school, unless circumstances support a waiver from this requirement (please note that three or four years are recommended);
- Successful completion of at least one year-long course in an art discipline, unless scheduling conflicts or other academic needs support a waiver of this requirement;
- Successful completion of an annual social and emotional learning course.

Postgraduate students will receive a Certificate of Completion upon satisfactory completion of five credit units.

Because Brewster strives to serve a diverse community of learners, these graduation minimums may be modified on occasion. These modifications are student-centered and require prior approval of the academic dean in conjunction with relevant faculty and administration.

## Course Selection

Each student must register for a minimum of five full courses each trimester unless otherwise advised. To satisfy graduation minimums, most students enroll in six courses. Students are expected to enroll in one course for each of the core disciplines (math, science, history, and English). Enrollment in two courses in the same discipline requires department chair approval and can only be accommodated if there is space available. When there are more requests than there is space, preference for enrollment is given to students enrolling in the course at grade level.

The Brewster curriculum is designed to meet the diverse learning needs of students and to maximize the advancement of their academic skills. All core classes employ curriculum that is designed to meet the needs of a variety of abilities. For each course, teachers assess the academic skills of students and place them in one of three instructional groupings: Foundational, Standard, or Accelerated. Students in Advanced Placement courses work in the Advanced Placement grouping. These instructional groupings are distinguished by the complexity with which students apply their learning. Each grouping carries a weighted average to bring equity to the GPA on the student transcript. All groupings are considered college preparatory and can lead to successful completion of graduation requirements.

Students enrolled in Advanced Placement courses are expected to take the College Board Advanced Placement Examination in May: Brewster arranges registration for these exams, and the student pays the testing fee for each exam.

For more information on academics at Brewster, please see the Academics section of the Community Handbook.

# ENGLISH DEPARTMENT

Kyle Reynolds, Department Chair

The 20th century author Hermann Hesse claimed that “Without words, without writing and without books ... there could be no concept of humanity.” Recognizing this wisdom, the Brewster English program aims to help students to understand “the concept of humanity” by encouraging and instructing students to consider the meaning and power of words, writing, and books. Brewster’s four-year, college-preparatory program of English provides students with a sequential and intentional curriculum that develops their reading and writing skills; more specifically, the English curriculum instructs students to read literature insightfully and to write purposeful and engaging essays about themselves, their world, and the literature they read. Through their readings and writings, students will confront ethical dilemmas, evaluate personal and political actions, and develop their own moral compasses. In each English course at Brewster, students will develop their understanding of humanity and the human condition.

The Brewster English program facilitates students’ educational development through small classes, best teaching practices, and a combination of heterogeneous and homogeneous groupings that together create an effective and engaging learning environment. Paramount in this educational process is the effort of teachers to meet the individual needs of students.

To ensure that students develop their reading and writing skills, the English curriculum includes daily and weekly skill assessments. Additionally, for each module of study (approximately five weeks), students complete benchmark products that demonstrate their skill development and mastery. Brewster recognizes that students enter their English courses with different skill levels and develop these skills at different rates. Recommended students are eligible to enter the Advanced Placement (AP) grouping; these students typically take AP English Language and Composition in their junior year and AP English Literature and Composition in their senior year.

## **English 9: Genres in Literature and Writing**

In this leveled freshman-year course, students read, think, and write about a variety of literary classics, including a range of poetry and prose, *The House on Mango Street* by Sandra Cisneros, Shakespeare’s *Romeo and Juliet*, and *The Catcher in the Rye* by J.D. Salinger. Using these texts and others, students develop their abilities to read, react, and respond to literature. Students also are introduced to the personal narrative and learn how to use their own writing to understand themselves and their ideas.

## **English 10: Elements of Literature and Writing**

In this leveled sophomore-year course, students focus on reading, thinking, and writing about fiction, poetry, and drama. To help understand the purpose and significance of literature that they read, students discover and explore interdisciplinary contexts, form opinions, make connections, and ask and answer their own questions. Readings include Laurie Halse Anderson’s *Speak*, Elie Wiesel’s *Night*, poems of the Harlem Renaissance, Lorraine Hansberry’s *A Raisin in the Sun*, and George Orwell’s *Animal Farm*. Also, students will have an opportunity to conduct an independent reading project. Throughout the course, students develop and improve their skills of communication by practicing active reading strategies, employing discussion techniques, completing brief and formal compositions that are both creative and analytical, and producing multimedia projects.

### **English 11: Contemporary American Literature and Critical Analysis**

In this leveled junior-year course, students focus on American literature as they prepare to answer the course question: What can we learn about America through the analysis of literature? To gain the knowledge to explore this question, students critically analyze and write academic essays on a series of choice books that focus on the themes of social commentary, discrimination, hardship, and identity.

The goal of the course is to develop students' abilities to write formal arguments, to evaluate information, and to connect their learning through real-world application. The course also strives to challenge their understanding of American society as a whole.

