



# BROOKSTONE SCHOOL

## UPPER SCHOOL COURSE GUIDE

### 2024-2025

BROOKSTONE SCHOOL  
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## **BROOKSTONE SCHOOL** **2024-2025 GRADES 9-12 COURSE GUIDE**

### **CURRICULUM PHILOSOPHY STATEMENT**

Brookstone's Upper School curriculum is a college preparatory curriculum. It includes rigorous mainstream courses, the challenge of Honors and Advanced Placement courses, and stimulating, educationally enriching electives. Classroom activities are supplemented with leadership development programs, prestigious speakers, and a wide variety of extracurricular activities. Woven within the curriculum are the concepts of love of learning, integrity, honor, personal responsibility, aesthetic appreciation, and a sense of community service. Its goal is for 100% of our students to attend college and become excellent leaders, productive citizens, and life-long learners.

### **ACCREDITATIONS**

National Association of Independent School (NAIS)  
Georgia Independent School Association (GISA)  
Serving & Accrediting Independent School (SAIS)  
Southern Association of Colleges and Schools (SACSCOC)

### **HEAD OF SCHOOL**

Mr. Henry Heil

### **HEAD OF UPPER SCHOOL**

Mrs. Cindy Todt

### **REGISTRAR**

Mrs. Nicole Farley

### **DIRECTOR OF 3K-12 STRATEGIC ACADEMIC INITIATIVES**

Mr. Hunter Chapman

### **COLLEGE COUNSELING**

Mrs. Frances Berry  
Mr. Jeremy Mack

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# GRADUATION AND COURSE INFORMATION

## IMPORTANT NOTES AND CONSIDERATIONS

Upper school students are expected to carry a minimum of six courses each semester. With the assistance of parents, teachers, advisors, and their grade chair, students choose appropriate classes that conform to the requirements of the core curriculum, as well as the student’s interests and long-term objectives.

### BROOKSTONE GRADUATION REQUIREMENTS – 22.5 CREDITS TOTAL

To meet graduation requirements, students must successfully complete the following:

<b>English</b>	4 credits
<b>Mathematics</b>	4 credits
<b>Science **</b>	4 credits
<b>Social Studies **</b>	3 credits
<b>World Languages *</b>	3 credits
<b>Fine Arts</b>	1 credit
<b>Technology</b>	1 credit
<b>Electives</b>	2 credits
<b>Weight Training ***</b>	.5 credit

\* World Language completion of Level III of the same language is required unless a waiver is on file with the Learning Center

\*\* Biology, Chemistry, Physics, U.S. History, Economics/Government (or AP Economics/ Government) and one world studies social science (AP Human, World Geo, or AP World) are graduation requirements.

\*\*\* Students participating in at least two years of an interscholastic sport will satisfy the Weight Training requirement



## COURSE INFORMATION

In planning one's educational program, each student should challenge him/herself by taking a strong and varied course load with a mixture of required and elective courses. It is true that colleges are impressed with students who extend themselves academically by taking extra courses and advanced courses for which they are qualified. It is not wise, however, to overextend oneself. Before making final course selections, each student should consider his/her entire school involvement, including athletics, service commitments, and other extracurricular activities. Please seek advice from teachers, your advisor, your grade chair, and our college counselor. All students should examine their curricular progression through their senior year before making the final selection for the next year's course load. Successful completion of courses will earn 1 credit unless otherwise indicated.

If a qualified student chooses to take courses labeled "Honors" or "Advanced Placement (AP)," it is suggested strongly that he/she take no more than three or four of these courses in a single year. Since staffing and scheduling are carefully planned to accommodate student course requests, we ask students to choose wisely, after fully considering all of their commitments in and out of school.

*Elective options in the visual or performing arts and social studies or science are strongly recommended.*

If a student includes a one-semester course as one choice, he/she must be sure to select one for each semester. Indicate second choices for all electives in case a preferred class is under-subscribed or in conflict with an academic core course.

*Grades and credits from classes (including online) at other schools are transferable and applicable to Brookstone School graduation requirements as long as they are from fully accredited educational institutions and have been approved by administration.*

### WITH HONOR: CHALLENGE AND MOTIVATION

Challenging Honors opportunities are offered to students that have demonstrated the aptitude, work ethic, and previous academic performance to be successful. In order to enroll in an Honors or AP course, a student must satisfy the academic requirements and be recommended by the department. Interested students should consult with their current teachers about appropriate course placement.

Some courses are designed as "Honors" (H) and are accelerated, requiring a strong background and more intensive preparation than other courses. There may be Honors sections in certain courses in addition to regular college prep sections. Completed work will be labeled as "Honors" courses on the transcript and receive a .5 weighting in the GPA calculation.

### **ADVANCED PLACEMENT – DOING COLLEGE LEVEL WORK**

Advanced Placement (AP) courses are designed to prepare students for the College Board Advanced Placement examinations. They are the equivalent of college level courses, and taking the Advanced Placement examination is required for completion of the course. They will be labeled as “AP” courses on the transcript and receive a 1 point weighting in the GPA calculation. Each academic department has developed its own specific “guidelines for AP placement and success.” However, the general protocol can include a review of prior achievement in prerequisite courses, recommendation of prerequisite teacher, approval of department chair, student motivation, a qualifying essay, and a testing measurement, including the PSAT, or prior AP scores.

The mission behind the AP program at Brookstone School is for students to complete college level work and to achieve qualifying scores of a 3 or better on the College Board exam administered in May. The School supports and promotes scheduling of qualified students in AP courses. Brookstone has developed “guidelines for AP placement and success” to help make with accurate academic course placement. Students who do not qualify for AP participation in one grade, do have an additional opportunity in the next grade. Students and parents interested in discussing this policy should consult with the department chair.

### **COURSE FAILURE POLICY**

In support of the educational process, that prepares students for college, it is important to allow for both academic and personal growth. Brookstone School has defined a course of study that covers, both in content and academic disciplines, what will be necessary to be successful in post Upper School education. To allow for students to pursue this process, we feel that course failure, though not desirable, may at times occur. To guarantee that each child leaves our program prepared for success, the following limits have been established:

The student’s academic progress in the following year will be closely monitored, and if in the judgment of the school there is no sufficient improvement, the student may be asked to withdraw from Brookstone. A student who fails more than two (2) yearlong courses in the same year will be dismissed from Brookstone.

At the end of a semester, any student who fails more than one course, fails a course and has an overall grade average below 73, or has a majority of grades below 73 in his/her academic classes will be placed on academic probation. Students must make a concerted effort to remove themselves from probation by the end of the next semester. Removal from probation occurs when a student passes all of his/her classes, has an overall grade average of at least 73, and has a majority of grades above 73.

### **COURSE FAILURE: ACADEMIC PROBATION**

Continued enrollment for any student who fails to remove himself/ herself from probationary status will be in jeopardy. The student, parents, and representatives of the administration will meet to decide whether continued enrollment at Brookstone School is in the student’s best interest.



If a student ends the school year on probationary status and school administration determines that continuing at Brookstone is a possibility, summer tutoring with a Brookstone-approved tutor may be required. Administration will determine the details of summer tutoring, and a certificate of satisfactory completion must be obtained prior to admittance into the next grade level.

## WORLD LANGUAGES

Students are required to complete level three of a World Language. The School may grant waivers for only the *third year* of a world language with current testing in place and approval of the administration in consultation with an educational psychologist. Brookstone believes that exposure to a different language and culture is integral to the development of all young people.

## ACADEMIC HONOR ROLLS

**Honor Roll** - All grades 80 or above in the second semester

**Headmaster's Honor Roll** - All grades 90 or above in the second semester

**Certificates of Merit** - These awards are presented to students who achieved Headmaster's Honor Roll status for first and second semesters (all grades 90 or above in each semester, not cumulative for the year).

**Cum Laude Induction** - Cum Laude recognizes excellence in scholarship in secondary schools, just as its model, Phi Beta Kappa recognizes academic achievement in colleges and universities. These seniors have earned a weighted numerical average that puts them in the top twenty percent of their class over eight semesters of academic work.

