

THE BOYS' LATIN
SCHOOL OF MARYLAND

Upper School
Curriculum Guide
2023 – 2024



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Upper School Academic Program Overview

MISSION

The Boys' Latin of Maryland instills the core values of courage, integrity, and compassion in each boy as embodied in our motto, *Esse Quam Videri – To Be, Rather Than To Seem*. By understanding how boys learn best, our talented faculty fosters enduring personal relationships and empowers each student to strive for academic and personal excellence.

DIVERSITY STATEMENT

The Boys' Latin School of Maryland strives to create an inclusive school community serving boys in grades K-12 and to prepare them for the pluralistic society in which we live, work and play.

Reflecting our motto *Esse Quam Videri: To Be, Rather Than To Seem*, the School fosters an environment in which all members - students, parents and families; faculty, staff and administration; and alumni and friends - feel welcomed and valued for their individual perspective. Boys' Latin values diversity in culture, family configuration, gender, learning style, race, religion, sexual orientation, and socio-economic status.

Originating from our core values of courage, integrity and compassion, Boys' Latin strives to create a learning environment where the richness of human experience is recognized, respected and embraced.

PHILOSOPHY & PURPOSE

Boys' Latin offers a rich and rigorous academic and co-curricular program that prepares young men for the opportunities of the 21st century. The School welcomes students from diverse backgrounds and educates them in a supportive, student-centered environment. Trained in the best practices in boys' education, faculty members craft innovative programs that reflect their expertise in how boys learn and provide students with unparalleled opportunities to stretch and grow. A low student-teacher ratio challenges each student to reach his maximum potential while encouraging him to mature with an increasing sense of self-worth and an awareness of his responsibilities toward himself and his local and global community.



Boys' Latin Diploma Requirements

An academic credit is awarded for the successful completion of a full-year requirements for an academic course or the equivalent of such. Credits are awarded as whole and partial units based on the time and expectations of the course. In order to graduate from Boys' Latin, a student must have accumulated 23 credits, with the minimum distribution as follows:

- English: 4 credits, including one each year
- Math: 4 credits (required: Algebra I, Geometry, Algebra II/Trig)
- Science: 3 credits (required: Biology, Chemistry)
- History: 3 credits (required: World Cultures, European History and U.S. History)
- Foreign Language: 3 credits (in the same language; French, Latin, or Spanish)
- Fine & Performing Arts: 1.5 credits
- Technology/ Seminar: 1/2 credit
- Physical Education: 1 credit = 6 seasons
 - 9th grade students participate in all three seasons
 - Teams, managers, PE, or Robotics
 - 10th – 12th = students participate in three more seasons to fulfill credit
- Electives: Remaining credits to reach the minimum required 23 credits for graduation may be accrued through departmental electives.

In the spring of each year, students meet with their advisors to pursue course selections for the following year.



Recommendation Process

- Each year, students are recommended by their current teacher for next year's classes.
- All recommendations are reviewed by each department and the Department Chairs convene to evaluate recommendations across disciplines.
- If a student would like to change a recommendation, please see the process outlined at the end of this section.
- Students will receive recommendations in the Spring, and then have a period of time to consider their schedule for the next year before the course selection process begins.
- The timetable and course selection process will be outlined for each grade.

Criteria for Honors and General courses

To Be Eligible to Move from General to Honors Courses

- The student must be endorsed by their classroom teacher
 - The student must be driven, respect deadlines, and demonstrate the ability to manage an increased workload
 - The student must show aptitude in relevant skills to the subject area (critical thinking, writing, problem-solving, etc.).
- The student must maintain a cumulative average of 90% or higher in a general-level course of the same subject area
- The student must maintain effort grades of S+ or higher
- The student must be respectful to the teacher and fellow students

In addition to these criteria, some courses have additional requirements, as detailed below:

Honors Chemistry

- Students must concurrently be enrolled in Algebra II or a higher math course while taking Honors Chemistry

Honors Physics

- Students must concurrently be enrolled in Precalculus or a higher math course while taking Honors Physics

Honors Life Science

- Students must have completed courses in Biology and Chemistry.



Honors Electricity and Magnetism

- Students must have completed Physics
- Students must be concurrently enrolled in Precalculus or a higher math course

Honors Engineering

- Students must have completed Physics
- Students must be concurrently enrolled in an honors-level math course or higher

The Following Requirement applies to students wishing to take General Physics:

Physics

- Students must have successfully completed Algebra 2 prior to taking Physics.

Criteria for AP Courses

To Be Eligible for an AP Course

- The student must maintain a cumulative average of 90 in an Honors course or 83 in an AP course in the same subject area.
- The student must have a strong AP Potential score, which is determined through PSAT testing.
- The student must meet all requirements for Honors course recommendations.

In addition to these criteria, some AP courses have additional requirements, as detailed below:

AP Biology

- Students must earn a 90% in Honors Biology or Honors Chemistry
- Students must concurrently be enrolled in an advanced math course and have already completed Algebra 2.

AP Chemistry

- Students must concurrently be enrolled in Honors Precalculus or higher.



AP Physics C (Mechanics)

- Students must have successfully completed a Calculus course and a Physics course prior to taking AP Physics C.

AP Computer Science Principles

- Students must have successfully completed either Cybersecurity or Intro to Computer Programming (Python)

Appeal Process for Changing a Recommendation

- To appeal a recommendation, students are expected to engage in a conversation with the recommending teacher.
- If the appeal is supported by the teacher, the student will write an email to his college counselor and copy his teacher and advisor.
 - The student will outline the change they have approval to make and include the courses they would like to enroll in.
- College counselors will evaluate each proposed course load, comparing a student's choices with his recommendations and considering the School's expectations for acceptable rigor of course load.



Grade Level Schedules

<p>9th Grade</p> <p>English 9 or 9H (<i>1 credit</i>) World Cultures or Honors (<i>1 credit</i>) Math Class (<i>1 credit</i>) Biology or Biology Honors (<i>1 credit</i>) World Language Class (<i>1 credit</i>) Art Class</p> <ul style="list-style-type: none"> - Chorus (<i>1 credit</i>) - Jazz Workshop (<i>1 credit</i>) - Other Offerings = semester classes and earn .5 credit each <p>1 credit = yearlong class .5 credit = semester class</p> <p>Total Credits at End of 9th = 6</p>	<p>10th Grade</p> <p>English 10 or 10H (<i>1 credit</i>) European History, Honors, or AP (<i>1 credit</i>) Math class (<i>1 credit</i>) Chemistry, Honors, or AP Bio (<i>1 credit</i>) World Language Class (<i>1 credit</i>) Art Class</p> <ul style="list-style-type: none"> - Chorus (<i>1 credit</i>) - Jazz Workshop (<i>1 credit</i>) - Other offering (.5 credit) <p>10th Grade Seminar (.5 credit)</p> <p>1 credit = yearlong class .5 credit = semester class</p> <p>Cumulative Credits at End of 10th = 12</p>
<p>11th Grade</p> <p>English (<i>1 credit</i>)</p> <ul style="list-style-type: none"> - World Literature or Honors - AP Literature <p>US History, Honors, or AP (<i>1 credit</i>) Math class (<i>1 credit</i>) Physics, Honors, or AP Chemistry (<i>1 credit</i>) World Language Class (<i>1 credit</i>) Electives</p> <ul style="list-style-type: none"> - Total 1 credit between a yearlong class or semester offerings <p>1 credit = yearlong class .5 credit = semester class</p> <p>Cumulative Credits at End of 11th = 18</p>	<p>12th Grade</p> <p>English (<i>1 credit</i>)</p> <ul style="list-style-type: none"> - Senior semester electives - AP Literature <p>Math Class (<i>1 credit</i>) Electives (<i>4 credits</i>)</p> <ul style="list-style-type: none"> - Remaining four credits will be comprised of student choices of the class offerings available to them across all disciplines. <p>1 credit = yearlong class .5 credit = semester class</p> <p>Cumulative Credits at End of 12th = 24</p>



Grading Scales

<i>Letter</i>	<i>Number</i>	<i>Grade Point Average</i>
A	93 – 100	4.00
A-	90 – 92	3.66
B+	87 – 89	3.33
B	83 – 86	3.00
B-	80 – 82	2.66
C+	77 – 79	2.33
C	73 – 76	2.00
C-	70 – 72	1.66
D	65 – 69	1.00
F	00 – 64	0.00

<i>Effort Grades</i>	
<i>E</i>	The student is doing all that they can to be successful. They are proactive with extra help, additive to the class discussions, etc.
<i>S+</i>	The student is giving some more effort, asking questions, coming for extra help occasionally.
<i>S</i>	The student is meeting expectations. They hand work in, come to class, participate when asked, but is not doing anything extra.
<i>S-</i>	The student is missing assignments, not being proactive to seek help or to complete work, and someone who needs constant reminding.
<i>U</i>	The student who is not meeting expectations, failing to communicate, and not engaging with the class or the work.



Grade Point Average (GPA) Calculation

- The cumulative Grade Point Average (GPA) posted on the transcript is weighted, and reflects only those grades earned at The Boys' Latin School.
 - o Honors courses receive an additional weighting of 0.5 (*on the 4.0 scale*) and Advanced Placement courses receive an additional 0.66.
- GPA is calculated at the conclusion of each academic year and represents the cumulative work of the student for their upper school career.
- Semester grades serve as grades of record on all transcripts.



Departments & Course Descriptions

Arts

- Digital Arts

You love tech. Anything digital, and you're all in.

We love it, too. Our immersive, multidisciplinary Digital Arts program combines digital media with more traditional arts for incredible opportunities to create, innovate and lead. Learn graphic design and design concepts. Write and produce your own short film. Expand your musical and technical abilities with digital music composition.

- Music

Upper school will give you the opportunity to dive deeper into your chosen instrument or voice. You can participate in Advanced Handchimes, Rock and Roll class where piano and guitar will be taught, the jazz ensemble or our jazz workshop. These groups perform in annual concerts and alumni events and sometimes you can find them performing an impromptu jam session during lunch.