### **English 12: Contemporary World Literature and Critical Analysis**

In this leveled course intended for seniors and postgraduates, students spend the first module writing personal essays that should culminate in an effective and engaging college essay. For the remainder of the year, students focus on global literature to approach the following course question: What does literature tell us about ourselves and our place in the world? To synthesize an answer to this question, students will analyze essays, poems, plays, stories, novels, and films that feature a variety of global perspectives. Throughout the year, students will develop their understanding of literary genres, elements, and techniques, and they will employ a writing process that places significant emphasis on pre-writing, drafting, revising, and editing.

### **English 12: Reading and Writing the Modern Essay**

In this leveled writing-intensive course intended for seniors and postgraduates, students focus on the genre of the essay. Throughout the course, students read exemplary texts and focus on analyzing the techniques that writers use to engage and persuade the audience, and they work to employ these techniques in their own writing. Techniques that receive significant attention include structure, language, rhetoric, using outside sources, and wit. As they read, students will practice and refine their active reading strategies and focus on analyzing how and why writers design their essays and employ particular techniques. As they compose, students make consistent use of the writing process, continually practicing and refining their pre-writing, drafting, revising, and editing skills. Additionally, students frequently will practice their peer review and feedback skills, which will be integrated into the writing process. As a final product for the course, students will create and collect a portfolio that includes both expository and persuasive essays that make intentional use of techniques relating to structure, language, and rhetoric.

### **Advanced Placement English Language and Composition**

This college-level course is intended to prepare students for the AP exam in English Language and Composition. Throughout the course, students will practice writing using a variety of rhetorical patterns, and they will approach writing as a process that places significant emphasis on pre-writing, drafting, revising, and editing. Students will read and carefully analyze a broad and challenging range of texts to develop their understanding of literary and rhetorical elements and techniques. In May, they will take the AP exam.

### **Advanced Placement English Literature and Composition**

In the first three modules of this college-level course, students will undertake a comparative study of literary genres, elements, and techniques; in the two subsequent modules, students will turn their attention to the genre of the novel and to literary and critical theory. In May, students will take the AP exam in Literature and Composition. Throughout the year, students will continue to hone their mastery of the writing process and develop their ability to write effective essays.

**Ways of Reading, Ways of Seeing**

What are the many ways we tell our stories and convey our ideas? In this course, students will study a variety of stories in a variety of genres. Along with exploring some traditional ways of storytelling—short stories, plays, poems, and short novels—students will study visual and multimedia forms as "texts," reading and interpreting with the same language employed when considering literary pieces. The class will consider the relationship between the written word and the visual world, in how we see and understand, and in the power of narrative and its shape. Students will discover how stories surround us, hiding in plain sight, and how to better interpret those stories. This class is also for anyone curious about how two and three-dimensional art, multimedia forms, video, and film have a place at the table in an English classroom.

# HISTORY DEPARTMENT

Michael Jacobs, Department Chair

The Brewster History Department endeavors to engage students in thinking about the present and the future by learning about what happened in the past. Our department will challenge students to question everything they thought they knew and ask them to try to see history from perspectives they may not have previously considered. We utilize Brewster's best practices to promote student-centered classrooms. We give students opportunities to become good global citizens who can empathize with people from various backgrounds and critically analyze arguments.

## **Early World History**

This course approaches the study of the past through the use of four distinct and interrelated disciplines: history, geography, economics, and civics. Skills from each sub-discipline will help students understand the topics, themes, places, and events that the course covers. Students will learn about civic ideals from Ancient China, Babylonia, and Greece. They will compare those ideas. They will see how Judaism, Christianity, and Islam spread in the ancient world and how that has affected the modern world. Students will learn about what allows empires to develop and what causes them to fall. Students will also read a book of history or historical fiction.

## **Modern World History**

Similar to Early World History, this course approaches the study of the past through the use of four distinct and interrelated disciplines: history, geography, economics, and civics. Skills from each sub-discipline will help students understand the topics, themes, places, and events that the course covers. The course jumps from place to place and from time to time. It will explore modules on The Enlightenment, Revolutions, Independence Movements, and War and Conflict. Students will also read a book of history or historical fiction.

## **U.S. History**

This course focuses on the time periods from Colonialism through Reconstruction. It thoroughly examines such topics as the early immigrant experience, the birth of the nation, American government, western expansion, and the Civil War and Reconstruction. Emphasis is placed on securing the fundamentals of reading, writing, and oral expression and beginning to develop more advanced techniques of analysis and expression.

## **Advanced Placement U.S. History**

The Advanced Placement U.S. History course is designed to provide students with the skills necessary to analyze and evaluate advanced historical topics, themes, and interpretations of U.S. History in the form of argumentation in writing and debate, dialogue, and personal reflection. The course is divided into nine units that span the pre-Columbian era to the present day. Thematic learning objectives include American and National Identity (NAT), Politics and Power (POL), Work, Exchange, and Technology (WXT), Culture and Society (CUL), Migration and Settlement (MIG), Geography and the Environment (GEO), and America and the World (WOR). The course incorporates the learning objectives of a college 100-level survey course with the skills development of a 200-level seminar in order to offer an authentic college-level course and college preparatory experience to qualified students. In May, Students take the AP exam in U.S. History.

