



# **Breck Upper School Course Guide**

# **2022-2023**



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# English

Graduation requirement: **8 semester** credits including Grade 9 English, Grade 10 English, and United States Literature. In addition, students must be enrolled in an English course each semester.

A special emphasis is placed on accountability of skills in all English courses, particularly in areas of writing and reading. An integrated speech program is in effect, as well as a vocabulary program in grades 9-11. The following courses are required for graduation:

Grade 9: Grade 9 English

Grade 10: Grade 10 English

Grade 11: United States Literature

Grade 12: Seniors must be enrolled in a course each semester.

## **Year-Long Senior Electives**

AP Literature and Composition

The Self in the World

## **Semester Courses (junior and senior electives)**

AP Language and Composition

The Self in the World

Creative Writing

Black American Literature

Darwin's Revolution

Note: Both AP courses have grade and teacher approval requirements for enrollment.

## **E1 Grade 9 English**

This course, required for all ninth graders, builds upon the skills and curriculum studied in eighth grade with a particular focus on the core skills of reading and writing. As students read and study *The Marrow Thieves* (Dimaline), *The Curious Incident of the Dog in the Night-Time* (Haddon), *Persepolis* (Satrapi), *Oedipus the King* (Sophocles), *Just Mercy* (Stevenson), and a wide selection of poetry, they develop their ability to read between the lines and to recognize and understand symbolism and figurative language. During their study of the literature, much of which focuses on the theme of empathy, students engage in an ongoing exploration of what it means to look at the world from someone else's point of view. Students develop as writers in a number of ways. They improve their facility with the formal essay as they write a series of literary analyses. They improve their facility with writing clear, varied, and grammatically correct sentences as they review and practice using the phrases that were introduced in eighth grade and then begin to study and practice using clauses. Students also write frequent journal entries in which they respond to and reflect on a variety of prompts, such as commenting upon something they heard

somebody say or responding personally to the reading. Students practice public speaking when they make a variety of formal presentations to the class and increase their vocabulary as they study and learn words that are drawn from the reading. (Year-long course)

## **E2 Grade 10 English**

This course, required for all tenth graders, builds upon the skills and curriculum studied in ninth grade and continues to focus on the core skills of reading and writing. Grade 10 English is designed to give students the opportunity to explore a wide variety of literature, including *A Burning* (Majumdar), *American Born Chinese* (Yang), *Macbeth* (Shakespeare), *A Raisin in the Sun* (Hansberry), *Do Androids Dream of Electric Sheep* (Dick), short stories, film (utilizing cinematic vocabulary), and a variety of poetry. Through essays, journals, projects, and discussions, students analyze and interpret a diverse range of experiences as portrayed in the literature. By reading, discussing, debating, and writing about the kinds of situations characters experience and the choices they make, students explore and analyze the role of the individual in society, which is the thematic fabric of this class. Students write several critical analyses as well as informal essays based upon their readings and their own life experiences. Students also have opportunities to explore texts through creative projects and responses. Furthermore, students continue to practice and build upon the writing, editing, and vocabulary skills that they have been working on for the past several years, as well as adding a variety of new skills that will enable them to become more sophisticated writers. (Year-long course)

## **E3 United States Literature**

This year-long course, required for all juniors, is designed to develop students' reading, writing, critical analysis, and discussion skills through the study of major works of American literature from several eras and varied voices. The course has included works such as *The Fire Next Time* (Baldwin), *Homegoing* (Gyasi), *The Great Gatsby* (Fitzgerald), *The Scarlet Letter* (Hawthorne) and *The Things They Carried* (O'Brien). In addition, students read essays such as "Self-Reliance" (Emerson), "Civil Disobedience" (Thoreau), and many personal essays by various writers. They study the poetry of Emily Dickinson, Walt Whitman, and Harlem Renaissance poets, in particular, along with selections from others. Students write journal entries, analytical essays, personal essays, open letters, and poems of their own imagining. They also collaborate in small groups to make new media texts about the literature. We review the essential elements of essay structure and work to increase the logic and depth of students' argumentation, the sophistication and nuance of their analyses, and the variety, conciseness, and grammatical correctness of their sentences. (Year-long course)

## **E4 AP Literature and Composition**

This course, open only to qualifying seniors, is designed for students who have a strong interest in the study of literature, who have exceptional reading, writing, speaking, and literary analysis skills, and who are able and willing to read a large

number of challenging books and to write frequent, longer essays. The focus of this course is on an in-depth discussion of major authors and important literary works in the genres of poetry, drama, fiction, and nonfiction from a range of time periods, including many of the following: *Candide* (Voltaire), *The Metamorphosis* (Kafka), *Hamlet* (Shakespeare), *As I Lay Dying* (Faulkner), *Song of Solomon* (Morrison), *Refuse* (Randall), *Moby-Dick* (Melville), *Tracks* (Erdrich), *The Prime of Miss Jean Brodie* (Spark), and *250 Poems* (Schakel and Ridl). There is a multicultural, gender-inclusive and global perspective interwoven throughout the reading curriculum. In addition to preparing students to take the AP examination in the spring, this seminar-style class is intended to be an intensive academic experience in which students can explore more challenging materials with other highly motivated students.

*Prerequisite:* Minimum grade of B for first semester and a B+ for the second semester of US Literature, the junior English course. An additional note: Students in this course are required to read an additional summer reading book. (Year-long course, only for seniors)

### **E13 AP English Language and Composition**

This course, open to qualifying juniors and seniors, is a writing-intensive class that engages students in becoming skilled readers of nonfiction prose from a variety of time periods, disciplines, and rhetorical contexts. Students apply the techniques they study to their own prose, writing journals, and essays in a variety of modes, including narrative, expository, analytical, and argumentative. Students explore how the interactions among a writer's purpose, audience, subject, occasion, and other rhetorical conventions influence the effectiveness of a text. In addition to a composition textbook, students read a variety of articles and essays from *The Atlantic Monthly* magazine and many other sources. Authors read include Toni Morrison, Margaret Atwood, Louise Erdrich, Audre Lourde, Abigail Adams, Sojourner Truth, among others. In preparation for the AP examination, students also take a number of practice tests and write many in-class essays.

Two additional notes: [1] Students who take this course will be offered review sessions in the spring before the AP exam; [2] All students must read *Born to Run* before the class begins. Fall-semester students must read this during the summer; spring-semester students have the option of reading it during the summer and then reviewing it before the second semester begins, or of reading during winter break. *Prerequisite:* For seniors, a minimum grade of B for first semester and a B+ for the second semester of Junior US Literature; for juniors, a minimum grade of A- for the second semester of Grade 10 English. (Semester course)

### **E25 Black American Literature: 1767 to Today**

This one-semester class will aim to explore the massive scope of literature written by Black Americans across time, geographies, styles, genres, topics, themes, and identities. Beginning with the poetry of Phillis Wheatley, the course will provide a literary survey including slave narratives, the Harlem Renaissance, the Black Arts

Movement, and the work of contemporary Black writers. Through discussion, reflection, journal assignments, two short essays, a final project on a topic of the student's choice, and a small amount of creative writing, our goal will be, simultaneously, to explore the collective strength and bond among these works while also resisting the idea that Black literature is a monolith. (Semester course, open to juniors and seniors)

**E9 Creative Writing**

This course, open to juniors and seniors, encourages and guides students to express themselves creatively in writing. In this class students are taught that creative writing—the making of art objects through language — involves learning to pay close attention to the world and to human experience. In addition to writing, students also read and discuss a large and diverse selection of literary genres and forms. Using literary works as models and sources of inspiration, students create their own art objects that reflect and convey their own meaningful experiences and insights. The majority of class time is spent in a variety of writing activities, such as warm-up writing prompts, in-class writing practice, writer's workshops, and activities designed to help students find their muse. Throughout the semester students gradually work toward completing a polished collection of the best writing they have produced during the course. (Semester course, open to juniors and seniors)

**E20 The Self in the World**

This course, which is open to all seniors and can be taken for either one or two semesters, explores how our sense of self can be influenced and shaped by the larger world. As students in this class engage with the literature, they will explore topics relevant to their lives, particularly in terms of their identity as seniors who are about to make a major life transition and as young adults who are becoming members of the greater community beyond the school. The majority of literature is from the twentieth and twenty-first century and represents a diversity of voices and a variety of genres, including works such as *News of the World* (Jiles), *Heads of the Colored People* (Thompson-Spires), *Old School* (Wolf), *Bless Me, Ultima* (Anaya) and *Black Swan Green* (Mitchell). Students will also read a variety of poetry and short stories. The main goals of this course are for students to enjoy what they read, along with the ensuing class discussions, to deepen their appreciation for how literature can enrich and inform their understanding of themselves and the world, and to improve their core reading and writing skills. This class, whether it's taken for one or two semesters, can be taken in addition to any of the other English offerings, including AP Literature and AP Composition. (Semester or year-long course, seniors only)

**S42 Darwin's Revolution**

This course seeks to examine and explore how Darwin's publishing of *The Origin of the Species* revolutionized science and writing- creating an opening for others to broach topics previously considered taboo. In addition, this course will address the significance of Darwin's theory of evolution from both a scientific and literary perspective. As a naturalist, who focused on comparative anatomy, Darwin's observational skills, artistic skills, and extreme curiosity surrounding the question of how species arise, were essential to the successful development of his theory.

In the spirit of Darwin, this course will integrate the scientific skills of observation and experimentation with the literary skills of analysis and creativity in order to more deeply understand the theories of evolution and the impact they have had on the world and their own experience. This course will cover a range of topics related to evolution, including religion, class, social theory, and race. Students will engage in reading a range of nonfiction and fiction selections and express their learning through scientific, creative, and analytical writing. (Semester course)  
This class can count toward either English or Science elective credit



# History

Graduation requirement: **6 semester** credits including Modern World, United States History or AP United States History. Electives must include one each from the U.S. and Global categories.

## Course Sequence

Grade 9: Modern World History

Grade 10: United States History or AP United States History

Grades 11 & 12: Electives — semester or year-long

### Year-long Junior and Senior Electives

AP Art History

AP European History

Advanced History Research (grade 12 only)

#### First Semester: U.S.

American Elections

Politics Equity and Power

Sports in America: A Social History

#### Second Semester: U.S.

African American History

History of Terrorism

Immigrant Experience

Politics Equity and Power

Sociology II

Honors Research: Race and Place

#### First Semester: Global

Economics I

Modern Chinese History

Sociology I

World War II & the Holocaust

Honors Research: Current History

Honors Research: Heritage Studies

#### Second Semester: Global

Caribbean History

Economics II

Middle East History

Honors Research: Heritage Studies

## H2 Modern World History

This course is designed to challenge students to search for the root causes of the issues we face in the world today. We will examine global power structures of imperialism, examine how societies have both promoted and fought against inequity, and reflect on the choices of revolutionary independence movements during the eras of colonization and decolonization. The first semester will focus on expanding student skills in the areas of critical reading, research and citation, and analytical writing. The second semester will continue to develop students' understanding of different points of view and the choices people in the past and present have had available to them. This semester features role-play decision-making scenarios and a multimedia project on refugee crises across the world. (Year-long course)

### **H3 United States History**

This course covers important political, economic, social and intellectual developments of the United States from colonial times to the present. Among the topics to be studied are the Federalist Era, the Jacksonian Era, the Civil War and Reconstruction, Industrialization, World War I, the New Deal, World War II, the Cold War and Vietnam. Analysis of primary sources is emphasized, as well as an approach that encourages students to view discrete events from many perspectives. (Year-long course)

### **H4 AP United States History**

This course addresses the major developments that shaped our nation. This course diverges from the survey course in the quantity and quality of readings, the heavier stress on historical analysis and the expectation that AP students develop a more sophisticated appreciation for and critical understanding of American History. *Prerequisite:* Recommendation of the History Department. (Year-long course)