- Theatre Arts

Through drama classes and electives (8th – 12th grades), we deepen each boy's confidence and sense of creative expression. Act, direct, and work on the crew in our supportive "repertory-style" program in three annual productions. Housed in a unique, modular, 'Black Box' theater, our theater arts program is led by talented faculty and supported by BL theater alumni interns, who create the perfect artistic incubator for creativity, imagination and risk-taking.

- Visual Arts

Our visual arts program gives you the knowledge and skills you need to confidently embrace different mediums and a wide range of contemporary and traditional art forms.



Course Descriptions

- **Acting 1**
 - Acting I teaches the basic craft of acting in fun, engaging workshops, which allows for each student actor to explore and to construct imaginative improvisations, Chekhovian sketches, monologues, and scenes. As a class, we will engage in various acting workshops, which will focus on strengthening improvisation skills, rehearsal skills, and performance skills as students explore and use a variety of techniques, which convey: action, character, environment, and plot. Through the acting process, each student actor will appreciate theatre arts as an art form and as an attainable art craft. Acting students are expected to collaborate in each workshop and to work in other student actors' scenes and to help build a safe environment to create and to explore. Grades are based on group discussions, written/oral reports, journal writings, workshop works, rehearsal works, performance works, and self and group evaluations. Field trips and guest speakers are included in this fun, creative class.

- **Acting 2**
 - Acting II is a continuation of Acting I, which provides a deeper comprehensive training to the student actor. This course will emphasize improvisation work, script analysis, scene study, rehearsal practice, and performance which enhance physical, emotional, and social dimensions of character development, script analysis, and contemporary acting techniques. As a class, we will engage in various acting workshops, which will focus on strengthening improvisation skills, rehearsal skills, and performance skills, which allows for a variety of acting techniques to be used and convey action, character, environment, and plot. Through the acting process, each student actor will explore and further appreciate theatre arts as an art form and as an attainable art craft. Each student is expected to collaborate in each workshop and to work in other student actors' scenes. Grades are based on group discussion, play attendance, journal writing, workshop work, rehearsal work, performance work, and self and group evaluations. Field trips and guest artists are included in this fun class!

- **Advanced Handchimes**
 - Students will be given 2 to 3 notes in a 3 octave chime set that they will play as an ensemble. Students will learn music theory as it applies to what they are playing and will learn how to improvise using the chimes. No prior experience required.

- **African American Cinema**
 - African American Cinema examines a variety of black artists in films as an art form, as an industry, and as a system of representation and communication. We will gain a working knowledge of African American film history as we develop a deeper understanding of the roles black artists played in films by exploring structure, themes, race, culture, and common stylistic approaches made by famous film directors and the black artists themselves. African American film storytelling



is a complicated and profoundly influential element of our American culture. This course explores that story and examines how the black American artists evolved from Hollywood's restrictions of the 1900's to the present day as we examine these films technically, artistically, and culturally to reinforce and to challenge America's national self-image.

- American Cinema

- *American Cinema: an American Experience* concentrates on literary works as they relate to film as an art form, as an industry, and as a system of representation and communication. We will gain a working knowledge of American film history as we develop a deeper understanding of the role of **genre** in American film history where we will explore structure, themes, and common stylistic approaches made by famous film directors and stars of the screen. Students will learn the characteristics that make up each genre provided and view weekly one Hollywood film, which will represent each genre as they gain a working knowledge of American film history, from silent cinema to the present day, to understand the role of genre in American film, to be able to write about one's experiences as a viewer, film maker, and as a storyteller, and to question one's own role as a passive spectator, to learn how to discuss and watch films actively and critically.

- Ceramics 1

- The studio ceramics course is a foundation course with an emphasis on wheel throwing skills. Hand building is incorporated and the application of ceramic glazes is part of the finish work. Students will learn kiln firing procedures. The goal is to make 25-50 objects - cylinders, bowls, plates and combination pieces. Students learn to use a variety of hand/manual tools and slab press, pottery wheels, hand mixers, kiln. Art criticism (writing/research allow students to investigate, document and formalize a full understanding of the medium. Students also receive a travel clay kit with oil clay and hand tools to extend the classroom experience and make small studies/sculptures by hand.

- Ceramics 2

- Prerequisite: Ceramics I and approval of the instructor. This intense course is intended to push your artistic identity and creative independence beyond the basics.

- Digital Media Production 1

- This semester long course gives students a foundation of skills in digital illustration, photography and photo manipulation. Students will be introduced to principles of design and composition, and will explore how different media types are integrated into the ever changing 21st century media landscape. Challenging hands on projects in each digital media field will culminate in an online portfolio project that showcases the skills acquired during the semester.



- **Digital Media Production 2**

- Digital Media II explores the art of storytelling through video and animation. After gaining confidence in Digital Media I, students are encouraged to take their learning into their own hands to create work that is more specific to their unique interests and passions. Students are challenged to take initiative and seek out solutions on their own. That unique learning environment is a vital element of the class, just as important as the content covered.

- **Jazz Workshop**

- This is an introductory, full year course into the BL Upper School instrumental program. Students involved in this course will experience a varied repertoire of jazz, rock, Latin, funk, and many other styles common in the big band setting. Individual musicians will develop skills in sight reading, musical phrasing and expression, scales, modes, improvisation, balance, and style. Students are required to attend all rehearsals, 2 school concerts, and any other performance in or outside of school which students are only excused from through a parent or doctor's note. In addition to performances, students are required to practice and prepare their parts as well as submit recordings of their practice every cycle of days. Assessment will be based on individual growth, attendance, and participation in the group. Students are also encouraged to take private lessons on their applied instrument outside of school.

A brief audition will be required. This will include a short demonstration of basic music skills with the director in order to determine part placement and level of musicianship within the group.

- **Jazz Ensemble**

- This is an advanced, full year course of the BL Upper School instrumental program. Students involved in this course will experience a varied repertoire of jazz, rock, Latin, funk, and many other styles common in the big band setting at a higher level. Individual musicians will continue to develop skills in sight reading, musical phrasing and expression, scales, modes, improvisation, balance, and style. Students are required to attend all rehearsals, 2 school concerts, and any other performance in or outside of school which students are only excused from through a parent or doctor's note. In addition to performances, students are required to practice and prepare their parts as well as submit recordings of their practice every cycle of days. Assessment will be based on individual growth, attendance, and participation in the group. Students are also encouraged to take private lessons on their applied instrument outside of school.

A brief audition will be required. This will include a short demonstration of basic music skills with the director in order to determine part placement and level of musicianship within the group.



- Music Technology 1
 - This course is an exploration into the world of music expressed through the medium of technology. Students will begin with a focus on listening, describing, and evaluating music before composing, editing, mixing, and sharing musical creations. All programs will be free and provided in class with no purchase or subscription necessary. As a project based class, students will apply concepts to their own creations and are assessed on creativity, effort, and artistic expression of the current musical concepts being discussed as a group. Students do not need any background in music or playing a musical instrument to take this course. Software used in this class will include various DAWs (digital audio workstations) to edit, mix, and create music including but not limited to BandLab and Garageband.

- Music Technology 2
 - Expanding on skills learned in Music Tech 1, students will dive deeper into song writing, composition, and detail oriented mixing and editing. Software will vary in use and students will get experience recording and making their own music with extended techniques through DAWs and other means of technology. Students will be evaluated on a project basis through short term and long term works including but not limited to beat making, melodies, chord progressions, entire works of music in various genres, group compositions, and manipulating the software with effort and creativity. Students will be able to leave this course with a better understanding of how to mix and even produce music in a basic sense should they go on to more intensive music programs and applications to make their own music. Requires Music Technology 1. All students are required to have their own working laptop and headphones for class. USB and/or MIDI keyboards optional for home use.

- Studio Art 1
 - Studio Art I provides students with an understanding of foundational skills needed for observing and analyzing visual relationships. Students will apply knowledge of multiple problem solving processes and materials in order to enhance personal art expression and style. The course's emphasis is placed on working from observation using drawing, painting, and three dimensional media, while having the opportunity to experiment with traditional and contemporary art processes. Students are required to maintain a sketchbook and a portfolio

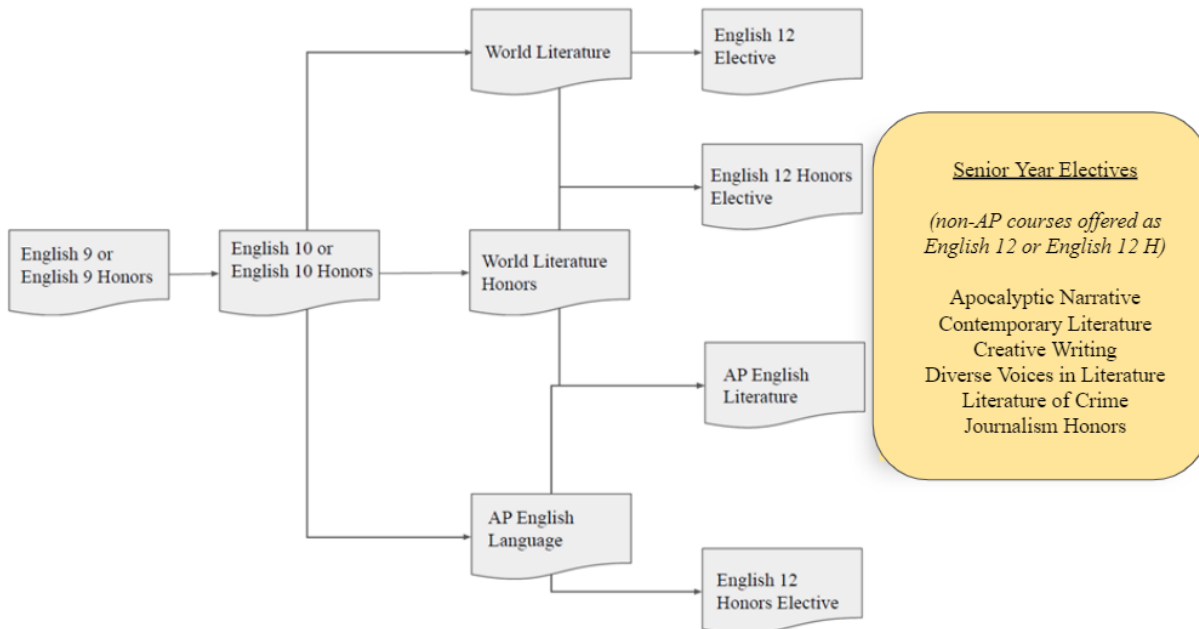
- Studio Art 2
 - Studio Art II allows students the opportunity to refine and enhance skills practiced in Studio Art I. This course's emphasis is placed on applying knowledge of creative experiences in order develop a personal style that is meaningful and student centered through two dimensional and three dimensional art processes. Students will use research, written language, and constructive criticism as tools for development of personal style/ and or artistic focus. Students are required to maintain a sketchbook and a portfolio. Students may take Studio Art 2 only after the successful completion of Studio Art 1.