## **Current Issues (In a Global Context)**

This course will focus on issues of global importance that impact people at the national and local level. Topics may include, but are not limited to, human rights, immigration, social movements, refugee experiences, media analysis, environmentalism, capitalism, communism, socialism, terrorism, technology's role in society, international relations, elections, and student protests. Throughout the course, students will become adept at

filtering news and information and evaluating credibility. Throughout the year, students will choose issues to investigate in greater depth for extended periods of time.

### **Psychology**

This course is designed to introduce students to the scientific study of the behavior and mental processes of human beings. This class will focus on how human attitudes, values, and behavior are shaped by cognitive, behavioral, socio-cultural, and psychodynamic forces. Students will explore the complex nature of the brain, understand the different ways we learn, how memory works, and factors that influence the way we think and behave. This course provides an overview of the field of psychology in each of the following content areas: history and approaches, research methods and statistics, biological bases of behavior, sensation and perception, learning, cognition, memory, motivation and emotion, developmental psychology, social psychology, personality and individual differences, abnormal psychology, and treatment of psychological disorders.

### **Economics**

This course introduces students to both microeconomics and macroeconomics. Student will participate in problem-based learning modules related to physical property rights and intellectual property rights, free markets, supply and demand analysis, stocks and bonds, and international trade. The class emphasizes collaborative interaction and individual engagement.

### **Advanced Placement Macroeconomics**

This course represents one of the highest standards of study at Brewster Academy. Students must integrate high-end analytical thinking skills with advanced writing and research skills. Macroeconomics grapples with a 30,000-foot view of global commerce and financial systems. Some key concepts in this course include national income and price determination. Additionally, students will examine economic performance measures, economic growth, and the global economy. Students enrolled in this course take the AP exam for Macroeconomics in May.

# MATHEMATICS DEPARTMENT

Yu Lui, Department Chair

The mathematics department at Brewster Academy attempts to give students an appreciation of mathematics from both a theoretical and practical standpoint, underscoring how it applies to the world around us.

The objectives of the mathematics department include preparing students for college-level mathematics courses, requiring that all students show mastery in our leveled mathematics curriculum. Students also utilize various math technologies including computer software and graphing calculators to help visualize, investigate, and enhance newly learned concepts.

Brewster offers the full spectrum of college preparatory mathematics courses, ranging from Algebra I to Advanced Placement BC Calculus. Small class sizes, best teaching practices, and a combination of heterogeneous and homogeneous groupings create a highly effective learning environment in which teachers can meet the individual needs of students and help them develop mathematically.

## **Algebra 1**

This course forms the foundation for all college preparatory mathematics courses. It acquaints students with basic algebraic concepts and their applications. Among the topics covered are real number properties, equation solving with one and two unknowns, rational expressions, polynomials, radicals, graphing, and problem-solving techniques. Students learn to describe the world around them with algebraic expressions, equations, and graphs. Applications, calculators, computers, and other manipulatives provide a context for the abstract language of algebra.

## **Geometry**

The course builds on the student's knowledge of algebra. It integrates standard approaches, coordinates, and transformations throughout, in both two and three dimensions. The course is designed to maximize the acquisition of geometry skills and concepts. Topics include lines and planes, similar and congruent polygons, circles and spheres, basic trigonometry, and areas and volumes. Real-life situations motivate geometric ideas and provide the settings for practice of geometry skills.

## **Algebra 2**

This course emphasizes facility with linear and quadratic forms, powers, roots, and the functions based on these concepts. Students study these relations and functions as tools for modeling real-world situations. The course builds upon the foundation laid within Algebra 1, extending concepts and underscoring the requisite skills needed to move forward into the realm of higher-level mathematics. The graphing calculator is also a major tool used within the course to enhance students' understanding of each concept.

### **Functions, Statistics, and Trigonometry**

This course is a post-Algebra 2 course designed for students who do not intend to take calculus. It underscores some key concepts of Algebra 2 and introduces students to trigonometry, logarithms, and conic sections. In addition, it includes an introduction to both probability and statistics. The course is designed to be a more hands-on approach to mathematics, infused with frequent projects and lab activities. The graphing calculator and computer software are also major tools used within the course to enhance students' understanding of each concept.

### **Pre-Calculus**

This sequence of topics in higher mathematics synthesizes prior mathematical experience. The study of trigonometry is an integral part of this course, which also includes transformations, conics, exponential and logarithmic functions, and an introduction to sequences and series. Students must have a graphing calculator (TI-84 or better) to participate effectively amid challenging topics. Additional computer applications are also used to heighten understanding and further develop insight within the higher math concepts.

### **Topics in Calculus**

Topics in Calculus is designed as a non-advanced placement exposure to college level calculus. The study of topics is similar but the pace and depth to which each is covered varies. Topics include limits, derivative techniques and applications, implicit differentiation, integrals, area and volume, and techniques of integration. Applied problems are drawn from a broad range of the natural sciences, engineering, and technology. Calculus is the mathematics of change and this course will help students understand the changes that occur wherever there is motion or growth or where variations in one quantity produce alterations in another.

### **Advanced Placement Calculus (AB and BC)**

This course is a rigorous exposure to college-level calculus, culminating with the Advanced Placement Examination in May. Topics in AB Calculus include limits, derivative techniques and applications, implicit differentiation, integrals, area and volume, and techniques of integration. Topics in BC Calculus include the entire AB curriculum accompanied by parametric, polar, and vector functions, analysis of planar curves, logistic differential equations, and polynomial approximations and series.