## ADVANCED PLACEMENT (AP) GUIDELINES

### ENGLISH

#### **AP LANGUAGE (JUNIORS)**

1. 50th% PSAT (1050+)
2. Maintain an 87+ average or higher in Honors English 10 or 93+ average in English 10
3. Teacher recommendation and/or writing samples as requested/needed

#### **AP LITERATURE (SENIORS)**

1. 50th% PSAT (1050+)
2. Maintain an 87+ average in AP English Language 11 or 93+ average in British Lit 11
3. Teacher recommendation and/or writing samples as requested/needed

### MATHEMATICS

#### **AP CALCULUS AB**

1. Honors PreCalculus: 87 average or higher
2. PSAT scores/AP Potential (Math 580+)
3. Teacher Recommendation

#### **AP CALCULUS BC**

1. Previous course: AP Calculus AB: 85 average or higher; Honors Pre-Cal: 90 average or higher
2. PSAT scores/AP Potential (Math 600+)
3. Teacher Recommendation

#### **AP STATISTICS**

1. Previous course: 87 average or higher (Honors Algebra 2/Trig, PreCalculus, Honors PreCalculus, or AP Calculus)
2. PSAT scores/AP Potential (Combined 1140+)
3. Teacher Recommendation



## SOCIAL STUDIES (HISTORY & PSYCHOLOGY)

### ***AP HUMAN GEOGRAPHY***

1. Previous course: AP: B+ or higher; On-level: 93 or higher
2. PSAT scores/AP Potential (900-950)
3. Teacher Recommendation

### ***AP WORLD HISTORY***

1. Previous course: AP: B+ or higher; On-level: 93 or higher
2. PSAT scores/AP Potential (1050-1100)
3. Teacher Recommendation

### ***AP MICRO OR MACRO ECONOMICS***

1. Previous course: AP: B+ or higher; On-level: 93 or higher
2. PSAT scores/AP Potential (1150-1200)
3. Successful completion of Algebra 2
4. Teacher Recommendation

### ***AP U.S. HISTORY***

1. Previous course: AP: B+ or higher; On-level: 93 or higher
2. PSAT scores/AP Potential (1050-1100)
3. Teacher Recommendation

### ***AP U.S. GOVERNMENT***

1. Previous course: AP: B+ or higher; On-level: 93 or higher
2. PSAT scores/AP Potential (1050-1100)
3. Teacher Recommendation

### ***AP PSYCHOLOGY***

1. Previous course: AP: B+ or higher; On-level: 93 or higher
2. PSAT scores/AP Potential (1050-1100)
3. Teacher Recommendation

## ADVANCED PLACEMENT INFORMATION

### SCIENCE

#### **AP PHYSICS 1/ HONORS PHYSICS**

1. Chemistry Honors or Physics Honors with a recommended grade of A- or better
2. Concurrently, honors PreCalculus with a recommended grade of B+ or better
3. Teacher and departmental approval required

#### **AP CHEMISTRY**

1. Chemistry Honors or Physics Honors with a recommended grade of A- or better
2. Concurrently, PreCalculus with a recommended grade of B+ or better.
3. Teacher and departmental approval required

#### **AP BIOLOGY**

1. Biology Honors and Chemistry Honors with a recommended grade of A- or better
2. Biology and Chemistry with recommended grades of A or better.
3. Teacher and departmental approval required

#### **AP ENVIRONMENTAL**

1. Biology Honors and Chemistry Honors with a recommended grade of A- or better
2. Biology and Chemistry with recommended grades of A or better.
3. Teacher and departmental approval required

### WORLD LANGUAGES (SPANISH, FRENCH, LATIN\*)

1. Must have completed Spanish 3H/French 3H/Latin 3H
2. A or higher in Spanish 3H/French 3H/Latin 3H or A- in Spanish 4H/French 4H/Latin 4H
3. Teacher recommendation

*\*Latin will not longer be offered after the 2025-26 school year*

### FINE ARTS

#### **AP ART AND DESIGN**

1. Prerequisite Courses (Foundations of Art and one other Advanced Art course)
2. Teacher Recommendation
3. Portfolio Review



## TECHNOLOGY

### ***AP PHOTOGRAPHY (2D ART AND DESIGN)***

1. Prerequisite Courses Introduction to Digital Photography and Advanced Digital Photography
2. Teacher Recommendation
3. Mini-Portfolio Review

### ***AP C COMPUTER SCIENCE PRINCIPLES***

1. Completion of Introduction to Programming & Game Design
2. Teacher Recommendation

## HONORS CRITERIA

### ENGLISH

#### **9TH GRADE HONORS**

1. Maintain a 90+ average in 8th Grade English
2. Teacher recommendation and/or writing samples as requested/needed

#### **10TH GRADE HONORS**

1. Maintain a 90+ average in 9th Grade Honors or a 93+ average in 9th Grade English
2. Teacher recommendation and/or writing samples as requested/needed

### MATHEMATICS

1. Previous course: Honors: 85+ average; On-level: 95+ average
2. Honors Algebra 2/Trig - additional requirement of 95+ in Algebra 1
3. Teacher Recommendation

### SCIENCE

#### **CHEMISTRY HONORS**

1. Must have an A- or higher in Honors Biology
2. Have a 95+ in on-level Biology

#### **BIOLOGY HONORS**

1. A in 8th grade science
2. A in 7th grade science

### WORLD LANGUAGES

#### **HONORS TO HONORS**

1. Must have a 90+ in an honors language course
2. Teacher recommendation

#### **ON-LEVEL TO HONORS**

1. Must have a 95+ in on-level language course
2. Teacher recommendation



## GEORGIA HOPE SCHOLARSHIP PROGRAM

### ELIGIBILITY REQUIREMENTS

Brookstone School students residing in the state of Georgia are eligible to qualify for one of two HOPE Scholarships.

**HOPE SCHOLARSHIP:** Award amount is approximately 85% of any Georgia public college tuition and fees or \$2,496 per semester applied to an eligible Georgia private school as a full-time student.

- GPA: 3.0 weighted in core curriculum courses. (GPA is based on HOPE Scholarship weighting -- .5 quality point added to unweighted value for AP classes below an A grade.

Calculated using courses in:

English  
Mathematics  
Science  
Social Science  
Foreign Language

Students must earn a minimum of four credits in "rigor" courses as described by the Georgia Student Finance Commission.

**ZELL MILLER HOPE SCHOLARSHIP:** 100% of Georgia public college tuition and fees or \$2,985 per semester applied to an eligible Georgia private school as a full-time student.

- GPA: 3.7 weighted (as explained above) in core curriculum courses, including four credits in "rigor" courses.
- Test Scores: 1200 SAT or 25 ACT (single test administration)

**OR**

- GPA: 3.0
- Graduate as Valedictorian or Salutatorian

Both awards are renewable for four years with GPA requirements. Visit Georgia Student Finance Commission at [www.gafutures.org/hope-state-aid-programs](http://www.gafutures.org/hope-state-aid-programs) for additional information.