- Studio Art 3
 - In this semester-long course, the emphasis is placed on interacting with and exploring design principles, further developing personal style while enhancing their drawing, painting and sculptural techniques. Students are given more in depth creative problems to solve and will become adept and confident through the exposure to various media, allowing them to have the necessary skills for more advanced studies in art. Students are able to enroll in this class after the completion of Studio Art 2 and with a recommendation from their teacher.

English

The upper school English department carefully structures a curriculum that's assessed each year with clear goals in mind. Every BL student will have a confident command of personal expression, critical thinking, and literary analysis through a mastery of reading, writing, listening and speaking skills. Every BL student will have an appreciation, if not a love, for literature, journalism and other genres that are wide and varied, inclusive of classical texts, contemporary writing and digital media from around the world.



Course Descriptions

** English 9, English 10 and English 11 (World Lit) are offered at the standard and the honors level. Standard and honors classes typically feature similar core curricula, but assignments in honors classes may be more challenging and more plentiful. **

- English 9 and English 9 H
 - In English 9, students work to build competence in reading, writing, speaking, critical thinking, and annotating, while studying various genres of literature, including short stories, poetry, novels, drama, and graphic novels. Emphasis will be placed on the development of the critical skills needed to examine literary texts for the purposes of analysis and personal reflection, what is called the "Window/Mirror" perspectives. The course also places special emphasis on reading comprehension and writing skills such as drafting, proofreading, and providing critical feedback.
- English 10 and English 10 H
 - In English 10, students continue to build on reading, writing, speaking, listening, and research skills from 9th grade. We emphasize writing in a variety of modes, including personal memoir, short fiction, and literary analysis. Understanding that writing is a process, we provide feedback on drafts and revision opportunities, as well as lessons on sentence structure and diction. By considering texts such as speculative fiction, tragedy, memoir, and contemporary novel, students will broaden their understanding of literary frameworks and their appreciation for diverse perspectives.
- English 11 (World Lit) and English 11 H (World Lit H)
 - World Literature is a full-spectrum language arts course following the guiding principle that close study of literature leads to competence in reading, writing, speaking, listening, and critical thinking. Skill development is concurrent with the study of significant literary texts from around the world that will serve to enlighten and to illustrate those connecting values and characteristics that link us all as humans. Special focus will be given to the development of comprehension and analytical skills in oral and in written form, along with the development of artistic and creative writing, interpretation, and appreciation.
- AP English Language
 - This is a critical reading and composition course. Students will learn to read a wide variety of written and visual nonfiction texts for meaning, and to write effectively in a number of genres. The writing/reading/thinking load will be heavy, and students will be expected to be self-motivated. In addition to essay writing the students will engage in regular informal writing and discussion of writing. All students will be prepared for and are required to take the AP English Language and Composition Test in May.



- AP English Literature
 - AP Literature and Composition has dual purposes: to refine students' communication skills – writing, speaking, reading, thinking, and listening – and to prepare students for the College Board's Advanced Placement Test in English Literature and Composition. The writing/reading/thinking load will be heavy, and students will be expected to be self-motivated. Students will read major works from a variety of genres, contexts, and time periods. All students will be prepared for and are required to take the AP English Literature and Composition test in May.

Senior Year Electives

Based on enrollment, the following courses will be offered as general and honors options.

- Apocalyptic Narratives
 - For as long as humans have existed, we've had an obsession with the end. From the Norse Ragnarok to the Christian Armageddon, most traditions contain stories of the end of the world. Modern popular culture has imagined the end of days in its own terms, from zombie apocalypses to ecological wastelands. This course will explore historical and contemporary literary, film, and television narratives of the end of the world as we know it.

- Contemporary Literature
 - According to recent statistics, an unfathomable 20,000 new books are published each day. Spend a semester reading books by women and men who are not dead! The last 15 years have given us incredibly potent literature that explores our current historical moment in all of its complexities and perplexities. We'll read fiction, poetry, and essays from writers, artists, and thinkers who are living and working in the same world that we are. Reading, writing and discussion are the course's three main components. Reading assignments will be heavy.

- Creative Writing
 - Students will participate in writing workshops daily in order to give and receive feedback. Writers will experiment in a multiplicity of genres, including poetry, short stories, reviews, plays, and mini memoirs. In addition we will read from a range of literature to understand and emulate voice, style and perspective. Students will be expected to revise, think deeply, and reflect upon their lives in meaningful ways. Participants should have a comfort level with reading work aloud.

- Diverse Voices in Literature
 - Walt Whitman wrote, "I hear America singing" and Langston Hughes, contended, "I, too, sing America." In this course we will examine a variety of texts--short story, poetry, visual arts, the novel, and non-fiction selections--in an effort to hear America singing its varied carols. Texts--which will include *Exit West* by Mohsin Hamid, *Their Eyes Were Watching God* by Zora Neale Hurston and *The Lone*



Ranger and Tonto Fistfight in Heaven by Sherman Alexie--explore different angles of the American Experience. Assessments will include a variety of opportunities to design visual responses to the literature, lead class discussions, give presentations, and write analytical essays.

- **Literature of Crime**

- Not for the faint of heart! True crime stories have fully infiltrated society and have captivated the minds of young people in recent years. This course is designed to introduce students to the genre of crime literature, both fiction and non-fiction. Through the reading of various texts in the genre, students will examine the ways authors use a variety of literary elements to explore the complexity of crime and morality. From newspaper clippings to novels, students will take a deep dive into why we are all so fascinated by crime and criminals. Core texts include Truman Capote's "nonfiction novel" *In Cold Blood* and Flannery O'Connor's seminal short short "A Good Man is Hard to Find."

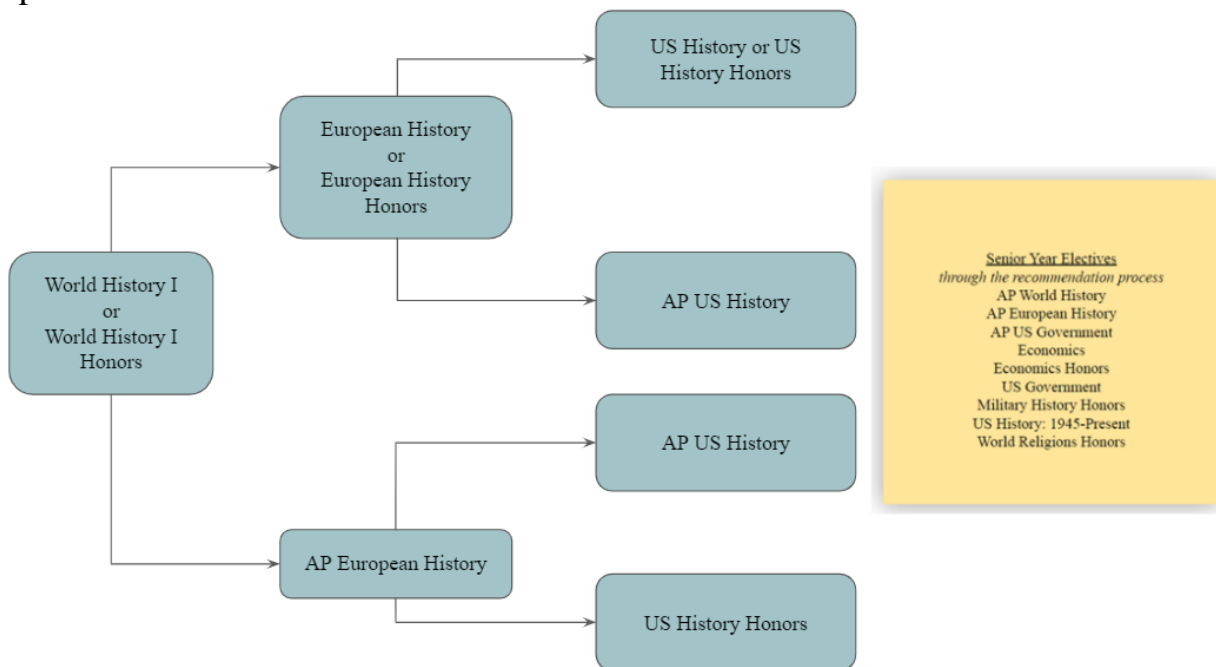
- **Journalism Honors**

- In Journalism, students are exposed to the fast-paced news industry, learning the principles of journalism while simultaneously producing issues of Boys' Latin's century-old, student-run newspaper *The Inkwell*. They examine and experiment with journalism in a variety of mediums: written news, podcasts, documentaries, and multimedia journalism on the web and in social media, experiencing firsthand the importance of the press while seeking to cover news that is important and relevant to the Boys' Latin community. *This course is an elective that does not count as an English course for the school's graduation requirements.*



History

Through history courses in the upper school, humanity's global interrelationship is examined on sociological, political, economic, historical, and geographic scales. Our curriculum strives to produce in each student an understanding and appreciation for the past and a tolerance and acceptance of divergent ideals, beliefs, and opinions in forming responsible, well-rounded citizens. Throughout, the development of effective communications skills in and out of the classroom is emphasized. Research, critical thinking, and creativity are deemed to be of equal importance.