### **H5 AP European History**

This year-long course is designed to prepare students to pass the Advanced Placement exam in European History. It covers the social, political, economic, and cultural history of Europe and its interactions with the world from 1450 to the present. Half of the course materials follow the standards established by the College Board while the other half consist of case studies and counter-narratives that complement and complicate the official curriculum. Students will examine how the past shapes the present as well as how the present shapes the stories we tell about the past. In this way, the course is an introduction to historiography—the history of history itself. (Year-long course)

### **H24 AP Art History**

This course is designed to give students the tools they need to be conversant about pieces of art they encounter throughout life while mastering how to approach a work of art, the vocabulary and analytical methods with which to discuss it and the knowledge of how the piece fits into the general sweep of art historical periods and styles. Students work toward achieving an understanding of the interconnectedness of art with other aspects of world cultures. By studying artists from around the world and from unfamiliar cultures, this course aims to develop a broad perspective about and appreciation for both European-based and non-Western art. *Prerequisite:* Recommendation of the History Department. (Year-long course)

### **H23 Advanced History Research**

In Advanced History Research, students will conduct ethnographic research on the history of Breck School. This research consists of interviewing former students, staff, and family members as a means of cultural documentation, to preserve knowledge, enhance our school community's awareness of its place and history, and as a tool to advance social justice. In addition to learning and practicing techniques of

ethnography, students will identify aspects of Breck's history that interest them, exploring those moments as well as the general historical era. They will be asked to interpret their oral history data by examining the sociopolitical context surrounding the focus of their research: What was happening in Twin Cities, Minnesota, and the United States at which shaped the events themselves as well as community members' sense-making of those events? Over the course of the class, students will present their learning via multiple platforms, including articles, websites, videos, and presentations. Potential research topics include racial integration at Breck, the move to our current campus, the origin of the girls' hockey program, youth resistance of the Vietnam War, the founding of the American Indian Movement in 1968 in Minneapolis, the year in the field house/Upper School renovations, and the growth of Breck's Chinese language program. *Prerequisite:* Recommendation of the History Department. (Year-long course)

### **H37 Immigrant Experience**

This course examines the idea that the United States is a nation of immigrants by investigating the history of immigration in the United States, particularly to cities and urban areas. We will begin with the symbolism and ideals embedded in the Statue of Liberty and Ellis Island to introduce students to the social, philosophical and practical rationale for immigration before surveying broad immigration trends in US history and, eventually, how these were lived and experienced locally. It will consider causes of immigration, the adaptation of immigrant groups and impact on American society. The course will use Minnesota and the Twin Cities as a local case study and source of guest speakers. Students use skills developed in previous history classes to investigate these topics and will use inquiry, research, writing, presentations and collaboration to present their findings. (Semester course)

### **H42 Sociology I**

Sociology is the study of human life, social change and the causes and consequences of human behaviors. The goal of this class would be to give a sociological understanding of how society impacts people's lives. Since the groups we live in affect how we see and approach the world an introductory sociological understanding would allow us to examine the intricacies of particular focus on the Dakota and Ojibwe bands in Minnesota. Students will learn about the different eras of federal policy regarding indigenous peoples beginning with the Doctrine of Discovery and including key U.S. Supreme Court cases, assimilationist policies, boarding schools, relocation, and efforts to increase tribal sovereignty and self-determination. They also will learn about the central role of the Dakota War of 1862 in Minnesota history, the largest mass execution in US history, which happened here in Mankato, MN and the Dakota communities and Ojibwe reservations in the state today. Native American social and cultural values, spirituality, family practices, historical trauma, and challenges and opportunities Indigenous people experience today will be prevalent throughout the course through readings and personal interviews. This class is for students intrigued

by history, passionate about equity, with an interest in learning more about their home state of Minnesota. (Semester course)

### **H19 Middle East History**

This course requires students to examine political, social, economic, religious and cultural forces that have shaped the Middle East today. Since the end of the Cold War, the United States has become the world's sole superpower. In spite of the end to an ideological conflict that encompassed the globe for almost half a century, the planet has not evolved into the safe, democratic, capitalist place envisioned by former President George H. W. Bush after the fall of the Berlin Wall in 1989. Instead, many nations that had been marginalized until the end of the 20th century have now taken center stage in the current global drama unfolding in the 21st century. Nowhere is this situation more evident than in the Middle East today. In this course, students investigate the historical background to current conflicts in the Middle East. Students analyze the root causes of the strife by engaging in debates and weighing multiple perspectives of both the reasons for and potential solutions to the global challenges related to this vital region. (Semester course)

### **H31 African American History**

African American history is filled with stories of triumph and tragedy and the story continues to change to this day. This course will examine four major time periods and places in African American history. Students will examine Delta life in the early 1900s (1900s-1920s), the Great Migration and the evolution of life in Chicago and New York City (1930s-1960s), the Civil Rights Movement (1960s-1980s) and post Rodney King America (1990s-present). Along with the history, we will look at the role music played during each era, studying blues, jazz, gospel, rock and roll, soul and rap music, and how it influenced and was influenced by the events occurring in the United States. (Semester course)

### **H36 Sports in America: A Social History**

The rivalries, multimillion-dollar television contracts, and the explosion of fantasy leagues reveal that sports and athletic competition have become a defining cultural experience in the United States. Peeling away the hype and hoopla, students will discover that sports reveal much about American identity, history, politics and culture. This course will examine and interpret the role and importance of sports such as baseball, boxing, football, and basketball at the professional and amateur levels in American history and their reflection of American social values as well as how they have been vehicles for social advancement. Students will read stories about athletes and competitions and how issues of class, race, gender, industrialization, nationalism, foreign policy, religion, economics and patriotism affected those. The course will require students to investigate through different perspectives, to consider the context of time and place, and to question common narratives. (Semester course)

#### **H41 History of Terrorism**

This semester course will take a historical, theoretical and critical view of terrorism and terrorists, focusing on domestic terrorism in the United States. We will begin with an academic dive into the subject, looking into the differences between freedom fighters and terrorists, exploring different theories of causes of terrorism and the role of the media in attacks. We will then shift to a case study approach in the United States. We will explore the similarities and differences between left and right wing terror, both historically and today. We will examine the 1995 Oklahoma City Bombing, analyzing the motives and goals of the attack. The course will culminate with a study of the September 11 attacks. *Prerequisite:* World History, US History or AP US History. (Semester course)

#### **H7 World War II and the Holocaust**

This course focuses on the conditions and progress of the Nazi persecution and murder of European Jews and other minorities from the 1930s to 1945 within the larger picture of the events of World War II in Europe. Military aspects of the war in Europe, including the Nazi *blitzkrieg*, Battle of Britain and London Blitz, Operation Barbarossa (invasion of the Soviet Union), and the Normandy invasion will be a part of the course. The military history of the war in Europe will provide larger context for the main focus of the course, which is the Holocaust. Other important contextual topics include historical European antisemitism, Germany after World War I, the economic and cultural crises of the 1920s, fascism in Europe, and the rise of Hitler and the Nazi Party in the 1930s. Other topics include the options Jewish Germans faced in escaping the country, the beginnings of concentration and death camps, ghettos, Jewish resistance (hiding, escape, and armed resistance), and the Holocaust and memory. Finally, the aftermath of the Holocaust, including the war criminal trials and the fate of displaced persons will help conclude the course. Students will examine both primary and secondary sources, including texts, photos, artwork, and videos, to investigate the time period. (Semester course)

#### **H32 Caribbean History**

This course examines the political, economic, and social history of Caribbean Island nations — such as Haiti, Jamaica, Cuba, Dominican Republic, and Puerto Rico — during the 19th and 20th centuries. Students will examine the conditions that led to revolutions and efforts at independence and their subsequent development as independent states or dependent territories. The role of the United States in these events will be an ongoing theme of the course but will not be the primary perspective used in understanding events. Similarities and differences in political and economic development will be examined in the context of varying social structures and racial composition. The course will conclude with students doing in depth research on specific islands and their recent history. Among the questions this course will seek to answer are: How has the Caribbean's past shaped its present and

future? What common political themes can we identify across the region? Why do specific countries follow or deviate from those themes? In what ways has the United States interacted with Caribbean basin nations over the decades, both to the benefit and detriment of its neighbors? (Semester course)

## **H27 Modern Chinese History**

Few nations have gone through more change in the last 200 years than China. This course will examine the history of China from 1800 to the present. Beginning with the arrival of Europeans in China, students study the fall of the Qing Empire, the Nationalist Movement, World War II and the resistance to Japan, the rule of the Communist Party through the Four Modernizations and the rise of China today. Students analyze the clash of the common people and the ruling classes and their respective roles in these eras. Students gain an understanding of the policies and events that helped shape the last two centuries of Chinese history. (Semester course)

## **H38 Honors Research: Current History**

This is a headline driven course that will examine the global dynamic of the 21st Century. The class will introduce students to the issues and conflicts facing our world today. It will examine global events through three separate lenses: Students will learn the historical context that is the foundation for each of the conflicts studied; they will examine contemporary foreign, domestic, and doctrinal policies in order to understand multiple perspectives for each conflict; and they will develop their own policy positions regarding the best course of action for addressing the sectarian divisions and regional power struggles that currently impact global stability. (Semester course)

## **H9 Economics I**

This course combines elements of both microeconomic and macroeconomic concepts. Traditional economic theories, fiscal and monetary policy, the role of the Federal Reserve, the budget deficit and the national debt are issues that comprise the macroeconomic section of the course. The microeconomic elements include analysis of the laws of supply and demand, marketing techniques, the organization of business firms and the stock market. Discussion and evaluation of the economic and political implications of these concepts are major components of this course. (Semester course)

## **H11 Economics II**

This course continues to analyze the major economic concepts presented during the first semester while emphasizing current economic issues. Students begin by examining the growing economic interdependence between nations, globalization and free trade versus isolationism and protectionism, emerging economies among LDC's and LDC's that are declining into fourth world status, and America's role in the world economy. In the second half of the semester students create their own business plan that examines what it takes to open a business including financing,

marketing, real estate, employee benefits, insurance and a cost analysis of the various facets of their business proposal. *Prerequisite:* Introduction to Economics I. (Semester course)

### **ID06 Politics, Equity, Power**

This course will examine historical advocacy and activism efforts that have reshaped policy and national discourse. The class will culminate with a current case study of an issue of your choice and the opportunity to connect with policymakers to speak to issues that matter to you. Areas of study will include environmental causes, LGBTQIA+ rights, activism within indigenous communities, voting rights and racial equality. Students will study how activists worked to increase awareness and bring attention to issues and will examine the steps activists took to advocate for legislative reforms. The areas of study will also be examined through the lens of power and equity, with particular attention to marginalized and underrepresented groups. Students will review primary sources and court cases, and participate in individual reflection, group discussion/debate and research analysis while practicing how to advocate for legislative reforms. For one to two projects, students will use statistics and numerical analysis to further examine issues and inform their opinions through quantitative and inquiry project-based evaluation. (Semester course)

### **H50 Honors Research: Race and Place**

This course will investigate population growth and demographic changes in the Twin Cities since the early 20th century. We will explore where different racial, ethnic, and religious populations settled within the Twin Cities urban areas and how economic, political, cultural, and social factors affected these decisions. This work will be set in the historical context of the time periods in which these groups arrived, expanded, and/or moved and the events and issues that shaped the Twin Cities' racial, ethnic, and religious development. Topics to be investigated include the Twin Cities' population trends, geography, demographics, and population shifts over the years. Special attention will be paid to areas such as Rondo, Little Earth, North Minneapolis, Cedar Riverside, and Frogtown. (Semester course)