## **GRADES 9-12**

### **COURSE DESCRIPTIONS**



# ENGLISH

## FACULTY

**MRS. HOPE BOSWELL, DEPARTMENT CHAIR, GRADE CHAIR - 10TH**

**COLUMBUS STATE UNIVERSITY, B.A. ENGLISH**

**COLUMBUS STATE UNIVERSITY, M.ED. ENGLISH EDUCATION**

**COLUMBUS STATE UNIVERSITY, S.ED. ENGLISH EDUCATION**

**MRS. TESSA CALHOUN**

**FLORIDA STATE UNIVERSITY, B.S. ENGLISH EDUCATION**

**FLORIDA STATE UNIVERSITY, M.S. CURRICULUM AND INSTRUCTION**

**DR. JOHN HARKEY**

**SAMFORD UNIVERSITY, B.A. ENGLISH**

**WAKE FOREST UNIVERSITY, M.A. ENGLISH**

**CITY UNIVERSITY OF NEW YORK, PH.D. ENGLISH**

**DR. DANIELLE SUTTON**

**MISSISSIPPI UNIVERSITY FOR WOMEN, B.A. ENGLISH**

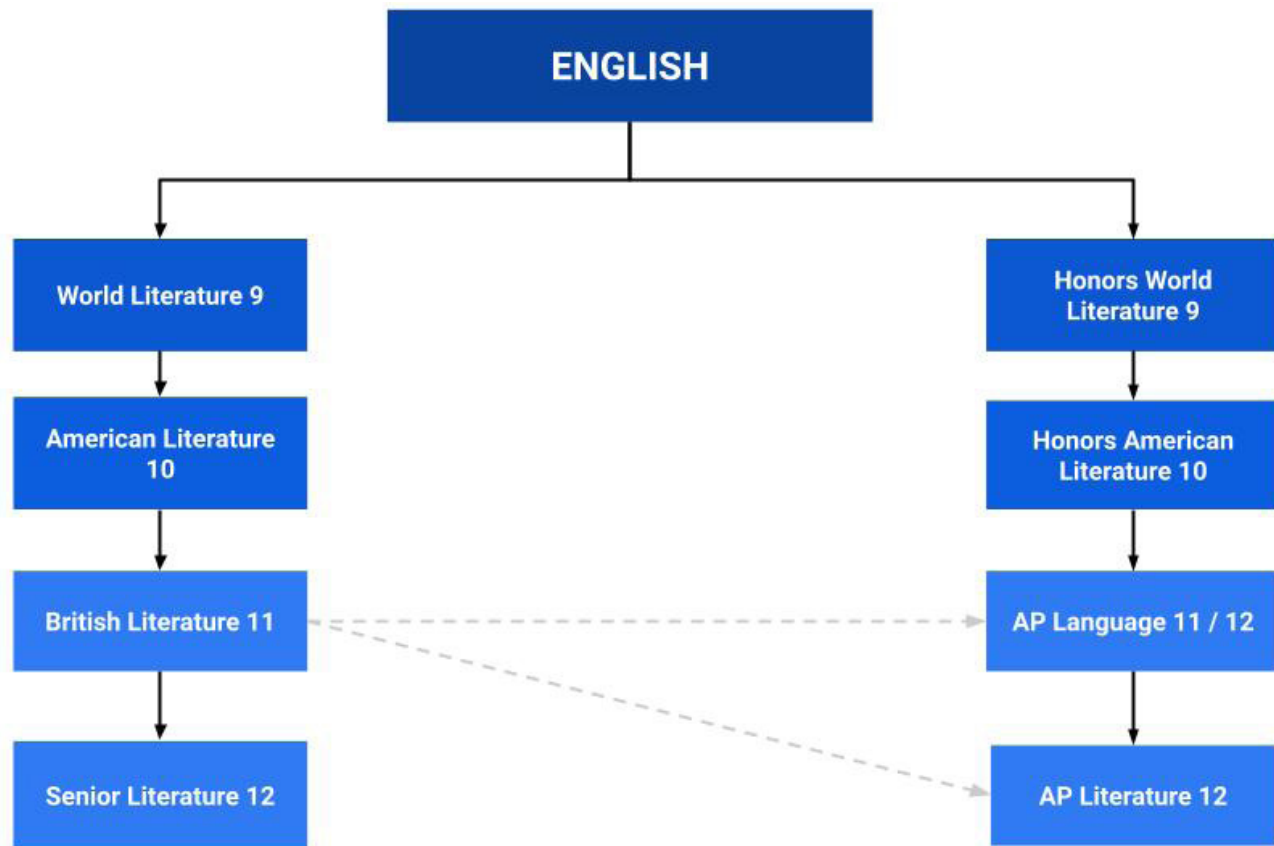
**MCNEESE STATE UNIVERSITY, M.A. ENGLISH, CREATIVE WRITING, AND POETRY**

**ILLINOIS STATE UNIVERSITY, PH.D. ENGLISH**

*Brookstone School English Department works to give students the ability to write concisely and persuasively, to do basic research, to speak competently, to experience epistemological humility, to appreciate uncertainty and nuance, to avoid intellectual hubris and disaster, to learn tolerance and contribute to a pluralistic society, to appreciate the role of culture in shaping human beings, to identify and find happiness, to benefit from the experiences of others, to encounter diverse cultures past and present, to seek balance between individualism and collectivism, to become responsible, informed, and active members of communities. At the heart of the English curriculum is the thesis-based essay for which students must produce evidentiary and analytical arguments. Harkness or seminar style classrooms encourage Socratic discussion, collaboration, and verbal fluency.*

## ENGLISH SEQUENCE

*Dotted lines represent secondary tracks that are not customary.*



## ENGLISH COURSES

### ENGLISH 9 ● 1 CREDIT

OPEN TO

9

10

11

12

English 9 is a foundations course designed to give students a working understanding of various literary genres and to build the skills needed to analyze the elements of literature. We will methodically study fiction and nonfiction, dramas, short stories, and poetry, providing students with the tools and language they need to effectively interpret and analyze these texts. The composition portion of the course focuses centrally on expository and argumentative writing among other modes of composition. Students will also develop skills in narrative and descriptive writing, and the course will culminate in a multigenre research project. The grammar and vocabulary studies of this course, which follow the department-wide sequencing, are designed to enhance student writing and to prepare students for SAT and ACT testing opportunities. Upon successfully completing this course, students will be able to read and respond to various texts for purposes of interpretation, analysis, synthesis, evaluation, and judgment; detect and evaluate elements of literature and literary devices in texts; apply appropriate methods of critical and analytical thinking; demonstrate the techniques and skills of research; compose effective and cohesive writings of analytical and creative nature; and utilize a broad vocabulary and grammatical correctness to effectively voice their interpretations, judgments, and evaluations of a work.

### HONORS ENGLISH 9 ● 1 CREDIT

OPEN TO

9

10

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12

Students may take Honors English 9 *upon receiving departmental approval*. In addition to the texts read in English 9, Honors students will read and watch supplementary—and often more challenging—material to facilitate deeper discussion. Additional writing assignments will be given at different points throughout the year as well. The Honors course will often move at a faster pace than the on-level course in order to accommodate this.

### ENGLISH 10 ● 1 CREDIT

(AMERICAN LITERATURE)

OPEN TO

9

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12

The literature portion of this course is based upon a period study of American Literature including, but not limited to, the Native American, Colonial, Enlightenment, Romanticism, Realism/Naturalism, Modernism, and Postmodernism. Students will examine the relationship between self and world and seek to understand characters and cultures on their terms. Students will begin to explore both familiar and unfamiliar landscapes as they encounter and respond to social realities around the world. The composition portion of the course, besides reviewing the basic compositional skills of paragraph and sentence design, continues to develop the primary modes of composition: exposition (analytical essay), narration, description, and argumentation (position paper). The grammar and vocabulary portion of the course follows the Department's synchronized grammar instruction for grades 9-12 and Membean vocabulary program.



**HONORS ENGLISH 10**

● — 1 CREDIT — OPEN TO —

9 — 10 — 11 — 12

(AMERICAN LITERATURE)

Students may take Honors English 10 *upon receiving departmental approval*. In addition to the works read in English 10, Honors students will read criticisms and background information relating to the assigned readings as well as short stories and poetry that are considered more challenging. Additional writing assignments will be given at different points throughout the year. The composition portion of the course, besides reviewing the basic compositional skills of paragraph and sentence design, continues to develop the primary modes of composition: exposition (analytical essay), narration, description, and argumentation (position paper). The grammar and vocabulary portion of the course follows the Department's synchronized grammar instruction for grades 9-12 and Membean vocabulary program.

**ENGLISH 11**

● — 1 CREDIT — OPEN TO —

9 — 10 — 11 — 12

(BRITISH LITERATURE)

The purpose of English 11 is to improve student writing, reading, and communication skills through writing practice and parallel readings in British literature. This class emphasizes exposition, analysis, and argument and enhances research skills. Students will practice the process of writing an essay and hone writing skills through a variety of writing assignments. Students will read and analyze British literature stemming from the first works of the Anglo-Saxons up through postmodern literature. The composition portion of the course focuses centrally on introducing and mastering literary analysis expository writing while also developing the other primary modes of composition: narration, description, and persuasion. The grammar section of the class follows the department-wide grammar sequencing -- as a review of basic grammar functions and as a means of enhancing writing style. The grammar and vocabulary portion of the course follows the Department's synchronized grammar instruction for grades 9-12 and Membean vocabulary program.

**AP ENGLISH LANGUAGE  
AND COMPOSITION**

● — 1 CREDIT — OPEN TO —

9 — 10 — 11 — 12

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. It is the assumption that students in this course already understand and use Standard English grammar. The intense concentration on language used in this program of study will enhance the student's ability to use grammatical conventions both appropriately and with sophistication. Stylistic development is nurtured by emphasizing a wide-ranging vocabulary;

## ENGLISH COURSES

a variety of sentence structures; a logical organization; enhanced coherence; a balance of general and specific illustrative detail; and an effective rhetoric, including controlling tone and establishing and maintaining voice. AP English Language and Composition is equivalent to a first semester college writing course, which purposefully enables students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. The grammar and vocabulary portion of the course follows the Department's synchronized grammar instruction for grades 9-12 and Membean vocabulary program.

### AP ENGLISH LITERATURE AND COMPOSITION ● 1 CREDIT — OPEN TO — 9 10 11 12

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students will engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students will consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments will include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Overall, the course will allow students to immerse themselves into the following elements: the experience of literature, the interpretation of literature, and the evaluation of literature. Additionally, AP English Literature students will work on personal writing, in the form of college essays and their Deliberate Life speech, participate in creative group projects, and develop their working vocabulary through the Membean vocabulary program.

### SENIOR LITERATURE AND COMPOSITION ● 1 CREDIT — OPEN TO — 9 10 11 12

This practical and culminating English course helps students prepare for college-level reading and writing. The course will be grouped into several thematic units, such as Southern Literature, Crime and Punishment, and Dark Comedy, and readings will be drawn from various time periods and cultures around the world. The composition portion of the course will continue to develop students' proficiency in the primary modes of composition: expository, argumentative, and analytical. Essays will concern literary as well as non-fiction texts and topics, and there will be a strong focus on rhetoric throughout the year. The emphasis on thesis statements, organization, persuasive strategies, research skills, stylistic sophistication, and revision is designed to equip students with the skills and confidence they will need in college. Additionally, Senior English students will work on personal writing, in the form of college essays and their Deliberate Life speech; participate in creative group projects; and develop their working vocabulary through the Membean vocabulary program.