Course Descriptions

- World History I (9th)
 - This course is part one of a two-year World History course for ninth and tenth grades. In the ninth grade, students will explore four major concepts of human history spanning the period 10,000 BCE to 1500 CE: the impact of geography on early societies; the development of complex states and economies; the rise of philosophical and religious systems; cross-cultural interactions; and the emergence of early modern governments and globalization. In the process, students will acquire a foundation of core historical thinking skills such as source analysis, evaluation of claims and evidence, and the construction of arguments. In order to better appreciate different cultures, the class will make several visits to the Walters Art Museum, the Baltimore Museum of Art, and other area cultural resources. Instruction will also include consideration of connections to current events. Among other research projects, students will write a research paper



employing different types of sources and proper citation methods. Students will be additionally assessed through tests, map exercises, semester exams, debates, and a variety of other written, verbal, and electronic assignments.

- **Honors World History I (9th)**
 - This course is part one of a two-year World History course for ninth and tenth grades. In the ninth grade, students will explore four major concepts of human history spanning the period 10,000 BCE to 1500 CE: the impact of geography on early societies; the development of complex states and economies; the rise of philosophical and religious systems; cross-cultural interactions; and the emergence of early modern governments and globalization. In the process, students will acquire a foundation of core historical thinking skills such as source analysis, evaluation of claims and evidence, and the construction of arguments. In order to better appreciate different cultures, the class will make several visits to the Walters Art Museum, the Baltimore Museum of Art, and other area cultural resources. Instruction will also include consideration of connections to current events. Among other research projects, students will write a research paper employing different types of sources and proper citation methods. Students will be additionally assessed through tests, map exercises, semester exams, debates, and a variety of other written, verbal, and electronic assignments. Compared to the on-level version of this course, the honors-level requires students to work independently on self-paced assignments, read and analyze more challenging texts, and manage a more rigorous workload.

- **European History (10th)**
 - This course surveys the development of Western Civilization from the pre-modern era through the Cold War. Students will investigate the political, social, cultural, and economic developments in Europe during the Middle Ages, Renaissance, Reformation, the rise of modern states, colonial empires and nationalism, the Scientific Revolution and Enlightenment, industrialization, imperialism, and the ideological and global conflicts of the twentieth century. Students will study the growth and distribution of political power, the evolution of law, economic practices, cultural changes, and European interactions with the world. Skills taught and emphasized are writing, close reading, critical thinking, information management, note taking, and research. Students are evaluated through a variety of assessments, including quizzes, tests, map exercises, essays, debates, and research projects.

- **European History H (10th)**
 - This honors course surveys the development of Western Civilization from the end of the Roman Republic through the Cold War. Students will investigate the political, social, cultural, and economic developments in Europe during the Middle Ages, Renaissance, Reformation, the rise of modern states, colonial empires and nationalism, the Scientific Revolution and Enlightenment, industrialization, imperialism, and the ideological and global conflicts of the



twentieth century. The honors course's emphasis is on individual reading, writing and historical analysis, significantly of primary sources. While these skills are taught and reinforced throughout the year, the students should already have begun to develop these from their previous history course. Students are expected to engage in a high level of independent thinking and research, argument construction, and expression. They will be assessed through standard quizzes and tests, presentations, essays, research papers, and discussions.

- AP European History (10th or 12th)
 - This course is a survey of European history since 1450, introducing students to cultural, economic, political, and social developments that played a fundamental role in shaping European civilization and its interactions with the larger world. Students will study the development of contemporary institutions, the role of continuity and change in society and politics, and the evolution of forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop an understanding of some of the principal themes in modern European History, an ability to analyze historical evidence and historical interpretation, and an ability to express historical understanding orally and in writing. Readings will include excerpts from novels, scholarly articles, and primary documents. Assessments will be through tests, quizzes, semester exams, debates, document-based questions, and written work. All students are required to take the AP European History examination in May.

- US History (11th)
 - When does American history begin? Who “discovered” America? What is history, exactly? These are some of the questions that will guide students’ exploration of American history. From the first human footsteps on North America to the first steps on the moon, students will track down and describe the story of people in America. Along the way, students will gain the skills of the researcher and historian by learning to find and evaluate sources and use them in presentations of research, papers and projects. Social change, warfare, religion, economics, culture and politics are some of the dimensions of history that students will encounter as they make their way to becoming a more confident researcher, presenter, writer, and historian.

- US History H (11th)
 - This course will immerse students in the evolution of American society and culture. From native pre-Columbian societies through contemporary times, the history of this nation is one of evolving socio political thought, tempered with conflict. The Honors level of American History places enhanced emphasis on source comprehension and evaluation, critical thinking and writing. Course topics include, among others: Native American Civilization and cultural regions, European expansion across the Atlantic Ocean, the rise of colonialism, slavery, the American Revolution and the subsequent establishment of national institutions and identity, western expansion, the Civil War, Reconstruction, the



New South and segregation, Progressivism, World War I, the Great Depression, the New Deal, World War II, the beginning of the Cold War and the Civil Rights movement.

- **AP US History (11th)**
 - This course is a survey of American history beginning with pre-Columbian societies and ending with the United States in the post-Cold War world. Not only does the course proceed topically, but broader themes in American history are also explored. These themes include national identity, evolution of American culture, economic and political trends, slavery and its aftermath, and the place of the United States in the global world. The students will use critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography. Solid reading skills as well as a commitment to devoting considerable time to homework are essential for success in this class. Readings will include several novels, textbooks, scholarly articles, and primary documents. Assessments will be through tests, quizzes, semester exams, document based questions, and written work. All students are required to take the AP U.S. History examination in May.

Senior Year Electives

- **AP US Government**
 - Advanced Placement U.S. Government and Politics provides students with an analytical perspective on government and politics in the United States. It discusses theories of government and politics and offers an in-depth analysis of the political philosophy and the social theories which underpin the structure of the constitutional foundation of American democratic polity. The course analyzes processes by which public policy decisions are reached. Investigation focuses on the determinants of public policy including the structure of our polity and the composition of social forces that set limits to it. Judicial tradition and legal custom are described and analyzed in delineating the role and scope of government. Public policy is assessed with regard to its effectiveness and the course generates a critique of successes and failures of policies at local, state, national, and international level of government engagement.

- **AP World History**
 - The purpose of the AP World History course, according to the College Board, "is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence." This course teaches students to develop the skills necessary to critically examine human societies of both the present and the past,



as a whole and individually. By studying primary source documents along with the work of qualified and practiced historians, students will develop a fuller understanding of the world in which they live. All students are required to take the AP World History examination in May.

- **Economics**

- Economics is a way to learn about people and the decisions they make. In this course, students are expected to learn about the basics of economics: supply and demand, opportunity cost, rational self-interest, elasticity, GDP, the Federal Reserve and a myriad of other subjects. Throughout the year, students will break into teams and participate in the Maryland Council on Economic Education stock market game. Students will learn the basics of building a portfolio, asset allocation, risk tolerance and the impact inflation can have on their investments. During the second semester, a good portion of the class will be focused on financial literacy and the impact it has in their daily lives.

- **Economics H**

- Economics entails the study of both corporate business practices and strategies, the principles of economic valuation and investing, as well as the psychology embedded in economic decision making. Students rigorously review current events, engage in simulations, and participate in team projects and group presentations. During the first semester, students concentrate on the basics of economics, including opportunity cost, scarcity, rational self-interest, supply and demand, equilibrium, supply and demand elasticity, and determinants of supply and demand. Throughout the year, the students read *Free to Choose* by Milton Friedman and compare and contrast his theories with the economic thoughts of John M. Keynes. We also participate in the stock market game sponsored by the Maryland Council on Economic Education. In the second semester, students focus on personal finance and real life economics by exploring check writing, real estate, credit cards, and the importance of goal setting and budgeting. Guest speakers are invited to share their expertise on these subjects. By the end of the course, students are expected to be conversant in the principles of economics and be able to navigate the business press with thoughtfulness and realize the importance of personal finance later in their lives.

- **US Government**

- US Government explores the federal government and the ideas and institutions that shape politics in the United States throughout its history. The course will focus on the Constitution and the founding era, the political institutions of modern American government, and the functions of these institutions, while also examining relevant current issues. Ultimately, the goal of the course is to provide each student with a better understanding of the forces that shape American government and politics so he can be a more discerning student and critic of the system and a more informed and reflective participant in it.



- **US History: 1945 to the Present**
 - This course exposes students to American politics, society, and culture from the beginning of the Cold War through the present, with a particular emphasis on the epochs, eras, and events that have shaped the United States during that time. Periods and issues that will be studied through directed readings and primary and secondary source material include McCarthyism, the space race, the 1960s, Vietnam, Watergate, the Reagan years, 9/11 and the U.S. response to terrorism, and the Trump years, among others.