### **Advanced Placement Statistics**

This course is a rigorous exposure to college-level statistics, culminating with the Advanced Placement Examination in May. The course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students learn how to analyze, model, and interpret data, design surveys, and experiments; use regression analysis; and test results with various confidence, significance, and goodness of fit tests. The nature of the curriculum in the course lends itself to utilize project-based learning activities throughout the year in which students will explore random phenomena using probability and simulation as well as make inferences and test hypotheses in regards to population parameters. Pre-Calculus is a prerequisite for enrollment.

**Introduction to Computer Programming**

Did you ever want to create your own video game or bring a robot to life? Open to all students in any grade, this course focuses on how to think analytically and solve problems efficiently. Through the computational design process, students will write programs by determining specifications, designing the software, and testing and improving the product until it meets the specifications. Languages learned will range from Scratch programming to Python. By the end of this course, students will have a solid foundation for further study in computer science.

**Advanced Computer Programming**

The advanced computer programming course is designed to build upon the basic skill set obtained after taking any introduction to programming course. Students will cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts including variables, control structures, polymorphism, and object oriented design and methodology using the Java programming language. Students will work individually and in small groups on these topics and, although optional, this course will provide a solid preparation for the AP Computer Science A exam in the spring.

# SCIENCE DEPARTMENT

Tom Owen, Department Chair

The Brewster science faculty is dedicated to helping students acquire the skills needed to face the challenges of a rapidly changing modern world, now and in the future. Students learn that scientific processes such as observing, interpreting data, controlling variables, writing hypotheses, and experimenting are as important as the acquisition of scientific facts. Each course connects the important concepts and skills of science, which unify the years of science education at Brewster. Each science course has a focus question that will direct the year or section of the year's study. Each five-week module and weekly unit will focus on a question that is connected to the larger question, helping students organize and study the material needed to answer a piece of the larger question. By using these questions, students will understand the reason for studying a given set of material and will be provided with a continual focus as to what is important in their studies.

Before graduation, students are normally expected to complete Biology, Chemistry, and Physics. After completing these three courses, students may continue with other science courses.

## **Biology**

Biology is a laboratory science course focuses on major topics in biology. Its five modules cover cells, cell organelles, human anatomy and physiology, genetics (Mendelian/non-Mendelian), and finally DNA and evolution/natural selection. Embedded within each module are a variety of activities that allow students to be actively engaged in inquiry and the development a mastery-level understanding of concepts. Students are given a variety of opportunities to demonstrate their knowledge and skills acquired throughout the modules. These activities include traditional assessments (tests and quizzes) in addition to non-traditional assessments such as model building, laboratory activities, digital media work, experimental design and data analysis, and many other hands-on application tasks. This course will provide students with an overview of the biological sciences that is commensurate with their level of study.

## **Chemistry**

Chemistry is a laboratory course that provides students opportunities to demonstrate mastery of topics covered throughout five modules. The modules include topics in elements and the periodic table, compounds, moles and measuring, heat and the heat of reactions, and solutions. Students will be able to develop science skills by engaging in laboratory activities where they will design and carry out experiments, collect data, organize data in spreadsheets and graphs, interpret results, and conclude their findings in formalized laboratory reports.

## **Physics**

Physics is a lab science course that is intended to challenge students to develop critical thinking skills and gain an appreciation for the physical world around them. Students work in cooperative groups in the classroom and laboratory on activities that emphasize the use of technology. Computers are used to collect and analyze data, communicate, and report findings of experiments. The material will be presented through inquiry-based labs and problem-oriented approaches. Skills are further developed as students originate, plan, and carry out experimental projects. Modules of study include optics, basic electricity, and Newtonian mechanics.

### **Astronomy**

This is a yearlong scientific lab course that is offered as an elective. Open your eyes to the wonders of the sky! This course will teach students how to navigate the nighttime sky. Students will learn how to use a telescope and get to see everything from the moon to nebula to star clusters. In learning their way around the sky, students will have a better understanding of a wide variety of natural phenomena like seasons, moon phases, why the sun shines, and motions of different objects in the sky. One night a week will be devoted to observing outside at night. Our observation projects range from learning how to set up the telescope and astrophotography to observing deep sky objects.

### **Freshwater Ecology**

This is a yearlong scientific lab course that is offered as an elective. This course addresses topics that bring to light issues associated with the Lake Winnepesaukee watershed and empowers students at Brewster to help develop solutions to these problems. The course is broken into six main modules focusing on lake Winnepesaukee's watershed, water quality testing, drinking water, freshwater fish, cycles, and water policies/laws/regulations. This course is designed to give students a chance to study the local lake and stream ecology. With the school's location on the shores of Wolfeboro Bay on Lake Winnepesaukee, the students have an outstanding and unique opportunity to study the lake during its seasonal changes including when the lake is frozen during the winter months. We also explore a stream ecosystem that has some interesting environmental issues associated with it. There is an extended lab period associated with the class where students are able to experience hands-on outdoor labs and have the opportunity to go on field trips and learn from guest speakers.