# SOCIAL STUDIES

## FACULTY

**MRS. WENDY HIGHNOTE**

AGNES SCOTT COLLEGE, B.A. HISTORY

TROY STATE UNIVERSITY, M.S. SCHOOL COUNSELING

**MR. HUNTER CHAPMAN, DIRECTOR OF 3K-12 STRATEGIC  
ACADEMIC INITIATIVES**

UNIVERSITY OF GEORGIA, B.A. INTERNATIONAL AFFAIRS

VANDERBILT UNIVERSITY, M.ED. INDEPENDENT SCHOOL LEADERSHIP

**MR. JACOB CROWDER**

COLUMBUS STATE UNIVERSITY, B.S. COMPUTER SCIENCE

COLUMBUS STATE UNIVERSITY, M.ED. SCHOOL COUNSELING

**MR. PATRICK GRIFFIN**

NEW COLLEGE OF FLORIDA, B.A. HISTORY

**MR. PETER PARISI**

RUTGERS UNIVERSITY, B.A. IN ENGLISH LITERATURE

WASHINGTON UNIVERSITY, M.A. ENGLISH AND AMERICAN LITERATURE

RUTGERS UNIVERSITY, M.A. CLASSICS

**MS. ERIN WENZEL**

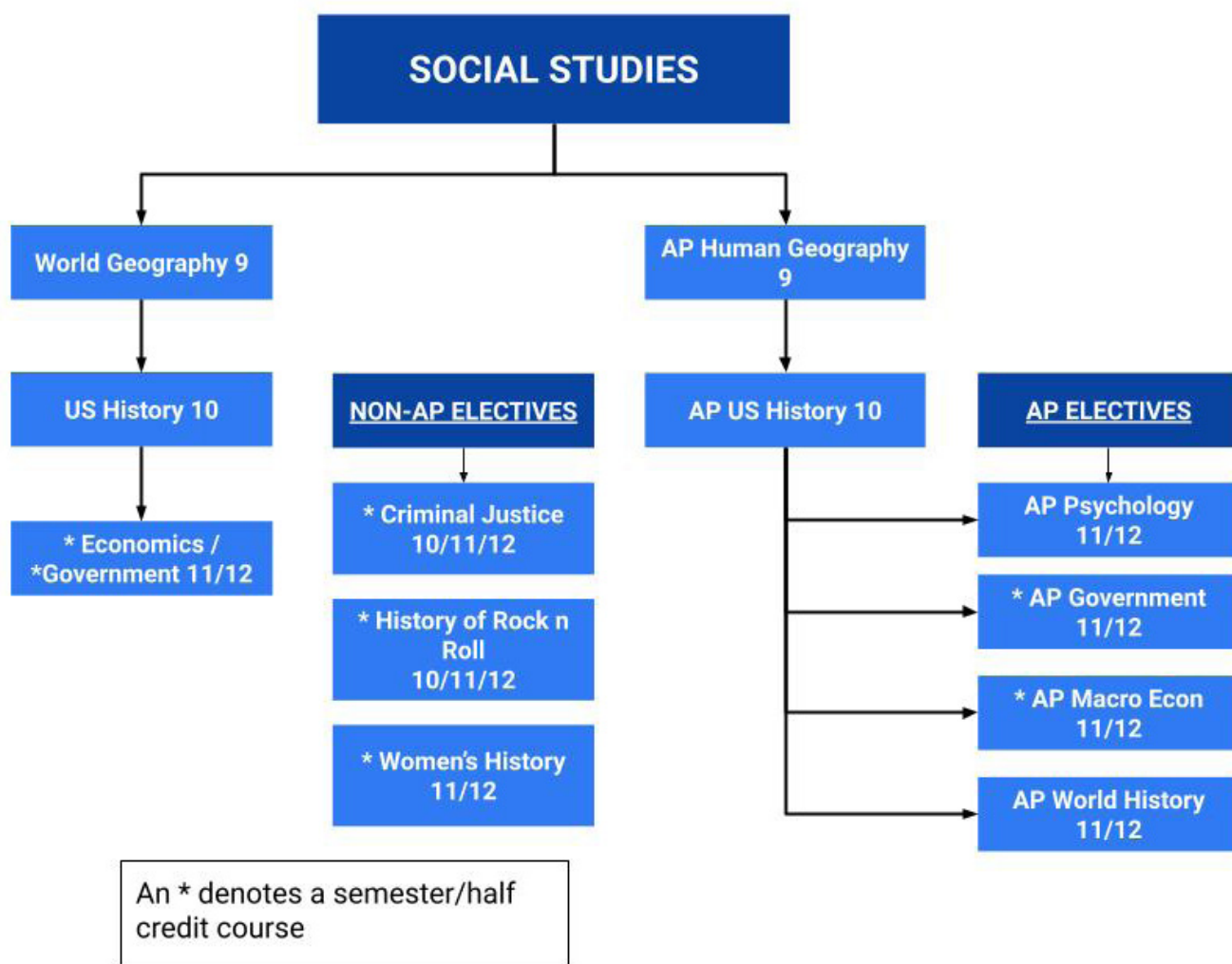
COLUMBUS STATE UNIVERSITY, B.A. HISTORY, SOCIAL STUDIES EDUCATION

COLUMBUS STATE UNIVERSITY, M.ED. CURRICULUM AND INSTRUCTION

*Brookstone School History Department is committed to providing opportunities for students to develop a deeper understanding of the past, connections to the present, and their role in the future of the nation and world around them. After successful completion of the History Department curriculum, students will be exposed to a number of relevant subjects that encompass cultural diversity, economic systems, political intricacies, historical themes, psychological studies, gender roles, and foreign relations. In addition, verbal and written skills will be focused and enhanced through collaborative assessments that challenge students to advance their preparation for a twenty-first century globalized community.*

## SOCIAL STUDIES SEQUENCE

*Dotted lines represent secondary tracks that are not customary.*





**WORLD GEOGRAPHY** ● **1 CREDIT** — **OPEN TO** — **9** — 10 — 11 — 12

World Geography is the study of how geographic factors influence human behavior on the earth. Students will examine how the physical and cultural geographic factors contribute to varying levels of cooperation within the major world regions. Additionally, students will examine the importance of political, environmental, and economic factors in a region's development.

**AP HUMAN GEOGRAPHY** ● **1 CREDIT** — **OPEN TO** — **9** — 10 — 11 — 12

*Departmental approval required.* AP Human Geography is a full year length course designed to approximate college courses in Human or Cultural Geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences.

**UNITED STATES HISTORY** ● **1 CREDIT** — **OPEN TO** — 9 — **10** — 11 — 12

The U.S. History course is an overview of this country's history that centers on the evolution of our political, economic, social, cultural, and religious institutions. The course aims to develop analytical and critical thinking skills by having students frequently analyze sources such as primary and secondary documents, maps, and political cartoons. The course material extends through the present day, and daily discussions of current events are welcome as efforts are made to constantly make connections between past and present to better understand the world in which we live today.

**AP UNITED STATES HISTORY** ● **1 CREDIT** — **OPEN TO** — 9 — **10** — 11 — 12

*Department approval required.* Although this course also deals with the development of U.S. history from pre-Columbian societies through the present age, it differs from the on-level U.S. History sections in the amount of information covered, the depth of development of topics, and the development of analytical skills through the use of primary and secondary source materials. Much attention is given to essay skills, critical thinking, and work with Document Based Questions (DBQs) in order to prepare students for both the AP exam and their academic and professional careers that extend well beyond this class. Students are expected to actively engage with the material.

## SOCIAL STUDIES COURSES

### ECONOMICS ● — ½ CREDIT — OPEN TO — 9 — 10 — 11 — 12

Students receive an overview of both macroeconomic and microeconomic concepts, as well as an emphasis on the mixed market/private enterprise system. The course covers relationships between consumers and businesses, as well as the role of government in the economy. The course will also heavily emphasize current events and the relationship between the United States economy and the economies of different nations. In addition, students will be required to complete a project focusing on personal finance and the importance of financial responsibility.

### AMERICAN U.S. GOVERNMENT ● — ½ CREDIT — OPEN TO — 9 — 10 — 11 — 12

This course is centered on modern American politics and a deep understanding of the U.S. Constitution. Students not only analyze the powers and procedures of each branch of government, but also explore modern day political debates and issues. From “How to Register to Vote” to “What are Political Parties?”, students in American Government get to explore a plethora of valuable and interesting political institutions. This course concludes with the Federal Judges Association’s “Excellent Citizen” Civics Challenge in which students prepare for and take the U.S. Citizenship Exam and try to earn the status of an “Excellent Citizen”.

### AP MACROECONOMICS ● — ½ CREDIT — OPEN TO — 9 — 10 — 11 — 12

*Elective. Departmental approval required.* AP Macroeconomics is a one-semester college-level course. Each student is expected to take the AP Macroeconomics Exam that is administered in May. Successful achievement on the AP Exam allows the student to earn three hours of college credit. AP Macroeconomics emphasizes economic principles as applied to the economy as a whole. Topics discussed will reflect the material included in the booklet, AP Economics Course Description from the College Board. Lessons include an analysis of national income and its components, economic indicators, inflation and unemployment, money and banking, stabilization policies, and the United States and world trade.