### **H55 Honors Research: Heritage Studies**

This course consists of individual student inquiries into place, family, and identity in the pursuit of self-knowledge and a personal connection to history. First, the class grounds itself in a Dakota history of Mni Sota as well as diverse histories of Minneapolis-St. Paul while students examine the local history of their own neighborhoods. Second, while reading excerpts from memoirs and scholarly works of critical family history, students conduct interviews and archival research to imbue their own ancestries with meaning beyond the names and dates of a family tree. Third, students create an annotated bibliography drawing from the academic fields of ethnic studies, gender studies, religious studies, regional studies, or other identity studies to investigate the historical construction of at least two intersecting identities of their own choosing. Finally, students use their own heritage histories as

the evidentiary basis on which to formulate arguments that corroborate, question, and complicate the theoretical frameworks encountered in existing literature. The format, rubric, and audience for this final project is crafted by students using a mentor text, which students select from one of the articles, chapters, documentaries, podcasts, or other previously assigned sources. Throughout the semester, students report-back their original research to classmates and contribute their unique stories to discussions on issues of past and present. (Semester course)

#### **H54 Sociology II**

Sociology is the study of Human Society. This means understanding the people and their communities, cultures, economies, and interactions with each other. Through the semester, we will analyze modern sociological texts in-depth such as *Privilege* by Shamus Khan and *Between the World and Me* by Ta-Nehisi Coates. We will analyze the sociological works and use them to create and conduct our own sociological research. Students will walk away with a more nuanced understanding of structures such as society, gender, race, class, intersectionality, etc. Students will also learn how to conduct meaningful historical research. *Prerequisite:* Sociology I. (Semester course)

#### **ID01 American Elections**

This course examines American elections through historical and statistical lenses, with a focus on the 2022 midterm election. Students will dive deeply into the issues, candidates, and coverage of political races at the state and national level. Students will examine the history of presidential elections, paying close attention to those watershed moments that impact our current political process. Students will work collaboratively to see how different sources cover the election and will create group websites to show their findings. *Prerequisite:* US History or AP US History; Algebra 2 or equivalent required. (Semester course)



# Mathematics

Graduation requirement: **6 semester credits** including: Algebra I, Geometry and Algebra II

## Core Course Progression

Algebra 1B

Geometry

Algebra 2/Honors Algebra 2

Functions, Statistics and Trigonometry (as needed)

Precalculus/Honors Precalculus

*Students may enter the Upper School with any of the above Core Classes successfully completed in Middle School. Each spring the selection of Honors/non-Honors courses are reevaluated using a placement test and conversations between the teacher, family, advisor, and college counselor.*

## Advanced Courses

Calculus

AP Statistics\*

AP Calculus AB

Advanced Math Research\*

AP Calculus BC

Advanced Math Seminar\*

Advanced Topics in Mathematics

*Placement in Advanced Courses is based on successful completion of Core Course Progression.*

*\*Students frequently take one or more of these courses in conjunction with another math course.*

## Semester Elective

Probability and Statistics\*

Sample Entry Points and Pathways					
<b>9th</b>	Algebra 1B	Geometry	Geometry	Algebra 2 or Honors Alg 2	Honors Precalculus*
<b>10th</b>	Geometry	Algebra 2	Algebra 2 or Honors Alg 2	Precalculus or Honors Precalculus*	AP Calculus AB*
<b>11th</b>	Algebra 2	Functions, Stats, & Trig	Precalculus or Honors Precalculus*	Calculus or AP Calculus AB*	AP Calculus BC*
<b>12th</b>	FST or Precalculus*	Precalculus*	Calculus or AP Calculus AB*	Adv. Math Applications or AP Calculus BC*	Adv. Topics in Mathematics*

*\*Students frequently take one or more of these courses in conjunction with Probability and Statistics, AP Statistics, Advanced Math Research, or Advanced Math Seminar*

## Honors/Advanced Placement Courses

Honors and Advanced Placement (AP) mathematics courses serve students who find insufficient challenge in Breck's demanding regular curriculum. These students typically share these traits and capacities:

- They grasp new material easily and quickly and can maintain pace with a rapid curriculum;
- They independently make connections among mathematical ideas and apply previous knowledge to new situations;
- They persevere in the face of difficult problems or concepts and independently draw upon a wide variety of strategies in seeking solutions;
- Because of their interest in the study of mathematics, they commit more time and effort to their coursework than is typical.

Because one purpose of these courses is to prepare students for the AP examinations in calculus and statistics, each course emphasizes facility with algebraic manipulation to a greater degree than in other courses.

Enrollment in Honors/AP classes is appropriate for students who demonstrate the characteristics for success listed above. Exceptional standardized test scores, success in previous courses, teacher recommendation, and level of interest are all used to assess these characteristics. Departmental placement tests may also be used to evaluate candidates for Honors/AP work. Continuation in the sequence requires the recommendation of the current teacher and an average grade of at least B in the previous course. The Department Head makes final placement decisions.

### **M23 Algebra IB**

This course covers the second half of a first-year algebra course. A brief review of prior material is followed by study of systems of equations and inequalities, polynomials and factoring, exponents, quadratic equations and functions, radicals, and rational equations and functions. Connections with Geometry are explored.

*Prerequisite:* Algebra 1A or recommendation of the Mathematics Department.  
(Year-long course)

### **M2 Geometry**

This course addresses geometric relationships and applications in a context of reasoning and proof. Topics include parallel and perpendicular lines, congruence and similarity of triangles, and right triangle properties. Other areas of emphasis include quadrilaterals, transformations, properties of circles, and measurement of two- and three-dimensional objects. *Prerequisite:* Algebra 1B or Algebra 1.

(Year-long course)

**M27 Algebra II**

This course emphasizes facility with algebraic expressions and forms, with a focus on linear, quadratic, polynomial, rational, radical, and exponential and logarithmic functions. Other topics include sequences, advanced factoring techniques, and a brief introduction to trigonometry. *Prerequisite:* Algebra 1. (Year-long course)

**M28 Functions, Statistics and Trigonometry (FST)**

This course integrates statistical, algebraic and trigonometric concepts, using graphing calculators and Desmos as tools for function and data analysis. The connections between equations and graphs of exponential, logarithmic, trigonometric and other functions are explored with an eye toward future math courses. Descriptive and inferential statistics and their applications are included as well as projects to explore data. *Prerequisite:* Algebra 2. (Year-long course)

**M29 Precalculus**

This course prepares students for the study of calculus. Topics include transformations of functions, and properties of polynomial, rational, exponential, logarithmic, and trigonometric functions. Students investigate real world applications through mathematical modeling. As time allows, students will explore vectors, polar coordinates, conic sections and limits. Graphing calculators are used extensively. *Prerequisite:* Functions, Statistics and Trigonometry, or Algebra 2 and recommendation of the Mathematics Department. (Year-long course)

**M31 Calculus**

This course addresses topics from first-year calculus, including limits, derivatives and integrals, and applications of these ideas. Conceptual understanding is emphasized; procedural fluency is developed over a subset of AP Calculus methods and function types. Review and development of pre-calculus topics is embedded. This course does not prepare students for the AP Calculus exams, nor for AP Calculus BC. *Prerequisite:* Honors Precalculus or Precalculus and recommendation of the Mathematics Department. (Year-long course)

**M10 Honors Algebra 2**

This course moves students from the less formal mathematics of the Middle School to the rigors of the Upper School Honors/Advanced Placement sequence. The pace is rapid and students are expected to develop independence and flexibility as problem solvers and learners of mathematics. The course emphasizes facility with algebraic forms, especially linear and quadratic equations and systems, powers and roots and functions based on these concepts. Logarithmic, polynomial and other special functions are also studied. Links with geometry, including transformations and conic sections, are included. Graphing calculators are used to explore the relationship between algebraic relations and graphs. *Prerequisite:* Algebra, Geometry and recommendation of the Mathematics Department. (Year-long course)

**M11 Honors Precalculus**

The trigonometry/precalculus portion of this course covers fundamental trigonometric and precalculus concepts. Exponents and logarithms are reviewed. Sequences and series, complex numbers, polar coordinates, some college algebra topics and a section on graphing rational functions are included. The statistics portion integrates concepts in probability with descriptive and inferential statistics. Probability topics include counting and basic probability, independence, and probability distributions. Statistics topics include descriptive statistics, least-squares modeling, hypothesis testing and confidence intervals in the context of the binomial, normal and other distributions. Graphing calculators are used extensively. *Prerequisite:* Honors Algebra 2 or Algebra 2 and recommendation of the Mathematics Department. (Year-long course)

**M13 AP Calculus AB**

This course covers topics in the Advanced Placement (AP) Calculus AB syllabus, including limits, differentiation and integration, elementary differential equations and applications of these topics. Central concepts are developed and proved formally. This course prepares students for the AP Calculus AB exam. *Prerequisite:* Honors Precalculus or Precalculus and recommendation of the Mathematics Department. Students are cautioned that strong proficiency with prerequisite content is assumed. (Year-long course)

**M14 AP Calculus BC**

This course briefly reviews major elements of AP Calculus AB before moving on to traditional Calculus 2 subject matter. Additional topics include advanced integration techniques, improper integrals, infinite series (including Taylor series), polar, parametric and vector equations, and differential equations. Technology is used as needed and occasional projects reinforce concepts. This course prepares students for the AP Calculus BC exam. *Prerequisite:* AP Calculus AB and recommendation of the Mathematics Department. (Year-long course)

**M34 Advanced Math Seminar**

This course uses application-driven examples to connect calculus and advanced math topics with the real world. It provides options for math enrichment and deepens the integration of mathematical skills into everyday life. Throughout the course, students will be asked to reflect on their experience with math in their life in order to expand their understanding and its connections to the world. *Prerequisites:* Calculus, AP Calculus AB or department approval. (Year-long course)

**M32 Advanced Topics in Mathematics**

This course allows students with a strong background in one-variable calculus to explore advanced topics in multivariable calculus, differential equations, and linear algebra. Advanced topics in statistics and geometry may be included. *Prerequisite:* AP Calculus BC. AP Statistics recommended. (Year-long course)

### **M33 Probability and Statistics**

This semester course serves as an introduction to descriptive and inferential statistics and principles of probability. The descriptive statistics strand includes graphing, summary statistics, and linear and nonlinear modeling. Probability concepts include counting principles, conditional probability and independence, and probability distributions including the binomial and normal. Hypothesis testing and confidence intervals are introduced. Students who have taken or plan to take Honors Precalculus or Functions, Statistics & Trigonometry should not take this course due to overlap of content. *Prerequisite:* Algebra 2 or Honors Algebra 2. (Semester course)

### **M16 AP Statistics**

This course addresses major statistical concepts and tools for collecting, analyzing and drawing conclusions from data. Four conceptual themes organize the material: Exploratory data analysis and description, sampling and experimentation, probability and simulation, and statistical inference. Topics include statistical graphing, summary statistics, regression and correlation, randomness and probability, experimental design, sampling distributions and the Central Limit Theorem, confidence intervals and hypothesis testing. Students complete at least one major project. *Prerequisite:* Functions, Statistics and Trigonometry, or Probability and Statistics, or Honors Precalculus, or departmental permission. Students are urged to consult with their math teacher for advice before registering for this course. (Year-long course)

### **M30 Advanced Math Research**

This course, one of Breck's Advanced Research programs, offers engaged math students an opportunity to apply both statistical methods and mathematical modeling through research. There are two main paths students can take with their research, depending on their interests. The first, is working with a nonprofit or community organization to further the client's mission in the community. The second, is working with any organization or business to assist in analyzing existing data or a project of interest.

Students will collaborate with organization personnel as needed to identify an area of inquiry or a project of interest. They then determine appropriate research and analytical methods, gather data (as needed), analyze results, and make specific recommendations to their partner organization and/or report their findings.