### **Advanced Placement Biology**

Advanced Placement (AP) Biology is a lab science course that will prepare students to take the AP exam in the spring. Students will develop content background, experience the use of a variety of laboratory equipment and techniques, and gain science process skills in order to be prepared for entrance into college level science courses. Each student will be involved in multiple, self-designed, -executed and -analyzed laboratory experiments over the year culminating in a major final project in the spring. To enroll in this class, students must complete Biology and Chemistry at the accelerated level and receive department approval. A major field-study trip in the fall provides an opportunity for students to apply key ecological concepts as they hike through a local mountain ecosystem.

### **Advanced Physics**

Advanced physics is a second year physics course that is designed for students who have shown strong interest in the field. The course has a strong lab component that emphasizes hands-on lab skills and data analysis skills. Topics include, but are not limited to, advanced Newtonian mechanics (including circular and rotational dynamics), electricity and magnetism, and sound and waves. Students will explore these topics through a multimodal approach, including inquiry-based investigations, laboratory experiments, and problem-solving activities. To enroll in this class, students must successfully complete Physics and Pre-Calculus at the accelerated level and receive department approval.

# WORLD LANGUAGES DEPARTMENT

Vince Alvelo, Interim Department Chair

The world languages department at Brewster Academy is committed to introducing students to learning language and helping them develop proficiency in reading, writing, speaking, and listening. At every level, communication skills reflect real-world situations and use authentic materials in the target language. Literary traditions are studied in the advanced levels of each language offered.

The world languages department is committed to implementing a mastery approach to language with the use of curriculum-based measurements and placement tests to measure student progress. These benchmark procedures are employed to ensure that students are able to achieve world language graduation requirements.

## **French 1**

French 1 immerses the student in the language by introducing basic vocabulary, grammar, and verb conjugations of regular and irregular verbs. Listening exercises and dialogues facilitate the learning of pronunciation and oral comprehension skills. Reading selections introduce French culture.

## **French 2**

French 2 continues with the process of learning vocabulary and more complicated grammatical structures. This includes the present and past tense of regular and irregular verbs, conjugating in the past tense with *être* and *avoir* and the imperfect tense. An emphasis is placed on oral presentations, reading, and composition in French. Cultural similarities and differences in the Francophone world are also explored.

## **French 3**

French 3 refines and supplements previously learned skills in grammar and introduces additional verb tenses such as the future and the conditional. Vocabulary is expanded through written and oral expression. French culture is introduced through reading literature and viewing French films.

## **French 4**

French 4 is an intensive and comprehensive review course as well as an introduction to several high-level grammar concepts such as the subjunctive, the *plus-que-parfait*, past conditional, and forming complex questions and answers when communicating in French. French 4 students, in addition to learning grammar, will expand their knowledge of French culture and literature through several readings and viewing a variety of French films throughout the year. Students will be expected to write essays and give oral presentations about various cultural, historical, and situational topics throughout the year.

## **French 5**

Level 5 is an advanced studies course of French history and literature. Students will expand their knowledge about the pre-historic age, the French Renaissance, the classical age, the age of the Revolution, the age of Napoleon, and modern-day France. Students will read excerpts from certain literary works of celebrated French authors, such as Ronsard, Montaigne, Rabelais, Molière, Voltaire, Rousseau, Prévert, Apollinaire, and Camus. An oral interview and written exam of information learned is included for each chapter. Throughout the year, French 5 students are expected to present exposés on several cultural topics, which include French leadership, architecture, literature, religion, or art.

## **Mandarin Chinese 1**

This beginner level Mandarin Chinese class is designed for learners who have limited or no prior knowledge in Chinese. The class focuses on the basic skills of language acquisition: listening, speaking, writing, and reading.

Students will be linguistically immersed into the Chinese phonetic system (Hanyu Pinyin Romanization), simple grammatical structures, the simplified Chinese writing characters and daily conversation through drills, songs, and Chinese social media. Students will constantly use WeChat (a combination of Amazon, Uber, Facebook, and Instagram and one of the most popular online communication tools in China) for in-class and homework assignments to connect to the real world.

### **Mandarin Chinese 2**

This class builds on the linguistic and cultural knowledge and competency from the beginner level Mandarin Chinese class. Learning topics include making appointments, giving comments to someone's work, diary and letter writing, shopping and exchanging clothes, writing emails, and arranging travel/transportation plans. Students will use WeChat to develop their cultural understanding and language skills.

### **Mandarin Chinese 3**

This class focuses heavily on speaking and writing in Chinese and project-based assignments about the Chinese culture. Students will have daily speaking and writing exercises, including bi-weekly oral interviews, daily conversation drills, and weekly essays in Chinese (300 words minimum) on different topics acquired from the beginner and intermediate Chinese classes. Additionally, students will be assigned to research and deliver monthly presentations (in both English and Chinese) about the Chinese culture.

### **Spanish 1**

Spanish 1 covers the most fundamental communication skills with emphasis on the present tense of regular and common irregular verbs. Reading selections point out cultural patterns in the Hispanic world. Students also practice basic social conversations through dialogues and pair work practice.