### AP GOVERNMENT AND POLITICS: U.S. ● — ½ CREDIT — OPEN TO — 9 — 10 — 11 — 12

*Elective. Departmental approval required.* This course may be taken in lieu of the Government course. This semester course emphasizes the institutions of government and the formation of public policy. The course deals with advanced topics and an in-depth approach to them.

**AP WORLD HISTORY: MODERN** ● **1 CREDIT** — **OPEN TO** — 9 — 10 — **11** — **12**

*Department approval required.* (10th only with teacher recommendation)

In this course, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

**AP PSYCHOLOGY** ● **1 CREDIT** — **OPEN TO** — 9 — 10 — **11** — **12**

*Elective. Departmental approval required.* In AP Psychology, students learn about many different theories and approaches to studying human behavior, cognition, and emotions as well as the social environment. To accomplish this goal, the course provides instruction in 14 different content areas: History and Approaches, Research Methods, Biological Bases of Behavior, Sensation, and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Psychology, Treatment of Psychological Disorders, and Social Psychology. Students will participate in daily classroom discussions, complete assigned outside readings, and stay up to date on current events.

**CRIMINAL JUSTICE REFORM** ● **½ CREDIT** — **OPEN TO** — 9 — **10** — **11** — **12**

In this course, students become familiar with the legal rules and institutions that determine who goes to prison and for how long. We will look at all aspects of the U.S. Criminal Justice system from multiple perspectives while exploring potential reform proposals from across the political spectrum.

## SOCIAL STUDIES COURSES

### HISTORY OF ROCK AND ROLL ●—½ CREDIT — OPEN TO — 9 — 10 — 11 — 12

This course explores rock music from its origins in the blues through the careers of artists such as Robert Johnson, Bob Dylan, the Beatles, Led Zeppelin, Nirvana, and others, as well as how artists of the past continue to influence the music of today. Expect an interdisciplinary approach that considers the subject through the lens of history, culture, economics, lyrical analysis, and other fields, building to a final project with a fantasy-style draft of musicians that students will then promote.

### WOMEN'S HISTORY ●—½ CREDIT — OPEN TO — 9 — 10 — 11 — 12

This course examines movements and moments in history that have impacted the lives of women around the world. Underlining this course is an in-depth examination of women as leaders across human history. This course also reaches into the modern world through a comparison of current world leaders who happen to be women. Overall, this course explores the roles that women have held as leaders across history and the current issues that impact women and girls around the world.



# MATHEMATICS

## FACULTY

**MRS. LISA PRESLEY, DEPARTMENT CHAIR**

PALM BEACH ATLANTIC UNIVERSITY, B.S.  
UNIVERSITY OF CENTRAL FLORIDA, M.ED.

**MRS. LISA PRESCOTT, GRADE CHAIR - 11TH**

UNIVERSITY OF GEORGIA, B.S. ED  
UNIVERSITY OF GEORGIA, M.ED

**MR. RUSTY DAVIS, UPPER SCHOOL DEAN OF STUDENTS**

MILLSAPS COLLEGE, B.S.  
COLUMBUS STATE UNIVERSITY, M.ED

**MR. PAUL HAMPTON**

MISSISSIPPI UNIVERSITY FOR WOMEN, B.S.  
COLUMBUS STATE UNIVERSITY, M.ED

**MRS. ANGELA JONES**

COLUMBUS STATE UNIVERSITY, B.S.  
COLUMBUS STATE UNIVERSITY, M.ED  
COLUMBUS STATE UNIVERSITY: EDS

**MR. TODD PATE**

AUBURN UNIVERSITY, B.S.  
UNIVERSITY OF SOUTH ALABAMA, M.S.

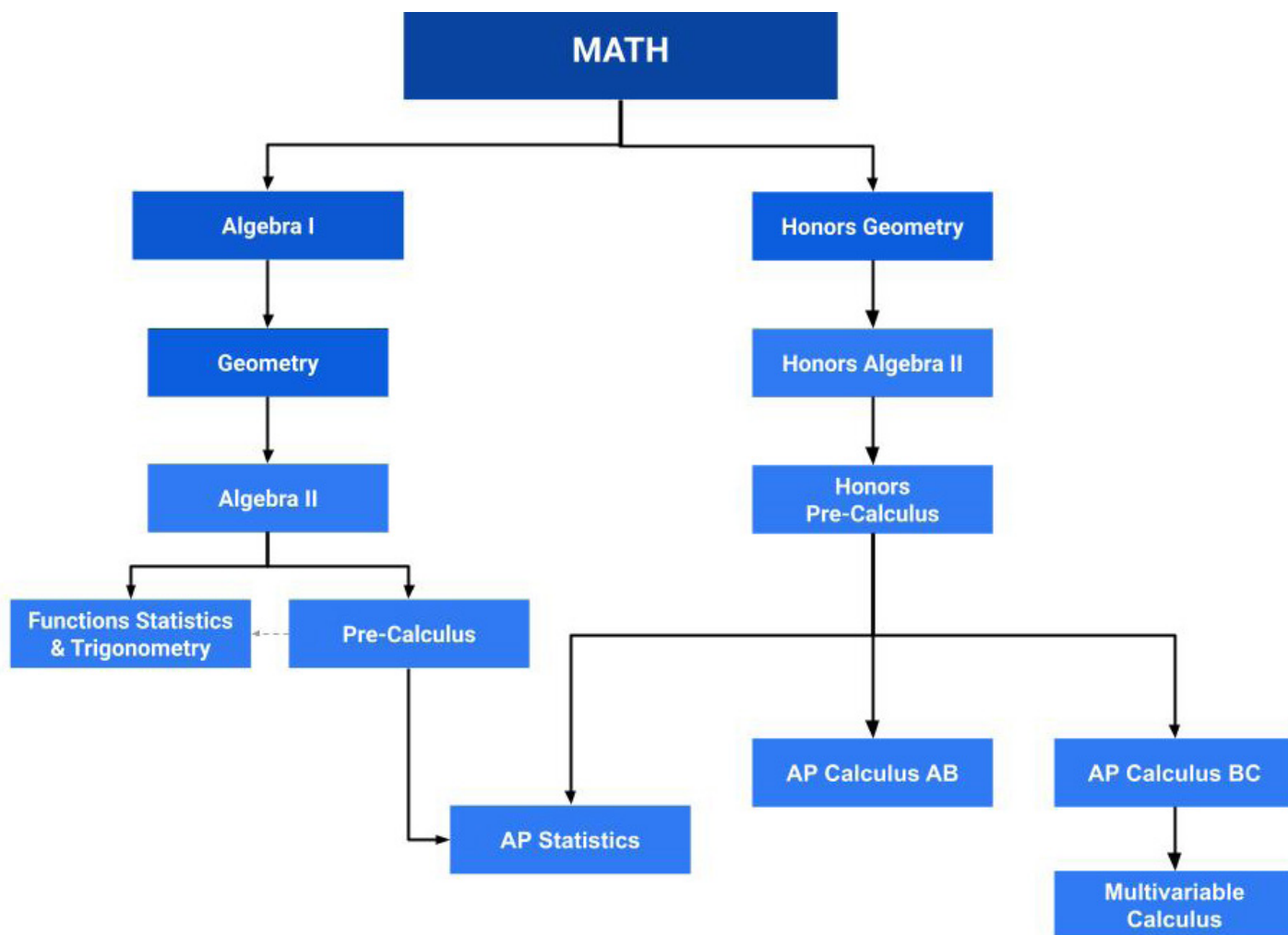
**MRS. KAREN WATERS**

UNIVERSITY OF GEORGIA, B.S.  
GEORGIA STATE UNIVERSITY, M.S.

*The Mathematics Department at Brookstone School strives to give every learner a strong foundation of number sense, critical thinking, problem solving skills, the ability to make conjectures and test the reasonableness of their conclusions. Students are challenged at every level to become independent thinkers and to communicate their logic through a variety of methods. Technology is embedded in our curriculum at all levels. By diversifying instruction, our teachers meet the needs and expectations of our students in the variety of learning paths they may choose.*

## MATHEMATICS SEQUENCE

*Dotted lines represent secondary tracks that are not customary.*



**ALGEBRA 1** ● **1 CREDIT** ————— **OPEN TO** —● 9—● 10—● 11—● 12—

*Required. Prerequisite: 8th-grade math or 8th-grade Pre-Algebra.* AP Macroeconomics is a one-semester college-level course. Each student is expected to take the AP Macroeconomics Exam that is administered in May. Successful achievement on the AP Exam allows the student to earn three hours of college credit. AP Macroeconomics emphasizes economic principles as applied to the economy as a whole. Topics discussed will reflect the material included in the booklet, AP Economics Course Description from the College Board. Lessons include an analysis of national income and its components, economic indicators, inflation and unemployment, money and banking, stabilization policies, and the United States and world trade.

**GEOMETRY** ● **1 CREDIT** ————— **OPEN TO** —● 9—● 10—● 11—● 12—

*Required. Prerequisite: Algebra 1.* Geometry includes a thorough treatment of Euclidean geometry. The structure of two-column deductive proof is emphasized and the following topics are included: parallel lines, triangle congruence and application to quadrilaterals, similarity of polygons, the Pythagorean Theorem and its application, right triangle trigonometry, circles, and related theorems, areas of plane figures, and surface areas and volumes of solids.