Ultimately students compile these findings into an impact report and presentation materials (posters, flyers, teaching workshops and formal presentations) for their organizations/partners. They also present their findings to community and school-based audiences, and/or institutes. Students will begin their foundational work during a formal May Program\* which includes program philosophy, team-building, guest lectures, some statistical and software training, and exploration of research topics. Community Partnership time may be utilized to meet with a partner organization.

*Prerequisite:* Department approval based on application, recommendations and interview. Minimum Course *Prerequisite:* Completion of Functions, Statistics and Trigonometry (FST); Probability and Statistics; Honors Precalculus, or Precalculus. AP Statistics is strongly encouraged. (May Program [length TBD] and year-long course)

\*Students interested in the course (now or future), can sign up for the May Program portion separate from the year-long course.

# Performing Arts

Graduation requirement: **2 semester credits** of Performing and/or Visual Arts

## Year-long Courses

Breck Singers  
Symphonic Winds/Jazz Ensemble  
Advanced Breck Chamber Players  
String Orchestra  
Advanced Dance Repertory  
Advanced Critical Literacy: Social Change Through Storytelling  
AP Music Theory

## First Semester

Concert Choir  
Acting I  
Dance  
Advanced Theatrical Design: Lighting and Sound  
Theatrical Production I  
Music Theory I

## Second Semester

Concert Choir  
Acting II  
Dance  
Advanced Theatrical Design: Scenery  
Theatrical Production II  
Music Psychology (Spring 2022)\*\*  
Music and Film (Spring 2021, 2023)\*\*

\*\*These courses do not fulfill Arts Graduation Requirements. They are available for elective credit only.

### PA8 Acting I

This course introduces students to various approaches to the theater performance discipline, including physical theatre forms, an exploration of character archetypes, and fundamentals that will help the student deliver a grounded, honest acting performance. There will also be some focus on comedic improvisation and acting games. Students will engage both in individual and ensemble work, exploring both monologues and scenes, from the comedic to the dramatic, classical to contemporary. (Semester course)

### PA9 Acting II

This course focuses on texted scene study from the classic and contemporary stage utilizing and expanding on the techniques covered in Acting Technique I.  
*Prerequisite:* Acting I or instructor approval. (Semester course)

### PA29 AP Music Theory

This course builds on knowledge gained from Music Theory I or previous experience with music. The goal is to integrate aspects of melody, harmony, texture, rhythm, form, musical analysis, history and style as students mature in their understanding of theory. While this course focuses on the harmonic practices of 17th and 18th

centuries Europe, the skills learned will benefit anybody who is involved with music. These skills include: melodic and harmonic dictation, part writing, how to harmonize a melody, sight singing, listening skills, and more. *Prerequisite:* Music Theory I or instructor approval. (Year-long course)

**PA5 Breck Singers**

This course provides students with the opportunity to learn and perform advanced choral repertoire at the highest level. Students will learn proper vocal technique and develop skills in sight-singing. Choral music from a variety of genres and time periods will be studied. Performance opportunities include both winter and spring choral concerts, Chapel and MSHSL-sponsored Solo and Large Group Contests. *Prerequisite:* Audition or instructor approval. (Year-long course)

**PA7 Advanced Breck Chamber Players**

This class is considered one of Breck's distinctive courses and enables students to study and perform literature from all historical periods at a high artistic level. There are sectional coachings with the Minnesota Orchestra once or twice a year and guest conductors are invited to come in and work with the orchestra. There are numerous opportunities for performance throughout the school year, including Winterfest, Stringfest and Chapel. Note: Open to all students who play a string instrument and have the ability to perform advanced, unedited string orchestra repertoire. Prior participation does not ensure placement. *Prerequisite:* Audition and instructor approval. (Year-long course)

**PA1 Concert Choir**

This course is open to any singer in the Breck community. Students will actively work on skills in vocal technique, score reading, and musicianship while singing 2, 3 and 4 part choral scores. Students will learn a variety of choral repertoire and will perform at Chapel, end-of-semester concerts and other events. This course may be repeated for credit. (Semester course)

**PA31 Advanced Critical Literacy: Social Change Through Storytelling**

This course focuses on a curriculum developed in collaboration with the Children's Theatre Company's Neighborhood Bridges program, and is especially right for students who enjoy working with children, love theatre, have a passion for affecting social change, or all of the above. Students undertake philosophical training that covers skill-building, scholarly framing, and reflections on the process of becoming a teaching artist, using the work of Paulo Freire and Augusto Boal and the Theater of the Oppressed. Students enrolled in this course will either perform their Breck community partnership requirement at the Neighborhood Bridges Program or in collaboration with Breck's Lower School, depending on the status of our partnerships in the fall. In the service-learning component of this class, students will use theater techniques to teach younger students about critical literacy and storytelling that recognizes the perspectives of both the storyteller and the audience. Course may be repeated for credit. (Year-long course)



**PA45 Dance**

Dance provides students, with or without dance experience, development in movement principles, technique, vocabulary, and choreography. Dance will focus on developing a technical foundation in ballet and modern dance and encourage students to develop motor and performance skills needed to succeed as well-rounded dancers and dance-makers. The class will consist of warm-up exercises to stretch and strengthen the body, increase technical skills, and prepare students to move fully. The class will combine movements (including movement patterns across the floor) that are designed to improve technical skills, enhance musicality, and encourage the development of individual expression.  
(Semester course)

**PA27 Advanced Dance Repertory**

Advanced Dance Repertory is a year-long, fast-paced, dance class requiring that students have a strong background in modern and ballet technique. Classes will combine technical aspects of ballet with the freedom and fluidity of modern dance. Dancers will explore new ways of moving in combinations, floor work and partnering. Students will work to build a wide array of movement styles and genres. This class will examine how dance has been an important part of oral and performance traditions of passing stories down from one generation to the next. This class will celebrate our personal achievements, encourage collaboration and highlight the power of the ensemble/team. Dancers will take part in both the fall and winter dance concerts. *Prerequisite:* Audition and instructor approval.  
(Year-long course)

**PA28 Music Theory I**

This course shows you how to compose, analyze, create and produce music. It is geared toward the mindful student with little or no prior musical training, but who is interested in exploring the inner workings of music. Students create and compose music (both live and electronic) in a variety of styles that include: string quartet, hip hop production, wind band, jazz ensemble, marimba band and more. Students are introduced to the building blocks of music — rhythm, melody, harmony and form — by exploring music from all styles including Classical, Hip Hop, Jazz, Baroque. Differentiation allows this course to be taken multiple times. (Semester course)

**PA46 String Orchestra**

This course is designed to meet the needs of the string student who enjoys playing their instrument without the rigors and demands of the Chamber Players. Literature consists mostly of arranged works for string ensemble, ranging from the Baroque era to modern day. There are several opportunities for performance throughout the school year including Winterfest and Stringfest. This course may be repeated. *Prerequisite:* At least four years of instrument instruction and instructor approval.  
(Year-long course)

**PA6 Symphonic Winds and Jazz Ensemble**

This course is designed to meet the needs of the aspiring instrumental music student by imparting knowledge and experience through ensemble performance. The weekly schedule includes rehearsal and performance of a diverse range of materials and styles featuring standard and contemporary concert band and chamber music literature. During the first semester, one day per week is designated as “Jazz Day,” where students learn standards and improvisation. Second semester focuses primarily on jazz music as the band prepares for our spring concert, “Jazzfest.” This course presents the “real world” of the practicing professional musician in a controlled atmosphere. *Prerequisite:* Open to all Upper School instrumental music students who have had three years of Middle School band, or instructor approval. (Year-long course)

**PA17 Theatrical Production I**

This course introduces the Upper School student to technical theater in the context of an actual production. Students will learn proper safety techniques and how to analyze a script before setting about defining and learning carpentry, painting, electrical, and software techniques used in the Theater. Students create the necessary scenic, lighting and sound elements for the Theater program's current productions and assist with lighting effects necessary for the dance concert(s). This course may be repeated. (Semester course)

**PA18 Theatrical Production II**

This course builds upon skills and concepts learned in Theatrical Production I. The course will move at a faster pace, giving students more autonomy, higher expectations and a greater role in the context of an actual production. Students will learn proper safety techniques and how to analyze a script before setting about defining and learning carpentry, painting, electrical, and software techniques used in the Theater. Students create the necessary scenic, lighting and sound elements for the Theater program's current productions and assist with lighting effects necessary for the dance concert(s). (Semester course)

**PA40 Advanced Theatrical Design: Scenery**

This second-semester course focuses on the elements of theatrical scenery. Using the techniques covered, students create both a scenic and properties design plot for our spring productions. The skills are designed to be transferable to any design project a student may encounter in his or her future. The course is repeatable and affords new challenges as materials change and technologies develop.

*Prerequisite:* 7/8 Technical Theater or Upper School Theatrical Production or instructor approval. (Semester course)

**PA41 Advanced Theatrical Design: Light and Sound**

This first-semester course focuses on the elements of theatrical lighting and sound. Students study theatrical design procedures and create both lighting and sound designs for the fall dance concert. The skills covered are transferable to any design project a student may encounter in his or her future. The course is repeatable and

affords new challenges as materials change and technologies develop. *Prerequisite:* 7/8 Technical Theater or Upper School Theatrical Production or instructor approval.. (Semester course)

# Physical Education / Health

Graduation requirement: Health, Performance Physiology, and one semester credit of PE electives or alternatives.

## Physical Education Elective Alternatives

The following activities may alternatively fulfill the physical education requirement:

- 3 years of participating in 2 seasons of Breck sports, or
- 2 years of participating in 3 seasons of Breck sports, or
- 2 years of participating in 2 seasons of Breck sports in addition to 1 quarter of a PE elective
- 2 semesters of dance in addition to 2 semesters of Visual/Performing Arts

Note: Fulfillment through athletics must be complete by the end of your junior year.

Note: Participation in non-Breck sports and dance activities does not count toward the completion of the one-semester physical education requirement.

## **HTH Health**

This course is a requirement for all freshmen. It focuses on topics and concerns that are of importance to adolescents. Areas that are covered are emotions, family structure, friendship, trust, decision-making, sexuality, chemicals and nutrition. Students are encouraged to think about themselves, their values, how they make decisions and how they interact and communicate with others. (Quarter course)

## **E9 Performance Physiology**

This course is a requirement for all freshmen. It focuses on the components of health and performance fitness and the physiology of exercise. Students study exercise, nutrition, metabolism and the three principal systems related to physical activity: Cardiovascular, respiratory and musculo-skeletal. Students practice, monitor, develop, lead and evaluate activity and exercise. (Quarter course)

## **PE10 Adventure Education**

This course centers on the Project Adventure curriculum where students participate in community building as participants and researchers. Then, students teach Project Adventure to educational community partners during the Wednesday morning service block. This class begins with a traditional Project Adventure experience through which students explore their comfort zone and challenge themselves to test their own boundaries. Students design and practice their own icebreakers, new games, trust activities, initiatives, and ropes course elements. Students then examine leadership development in the context of adventure education. They practice strong community building skills and ways to facilitate respectful and strong interpersonal

connections, especially between individuals from different backgrounds. Students also learn how to adjust expectations, teaching methods, and lesson plans according to participants' abilities and engagement. Finally, students adopt the role of facilitator as they provide Project Adventure education to outside school groups. Open to students in grades 10-12. (Semester course)

**PE18 Breck Outdoor Leadership Development**

Outdoor Leadership Development is a semester-long course which includes a planned curriculum that provides content and learning experiences in basic motor skills and movement concepts as they apply to outdoor skills, lifetime sports, and recreational activities. Students will participate in activities that will increase physical fitness levels, develop practices that value outdoor physical activity and its contribution to lifelong fitness and opportunities to build their leadership skills and capacity. Open to students in grades 10 - 12. (Semester course)