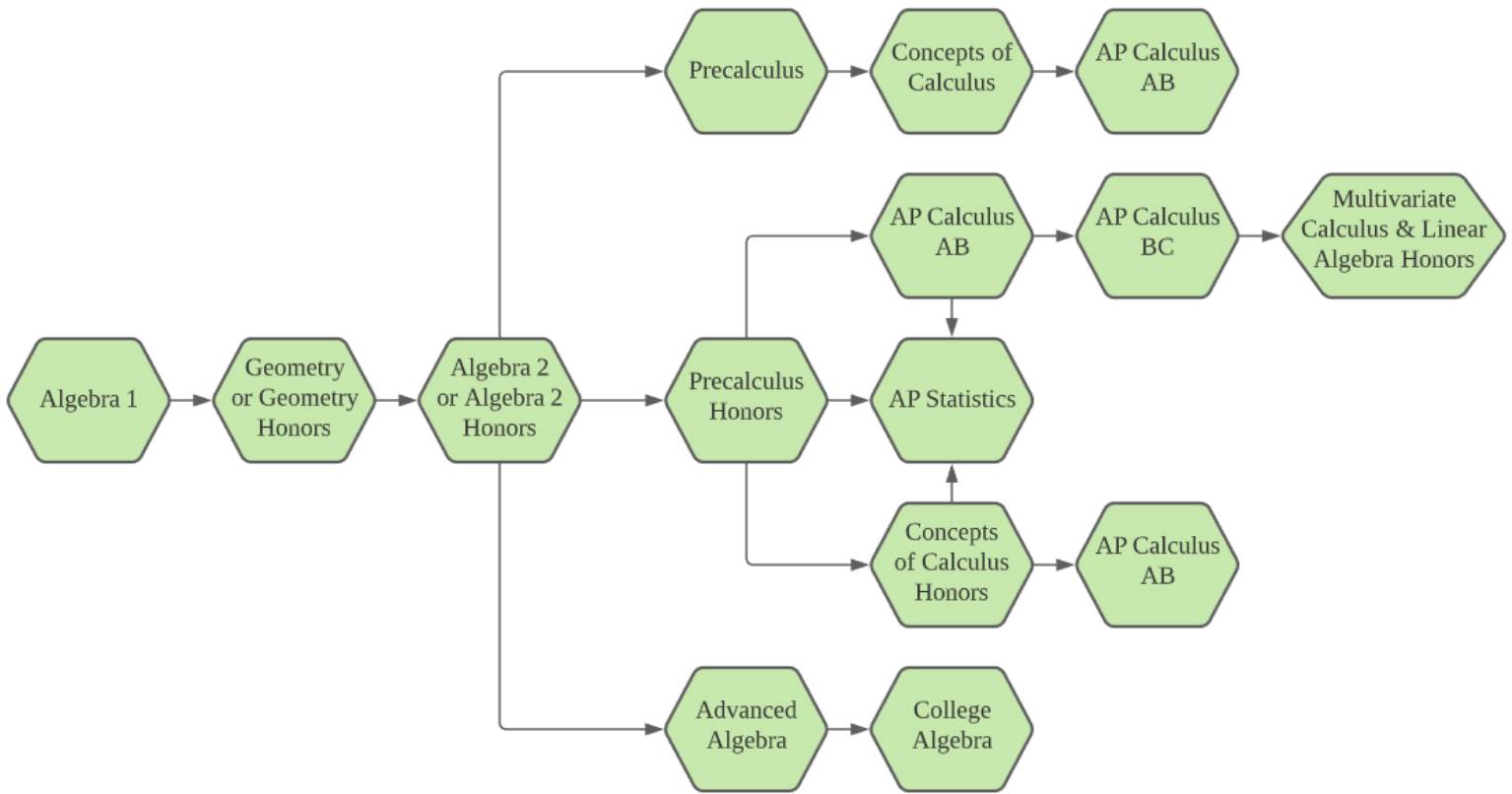
- **US Military History**
 - The major focus of this course is the “common soldier” throughout American history. The emphasis for each unit in particular is on change as seen through the American soldier’s uniform, weapons, equipment, medical care, food, living conditions, and tactics. While the course is mostly about the common soldiers and their experiences, battles and major military figures will also be discussed in order to give students an understanding of why change occurred and how a soldier’s equipment was used. The classroom is located in the Boys’ Latin Center for Military History, a museum setting that allows students a unique learning environment where they can see and handle original artifacts from the United States’ military heritage. Students also have access to the center’s archives and library.

- **World Religions H**
 - This class will introduce students to both Abrahamic (Judaism, Christianity, Islam) and Dharmic (Hinduism, Buddhism, Sikhism) religious traditions. Using the academic orientation unique to the field of religious studies, students will explore the worldview of the followers of these historically and culturally significant faith traditions. The class includes hands-on experiences as the class engages faith traditions directly with guest speakers, visits to local houses of worship and primary source documents. World Religions students will have an excellent foundation for the study of religion at the college level. The class will also benefit anyone who wishes to pursue a degree in anthropology or philosophy or enter a field of study that requires cross-cultural knowledge such as international business or politics.



Mathematics

The mathematics program strives to provide each student with the opportunity to reach his own level of excellence. Learning proceeds from concrete levels to symbolic and abstract levels, developing all varieties of computational skills. Our goal is to facilitate mathematical literacy at all levels - from basic problem solving and standardized test skills to abstract reasoning performed at a post-secondary level. Students apply mathematical concepts in other academic areas and appreciate the purpose and power of the world's most precise natural science.



Course Descriptions

- Algebra 1
 - This course is designed for students who are able to master abstract algebraic principles. Students will study linear equations, graphs, and systems of equations, and explore three new concepts: polynomials, rational algebraic expressions, and irrational numbers. Evaluative criteria include tests and quizzes, homework and board work, math as written language through vocabulary and journal development, individual projects, and class participation.



- **Geometry**
 - After an introduction to the basic figures of geometry, students will explore the properties of points, lines, planes, angles, and solids. Plane figures to be studied in detail include triangles, quadrilaterals, right triangles, and circles. Students also investigate similarity and the geometry of transformations. Logic and reasoning are stressed through the study of formal and informal inductive and deductive reasoning. The trigonometry concepts that students explore are definition and applications of six basic trigonometric functions, the solving of right and non-right triangles.

- **Geometry Honors**
 - In Geometry Honors, students will explore: foundations of geometry and proofs, parallel and perpendicular lines, congruence, similarity, other properties of triangles, volume and surface area of 3D shapes, properties of circles, and right-triangle trigonometry. In this Honors course, students will explore mathematical proofs using inductive and deductive reasoning in depth as they pertain to geometry. If time allows, we will cover some non-right-triangle trigonometry and probability. We will use real-world examples to demonstrate applications of the concepts we cover throughout the course.

- **Algebra 2**
 - In Algebra II, students will explore: functions, systems of linear equations and inequalities, quadratic functions, the Quadratic Formula, complex numbers and solutions, polynomial functions and operations, rational exponents and radicals, transformations of functions, and rational functions. If time allows, students will explore some exponential functions, logarithms, and trigonometry. We will use real-world examples to demonstrate applications of the concepts we cover. Students utilize TI 84+ calculators, and prepare for the PSAT/SAT tests.

- **Algebra 2 Honors**
 - Students in Algebra 2/Trig H study the following themes, with an emphasis on abstract manipulation: operations, manipulation and problem solving of linear, absolute value, quadratic, rational, irrational, polynomial, exponential and logarithmic equations; inequalities, systems of linear equations and inequalities including linear programming, and imaginary numbers operations. The trigonometry concepts that students explore are definition and applications of six basic trigonometric functions, the solving of right and non-right triangles. Students utilize TI 84+ calculators, and prepare for the PSAT/SAT tests. A TI 84+ graphing calculator is required.

- **Advanced Algebra**
 - This course is designed to explore more advanced algebraic concepts while reinforcing fundamental skills. Areas of study include sequences and series, radical and rational equations, matrices, and inverse functions. Students will have



multiple opportunities to explore the world of math as it relates to their own interests beyond the classroom.

- **Precalculus**
 - Precalculus is a thoughtful introduction to advanced studies leading to calculus. The course briefly reviews linear equations, inequalities, and systems and moves purposefully into the study of exponential and logarithmic functions. Scaffolding rigorous content with clear instruction, the course leads students through an advanced study of trigonometric functions and equations. The course concludes with a short study of conic sections and matrices.

- **Precalculus Honors**
 - Precalculus Honors focuses on preparing students with the necessary background for the study of Calculus or Advanced Placement Calculus (AB). Topics covered include extended trigonometry, functional analysis with transformations, matrices, extension of logarithms and exponents and analysis of rational functions. This course places emphasis on in depth study and exploration of each topic and provides challenging problems requiring a high level of abstract thought. A TI 84+ graphing calculator is required.

- **Concepts of Calculus**
 - This course consists of a full academic year of work in calculus and related topics comparable to a semester course in colleges and universities. It is similar to the Advanced Placement Calculus course in content, but places more emphasis on concepts and less on theoretical presentation and development. Topics covered include: limits and continuity, derivatives, and an introduction to integration. For all of these topics, the student will utilize his TI 84+ graphing calculator extensively.

- **Concepts of Calculus Honors**
 - This course consists of a full academic year of work in calculus and related topics comparable to a semester course in colleges and universities. It is similar to the Advanced Placement Calculus course in content, but places more emphasis on concepts and applications, and less on theoretical presentation and development. Topics covered include: limits and continuity, derivatives, applications of derivatives, integration, and applications of integrals. For all of these topics, the student will utilize his TI 84+ graphing calculator extensively.

- **College Algebra**
 - The primary objective of this course is to strengthen Algebra II concepts and to introduce students to a variety of mathematical notions usually presented in an introductory level college course. Topics include operations with algebraic expressions, factoring, the Cartesian coordinate system, exponents and radicals, quadratic equations and inequalities, logarithmic and exponential functions, graphs, elements of theory of equations, systems of equations.



- **AP Calculus AB**
 - AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

- **AP Calculus BC**
 - This course follows the course outline for the College Board’s Advanced Placement Calculus (BC Level) Exam. In addition to an initial review of AB Calculus, students explore vectors, parametric functions, polar functions, further applications of differentiation and integration techniques, and series and sequences. All students will be prepared for and are required to take the AP Calculus (BC level) examination in May. TI 83+ or TI 84+ graphing calculators are required.

- **AP Statistics**
 - AP Statistics follows the College Board’s AP Statistics course outline. Students will explore the following themes: probability concepts, data presentation in graphical & tabular forms, analytical description of data, regressions analysis, methods of collecting or gathering data (observations, experiments, surveys and simulations), confidence intervals, decision making (hypothesis testing including Z tests, T test, chi squared tests, proportion tests and two sample tests). All students will be prepared for and are required to take the AP Statistics & Probability examination in May. A TI 83+ or TI 84 graphing calculator is required.