**HONORS GEOMETRY** ● **1 CREDIT** ————— **OPEN TO** —● 9—● 10—● 11—● 12—

*Elective. Prerequisite: Algebra 1 and departmental approval.* Honors Geometry includes a thorough treatment of analytic and Euclidean geometry. Algebra I topics relating to the Cartesian plane are reviewed and extended. The structure of two-column deductive proof is emphasized and the following topics are included: parallel lines, triangle congruence and application to quadrilaterals, similarity of polygons, the Pythagorean Theorem and its application to an introduction to Trigonometry, circles and related theorems, areas of plane figures, and surface areas and volumes of solids.

**ALGEBRA 2** ● **1 CREDIT** ————— **OPEN TO** —● 9—● 10—● 11—● 12—

*Required. Prerequisite: Algebra 1 and Geometry.* Algebra 2 is a continuation of the study of the real number system begun in Algebra 1. Additional topics include complex numbers, polynomial equations and inequalities, exponentials, logarithms, and conic sections. Technology is incorporated, when appropriate.

## MATHEMATICS COURSES

### HONORS ALGEBRA II ● 1 CREDIT OPEN TO 9 10 11 12

*Elective. Prerequisite: Algebra 1, Geometry or Honors Geometry, and departmental approval.* Honors Algebra is a rigorous study of the complex number system with heavy emphasis on graphing. Topics include linear, quadratic, and other polynomial equations and inequalities, pattern analysis, finite differences, problem-solving techniques, complex numbers, exponentials, logarithms, sequences, series, conic sections, mathematical induction, and a graphical approach to the “limit” concept as used in calculus. Technology is incorporated, when appropriate.

### FUNCTIONS, STATISTICS, AND TRIGONOMETRY ● 1 CREDIT OPEN TO 9 10 11 12

*Elective. Prerequisite: Algebra 2 and department approval.* Functions, Statistics, and Trigonometry builds on the algebra and geometry students have previously studied to examine functions, statistics, and trigonometry in a “hands-on” approach to help students prepare for everyday life and future courses in mathematics. Spreadsheets and other technology are employed to explore and investigate complicated functions and data.

### PRECALCULUS ● 1 CREDIT OPEN TO 9 10 11 12

*Elective. Prerequisite: Algebra 1, Geometry or Honors Geometry, and departmental approval.* Honors Algebra is a rigorous study of the complex number system with heavy emphasis on graphing. Topics include linear, quadratic, and other polynomial equations and inequalities, pattern analysis, finite differences, problem-solving techniques, complex numbers, exponentials, logarithms, sequences, series, conic sections, mathematical induction, and a graphical approach to the “limit” concept as used in calculus. Technology is incorporated, when appropriate.

### HONORS PRECALCULUS ● 1 CREDIT OPEN TO 9 10 11 12

*Prerequisites: Honors Algebra 2 and departmental approval.* Honors PreCalculus is a college-level course including the topics: a review of functions, trigonometry, limits, differentiation, and applications, and related rates. Honors PreCalculus is a gateway course to AP Calculus AB or AP Calculus BC.

### AP CALCULUS AB ● 1 CREDIT OPEN TO 9 10 11 12

*Elective. Prerequisites: Honors PreCalculus and departmental approval.* This is a college level Advanced Placement course. After a brief review of PreCalculus topics, topics studied include: limits, differentiation and applications, integration and applications, related rates, solids of revolution, slope-fields, and separable differential equations.



**AP CALCULUS BC** ● ————— **1 CREDIT** ————— **OPEN TO** ————— **9** ————— **10** ————— **11** ————— **12**

Elective. *Prerequisites: Honors Precalculus and departmental approval.* This is a rigorous college-level Advanced Placement course. Topics studied include limits, differentiation and applications, integration and applications, related rates, solids of revolution, convergence/divergence, limits of series and sequences, parametric and polar distance and area, vectors and vector functions, Euler's Formula for approximating curves (local linear approximation) and slope-fields, separable differential equations and logistics curves.

**AP STATISTICS** ● ————— **1 CREDIT** ————— **OPEN TO** ————— **9** ————— **10** ————— **11** ————— **12**

Elective. *Prerequisites: PreCalculus, Honors PreCalculus, or above and departmental approval.* A.P. Statistics is a college-level introductory class covering the fundamentals of descriptive and inferential statistics. The course outline follows the units set forth by the College Board in the AP curriculum. Major topics include probability, design of experiments, surveys, discrete and continuous probability distributions, hypothesis testing, and regression. Additionally, the course will utilize simulation techniques throughout as a means of gathering data for analysis and study within each unit.

# SCIENCE

## FACULTY

**MRS. JOSEPHINE LUMSDEN, DEPARTMENT CHAIR**

**B.S. BIOLOGY GEORGIA SOUTHERN UNIVERSITY**

**M.S. SCIENCE COLUMBUS STATE UNIVERSITY**

**MRS. LEIGH SMITH, GRADE CHAIR - 9TH**

**B.S. CHEMISTRY SHORTER UNIVERSITY**

**M.S. SCIENCE EDUCATION ARMSTRONG ATLANTIC STATE UNIVERSITY**

**MR. STACEY BROWN**

**B.S. PHYSICS WEST GEORGIA UNIVERSITY**

**M.S. IN BROAD FIELD SCIENCE EDUCATION PIEDMONT UNIVERSITY**

**MRS. CATHY DiQUATTRO**

**B.S. CHEMISTRY BERRY COLLEGE**

**M.S. IN SCIENCE EDUCATION COLUMBUS STATE UNIVERSITY**

**MRS. CHRISTIE MCCULLOUGH**

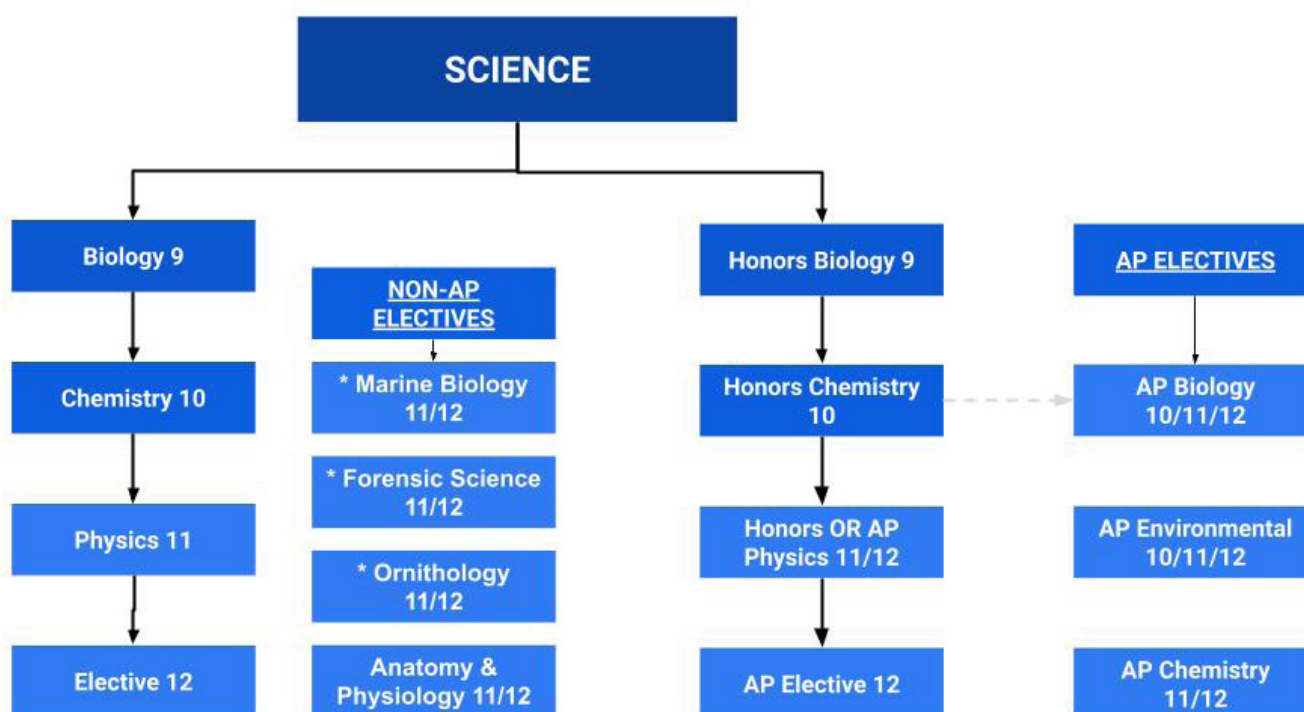
**B.S. BIOLOGY FORREST STATE UNIVERSITY**

**M.ED TROY STATE UNIVERSITY**

*It is the philosophy of Brookstone School that science be taught, learned, and assessed through hands-on, inquiry based methods. The goal of the science program is to provide students with opportunities that engage and ignite their curiosity. We strive to instill an understanding of the sciences as an avenue for the improvement and enrichment of both self and society. Our students will master the skills necessary to make judgments about themselves, their community, their world, and their environment. Giving them the scientific tools to help them identify and solve problems that will ensure a positive future for themselves and society.*

## SCIENCE SEQUENCE

*Dotted lines represent secondary tracks that are not customary.*



An \* denotes a semester/half credit course

## SCIENCE COURSES

### BIOLOGY ● — 1 CREDIT — OPEN TO — 9 — 10 — 11 — 12

Required. This is an introductory course in the study of life. Emphasis is placed on the basic life processes and the diversity of living things. The first semester focuses on cell biology including cell structures, the processes of photosynthesis and respiration, mitosis and meiosis, genetics, DNA, and protein synthesis. The second semester covers Evolution, Cladistics, and the Kingdoms of Life (eubacteria, archaebacteria, protists, fungi, plants, and animals). Laboratory work is an integral part of this course and includes experiments involving all of the major areas of study and microscope work and dissections involving the kingdoms of living things.