**PE13 Leadership Development Through Adventure Education**

This course centers on the Project Adventure curriculum where students participate in community building as participants and researchers. Then, students teach Project Adventure to educational community partners during the Wednesday morning service block. This class begins with a traditional Project Adventure experience through which students explore their comfort zone and challenge themselves to test their own boundaries. Students design and practice their own icebreakers, new games, trust activities, initiatives, and ropes course elements. Students then examine leadership development in the context of adventure education. They practice strong community building skills and ways to facilitate respectful and strong interpersonal connections, especially between individuals from different backgrounds. Students also learn how to adjust expectations, teaching methods, and lesson plans according to participants' abilities and engagement. Finally, students adopt the role of facilitator as they provide Project Adventure education to outside school groups. Open to students in grades 11-12 with a max class size of 12 students. (Semester course)

**PE17 Lifeguarding**

This course is designed to provide students with the ability to earn American Red Cross Lifeguarding and First Aid Certification. The course will provide entry-level lifeguard participants with the knowledge and skills to prevent, recognize and respond to aquatic emergencies and to provide care for breathing and cardiac, injuries and sudden illnesses until emergency medical services (EMS) personnel take over. The course content and activities will prepare participants to make appropriate decisions about the care to provide in an aquatic emergency and a medical emergency. Open to students in grades 10-12. (Semester course)

**E12 Personal Fitness**

This course enables students to design and implement their own personal fitness programs. Elements of the program include cardiovascular conditioning, strength training, conditioning for sports, flexibility, general wellness and the use of the latest technology in fitness. Open to students in grades 10-12. (Quarter course)

**PE16 Yoga**

This quarter length course is designed to encourage students to build core muscle strength, increase body alignment and balance, improve confidence, and learn about the breathing techniques, relaxation, and meditation and positive thinking associated with Yoga. Students will study the benefits of stretching, moving and breathing freely as they relieve built up stress, learn to relax, and ultimately gain more out of everyday life. The fusion aspect may include strength training, resistance work, cardiovascular activity, and elements of range of motion. In addition, providing flexibility challenges and the breath work of yoga while also offering overall toning, muscle-building and/or fat-burning activities. Open to students in grades 10-12. (Quarter course)

**PE20 Yoga Morning**

This quarter length course is designed to encourage students to build core muscle strength, increase body alignment and balance, improve confidence, and learn about the breathing techniques, relaxation, and meditation and positive thinking associated with Yoga. Students will study the benefits of stretching, moving and breathing freely as they relieve built up stress, learn to relax, and ultimately gain more out of everyday life. The fusion aspect may include strength training, resistance work, cardiovascular activity, and elements of range of motion. In addition, providing flexibility challenges and the breath work of yoga while also offering overall toning, muscle-building and/or fat-burning activities. Note: 7:30am - 8:15am, four days a week. Max size of 15 students. Open to students in grades 10-12. (Quarter course)

# Religion

Graduation requirement: 2.332 semester credits as described below:

## Course Sequence

Grade 9: World Religions I (taken during May Program; hence, 0.5 semester credits)

Grade 10: World Religions II

Grade 12: Ethics  
Biblical Studies  
Buddha, Jesus, Muhammad  
Bioethics  
Religious Imagery in Film  
The Islamic World  
Influence of Religion Throughout History  
Honors Faith, Fiction and Fantasy  
Honors Theology and Liberation

### RS2 Ethics

This course enables students to focus on the values that shape their behavior. Students study definitions and examples of "the good person" presented in philosophy, film and biographies, and construct a philosophy of their own. Students take one test, write one paper, give their senior speech in Chapel and debate controversial issues including suicide, mercy killing, capital punishment and racial ethics. Students discuss real-life ethical dilemmas of their own choosing and then make solo presentations of their personal ethical philosophies. (Semester course)

### RS3 Biblical Studies

In this course, students read the Bible in a totally different way. They discover why certain books were put in the Bible and why others were banned. The course focuses on what makes something sacred, and students read the greatest stories in the Old and New Testaments, have a look at other religions like Buddhism and Daoism, view the Bible and study some controversial issues including sex, gender, ethnocentrism, money and violence. (Semester course)

### RS5 Bioethics

This course immerses students in discussions on controversial issues in science and medicine, including abortion, fertility treatment, stem cell research, euthanasia, genetic testing, the right to privacy, and health care. The class begins with an overview of general moral reasoning, then focuses on each issue's history, rise to the forefront of ethics, related scientific concepts and related laws. Most importantly, students investigate the morality of each issue, looking at the opinions of bioethicists as well as refining their own opinions. Course objectives are to:

- Guide students as they examine multiple perspectives and help them gain the historical, scientific, and legal perspectives necessary to informed decisions and informed discussions.
- Give students time to carefully think about their opinion on the morality of various bioethics topics and to reflect on the opinions of their classmates.
- Help students articulate not only what they believe, but also why they believe it.
- Help students gain an understanding of how ethical thinking can be used to solve practical problems and encourage them to approach problems with an open mind.

This course fulfills the one-semester senior year religion requirement.  
(Semester course)

#### **RS4 Buddha, Jesus, Muhammad**

This course is an advanced course in world religions open to seniors and juniors. Students examine the lives and ethical teachings of the founders of Buddhism, Christianity, and Islam, the three largest religions of the world. In addition to the historical and religious material, students are expected to make clear their own ethical philosophy, in response to the teachings of these three men. Students examine the essential ethical issues of modern life, such as lying, sexual morality, abortion, war and peace, materialism and religious diversity. Students do projects in film, sculpture, poetry or other media to illustrate the life or wisdom of each. Seniors also give their senior speech. This course fulfills the religion requirement. (Semester course)

#### **RS6 Religious Imagery in Film**

This course examines how the intricate practices of religion are illustrated in the art form of film. Students will also study basic film composition and structure, and create their own short films. This course fulfills the one-semester senior year religion requirement. Open to juniors and seniors. (Semester course)

#### **RS8 The Islamic World**

This course will help you understand the diverse perspectives and challenges facing the Muslim world. We'll look at religion, of course, and history, but also geography, architecture, music, language, and culture. The Islamic World includes 50 countries and 1.7 billion people. In light of recent events, knowledge of Islam's 1300-year history and its current struggles is essential. Coursework will include readings and quizzes, a research project in an area of the student's interest, the senior speech, debates and presentations, and trips to an area restaurant, mosque, and Muslim school. This course fulfills the religion requirement and is open to juniors and seniors. (Semester course)



**RS10 World Religions II**

This course reviews the basic world views and vocabulary of the world's religions. Then, by means of films, discussions and guest speakers, students learn to apply the key concepts and understand the key ceremonies of each religion. All the while, they reflect on their own personal answers to significant spiritual questions of meaning, being and value. (Semester course)

**RS12 Honors Faith, Fiction, and Fantasy**

This course examines two questions: “How does faith inspire creativity, especially fiction and fantasy?” and, “How do creative works inspire faith and spirituality?” These two questions will represent the two distinct units of the class. Students will analyze fiction and fantasy through a variety of contexts and mediums, ranging from ancient mythologies, modern fairy tales, contemporary pop-culture, and works of sci-fi/fantasy. Non-fiction theory about creativity, imagination, and spirituality will scaffold and support these readings, encouraging students to draw connections between the works and theory they are reading. They will also analyze the impact of these texts in creating new horizons of meaning. For the summative project of the class, students will reflect on the texts in their own lives that inspire their moral and spiritual frameworks by selecting their own “spiritual canon” of texts and resources that shape and inform their own lives. Ultimately, students will reflect on the spiritual dimensions of fantastical and fictional texts and discern the relevance of these insights in their own spiritual lives. (Semester course)

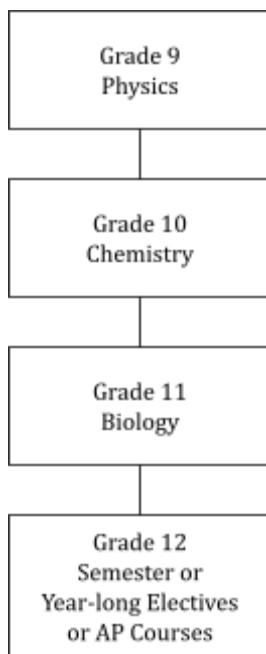
**RS14 Honors Theology and Liberation**

This course will examine two questions: “Who is God?” and, “What does God have to do with liberation?” To explore these questions, students will read some of the foundational texts that have explored the nature of the divine from diverse theological perspectives. These more philosophical texts will help ground students in some of the foundational questions and concepts in theology. Students will then read foundational stories from these traditions that center around themes of liberation: for example, students might read Exodus, the Gospel of Luke, or about Gautama Buddha’s path to Nirvana. In reading these spiritual texts, students will integrate foundational philosophical questions into religious narrative, seeing how theological concepts inform narrative and vice versa. Students will then explore more contemporary theological voices that build from, along, or against these traditions into what has come to be known as liberation theology. These sources explore how God aligns Godself with those who are poor, people of color, disabled, women, or queer. Students will evaluate what this tradition means for the “foundational” questions and concepts of theology. The summative project will include students reflecting on their own theological perspective: how they see God working in the world, and what this means for their own lives. (Semester course)

# Science

Graduation requirements: Physics, Chemistry or Conceptual Chemistry, and Biology.

## Upper School 2022-2023 Science Standard Sequence



Students who would like to pursue an alternate path in the science department must speak with the science department chair.

### **Year-long Courses**

Physics  
Chemistry  
Biology  
Advanced Physics  
AP Biology  
AP Chemistry  
AP Physics C  
Advanced Science Research I  
Advanced Science Research II  
Advanced Science Research III

### **Semester Electives**

Anatomy and Physiology	Advanced Molecular Biology
Advanced Microbiology	Darwin's Revolution
Engineering	Robotics

**S17 Physics**

This course is an introduction to physics with a college-preparatory focus, designed to enable students to apply concepts of physics to everyday activities. The emphasis is on understanding concepts supported by algebra-based computations. The course serves as an introduction and provides a framework for quantitative work. Laboratory experiments, demonstrations, and learning cycles are emphasized whenever possible. *Prerequisite:* Completion of Algebra. (Year-long course)

**S37 Advanced Physics**

This course is for students who have an interest and aptitude in physics and mathematics. The year-long course is designed to provide a strong foundation in algebra-based physics. The course covers 1 and 2- dimensional kinematics & dynamics; work & energy; momentum & collisions; rotational motion & torque; electrostatics and circuits; and mechanical waves and sound. Laboratory experiments and demonstrations are used whenever possible to illustrate concepts. *Prerequisites:* Completion of Algebra II. For incoming 9th grade students; concurrent enrollment in HAA (or higher), recommendation from 8th grade science teacher, passing of a placement exam. (Year-long course)

**S6 Chemistry**

This year-long course is an introduction to chemistry with a college-preparatory focus. The course covers structure of matter, quantum mechanics, types and properties of chemical substances, basic organic chemistry, chemical reactions, and acid-base chemistry. Emphasis is placed on laboratory work, practical applications, and societal issues. Students undertake an extensive research project at the end of the year. (Year-long course)

**S2 Biology**

This course is an introduction to biology with a college-preparatory focus. The course is designed for students to gain an appreciation for their role as interactive occupants of the biosphere. Important themes of ecology and molecular biology are addressed to provide basic biological frameworks so that students become better informed decision-makers in a global society. The subject matter is approached primarily through inquiry-based, hands-on laboratory and field experiences that emphasize a cooperative team-learning approach. Inquiry is supported by lectures, readings, and literature research. *Prerequisite:* Completion of Chemistry. (Year-long course)