### **Spanish 2**

In Spanish 2, students learn to communicate more effectively as they build their vocabulary and expand their grammatical knowledge to include the past tense. They incorporate all the material learned into both written and oral expression. An emphasis is placed on oral presentations, reading, and composition in Spanish. Students continue to be exposed to the culture of Spanish-speaking people through readings drawn from a variety of Spanish and Latin American sources.

### **Spanish 3**

Spanish 3 prepares students for more comprehensive communication as they complete the introduction of all the major structural elements in the Spanish language. This includes the future, the present perfect, the present subjunctive, commands, and double object pronouns as well as comparatives and superlatives. Students also build their vocabulary and improve fluency in both written and oral expression. Students continue to be exposed to Hispanic culture in a variety of forms.

### **Spanish 4**

Spanish 4 is a conversation and composition course that is structured around the Spanish-speaking regions of the world. The usage of vocabulary and grammar in context is emphasized to enhance the students' ability to be able to communicate with native speakers from different parts of the world who speak Spanish. It is an intensive and comprehensive grammar review course as well as an in-depth study of the subjunctive tenses. Throughout the year, students develop projects in the target language that incorporate grammar and vocabulary learned. Students continue to learn about Hispanic culture by being exposed to history, art, literature, and geography in the target language.

### **Spanish 5**

This advanced course surveys Spanish literature and film. Students will read, watch, and analyze a variety of genres, including novels, poetry, narratives, essays, and dramas. Students will be exposed to both classical

and modern literature from Spain and Latin America. Students will have ample opportunity to develop their spoken and written Spanish skills. In addition, grammar will be reviewed periodically as problems become evident through reading and writing, but the focus of this course is mainly on written and oral expression.

## **English Language Learners (ELL)**

The English Language Learners program at Brewster integrates listening, speaking, reading, writing, thinking, content instruction, and language instruction. Cultural heritage and previous language experience of the international students are celebrated as resources in our multidimensional and thematic program. Three levels of support are provided:

- Comprehensive Language Program;
- Language Assistance Program;
- Enrollment in core classes with Instructional Support (IS).

Best practice approaches are employed by the ELL program and integrated with the delivery of the subject curriculum in all areas. In addition, student progress is reviewed on a regular basis by the full teaching team at weekly team meetings.

While in the ELL program, students take the TOEFL (Test of English as a Foreign Language). Upon graduation, an iBT TOEFL score of 80 or above is the target for English language learners.

### **ELL Programs and Courses**

#### **Comprehensive Language Program (CLP)**

This program offers three courses and supports students with basic English language skills.

##### **CLP Language**

In this course students practice grammar basics, paragraph writing, newspaper skills, American short stories, and the basics of academic writing skills. This course focuses on writing and reading with the goal of stepping closer to managing work in mainstream classes.

##### **CLP Culture**

This course provides students with skills to cope in the U.S. high school system, exploring themes in geography, culture, and history, and focusing on reading and oral presentation skills.

##### **CLP Communication**

This course provides students with opportunities to practice speaking and listening to English, and covers practical themes such as introductions, directions, interview skills, and speech presentation.

#### **Language Assistance Program (LAP)**

This program has two courses and supports students with intermediate English language skills.

##### **LAP Language**

This course provides a bridge into mainstream English courses. The themes are writing skills and reading a variety of fiction and non-fiction texts for meaning. Throughout the year both reading and writing are central to the skills covered.

**LAP Culture**

This course is designed to engage students in topics relating to American culture. The themes of the course are American values, geography, global issues, mass media, and the U.S. education system. Students work primarily on reading for research, writing non-fiction pieces, and oral presentations.

# FINE AND PERFORMING ARTS DEPARTMENT

Guinevere Hilton, Department Chair

The Fine and Performing Arts Department at Brewster Academy views art education as an important and integral part of the curriculum. We believe coursework in both the fine and performing arts affords students an accessible mode of self-expression, a window into the experiences of others, and an opportunity to strengthen empathy.

## **3D Animation**

In 3D animation, students will learn how to build an object using 3D software and gain working knowledge of how to 3D print that object. Students learn best practices for using 3D software to engineer a product and print a final prototype. Students will then learn how to conceptualize a 3D environment for 3D animation. They will be able to model the shapes in 3D, create the animation in 3D, add sound, add any post-production effects or graphics, and end with a final animated movie.

## **Ceramics**

Students learn to throw on the potter's wheel and practice basic techniques of hand building. The emphasis for newcomers to pottery is learning how to work with clay to produce technically sound work. A series of projects are assigned, each slightly more complex and encompassing new skills. Concentration and personal discipline are needed to complete projects; creativity and personal expression are encouraged. As students advance they will gain greater expertise on the wheel and learn some sculpture techniques as well. Students work toward greater control of the medium as they undertake more complex projects and develop more independence.

## **Dance Workshop**

In Dance Workshop students participate in contemporary, modern, jazz, and even ballet techniques. There are no requirements for this class, as there are novice and intermediate levels participating. The students also may participate in certain performance opportunities in cooperation with music classes, seasonal concerts, and theatre productions.