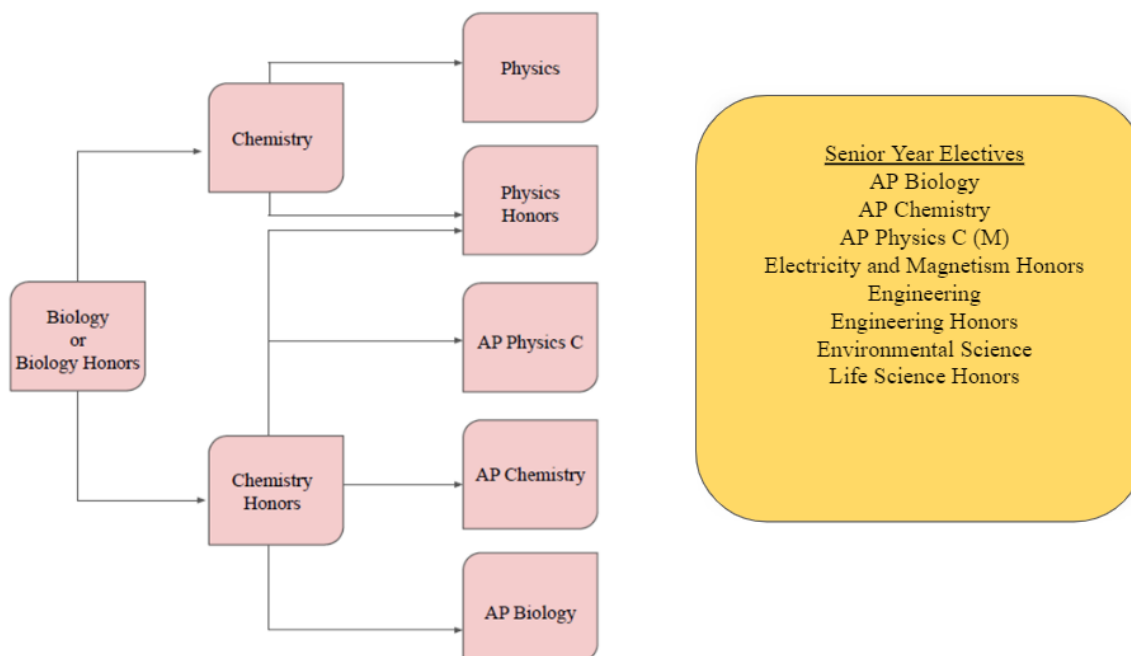
- **Linear Algebra Honors**
 - Vectors and matrices are introduced as devices for the solution of systems of linear equations with many variables. Although these objects can be viewed simply as algebraic tools, they are better understood by applying geometric insight from two and three dimensions. This leads to an understanding of higher dimensional spaces and to the abstract concept of a vector space. Other topics include orthogonality, linear transformations, determinants, and eigenvectors.

- **Multivariable Calculus Honors**
 - Students will explore equations of curves in space, arc length and curvature, velocity and acceleration. Limits and continuity, partial differentiation, local extrema, exact differentials, chain rule, directional derivative and gradient, Lagrange multipliers, 2nd derivative test. Other topics of interest include: double integration, volume and other applications, polar coordinates, triple integration, cylindrical and spherical coordinates. We will also study vector analysis: Vector fields, line integrals, path independence, Green’s Theorem, surface integrals, Theorems of Gauss and Stokes.



Science

While instilling and nurturing a scientific curiosity about the world around them, the BL science curriculum prepares our students for a future where continuing advances in a wide range of science disciplines can help solve a host of societal, environmental and technological challenges. Our students become experts in scientific study, prepared to succeed in college-level courses. From measuring and exploring to developing and testing hypotheses, our students know how to pursue scientifically-sound analysis and conclusions.



Course Descriptions

- Biology (9th)
 - The impact of modern technology on human lives and the explosion of knowledge have affected the field of biology more than any other scientific field. Today, students need a science that prepares them to make informed decisions about issues for an entire society. Biology tackles the questions "What is life?" and "How do living things and their components work?" This survey course covers the foundational concepts of biology at the cellular and molecular level, as well as how living things interact with the environment. In addition to the biology content, science skills are integrated throughout the course units. Topics that are covered in biology include the cell structure and function, how life obtains energy, genetics, and ecology. Throughout the study of biology students will acquire knowledge that will enable them to confront questions that affect their daily life and the future of our world.



- **Biology Honors (9th)**
 - The impact of modern technology on human lives and the explosion of knowledge have affected the field of biology more than any other scientific field. Today, students need a science that prepares them to make informed decisions about issues for an entire society. Honors biology tackles the questions "What is life?" and "How do living things and their components work?" This survey course covers the foundational concepts of biology at the cellular and molecular level, as well as how living things interact with the environment. In addition to the biology content, science skills are integrated throughout the course units.

As an honors course, topics will be investigated in more depth and with additional work, and prepares students for potentially taking AP Biology as a junior or senior. Topics that are covered in honors biology include the cell structure and function, how life obtains energy, genetics, and ecology. Throughout the study of biology students will acquire knowledge that will enable them to confront questions that affect their daily life and the future of our world.

- **Chemistry (10th)**
 - Chemistry is the study of the composition and interaction of matter and energy. In this course, students use qualitative and mathematical models to examine the basic principles of chemistry: atomic structure, states of matter, the mole, and chemical reactions. Teaching strategies focus on cumulative connection of concepts, quantitative analytical problem solving skills, study skills, use of the scientific method, and proper experimental techniques. Experiments are conducted on a regular basis to reinforce the connections between concepts in class and to build analytical skills. This course will develop students' ability to reason critically and scientifically, to justify claims with evidence, and to effectively communicate their ideas.
- **Chemistry Honors (10th)**
 - Honors Chemistry is a rigorous introductory chemistry course. The class will emphasize an understanding of the microscopic basis for why macroscopic phenomena occur, rather than memorization of the phenomena themselves. Honors chemistry will also demand a greater mastery of mathematical concepts than does the General Chemistry course, and will examine topics in greater depth and at a faster pace. Honors Chemistry will examine all topics covered in General Chemistry, as well as molecular structure and oxidation and reduction. This course will develop students' ability to reason critically and scientifically, to justify claims with evidence, and to effectively communicate their ideas.



- **Physics (11th)**
 - Students will learn about motion, forces, energy, momentum, electricity and waves. Students will be active participants in their own learning processes, engaging in both open and guided inquiry investigations. In addition to in class investigations, students will utilize time outside of class to design and build at least one "Engineering" project each quarter.

- **Physics Honors (11th)**
 - Physics Honors is a course designed to prepare students for advanced studies in the sciences. Motion, Forces, Energy, Momentum and Waves will be covered. Content will be studied in more detail and with more mathematical rigor than in a general-level physics course. Honors Physics students will solve problems, analyze data, conduct investigations and design projects. Students taking this course should be adept at using Algebra II and Trigonometry on a regular basis. At the end of this course, students will be well-prepared to take AP Physics.

Science Electives

- **AP Biology (11th or 12th)**
 - AP Biology is an introductory college level biology course, designed for students taking their second year of Biology. Students cultivate their understanding of biology through inquiry based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. The course is based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems.

The Big Ideas are:

- The process of evolution explains the diversity and unity of life.
- Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.
- Living systems store, retrieve, transmit, and respond to information essential to life processes.
- Biological systems interact, and these systems and their interactions possess complex properties.

- **AP Chemistry (11th or 12th)**
 - AP chemistry is a highly rigorous course designed to simulate college level general chemistry, and targeted at students who have already taken a year of Chemistry. Students will leave this course with a much greater understanding of fundamental chemistry and competence in a laboratory setting than they received in their first year of chemistry. The course will emphasize particle-level reasoning of chemical concepts and how the microscopic structure of a material will impact its macroscopic properties. All students will take the AP chemistry exam in May.



- **AP Physics C (Mechanics) (12th)**
 - AP Physics C: Mechanics is a calculus based, college level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences, mathematics or engineering. The course is designed for students who have already taken a year of Physics. Students cultivate their understanding of physics through classroom study and activities as well as hands on laboratory work as they explore concepts like kinematics, dynamics, oscillations, rotation, and conservation laws.

- **Electricity and Magnetism Honors (12th)**
 - Electricity And Magnetism Honors is a full-year, project-based, honors-level physics course open to students who have successfully completed a first year of physics and have met the additional prerequisites listed for an honors science course. Topics covered include static electricity, electronics, magnets, electromagnetism and electromagnetic waves. Although traditional assessments will be given, a hands-on, project-based approach to learning will be emphasized.

- **Engineering (12th)**
 - This class is a project based, full year Senior elective course. Students will be involved in all aspects of planning and creating 2-4 major projects each quarter. This requires students to set intermediate deadlines for each project phase, create materials lists and budgets, construct, test and troubleshoot. Students will then have the opportunity to reflect upon the successes/shortcomings of their final products. Many projects will involve inter group competitions.

- **Engineering Honors (12th)**
 - Engineering Honors is a project based class. Students must be concurrently placed in an honors-level math course, have previously taken Physics, and be recommended for an honors science elective. Projects will follow the format of: Thumbnail sketch, CAD drawing / technical schematics, prototype, final build. Projects may be group or individual. Projects will be large in scale encompassing examples such as: Doll House design and build, soap box racers, trebuchets, electrical circuits, and others. Mathematical calculations and analysis of projects will be integrated.

- **Environmental Science (12th)**
 - Environmental Science applies concepts from several disciplines to examine the natural world and the ways in which humans utilize and impact it. Environmental issues pervade every facet of our lives: our health, economics, and recreation, to name a few. We often find ourselves faced with environmental issues in decision-making, whether it be at the grocery store, the travel agency, or the voting booth. This course will utilize a problem-based and case-study approach to examine current events and contemporary environmental issues, both local and

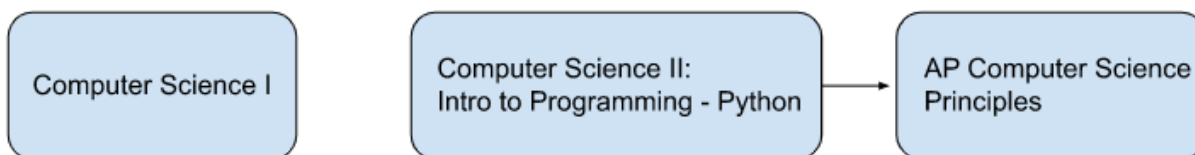


global, focusing on the development of science skills in order to foster critical thinking and environmental literacy.