**S5 AP Biology**

This year-long course centers around four themes: Evolution, Energy, Genetics & Information Transfer, and Biology Systems. Each topic will include in-depth laboratory experimentation or project work and requires strong reading and study skills to successfully manage the course's rigor. This course is intended to prepare students for the national Advanced Placement test in the spring and is recommended for students interested in the life sciences with ambitions for

entering a post-secondary STEM program. *Prerequisite:* Completion of Chemistry with a grade of A- or A, recommendation of current science instructor and satisfactory completion of any summer reading and work assigned. (Year-long course)

**S7 AP Chemistry**

This course is for students who have an interest and aptitude in chemistry. The course covers stoichiometry, thermochemistry, atomic structure, periodic properties of the elements, chemical bonding, the behavior of gasses, liquids and solids, kinetics, acid-base equilibrium, solution equilibrium, thermodynamics, and electrochemistry. Problem solving and laboratory work are stressed as a means of understanding chemical concepts. *Prerequisites:* Completion of Chemistry with a grade of A- or A, recommendation of current science instructor and completion of or concurrent enrollment in Honors Trigonometry/Precalculus/Statistics. (Year-long course)

**S32 AP Physics C**

This calculus-based course includes a comprehensive coverage of mechanics and electricity and magnetism, each corresponding to approximately a semester of college-level work. In mechanics, students study kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. In electricity & magnetism, students study electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism. The course also includes a hands-on laboratory component comparable to an introductory college-level physics laboratory in which students write comprehensive laboratory reports. *Prerequisite:* Completion of AP Calculus AB. (Year-long course)

**S10 Advanced Science Research I**

This course is designed for students who are gifted/seriously interested in science. The course gives students an opportunity to participate in graduate-level research experiences at university laboratories. Students complete the research component of the course during the summer. During the first semester, students write a publication-quality research paper that they submit to national competitions and present their work to a Lower or Middle School science class. During the second semester, students submit their papers to the Minnesota Academy Junior Science Symposium, Minnesota Scholar of Distinction competition, complete a poster, give a presentation to an Upper School science class, present a formal seminar presentation, and participate in the regional and state science and engineering fairs. Selection for the course is through written application and a formal interview. *Prerequisite:* Recommendation of the Science Department. (Year-long course with summer expectation)

**S13 Advanced Science Research II**

This course is a second-year continuation of Advanced Science Research and is limited to highly motivated science students. The course gives students an opportunity to participate in graduate-level research experiences at university laboratories over a second summer. In addition to pursuing their own research, Advanced Science Research II students take on a leadership role in the course, serving as the co-teacher of the Advanced Science Research course. During the first semester, students submit a publication-quality paper to national competitions and present their work to a Lower or Middle School science class. During the second semester, students submit their papers to the Minnesota Academy Junior Science Symposium, Minnesota Scholar of Distinction competitions in science and in leadership, complete a poster, give a presentation to an Upper School science class, present a formal seminar presentation, and participate in the regional and state science and engineering fairs. *Prerequisite:* Advanced Science Research I. (Year-long course with summer expectation)

**S23 Advanced Science Research III**

This course is a third-year continuation of Advanced Science Research and is limited to one or two highly motivated science students. The course gives students an opportunity to participate in graduate-level research experiences at university laboratories over a third summer. In addition to pursuing their own research and serving as the "leader of leaders" in the science research class, Advanced Science Research III students undertake an independent study in science research leadership with the intention of submitting their work to the Scholar of Distinction in Leadership competition. During the first semester, students submit a publication-quality paper to national competitions and present their work to a Lower or Middle School science class. During the second semester, students submit their papers to the Minnesota Academy Junior Science Symposium, Minnesota Scholar of Distinction competitions in science and in leadership, complete a poster, give a presentation to an Upper School science class, present a formal seminar presentation, and participate in the regional and state science and engineering fairs. *Prerequisite:* Advanced Science Research II. (Year-long course with summer expectation)

**S35 Anatomy and Physiology**

This course is designed to provide an opportunity to investigate the human body, its structure, function and how the human body reacts to external stimuli throughout everyday life. Through the dissection of a cat and other vertebrate organs, students will learn the structure and function of the parts of the human body, along with its systems. Students will engage in investigations to understand and explain the behavior of the human body in a variety of scenarios that incorporate scientific reasoning, analysis, communication skills, and real-world applications. This course is a Junior/Senior elective level course; the rigor is less than an AP course. *Prerequisites:* Biology and Chemistry. (Semester course)

**S21 Engineering**

This course covers concepts common to all engineers and performs case studies as individuals and teams. Students learn introductory 2-D and 3-D modeling using Vectorworks. They are also introduced to basic circuitry, principles of mechanics and to materials science. Students then apply these concepts to their own engineering designs, which might include making a slingshot to project a 55-gallon drum, designing a passive solar home, engineering a high mileage vehicle, or creating a mobile suitcase for the physically challenged. In case studies, students consult with professional engineers and experts in the field of engineering as well as test the models they make using a variety of instruments, including computers. Field trips to universities and businesses and guest speakers are included in the course.

*Prerequisite:* Completion of Physics. (Semester course)

**S22 Robotics**

This course is focused on mechanical and programming design of robots. Students experience an in-depth study of robotic systems using Lego NXT. Students learn about structure, motion, power, sensors, control, logic, and programming systems while using an engineering problem-solving model. Students begin by studying functions for robots and learning basic robotic programming. Students then design their own programs and build robots to complete given tasks. Students develop teamwork, problem solving, ideation, and project-management and communications skills. The final robot project developed in this course is displayed publicly at the end of the course in a 'BotFest. *Prerequisite:* Completion of Physics. (Semester course)

**S38 Advanced Microbiology**

This course is an advanced, college level laboratory-based course designed to study microorganisms, primarily bacteria, and their applications in biotechnology. Students will build upon skills learned in biology related to bacterial culture and further their knowledge of the prokaryotic genome as it relates to genetic engineering. Students will revisit the central dogma of molecular biology focusing on gene expression and simple controls of gene expression, as well as methods of gene transfer in bacteria. Students will learn specific lab skills for growing bacterial cultures such as making different types of media, sterile technique, cleaning and disposal methods, and serial dilution of a bacterial culture. They will perform two experiments involving gene transfer; one using bacterial conjugation to address the topic of antibiotic resistance, and another using bacterial transformation to study how bacteria can be engineered to express a gene of interest. In the latter experiment, students will perform a purification of the protein product using hydrophobic interaction chromatography. The course will culminate with a two-week final laboratory research project incorporating an aspect from the course that the student chooses to investigate. *Prerequisites:* A/A- in Chemistry, B+ in Chemistry and Biology, or completion of AP Chemistry/AP Biology. (Semester course)

**S39 Advanced Molecular Biology**

This course is an advanced, college level laboratory-based course designed for students who are interested in molecular biology applications in biotechnology. The course reviews the structure and function of DNA and proteins, expanding on what students learned in biology. Students will be introduced to tools and techniques for applications involving DNA and proteins, such as gel electrophoresis, PCR, and immunodetection, and they will use them throughout the course in a variety of experiments. Specific lab activities include a module on DNA fingerprinting and how it is used in human identification, a module on GMO detection in food with an emphasis on societal implications of GMOs, a module on DNA bar-coding and the use of bioinformatics in species identification, and a module that incorporates an ELISA test which uses antibody/antigen interaction to detect disease. Recently discovered tools, such as CRISPR, and new research on the influence of the environment on genes (epigenetics) will be addressed as areas of future study and potential advancements in biotechnology. *Prerequisites:* A/A- in Chemistry, B+ in Chemistry and Biology, or completion of AP Chemistry/AP Biology. (Semester course)

**S42 Darwin's Revolution**

This course seeks to examine and explore how Darwin's publishing of *The Origin of the Species* revolutionized science and writing- creating an opening for others to broach topics previously considered taboo. In addition, this course will address the significance of Darwin's theory of evolution from both a scientific and literary perspective. As a naturalist, who focused on comparative anatomy, Darwin's observational skills, artistic skills, and extreme curiosity surrounding the question of how species arise, were essential to the successful development of his theory.

In the spirit of Darwin, this course will integrate the scientific skills of observation and experimentation with the literary skills of analysis and creativity in order to more deeply understand the theories of evolution and the impact they have had on the world and their own experience. This course will cover a range of topics related to evolution, including religion, class, social theory, and race. Students will engage in reading a range of nonfiction and fiction selections and express their learning through scientific, creative, and analytical writing. (Semester course)

This class can count toward either English or Science elective credit

# Computer Science

Courses offered in computer science are elective courses.

## **CS1 Computer Science I**

This course introduces students to the major concepts of computer science: data structures, algorithms, input and output. Students will build fundamental programming and computational problem-solving skills. No prior programming experience is required. (Semester course)

## **CS2 Computer Science II**

This course is a direct follow-up course in Computer Science for students who have successfully completed Computer Science I. Students will learn about major concepts in object-oriented programming, implementation of classes, data visualizations, and artificial intelligence. Students will build their own program/application at the end of the semester. *Prerequisite:* Computer Science I or approval from the department. (Semester course)



# Visual Arts

Graduation requirement: **2 semester** credits of Performing and/or Visual Arts

## Year-long Courses

Ceramics Studio I  
Ceramics Studio II  
Drawing and Painting Studio I  
Drawing and Painting Studio II  
Photography Studio I  
Photography Studio II  
AP Studio Art | 2-D Design: The Portfolio  
AP Studio Art | 3-D Design: The Portfolio  
AP Studio Art | Drawing: The Portfolio

## Semester Electives

Creative Design  
Ceramics I, II, III, IV  
Drawing and Painting I, II, III, IV  
Photography I, II, III, IV  
Videography I, II

### **A1 Creative Design**

This course prepares students to create and learn the theory of design principles, and to apply these concepts as they draw, paint, sculpt, and work with digital media, in preparation for more advanced art courses in the Upper School. Students then choose Drawing and Painting, Ceramics, and/or Photography. Students have sketchbooks for assignments as they further their design skills. This course is a prerequisite for taking other visual art courses. Eighth-Grade Creative Design students have fulfilled this requirement. (Semester course)

### **A40 Ceramics I**

The course is designed to introduce students to working with clay and give them some insight into the world of contemporary ceramics. Students incorporate and expand on the elements of Creative Design, studying ceramic forms and vessels from a cross-cultural and historical perspective. Basic techniques of ceramic construction and forming are taught including a unit on the potter's wheel. Additive and subtractive techniques will be taught, as well as pinching, coil and slab building. We will discuss and create functional and sculptural work, and discuss how to achieve abstraction. *Prerequisite:* Creative Design. (Semester course)

**A41 Ceramics II**

This course is designed to enhance skills learned in Ceramics I. Form and function will be emphasized. A combination of coil and slab building are taught as well as a pottery wheel unit. *Prerequisite:* Ceramics I or instructor approval. (Semester course)

**A42 Ceramics III**

This course is designed to enhance the student's previous knowledge of ceramics. Integrity of material, function and form are stressed. Advanced techniques are taught and utilized. Students become acquainted with the works of some distinguished ceramicists including Mackenzie, Voukos, and Duckworth. Form, texture and balance are emphasized. More in-depth techniques on the potter's wheel are taught and alternative firing methods are introduced. *Prerequisite:* Ceramics II or instructor approval. (Semester course)

**A43 Ceramics IV**

Building on what students have learned in Ceramics III, this course will further develop a student's ability to plan and create works that not only showcase expressive qualities, but also show a higher level of craftsmanship and attention to detail. Creative approach to the clay and incorporation of mixed media are taught. Students also participate in an alternative firing. *Prerequisite:* Ceramics III or instructor approval. (Semester course)

**A9 Ceramics Studio I**

This course is designed for students with technical backgrounds to conceptualize assignments that involve creative problem solving. The Raku firing process is introduced. Students become acquainted with the renaissance going on in ceramic art today. Students continue to develop a portfolio for presentation to post-secondary institutions. *Prerequisite:* Ceramics III or IV and consultation with instructor. (Year-long course)