## **Digital Photography**

Digital photography seeks to teach students the fundamental skills of photography and how they are used in our digital world. Students will begin by using traditional photography techniques used to capture images on film. With this foundation, students will learn how software can further enhance the image to achieve new and innovative results. Students can then use other technologies to show and share their work either in print, for presentations, or on the web. Students will learn how communication over the decades has changed and shaped photography and how this new digital age is just a new frontier to explore.

## **Elements of Theater Performance**

This course is designed to immerse the student in all aspects of theater. We will build an ensemble, explore text, learn how to move in relation to each other, and how to bring a script to life. We will explore production and design and learn basic skills that enhance the visual and auditory experience of theater. Students are expected to be prepared to support one another to build a safe and creative space. Performance is a requirement of this class.

### **Fabrication Design Studio**

This course gives students the opportunity to engage in design thinking, prototyping, and fabrication. Students are introduced to the design process and documentation used in engineering-related fields. Students will learn elements of problem solving using creative thinking.

### **Film Appreciation**

In this course, students will gain an understanding of the way a film is constructed. They will learn the ways in which a film can be shot and edited to generate specific meaning as they view examples from famous films by influential directors such as Orson Welles, Alfred Hitchcock, Stanley Kubrick, Brian DePalma, Frank Capra, Robert Altman, and the Coen Brothers. Students will compose their own shot sequences on a storyboard using a variety of camera angles and editing techniques in order to demonstrate an understanding of the way a film is created. Students will demonstrate an understanding of the definition and historical significance of the concepts of Auteur Theory and *Mise en Scene* and how they relate to modern filmmaking.

### **Kinesiology and Yoga**

This course uses the body as an experiential map to learn the basics of anatomy and explore the mind-body connection. We will use the study of yoga as a practical modality to experience the physiological, bio-mechanical, and psychological mechanisms of movement. Yoga also offers the psychological benefits of mindfulness and meditation in motion. This enhances emotional literacy and allows us to connect more deeply to our bodies. This knowledge of the internal and external body helps the athlete, dancer, and actor to move with intelligence and greater understanding of their instrument.

### **Music Performance Workshop**

*Prerequisite: Must play an instrument*

This course is designed for the experienced and serious singer or instrumentalist who wishes to gain performing skills in a group-oriented, critique-based setting. Students practice independently for portions of each class and come together to sing or play their music for each other in a critique setting at least once per week. Students are expected to bring these skills to each performing opportunity throughout the school year such as coffee houses and all-school assemblies.

### **Stagecraft**

Stagecraft provides opportunities for talented, dedicated, and responsible students to pursue their passion for theatre without actually performing on stage. This class takes students through the process of what it's like to be behind the scenes of a theatre production. Students will brainstorm best designs for a number of production sets and then they will create preliminary drafts, as well as the final rendering of what the set will look like. After the design is chosen, students will engage in the supervised process of constructing and painting the various sets. Please note that the building process may involve the use of power tools and students will need parent permission to use such tools before entering into this class. This class will cover the safe use of power tools, including eye, ear, and hand protection. This class also will involve some physical strength and the ability to safely work on a ladder and scaffolding.

### **Studio Art**

This yearlong course provides students with the opportunity and instruction to work with a number of different visual art formats and media. Students will work in both 2D and 3D formats, completing assignments aimed at developing technical skills as well as personal creative insight. 2D work will focus primarily on drawing and painting, both technically and creatively, with various drawing and painting mediums. 3D work will focus on the development of students' understanding of and fluency with the construction and manipulation of 3D form. Throughout the year, each assignment will emphasize the students' conscious considerations involved in the choice and use of line, color, materials, composition, proportion, texture, and structure on the works themselves as aesthetic objects and as acts of personal expression.

**Yearbook Design**

Yearbook is designed to be a highly rewarding course training students in leadership, teamwork, creativity, and critical thinking. Students will function as staff members and learn various real-world aspects of the publication process such as layout, design, “out of the box” composition, explorations in photography, graphic design, digital photography, and editing. Additionally, students will learn journalistic ethics and standards. Writing, technology, and visual and electronic media are used as tools for learning as students create, critique, clarify, compose, and produce effective communications. This is a production course.

# ACADEMIC SUPPORT DEPARTMENT

Katie Gardner, Director of Instructional Support

The Academic Support Department offers three instructional support plans and a world language tutorial. The instructional support (IS) plans are individualized and involve the collaboration of instructional support teachers, subject teachers, and the student. Regular meetings, thorough evaluation, and individually tailored teaching programs create the opportunity for teachers to apply best practices in the field of learning style differences in a highly personalized manner.

The IS faculty employs advanced techniques in assessment, instruction, and consultation to provide academic support for students. The IS faculty members are committed to providing the assistance necessary to maximize student performance in the Brewster curriculum and fulfill a student's potential for academic success. In pursuit of this goal, active collaboration is sought among students, parents, and teachers.

## Instructional Support Plans

**The Comprehensive Support Plan (CSP)** is our most comprehensive plan and is for students whose needs require frequent, ongoing involvement with a teacher. This plan includes meetings with a teacher and one other student **three times a week** with a focus on determined learner goals, classroom support, and progress monitoring. Students in the CSP receive intensive assistance with study and organizational skills, reading, and/or writing. The best practice approaches employed by the program are integrated with the delivery of the subject curriculum in all areas.