- Life Science Honors (12th)
 - This course will explore topics in the life sciences at an advanced level. The course will use a hands-on, inquiry, and problem-based approach to teaching. Students will grow their skills in problem-solving, communication, collaboration, and scientific thinking, and will leave the course with a greater understanding of topics in life science and their impact on everyday life and the world at large. Topics will be determined based on student and faculty interest.

Technology

In the upper school, you will transition to a well-established BYOD (bring your own device) program. Technology is woven throughout our academic curriculum, ensuring that you will not only be prepared for the challenges of upper school but college and life beyond. A variety of technology-specific courses are offered, ranging from general programming and cybersecurity to AP Computer Principles.



Course Descriptions

- Computer Science I
 - This one semester course is designed for beginners interested in furthering their knowledge of computer science specialties. The course will include programming in JavaScript and Python. Students will explore fundamentals in computer science and hone their skills in concepts including application development, animation, networking, and game design.
- Computer Science II: Introduction to Programming – Python
 - This course is designed to offer an introduction to computer science using the Python programming language. Students will learn the basics of computer programming and computational thinking while studying data, analyzing code, and completing hands-on projects/coding. While learning the basic building blocks of programming, students will develop the ability to solve complex problems.

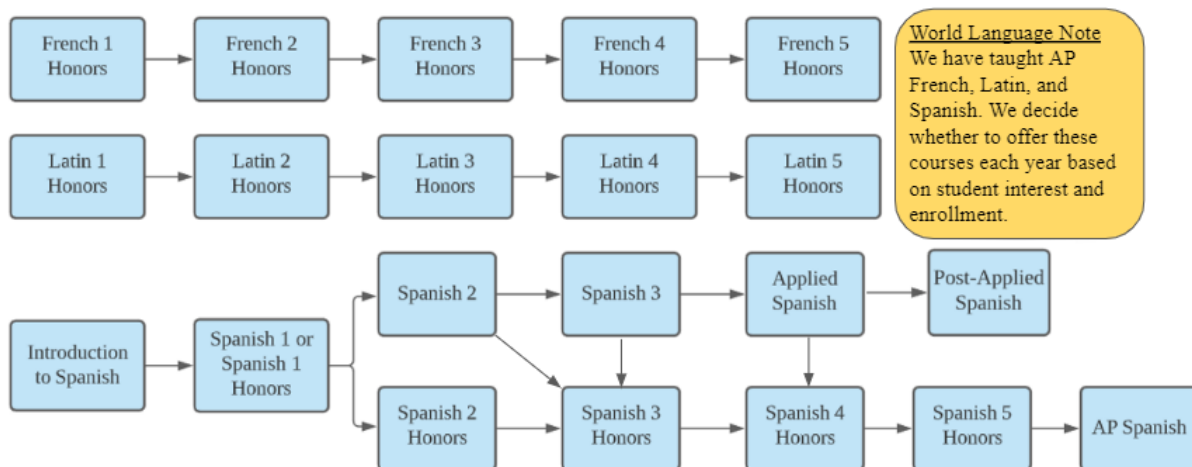


- AP Computer Science Principles
 - AP Computer Science Principles is an introductory college-level computing course. Students will cultivate their understanding of computer science through investigating data, computational solution design, code analysis/algorithms and program development. Students will explore concepts like creative development, abstraction, computing systems and networks, responsible computing and the global impact of computing.

As a prerequisite to the course, students are required to take either Cybersecurity or Intro to Programming: Python.

- Yearbook
 - Using journalism and graphic design skills, students are responsible for the planning, creation, and distribution of The Boys' Latin School Maroon & White Yearbook. Integral to yearbook journalism is developing and carrying out a theme, both in writing and graphically, that captures the school year in its tradition and uniqueness.

World Languages



Our course offerings in modern and classical languages teach both linguistic development as well as an appreciation for and understanding of the culture and civilization these languages are rooted in. Boys' Latin students are expected to complete three consecutive years of world language study while in the upper school.



Course Descriptions

French

- French 1
 - French I is an elementary course in which the communicative skills of listening, speaking, reading, and writing are introduced. The course is focused on being able to express ideas, and as such participation is key to success. Students learn to express fundamental vocabulary and structures in the target language. The course includes greetings, the calendar, colors, numbers, adjectives, adverbs, leisure time activities, family members, and physical description. It also includes the present tense of regular verbs, and the *future proche* (near future tense). Student progress is assessed through tests, quizzes, homework, class work, and daily participation.

- French 2 Honors
 - French II builds upon the foundation established in French I. Communicative skills are enhanced as the linguistic focus expands to relate to and describe events in various tenses. Vocabulary and structure units in this course include learning how to talk about spaces surrounding us, and how to give orders and directions. It also includes food and everything around it (vocabulary, culture, health...), and the *passé composé* (past tense). French II, as French I, is still focused on being able to express ideas, and as such participation is key to success. Student progress is assessed through tests, quizzes, homework, class work, and daily participation.

- French 3 Honors

French III is an intermediate course in which the communicative skills from the previous years are fine-tuned. Students begin to engage in extended oral and written discourse. Various forms of self-expression including discussing, debating, and composition writing in the target language are introduced and used in class. The course includes talking about our “professional life” (education, life projects...), important events in our life, arts, and media. A new past tense (*l'imparfait*) is also introduced. Student progress is assessed through tests, quizzes, homework, class work, and daily participation.

- French 4 Honors

French IV is an advanced course which highlights advanced grammar and composition. This course includes an intense review of previously learned vocabulary, and structure. Content in this course includes lifestyles, the *futur simple*, and health in general (vocabulary...). Just like the previous French courses, French IV is focused on being able to express ourselves in the target language. Student progress is assessed through tests, quizzes, homework, class work, and daily participation.

- French 5 Honors
 - This advanced level of French aims to enhance fluency in both the spoken and written language. Students who wish to be recommended for French V must



demonstrate overall proficiency in the target language. In this course, we will try to follow news from all around the Francophone world, and focus on being able to discuss any topics while using previous knowledge (grammar, vocabulary, different structures...). The course will also include pieces of French literature. Student progress is assessed through tests, quizzes, homework, class work, and daily participation.

Latin

- Latin 1
 - In this course, students expand on their knowledge of the fundamentals of the Latin language. Our primary goal is to develop a linguistic reflex to the basic structures of Latin grammar and a foundation in Latin that will prepare students to pursue further study at a college prep, Honors level pace. The course delves into the complexities of grammar with the goal of improving the overall language skills of the student. Along the way, students will also investigate important aspects of Roman history, geography, and culture, and practice English word derivation. Upon completion of this course, students will know three noun declensions, regular and irregular verbs in all indicative tenses, and a significant amount of vocabulary.

- Latin 2 Honors
 - In this course, students will continue their study of Latin using the second and third Units of the Cambridge series as well as supplementary works. Special emphasis will be placed upon advanced Latin grammatical constructions and translations. We will continue to examine Roman history, geography, culture, and English word derivation.

- Latin 3 Honors
 - This course continues the instruction of Latin grammar and includes an intensive review of Latin grammar and vocabulary. While working through the fourth unit in the Cambridge series, students read selections from Latin texts, with a special emphasis on Martial, Ovid, and Pliny. This course will include translation, vocabulary study, readings, and creative projects.

- Latin 4 Honors
 - The course begins with a review of grammar and vocabulary and proceeds to the intensive study of authentic Latin texts, both poetry and prose. Students will translate large sections of Latin and learn the fundamentals of Latin meter and literary devices. Students will examine the social, political, and literary background of the works through readings, research projects, and audio visual presentations. The course will include translation, vocabulary study, readings, and a short research project.



- Latin 5 Honors
 - In this course, students continue their study of Latin while also exploring larger issues in Roman antiquity. Through the study of Latin vocabulary and grammar, translation, readings in translation, and independent research projects, students explore the rich literary and historical traditions of Rome. Translations will focus on Vergil's Aeneid and Caesar's De Bello Gallico as a lens through which to understand the foundation of Roman literature and the influential and dramatic period of the late Republic and Early Empire.

- AP Latin:
 - Using Vergil's Aeneid and Julius Caesar's De Bello Gallico as a lens through which to understand the foundation of Roman literature and the influential and dramatic period of the late Republic and Early Empire. In this course, students will focus on mastering their understanding of Latin grammar and common vocabulary through reading authentic Latin texts, both with and without prior preparation. In keeping with CollegeBoard guidelines, students will also explore themes of the ancient Roman world in both Vergil and Caesar's work and examine the rhetoric used by each author in their writing.

Spanish

- Introduction to Spanish
 - This introductory level Spanish course is intended for those students who have had little or no exposure to language study. This course will prepare students for Spanish 1 in the subsequent year by guiding them through the basics of Spanish grammar and vocabulary while focusing on the skills necessary for studying a language. Students will be introduced to listening, speaking, writing, and reading Spanish using a variety of resources and learning modalities. Vocabulary includes greetings, numbers, foods, adjectives, family, and other basic words. Grammar includes articles, word order, questions, and basic present tense verbs. Students will be assessed on their aural, oral, and written comprehension and communication skills through oral, computer based, and written assessments and presentations. The teacher will encourage student comfort with spoken Spanish by utilizing the target language as appropriate in basic instruction and class management. Please note: this course is appropriate for students with no previous Spanish study; after successful completion of this course, students will be eligible for Spanish I.

- Spanish 1
 - The Spanish I course develops in students their practice of listening, speaking, writing, and reading basic Spanish. Vocabulary includes greetings, numbers, body, classroom, time, calendar, activities, location, foods, frequency, adjectives, community, and family. Grammar includes articles, word order, adjective agreement, the near future and present tense verbs, the verbs gustar and encantar, and the two verbs meaning "to be": SER and ESTAR. Geographical and cultural components highlighting Spain and Latin American countries are integrated throughout the curriculum. Students will be assessed on their listening, reading, and writing skills through quizzes, tests, and written compositions and their verbal



communication skills through oral presentations. The teacher will utilize spoken Spanish as much as possible in regular instruction and class management. Please note: this course is appropriate for students with some previous Spanish study; after this course, students may be eligible for Spanish II or Spanish II Honors.