### HONORS BIOLOGY ● — 1 CREDIT — OPEN TO — 9 — 10 — 11 — 12

The Honors Biology class is a fast-paced, laboratory-based science class that prepares the student for AP Biology. The textbook is a pre-college text and the reading is more complex than the regular course. The first semester focuses on the relationships within the natural world cell structures, ecology, evolution, Cladistics, and the Kingdoms of Life. The second semester covers the inner workings of organisms such as the processes of photosynthesis and respiration, mitosis and meiosis, genetics, DNA, and protein synthesis. The lab work in this class is independent and includes graphing and conclusive writing assignments.

### AP BIOLOGY ● — 1 CREDIT — OPEN TO — 9 — 10 — 11 — 12

The Honors Biology class is a fast-paced, laboratory-based science class that prepares the student for AP Biology. The textbook is a pre-college text and the reading is more complex than the regular course. The first semester focuses on the relationships within the natural world cell structures, ecology, evolution, Cladistics, and the Kingdoms of Life. The second semester covers the inner workings of organisms such as the processes of photosynthesis and respiration, mitosis and meiosis, genetics, DNA, and protein synthesis. The lab work in this class is independent and includes graphing and conclusive writing assignments.

### CHEMISTRY ● — 1 CREDIT — OPEN TO — 9 — 10 — 11 — 12

Required. Prerequisite: Biology and Algebra 1. Chemistry is a qualitative and quantitative analysis of matter. Concepts covered include the mechanics of chemistry, the mole concept, the structure of matter, the behavior of matter, gases, solutions, acids/bases, and basic nuclear chemistry. Emphasis is placed on the use of mathematical procedures and on problem-solving skills using the dimensional analysis method. Time is allotted for laboratory exercises designed to enhance the topics currently being covered in class.



**HONORS CHEMISTRY** ● — **1 CREDIT** — **OPEN TO** — 9 — 10 — 11 — 12

Elective. *Prerequisite: Biology.* Honors Chemistry is an accelerated version of general chemistry preparing the student for AP Chemistry. Topics are covered at a faster pace and in more depth. Concepts covered include the mechanics of chemistry, the mole concept, the structure of matter, the behavior of matter, gases, acid-base reactions, equilibrium, solutions, and basic organic chemistry. Emphasis is placed on the use of mathematical procedures and on problem-solving skills using the dimensional analysis method. Time is allotted generously for laboratory exercises designed to enhance the topics currently being covered in class.

**AP CHEMISTRY** ● — **1 CREDIT** — **OPEN TO** — 9 — 10 — 11 — 12

Elective. *Prerequisite: Chemistry and Algebra II.* AP Chemistry is a highly theoretical study of the structure of matter, kinetic theory of gases, molecular geometry, chemical bonding, chemical equilibria, chemical kinetics, and chemical thermodynamics. These theoretical topics are supported by quantitative problems and appropriate college-level laboratory experiments. Most experiments are performed on an individual or partner basis by the students and employ a variety of inquiry skills. The experimental topics include chemical compound determination, gas laws, stoichiometry, equilibrium, and electrochemistry. Selected topics from organic chemistry are presented throughout the year. Successful completion of this course qualifies the student to take the A.P. examination in chemistry.

**MARINE BIOLOGY** ● — **½ CREDIT** — **OPEN TO** — 9 — 10 — 11 — 12

The course focuses on the importance of a healthy worldwide aquatic system. A global approach is used to examine the relationship between the ocean and humanity. Students will inspect the ocean's plant and animal life. Current issues affecting the Earth's aquatic system will also be studied. This course is designed for those students who anticipate majoring in a scientific field of study. Opportunities: Possible field experiences at Crystal River, FL, Gulf Specimen Marine Lab, and Marine Lab, South Florida. (Students are responsible for field trip expenses.)

**FORENSIC SCIENCE** ● — **1 CREDIT** — **OPEN TO** — 9 — 10 — 11 — 12

In this course students will learn the scientific protocols for analyzing a crime scene, the usage of chemical and physical separation methods to isolate and identify materials, the analysis of biological evidence, and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive device.

## SCIENCE COURSES

### AP ENVIRONMENTAL SCIENCE

● — 1 CREDIT —

OPEN TO

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In this course students will learn the scientific protocols for analyzing a crime scene, the usage of chemical and physical separation methods to isolate and identify materials, the analysis of biological evidence, and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive device.

### ORNITHOLOGY

● — ½ CREDIT —

OPEN TO

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Elective. Ornithology is a general study of many of the species of birds in our area and other parts of the world. Habitats, ranges, economics, nesting, and scientific classification are important areas for discussion. Identification of local species is a main focus. Fieldwork on campus and field trips off-campus are important components of this course.

### ANATOMY/PHYSIOLOGY

● — 1 CREDIT —

OPEN TO

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Elective. Prerequisite: Biology and Chemistry. This course is designed for students who are interested in a comprehensive study of the human body. Emphasis is placed on the relationship between structure and function in the different levels of body organization. The major areas of study include life processes, body organization, biochemistry, histology, and the eleven body systems. Laboratory work is an integral part of this course and includes experiments involving biochemistry and physiology and dissection of the sheep heart, sheep brain, cow eyes, and the cat dissection is the culminating final activity as a review of the body systems..

### PHYSICS

● — 1 CREDIT —

OPEN TO

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Prerequisite: Chemistry, completion of Algebra 2 (solving algebraic equations, scientific notation, significant figures, metric units, interpreting graphs). This course provides a quantitative study of the physical relationships encountered in the world of science. It uses a problem-solving approach to teach general principles and apply them to real-world situations. The general topics covered are mechanics, energy, waves, sound, light, electricity, and magnetism. Laboratory experiments are an important component used to reinforce the principles being discussed.

**AP PHYSICS** ● **1 CREDIT** — **OPEN TO** — 9 — 10 — 11 — 12

Elective. Prerequisite: Chemistry, Algebra II, and currently taking PreCalculus or Honors Pre Calculus. This course is designed to provide students with a learning experience equivalent to that of a first-semester college course in algebra-based physics. This course includes a study of Newtonian mechanics; work, energy, and power; mechanical waves and sound, and an introduction to electric circuits. It includes a laboratory component.