**The Instructional Assistance Plan (IAP)** is for students who require additional support to maximize success in the Brewster curriculum. This plan includes meetings between the student and teacher **twice a week**, classroom support and monitoring, as well as individualized instruction in study and organizational skills, reading, and/or writing. The best practices approach employed by the program is integrated with the delivery of the subject curriculum in all areas.

**The Transitional Assistance Plan (TAP)** is our plan for students who have demonstrated a level of independence and are looking for increased consistency. The student's needs are monitored weekly to ensure the skills and strategies they have learned are being applied within their curriculum with a high level of consistency. This plan is designed for the student to meet **once a week** to review progress and provide the student with feedback that assists in accomplishing the goal of independence from a support plan.

**World Language Tutorial** is for students needing additional world language practice in order to maximize their success in the classroom. This tutorial meets **two times per week** and focuses on delivering instruction that best matches the learner and assists the student in demonstrating mastery of Spanish 1, Spanish 2, French 1, or French 2.

## Determination of Instructional Support Plans

Participation in the Academic Support Program normally is determined during the admissions process where the individual's file undergoes an extensive and thorough review. If participation in the program is indicated, the specific plan will then become a part of the course of studies for that individual upon admission to Brewster.

The IS plan continues throughout the year as a pass/fail credit course. At the end of each trimester, the student's growth is evaluated, and based on the achievement of the learning target goals, a change in plan may be recommended for the following year.

When determining the specifics of a student's instructional support plan, a variety of aspects may be considered, such as:

- Review and Needs Assessment – A careful review of the student's past performance and the identification of strengths and needs by instructional support and subject teachers takes place.
- Profile – A learning styles profile is determined.
- Goal Setting – Students, faculty, and subject teachers meet at the beginning of each year (or more frequently as necessary) to develop a set of personal goals.
- Best Practices – The teaching strategies and adaptations used in instructional support sessions and classes are matched with the student's needs. The use of best practices is monitored to ensure progress.
- Individualized Meetings – 1:2 meetings within the academic day provide individualized instruction in learning skills and strategies.
- Evaluation – An evaluation plan monitors how well the program is being implemented both in classes and instructional support sessions and determines the progress of goals.
- Collaboration – Weekly meetings between instructional support teachers and subject teachers allow for frequent opportunities to adapt and adjust the student's curriculum.
- Technology – Brewster's use of technology enhances the instructional support program by offering seamless integration of classroom, instructional support, and learning tools and by providing parents the opportunity to be connected to their child's progress.

# SOCIAL AND EMOTIONAL LEARNING

Allie Cooper, Director of Student Development

Brewster is unique in its approach to fostering social and emotional learning. Every day students are confronted with various social and emotional challenges and opportunities for character growth. And this happens everywhere: in the dorm, in the hallways, in class, in the dining hall, on the fields, on the phone with parents, in the gym, downtown. Social and Emotional Learning (SEL) offers the chance to engage in a classroom setting with peers to learn how to navigate the highs and lows of each day and to try to anticipate and reflect on the inevitable challenges of adolescence. SEL's sequence of programs focuses initially on developing an awareness of self and then pushes students to consider others. This program's location in the academic day highlights how important we think this work is for students' overall development as successful young adults.

## **Grade 9: Owning Up**

Designed in partnership with the Yale Center for Emotional Intelligence, this course introduces students to the Center's RULER Approach, which helps them to recognize, understand, label, express, and regulate their emotions. Students move on to discuss a wide range of pertinent topics, such as social awareness, sexuality, and drugs and addiction. A select group of seniors step in and teach the course for one trimester under the supervision of the director. Largely discussion-based, the class also incorporates journal writing and a number of small group projects.

## **Grade 10: Optimizing Your Intelligence (OYI)**

Developed through our relationship with Yale University's Center for Emotional Intelligence, this course introduces students to a range of scientific research about the brain's plasticity and practical applications emerging from the research. Students learn about the difference between a "fixed mindset" and a "growth mindset" and examine the sources of their own motivations. The goal of the course is to help students become generally more self-aware and more conscious of their agency in shaping their day-to-day experiences and their futures.

## **Grade 11: Engage to Educate (E2E)**

Engage 2 Educate is a course designed by Brewster faculty and students that seeks to prepare students to thrive with knowledge and compassion in a diverse world. Engage 2 Educate offers juniors an opportunity to engage in healthy and honest conversation about the many social issues that affect their identities and their place in the world, both at Brewster and beyond. The class examines the eight social identifiers of age, ability, race, ethnicity, religion, gender, sexual orientation, and socioeconomic class through a variety of activities and workshops, all geared to help students better understand the elements that shape their identities and the identities of others.

## **Grade 12 and Postgraduates: Launch**

As students stand on the precipice of college, this course is designed to prepare them for the next steps. Interactive seminars, college workshops, and electives that include a variety of options from finance to life skills enable students to start to explore facets of the next phase of their lives. Other topics emphasized include further enhancement of RULER skills, college social decision making, resilience, and mental health.