- **Spanish 1 Honors**

- The Spanish I Honors is a course for students who can work independently and at a faster pace. In this class students will develop their listening, speaking, and reading skills in Spanish. Vocabulary includes: greetings, numbers, body, classroom, time, calendar, activities, location, foods, frequency, adjectives, community, and family. Grammar includes articles, word order, adjective agreement, the near future, present-tense verbs, the verbs *gustar* and *encantar*, and the two verbs meaning “to be”: *SER* and *ESTAR*. Geographical and cultural components highlighting Spain and Latin American countries are integrated throughout the curriculum. Students will learn how to present in Spanish without reading while improving their grammar and pronunciation. Please note: this course is appropriate for students with some previous Spanish study; after this course, students may be eligible for Spanish II or Spanish II Honors.

- **Spanish 2**

- Spanish II builds upon the foundation established in the first year course. Students will enhance their communication skills with further vocabulary and work with common regular and irregular verbs in the present, present progressive, and preterite tenses. Students will also learn about the cultures of a variety of Spanish speaking countries through readings and project work. Other assessments include class participation, quizzes, tests, presentations and compositions. As the year progresses, the teacher will increasingly utilize more spoken Spanish in the administration of the class. Please note: this course is appropriate for students who have successfully completed Spanish I; after this course, students may be eligible for Spanish III or for Spanish II Honors.

- **Spanish 2 Honors**

- Spanish II Honors is an accelerated class for students who are comfortable with their aural and oral skills in the target language and who have earned a recommendation from their Spanish I teacher. The Honors Spanish curriculum covers grammatical topics including regular and irregular present and preterit verb conjugations. This class will be conducted primarily in Spanish and students should be willing to engage in the target language. Students will further their skills with the target language and culture through reading, writing, and presentation exercises. Please note: this course is appropriate for students who have excelled in Spanish I; after this course, students may be eligible for Spanish III Honors or Applied Spanish.



- **Spanish 3**
 - Spanish III is an intermediate course that ties together the vocabulary and grammar learned during the prior two years of language study. Students will become more confident in the target language and will be expected to present on general topics in Spanish. Students will also be expected to comprehend a variety of written and spoken Spanish and produce engaging dialogue. To achieve these goals students will expand their vocabulary to include words for describing trips, adventures, food, art, music, sports and health (based on group interests). They will master the present tense (with special attention to irregular yo forms and stem changing verbs) and study certain verbs in the preterit tense and imperfect tense. Please note: this course is appropriate for students who have successfully completed Spanish II; after this course, students may be eligible for Applied Spanish or for Spanish III Honors.

- **Spanish 3 Honors**
 - Spanish III Honors continues the curriculum covered in II Honors. This class, conducted primarily in Spanish, will focus on the differences between the preterit and imperfect tenses as students learn how to narrate past events. In the spring, the subjunctive mood will be introduced. Throughout, students will learn about the cultures of a variety of Spanish speaking countries through projects and discussions. Supplementary resources such as songs, stories, and videos will be used to expose students to authentic language use. Students will be assessed through class participation, homework, quizzes, tests, projects, presentations, and compositions. Please note: this course is appropriate for students who have successfully completed Spanish II Honors; after this course, students may be eligible for Spanish IV Honors or Applied Spanish.

- **Applied Spanish**
 - Applied Spanish is a project based course with problem solving scenarios and a differentiated curriculum. This course is designed to develop diverse levels of language based skills. It also emphasizes the importance of cultural diversity and Increasing global awareness in the 21st century. Units may include travel, food, sports, music, and holidays in Latin America and Spain. There will be an emphasis on communicative skills including presentations and spoken dialogue. The teacher will utilize spoken Spanish as much as possible in regular instruction and class management. Please note: this course is appropriate for students who have successfully completed Spanish III or Spanish II Honors; after this course, students may be eligible for Post-Applied Spanish (pending) or Spanish III Honors.

- **Spanish 4 Honors**
 - Spanish IV Honors mixes old and new grammar and vocabulary with outside resources including media and readings covering such topics as ecology, art, entertainment, and literature. Students are expected to be proficient in the present tense, the preterit tense, and the imperfect tense. This class, conducted almost exclusively in Spanish, will perfect the uses of these tenses and will advance to



the study of the present perfect, future, and subjunctive tenses. Students will be assessed through tests, quizzes, homework, class work, group discussions, presentations, and writing assignments in a course intensive in writing, reading, and speaking in Spanish. Please note: this course is appropriate for students who have successfully completed Spanish III Honors; after this course, students may be eligible for AP Spanish, Spanish V Honors, or Applied Spanish.

- **Post-Applied Spanish**
 - Post-Applied Spanish is a continuation of Applied Spanish. In this course, students will work on diverse cultural-based projects with a variety of problem-solving and live-skills scenarios. This course provides awareness of multicultural differences while having a global citizen approach. There will be an emphasis on communicative skills including presentations and spoken dialogue. The teacher will utilize spoken Spanish as much as possible in regular instruction and class management. Please note: this course is appropriate for students who have successfully completed Spanish III Honors, Spanish 4 Honors, or Applied Spanish.

- **Spanish 5 Honors**
 - Spanish 5H will continue working in advanced grammar in Spanish including pluperfect, imperfect of the subjunctive, etc. Students will read and comprehend short stories. There will be multiple authentic listening exercises to enhance the comprehension level while using diverse native accents. This course is a Pre-AP Spanish Language and Culture class.

- **AP Spanish Language and Culture**
 - Using the National Standards in Foreign Language, the AP Spanish Language course will help students develop and demonstrate their level of proficiency in communication through reading, writing, listening, and speaking. This course will focus on active communication and will use authentic materials to help students integrate their language skills. Students will be exposed to native Spanish speakers in interpersonal and presentational contexts. Vocabulary will be developed in order to facilitate reading Spanish literature, newspaper and magazine articles, websites, and personal communications, such as emails and letters. Students will master self-expression by developing fluency in writing and speaking through description, narration, and inquiry. Students will be assessed on listening comprehension of native speakers, reading comprehension that includes summary writing and analytical or persuasive essay writing, weekly writing assignments, and oral presentations. This course is comparable to an advanced level college Spanish language course. Students are required to take the AP Spanish examination in May. Please note: this course is appropriate for students who have successfully completed Spanish IV Honors; after this course, students may be eligible for an Independent Study in Spanish.



Mandarin Elective

- 欢迎来到中文课! In this Mandarin elective, the focus will be on listening, observing, speaking, writing, reading, and translating Chinese vocabulary and grammar. During the course, students will watch short movies in Mandarin for each chapter, which will use the vocabulary and grammar from that chapter in context. To practice speaking, the class will start out speaking English but transition to speaking only Mandarin in class. Reading comprehension will be used in tests and in-class exercises as a vital part of learning how to write and understand Mandarin within the framework of the language. Finally, students will perform skits or write sentences on different situations. Assessments will consist of written and spoken dictations, quizzes, and tests.



Academic Recognition

Honors Diploma

An Honors Diploma is obtained by earning 15 Honors credits (final grade of 80 or better in honors or AP courses), with at least one credit in each of the five core disciplines and a minimum of two Honors credits in both the junior and senior year.

Honor Roll & Deans List

Academic designations are awarded for achievement in each of our four quarters.

Dean's List:

All grades A- or above and no "U" effort grades; B+ in Honors or AP

Honor Roll:

All grades B or above with no "U" effort grades; B- in Honors or AP

Grades in all courses will be included in consideration for academic recognition.

National Honor Society

The NHS Chapter at Boys' Latin is open to all juniors and seniors in good standing that meet the cumulative GPA requirement of 3.50 or higher. Per the NHS's guidelines, the GPA requirement is an initial eligibility requirement. The criteria for selection are both outstanding academic achievement and outstanding performance in three non-academic areas: service to BL and the community, leadership, and character.

Valedictorian

Each graduating class will name a class Valedictorian. The student with the highest, weighted GPA will earn this honor and they will be recognized on the morning of graduation. Students are only eligible for this distinction if they complete four years in the upper school.

Williams Scholars

Established in 2006, the Williams Scholars Program is named for Jack Williams '38, Boys' Latin's headmaster from 1962-1978. Mr. Williams is credited with saving the School when he relocated BL to our current home in Roland Park, following Baltimore's claim of eminent domain on the school's property, in 1960. The Williams Scholars program honors Mr. Williams' dedication to Boys' Latin with an emphasis on scholarship by recognizing those BL students who have distinguished themselves through their outstanding academic achievements and commitment to the ideals of the Boys' Latin community. Modeled after the Danforth Scholars Program at the Washington University in St. Louis and the Echols Scholars Program at the University of Virginia, the



Williams Scholars program offers benefits and privileges to its members while preparing students for success in college. Williams Scholars enjoy access to luncheons with guest speakers and enrichment funds to be used for approved summer academic programs.

Students must maintain a cumulative GPA of 3.95 with at least three honors and/or AP classes.

Academic Probation

Students will be placed on Academic Probation (AP) for earning 2 D's or 1 F in any marking period. When Academic Probation begins at the start of the new marking period, the following will occur through each student's advisor.

- 1) A team meeting will be scheduled including the student, parents, and teacher(s) in course(s) of concern.
- 2) The student will have an assigned space for their free period.
- 3) Students will meet weekly with their advisor to monitor progress and communicate with the administration about the release to participate in extra-curricular activities and eventual release from AP.
- 4) Students will complete a planning sheet with your advisee and return it to the Dean of Students.
- 5) Students will be allowed to participate in clubs and team try-outs/practices, but not allowed to participate in games/performances
- 6) After 3 weeks, student progress will be reviewed to determine release to fully participate in extra-curriculars.
- 7) After APR's students are reviewed to be removed from AP.
- 8) Seniors will not have senior privileges during their time on AP.