**A12 Ceramics Studio II**

This course is designed for students with a strong technical background in ceramics who are ready to develop in-depth projects. Concept and process are emphasized in the development of personal imagery. Students broaden and refine their visual literacy as they become more familiar with both art history and contemporary art. Students continue to develop a portfolio for presentation to post-secondary institutions. *Prerequisite:* Ceramics Studio I and consultation with instructor. (Year-long course)

**A13 AP Studio Art | 3D Design: The Portfolio**

This course is designed for students who are seriously interested in the practical experience of art. AP Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. The instructional goals of the AP Studio Art | 3D Design: The Portfolio (Ceramics) program encourages

creative as well as systematic investigation of formal and conceptual issues, emphasizing making art as an ongoing process that involves the student in informed and critical decision-making, developing technical skills, and familiarizing students with the functions of the visual elements. *Prerequisite:* Previous studio experience and consultation with the instructor. (Year-long course)

**A2 Draw/Paint I**

This course introduces students to a fundamental approach in drawing and painting that enables them to further their ability to see and to develop their own creative process. Students learn to create successful compositions while developing the skills of contour, gesture and value. Students work with a variety of drawing and painting materials and keep a weekly sketchbook to hone drawing skills and stimulate creativity. *Prerequisite:* Creative Design. (Semester course)

**A3 Draw/Paint II**

This course enables students to bring personal expression more fully into play, as they continue to hone the basic skills that were introduced in Drawing/Painting I. Work from observation is emphasized, as well as inventive usage of materials. Students keep a weekly sketchbook to practice drawing skills and stimulate creativity. *Prerequisite:* Draw/Paint I or instructor approval. (Semester course)

**A4 Draw/Paint III**

This course enables students who have demonstrated a working knowledge of contour, gesture and value, to continue to hone their technical skills as they develop more complex personal imagery in their work. Projects in both drawing and painting are expanded, integrating advanced techniques and concepts. Students keep a weekly sketchbook to hone drawing skills and stimulate creativity. *Prerequisite:* Draw/Paint II or instructor approval. (Semester course)

**A5 Draw/Paint IV**

This course further develops a student's ability to conceive and create works that have integrity of material, concept and process. Students begin to organize work to develop a portfolio for presentation to post-secondary institutions. Students keep a weekly sketchbook to hone drawing skills and stimulate creativity. *Prerequisite:* Drawing and Painting III or instructor approval. (Semester course)

**A6 Draw/Paint Studio I**

This course is designed for students with a strong technical background in drawing and painting who are ready to develop in-depth projects. Concept and process are emphasized in the development of personal imagery. Students broaden and refine their visual literacy as they become more familiar with both art history and contemporary art. Students keep a weekly sketchbook to hone drawing skills and stimulate creativity. Students continue to develop a portfolio for presentation to post-secondary institutions. *Prerequisite:* Drawing and Painting III or IV and consultation with the instructor. (Year-long course)

**A14 Draw/Paint Studio II**

This course prepares students to create an in-depth body of work revolving around a chosen theme suitable for presentation to post-secondary institutions. This advanced course is similar to AP Studio Art | Drawing: The Portfolio, but does not require the AP Portfolio. *Prerequisite:* Drawing and Painting Studio I and instructor approval. (Year-long course)

**A11 AP Studio Art | Drawing: The Portfolio**

This course is designed for students who are seriously interested in the practical experience of art. Final evaluation of this course is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. The instructional goals of AP Studio Art | Drawing: the Portfolio, includes encouraging creative as well as systematic investigation of formal and conceptual issues, emphasizing making art as an ongoing process that involves the student in informed and critical decision-making, developing technical skills and familiarizing students with the functions of the visual elements. *Prerequisite:* Studio Drawing and Painting I and consultation with instructor. (Year-long course)

**A30 Photo I**

This course helps students to explore the art of digital photography and the essential ways in which photography is embedded into our society. Students begin by learning technical skills for operating a camera, including shutter speed, aperture, ISO, use of different lenses, camera angles, lights, and composition. They complete a series of projects to demonstrate mastery of essential concepts in photography. Students then learn a powerful artistic skill using Adobe Photoshop to manipulate photographic media in a thoughtful, purposeful way. Their individual work is evaluated by peer critique and displayed for the community. Students also learn about different photographic styles and complete a presentation on the work of a given photographer that includes slides and oral analysis of the work. *Prerequisite:* Creative Design. (Semester course)

**A34 Photo II**

Building on skills learned in Digital Photography I, students will continue to explore photography as an expressive art form. Emphasis will be placed on the composition, value, clarity, and presentation of each photograph. Students will create a personal theme-based portfolio and explore various experimental photographic techniques. *Prerequisite:* Photo I or instructor approval. (Semester course)

**A35 Photo III**

This course enables students who have demonstrated a working knowledge of a DSLR camera to continue to build on technical skills as they develop more complex personal imagery in their work. Projects are expanded, integrating advanced techniques and concepts. Students keep a weekly sketchbook / journal to document

ideas and photo-shoot details and locations. *Prerequisite:* Photo II or instructor approval. (Semester course)

**A36 Photo IV**

This course further develops a student's ability to conceive and create works that have integrity of technical skill, concept and expression. Students begin to organize work to develop a portfolio for presentation to post-secondary institutions. Students keep a weekly sketchbook / journal to further their thought process and deepen their understanding of the photographic process. *Prerequisite:* Photography III or instructor approval. (Semester course)

**A37 Photo Studio I**

This course is designed for students with a technical background in digital photography that involves more in-depth exploration of creative problem solving. Students will discover inspiration from all around us, whether capturing the small, human details of everyday life or exploring larger, abstract ideas about culture and identity. This creative territory will also refine technical skills. The goal will be to make images that have a real impact on your personal community. Advanced concepts are taught. Students become acquainted with historical photography concepts, artists and techniques. Students continue to develop a portfolio for presentation to post-secondary institutions. *Prerequisite:* Photography III or IV and consultation with instructor. (Year-long course)

**A38 Photo Studio II**

This course prepares students to create an in-depth body of work revolving around a chosen theme suitable for presentation to post-secondary institutions. This advanced course is similar to AP Studio Art Digital Photography Portfolio but does not require the AP Portfolio. *Prerequisite:* Photo Studio I and consultation with the instructor. (Year-long course)

**A39 AP Studio Art | 2-D Design | The Portfolio (Photography)**

This course provides direction for highly motivated photography students. Students will investigate various forms of expression and techniques using the principles and elements of design. Students will develop mastery in concept, composition, and execution using 2-D Design works. Students will be introduced to new photographers, digital artists, and more sophisticated techniques as points of departure to create work that reflects their spirit and vision. By exploring photographic and digital media with the camera and the computer, students will be able to develop a body of work that reflects a range of problem solving and ideation, and develops versatility with techniques to demonstrate their abilities. *Prerequisite:* Photo Studio I and consultation with the instructor. (Year-long course)

**A33 Videography I**

In this course, students will learn how to become visual storytellers, documenting and capturing stories around them that need to be told. Students will learn how to

ask good questions, how to capture compelling audio and how to use moving pictures to captivate an audience. Throughout the semester, students will produce a final, self-directed video piece. The stories we tell become our culture, our history and our legacy. As students learn how to evaluate the ways in which images are effectively constructed, they will become artists in crafting the stories their generation needs to tell. *Prerequisite:* Creative Design. (Semester course)

#### **A44 Videography II**

In Videography II, students will be challenged to develop their visual storytelling skills at a deeper level. Students will continue to build on the interviewing, filming, and editing techniques they learned in Videography I, and explore how to leverage those skills to create more engaging stories. With a greater level of freedom, students will be encouraged to hone in on their unique artistic voice, and use it to tell the stories they care about. *Prerequisite:* Videography I. (Semester Course)

# World Languages

Graduation requirement: **6 semester credits** in the same language including the third year of that language.

Courses are offered in Chinese, French, and Spanish.

**Repeating courses.** Some students are required to repeat a level when they fail to gain the required proficiency for promotion to the next level. Grades for repeated language courses appear on the student transcript and count toward the student's GPA.

**Changing placement.** Work outside of class for a placement change (e.g., summer programs or tutors) must receive pre-approval from the World Languages department chair. Additionally, the student must pass the proficiency examination for the level that is to be skipped.

**Additional languages.** Students may take a second world language. Such a schedule should be carefully planned as it constrains other choices. Seniors are not allowed to register for the first year of a language.

## Chinese

### C1 Chinese I

A course for students with little or no previous experience learning Mandarin Chinese, Chinese I starts from the very basics of the language and works forward. Each of the four modalities of language (reading, writing, speaking, and listening) are broken down and exercised so that students begin their Mandarin Chinese journey with strong fundamentals. Students first learn the phonetic sounds of the language (Pinyin) as well as the tones required to become an effective speaker of the language. Characters are then introduced in segments- radicals, strokes, and stroke order. Students increase their proficiency in the language by practicing their skills through writing assignments, presentations, listening exercises, and communicative activities. At the end of the year students will feel comfortable reading, writing, listening, and speaking about the topics that we covered. (Year-long course)

### C2 Chinese II

This course is the Upper School entry-level class for students who have completed the Grade 8 Chinese course at Breck Middle School, and students who have completed Chinese I in the Upper School. In Chinese II, students are introduced to Chinese by using the text Chinese Primer from Princeton University. This course builds on the goals of the first-year course with more integration of oral and written skills. Class is principally conducted in the Chinese language and students are expected to use Chinese in their daily class routine and when conversing. The goal of the course is to expand student's knowledge of vocabulary, pattern structures and

characters, as well as to improve their comfort level in the language. A survey of Chinese history is also presented and additional aspects of Chinese culture are introduced through readings, films, or speakers. (Year-long course)

**C3 Chinese III**

Conducted primarily in the target language, Chinese III builds on the material and skills learned in previous years. Students hone their reading, writing, speaking, and listening skills through collaborative and interpretive work, and increased opportunities for interpersonal communicative activities. There is also a continued emphasis on learning how to best utilize the sentence structures and vocabulary from our textbook, as well as additional material that focuses on different cultural aspects of China. (Year-long course)

**C4 Chinese IV**

Chinese IV is a class for students who have successfully completed Chinese III. Conducted primarily in Chinese, students will continue to improve on their reading, writing, listening, and speaking skills through journal assignments, audio recordings, and class presentations. Students also continue to add new sentence structures and vocabulary to their toolbox. In addition to the language learned from our textbook, students will continue to explore different cultural aspects of China and will use the language learned to discuss and demonstrate their knowledge of those topics. (Year-long course)

**C5 Chinese V**

This course is conducted exclusively in Chinese. Students learn all the commonly used Chinese sentence structures to be able to perform extemporaneous dialogues on various topics and also discuss current events to strengthen their speaking skills. Students are expected to write essays and read authentic short stories and poems to hone their reading and writing skills. Students are expected to converse exclusively in Chinese. (Year-long course)

**C6 Chinese VI**

This course is an advanced course conducted entirely in Chinese. The focus of the course is to increase students' listening, speaking, reading and writing language skills as well as to deepen their understanding of Chinese culture through a variety of sources: current events, articles, contemporary films, Chinese songs and classical poems. Students will have debates on the modern Chinese education system or other current events topics to develop their oral proficiency. Students will also do presentations or write essays on Chinese language and culture to demonstrate their understanding of Chinese geography, major dialects and cultural specificities. (Year-long course)

**C9 Advanced Chinese for Immersion Students and Heritage Speakers I**



This course is a class taught entirely in the target language to build on the strengths students already possess as fluent Chinese speakers. It is created specifically for students with an immersion background and for heritage speakers. The program is a content-based instruction course built around themes relevant to the lives and abilities of heritage speakers and immersion students. The course incorporates authentic materials produced by native writers and speakers to broaden students' cultural perspectives, increase their global awareness, and set the foundation for a positive image of their identity. Students will be accepted into the program upon review of their oral proficiency and fluency, provided that they are heritage speakers or that they have an immersion background. (Year-long course)

**C10 Advanced Chinese for Immersion Students and Heritage Speakers II**

This course is the second year of the advanced Chinese course for immersion and heritage speakers. Students will continue to develop their language skills and cultural knowledge as they collaborate on projects with students at their fluency level, focusing on the improvement of literacy and communicative skills, as well as the development of critical thinking and problem-solving skills. Students will be accepted into the program upon review of their oral proficiency and fluency, provided that they are heritage speakers or that they have an immersion background. (Year-long course)

**C15 Advanced Chinese Seminar**

This course is the third year of the program "Advanced Chinese for Immersion and Heritage Speakers". It is designed to strengthen students' advanced language skills and to deepen their cultural understanding of the Chinese world through diverse thematic contexts. It is also designed to continue developing students' analytical and critical thinking skills through the study of authentic literary works from the diversity of the Chinese-speaking societies. Students will be accepted into the program upon review of their oral proficiency and fluency, provided that they are heritage speakers or that they have an immersion background. (Year-long course)

## **French**

**F1 French I**

This course introduces students to the basics of the French language by learning sound patterns, verb conjugations, vocabulary, and grammatical differences between French and English. This course also helps students build an awareness of French-speaking cultures. The class is conducted principally in French, and students are expected to understand and use spoken and written French appropriate to this level. Students are introduced to authentic Francophone texts and will train to read French authentic material to build their literacy skills in a foreign language. The basic communicative skills of reading, writing, listening, and speaking French are developed through activities including short writings, discussing texts or movies, practicing language through online games or role-playing. (Year-long course)

**F2 French II**

This course incorporates and strengthens the basic skills taught in French I, and builds on the use of practical vocabulary and more complex grammatical concepts such as object pronouns, past tenses as well as the introduction to future and conditional tenses. Students are expected to speak, write and read the language appropriately for their level, and the class is conducted principally in French. Students expand on their understanding of the French-speaking world through discussions about culture, reading of authentic texts, and role-playing of authentic tasks such as asking directions, asking for help in a store, or ordering items online. Students are expected to conduct research on authentic French-speaking websites and present projects to the class in French. (Year-long course)

**F3 French III**

This course builds on mastery of increasingly complex grammatical concepts such as past conditional and the introduction to the subjunctive mood. This course also builds on relevant and practical vocabulary so as to develop more ease and spontaneity in speaking and writing. This course develops reading skills through written versions of authentic French works and improves creative writing skills through guided exercises. The culture of people in French-speaking countries is an integral part of the material of each unit, as well as improving students' awareness of the global world through current events and research in the target language. (Year-long course)

**F4 French IV**

This course is a continuation of the literacy skills built in French III, and an expansion of the speaking, writing and reading skills developed in previous years of French. Students review general verb tenses and grammar concepts, and expand their knowledge of the intricacies of the language with advanced structures such as past infinitive, si clauses, gerund, and past subjunctive. Through the development of their literacy skills, students are expected to write essays and read advanced-level Francophone texts. Students are also expected to be conversational in their speaking skills to be able to have a debate or an extemporaneous discussion on varied topics. Expanded vocabulary and strategies of linguistics are acquired through a study of social issues, Francophone literature, and essential questions. (Year-long course)

**F5 French V**

This course reinforces and refines previously acquired skills. There is an extensive review of the language structures while expanding vocabulary and idioms on varied topics related to students' life, current events, literature, or essential questions. Students engage in dialogues and debates, give exposes, write essays, research self-guided topics about the French-speaking world, and read authentic literary works including poetry, short stories, film scripts and a full-length novel. Students are expected to conduct research and collaborate on projects in the target language. This course is conducted exclusively in French, and students are expected to speak the target language exclusively in class. (Year-long course)

**F6 AP French Language and Culture**

AP French Language and Culture is comparable in content and in difficulty to a course in French Composition and Conversation at the third-year college level. Students who enroll in AP French Language and Culture should already have a good command of French grammar and vocabulary. Students enrolled in this course should therefore be prepared for the rigors of college work. This course involves the reading, study and discussion of authentic French documents, such as articles from magazines and newspapers, texts from songs, as well as Francophone literature. Authentic movies and podcasts are also studied to reinforce listening skills and vocabulary building. The course is conducted exclusively in French, and develops advanced literacy skills through the three modes of communication: interpersonal, interpretive, and presentational. It also includes an intensive grammar review. Students who complete this course are required to take the AP exam for possible college credit. This course has been approved by and follows the AP guidelines stated by the CollegeBoard. (Year-long course)

**F7 Advanced French Literature and Culture**

This yearlong course will examine some of the major literary and cultural movements of the Francophone Modern World through the eyes of leaders in literature and cinema. The body of work studied will challenge students to analyze texts and images that presented, at the time of their creation, a transition into a new literary or cultural era. In this course, students will be able to discover some of the events and voices that have marked the modern Francophone history from Césaire to Beauvoir and Kassovitz, and will be able to establish parallels between the material studied, their own lives and our current world. Through project-based learning, research projects or debates, students will have opportunities to develop their language proficiency in French across the three modes of communication: interpersonal, interpretive and presentational, with special attention to critical reading and analytical writing. (Year-long course)

**F10 Advanced French for Immersion Students and Heritage Speakers I**

This course is a class taught entirely in the target language to build on the strengths students already possess as fluent French speakers. It is created specifically for students with an immersion background and for heritage speakers. The program is a content-based instruction course built around themes relevant to the lives and abilities of heritage speakers and immersion students. The course incorporates authentic materials produced by native writers and speakers to broaden students' cultural perspectives, increase their global awareness, and set the foundation for a positive image of their identity. Students will be accepted into the program upon review of their oral proficiency and fluency, provided that they are heritage speakers or that they have an immersion background. (Year-long course)

**F11 Advanced French for Immersion Students and Heritage Speakers II**

This course is the second year of the advanced French course for immersion and heritage speakers. Students will continue to develop their language skills and

cultural knowledge as they collaborate on projects with students at their fluency level, focusing on the improvement of literacy and communicative skills, as well as the development of critical thinking and problem-solving skills. Students will be accepted into the program upon review of their oral proficiency and fluency, provided that they are heritage speakers or that they have an immersion background. (Year-long course)

## **Spanish**

### **SP1 Spanish I**

This course is an introductory-level course aimed at developing students' proficiency in basic concepts of speaking, writing, reading and understanding of the Spanish language. A cultural awareness of Spanish-speaking countries is introduced through thematic units, emphasizing the appreciation for learning a foreign language and culture by comparing one's own perspective to that of Spanish-Speaking countries. Topics introduced include greetings, hobbies, describing people, telling time, daily schedules, numbers, describing classes, meals and food, family, and shopping. Areas of primary emphasis are simple sentence structure such as Spanish articles, subject pronouns, possessive adjectives, comparatives, as well as verb constructions in the present tense. (Year-long course)

### **SP2 Spanish II**

This course continues to build on the skills developed in Spanish 1 and to emphasize speaking, writing, reading and listening with more extensive development of interpersonal skills. This course is conducted primarily in Spanish, and students are expected to use Spanish when conversing. Language skills are developed through topics including the life and art of Frida Kahlo, Hispanic athletes, holidays, and music. Specific areas of study include a review of the present tense, an introduction to past tenses, commands and the 115 common Spanish verbs. (Year-long course)

### **SP3 Spanish III**

This course is conducted primarily in Spanish, and students are expected to converse and write in Spanish. More advanced readings are introduced and discussed, including a well-known Latin American short story. The fundamental elements of grammar are completed, and students are expected to write short essays and discuss current events. Students discuss and compare their own community to that of the Spanish-speaking countries to develop a better understanding of the global world. The geography and culture of Spanish-speaking countries continues to be emphasized with topics such as physical and mental health, family relationships, volunteer activities, environmental concerns, and general social awareness. Language skills are expanded through areas of study including major verb tenses such as the future tense, imperfect and preterite tenses, and present subjunctive, as well as the review of object pronouns. (Year-long course)

### **SP4 Spanish IV**

This course is conducted exclusively in Spanish, and students are expected to converse exclusively in Spanish. This course is aimed at refining students' written and oral proficiency skills, and includes a review of major grammatical concepts. Students in this course read and write on topics such as personal interactions of teenagers, biodiversity and millenarian health traditions, the history of Cuban revolution, and The value of people's beliefs and ideologies. Students continue to build on their understanding of Spanish-speaking culture with short readings, films or songs. (Year-long course)

**SP5 Spanish V**

In Spanish V, students build their proficiency by participating in extended conversations about advanced topics with an emphasis on history and social justice. Students will be challenged by lengthier non-fiction texts and audio recordings. Authentic literature is introduced through short stories by renowned authors in the Spanish-speaking world. Students will solidify their use of simple and complex verb tenses in addition to fine tuning other grammatical structures. Other themes discussed in this course are responsible tourism, environment and use of water, and the importance of the visual arts and handicrafts in Spanish-speaking cultures. (Year-long course)

**SP7 AP Spanish Language and Culture**

This Advanced Placement course stresses speaking and reading skills, composition, the development of vocabulary and grammar accuracy. The yearlong course is the equivalent of a third-year college course in advanced Spanish composition and conversation. The course emphasizes the use of active communication and develops the ability to comprehend formal and informal spoken Spanish; the ability to express ideas with accuracy and fluency is a necessity at this level. Students focus on the acquisition of vocabulary and the understanding of language structures through the study of thematic units to be able to effectively read, write, and speak the language. The course is conducted exclusively in Spanish, and develops advanced literacy skills through the three modes of communication: interpersonal, interpretive, and presentational. Students who complete this course are required to take the AP exam for possible college credit. This course has been approved by and follows the AP guidelines stated by the CollegeBoard. (Year-long course)

**SP8 Advanced Spanish Literature and Culture**

This yearlong course will examine some of the 20th century literature produced by the Hispanic diaspora in the United States, compared with Latin-American literature. The goal of the course is to have students generate comparisons between the literature that is produced by both groups of Hispanic writers. These comparisons will be based on the many different interpretations the authors present on identity, race, diversity, ethnicity, immigration and the construction of nations and communities. This exploratory course will yield a deeper understanding of Latin American literature and will survey how the concept of nation and communities has been constructed over time through the study of a body of texts that will cover social

and political problems as well as gender issues. The course will provide opportunities for students to develop their proficiency in Spanish across the three interpersonal, interpretive and presentational modes of communication, with special attention to critical reading and analytical writing. (Year-long course)

**SP10 Advanced Spanish for Immersion Students and Heritage Speakers I**

This course is a class taught entirely in the target language to build on the strengths students already possess as fluent Spanish speakers. It is created specifically for students with an immersion background and for heritage speakers. The program is a content-based instruction course built around themes relevant to the lives and abilities of heritage speakers and immersion students. The course incorporates authentic materials produced by native writers and speakers to broaden students' cultural perspectives, increase their global awareness, and set the foundation for a positive image of their identity. Students will be accepted into the program upon review of their oral proficiency and fluency, provided that they are heritage speakers or that they have an immersion background. (Year-long course)

**SP11 Advanced Spanish for Immersion Students and Heritage Speakers II**

This course is the second year of the Spanish immersion and heritage speakers advanced course. Students will continue to develop their language skills and cultural knowledge as they collaborate on projects with students at their fluency level, focusing on the improvement of literacy and communicative skills, as well as the development of critical thinking and problem-solving skills. Students will be accepted into the program upon review of their oral proficiency and fluency, provided that they are heritage speakers or that they have an immersion background. (Year-long course)