# TECHNOLOGY

## FACULTY

**MRS. TAYLOR KINKADE, DEPARTMENT CHAIR**

**WESTERN KENTUCKY UNIVERSITY, B. A. BROADCAST JOURNALISM**

**GEORGIA STATE UNIVERSITY, TEACHING CERTIFICATION**

**VALDOSTA STATE UNIVERSITY, M. ED. ADULT AND CAREER EDUCATION**

**MR. TODD PATE**

**AUBURN UNIVERSITY, B.S.**

**UNIVERSITY OF SOUTH ALABAMA, M.S.**

**MRS. BETH LEATHERWOOD**

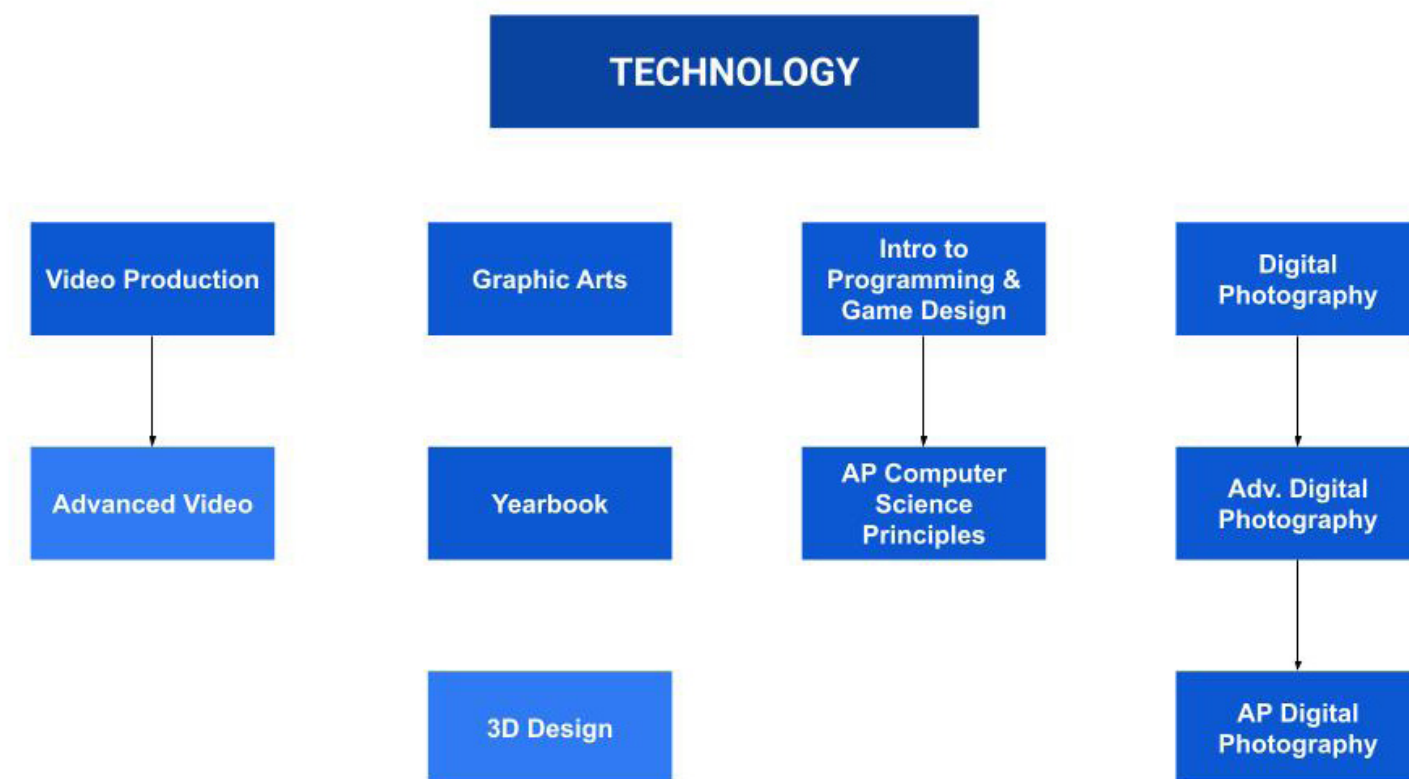
**TROY UNIVERSITY, B.S.**

**AUBURN UNIVERSITY, M. ED**

**AUBURN UNIVERSITY, EDS**

*At Brookstone School, we prioritize preparing students for the challenges of the 21st century by encouraging their participation in a broad range of technology courses during high school. Recognizing the influence of technology in contemporary society, we aim to equip students with essential skills for present and future success. Our approach focuses on fostering creativity, critical thinking, and ethical responsibility, ensuring that students not only gain technical proficiency but also develop a solution-oriented mindset. By making a variety of courses accessible, we strive to create a supportive learning environment where students can explore technology at their own pace, cultivating a sense of curiosity and preparing them to navigate the complexities of our rapidly evolving digital world.*

## TECHNOLOGY SEQUENCE





## TECHNOLOGY COURSES

### AP COMPUTER SCIENCE PRINCIPLES

● — ½ CREDIT — OPEN TO — 9 10 11 12

Prerequisite: Intro to Programming & Game Design, Algebra, 9th-grade students must have teacher approval. The AP Computer Science Principles course explores the basic concepts of computer science and shows how computing and technology can help solve real-world problems. We will learn the building blocks of programming, the structure of the Internet, and how our digital activities create data about us, and how this data is used by organizations. The AP exam consists of 70 multiple-choice questions. Instead of free-response questions (FRQ) on the exam, students will create a project in class to submit to the College Board as part of their score. Prior knowledge about programming or technology is not required. This is equivalent to a computer science for non-computer science majors course.

### INTRO TO PROGRAMMING AND GAME DESIGN

● — ½ CREDIT — OPEN TO — 9 10 11 12

This course will introduce students to programming concepts using the Python programming language. No previous programming experience is required! Students will learn the fundamentals of programming and problem-solving skills. Students will create online applications and games and use a variety of devices, such as micro: bits, cubelets, and Spheros to see our code in action!

### GRAPHIC ARTS

● — ½ CREDIT — OPEN TO — 9 10 11 12

This course is designed to teach students how to identify and create electronic art. Focusing on Adobe Photoshop and a series of graphics programs, students design and create art pieces that demonstrate the latest techniques in image creation and modification. Students will demonstrate working knowledge of vector art creation and the tools with which it is associated. Students will also demonstrate a working knowledge of photo manipulation and recovery. Students will produce a portfolio of a variety of images with different effects applied. The course's main focus is to develop the ability to discern which tool to use for which application and how it should be used to create an electronic work of art.

### 3D DESIGN AND MODELING

● — ½ CREDIT — OPEN TO — 9 10 11 12

If you're new to 3D Design and Modeling this class can show you 3D Design principles. You will learn how to use TinkerCAD and FabMaker to create 3D designs that can be printed. From fashion to characters, to cars you'll be taken through building a 3D design for exporting to a 3D printer. This class will familiarize you with 3D concepts and how to thoughtfully layout a design to give you the best output for your final product. You'll walk away with a great understanding of 3D design programs.

**DIGITAL PHOTOGRAPHY** ● —  $\frac{1}{2}$  CREDIT — OPEN TO — **9** **10** **11** **12**

Digital Photography is developed to assist students in becoming well-rounded individuals in the fundamentals of digital photography. Students will master introductory concepts including, but not limited to: camera functions, camera composition, studio and field lighting, photographing people, places, and things, and working with editing software. Students will work independently and collaboratively to master a variety of photography techniques, using the general formula of: lesson introduction, examples, practice, project, peer feedback, followed instructor feedback. No camera is required, however, there is a \$15 camera and lens usage fee for this course.

**ADVANCED DIGITAL PHOTOGRAPHY** ● —  $\frac{1}{2}$  CREDIT — OPEN TO — 9 **10** **11** **12**

Prerequisites: Digital Photography, Teacher Approval. This course will build on skills learned in Digital Photography and continue to explore concepts and techniques in photography. Students will focus on investigating materials, processes, and ideas used by photographers and then practicing, experimenting, and revising their investigation in their own work. Students will continue to develop communication skills about their photography. Completing this course will result in a portfolio of work and can provide the opportunity to enter AP Digital Photography. The style of this class is guided self-direction. No camera is required, however, there is a \$15 camera and lens usage fee for this course.

**AP DIGITAL PHOTOGRAPHY** ● —  $\frac{1}{2}$  CREDIT — OPEN TO — 9 **10** **11** **12**

Prerequisite: Advanced Digital Photography, Teacher Approval. This course resumes the work in Advanced Digital Photography. Students will continue to investigate, experiment, and communicate ideas in photography as they develop their portfolio to be submitted and evaluated by the College Board. A qualifying portfolio score can earn you college credit and/or advanced placement. The style of this class is guided self-direction. No camera is required, however, there is a \$15 camera and lens usage fee for this course.

**VIDEO PRODUCTION** ● —  $\frac{1}{2}$  CREDIT — OPEN TO — **9** **10** **11** **12**

This project-based semester course is developed to assist students in becoming well-rounded individuals in the fundamentals of video production. Students will master introductory concepts of video production including, but not limited to: camera functions, camera composition, script writing, studio and field lighting, audio recording, and working with video editing software. Students will work independently and collaboratively to master a variety of videography techniques, using the general formula of: lesson introduction, examples, practice, project, peer feedback, followed instructor feedback. No camera is required, however, there is a \$15 camera and lens usage fee for this course.

## TECHNOLOGY COURSES

### ADVANCED VIDEO PRODUCTION

● — ½ CREDIT —

OPEN TO

9

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This project-based semester course is developed to assist students in becoming well-versed in advanced video production techniques. Students will build on their previous knowledge and experience to develop industry-ready video production concepts including, a variety of fiction and non-fiction storylines, special effects, and long-format productions while mastering skills in lighting, audio, and editing. Students will work independently and collaboratively to master a variety of videography techniques, using the general formula of: lesson introduction, examples, practice, project, peer feedback, followed instructor feedback. Students will spend class time working on projects to submit for video production contests. No camera is required, however, there is a \$15 camera and lens usage fee for this course.

# WORLD LANGUAGES

## FACULTY

**MRS. KATIE FORSYTH, DEPARTMENT CHAIR**

DAVIDSON COLLEGE, B.A. FRENCH

UNIVERSITY OF GEORGIA, M.A.T. FRENCH

**MR. RYAN MEYER VON BREMEN, GRADE CHAIR - 12TH**

MERCER UNIVERSITY, B.A. FRENCH AND INTERNATIONAL AFFAIRS

UNIVERSITY OF SOUTHERN MISSISSIPPI, M.A.T. LANGUAGES (FRENCH)

**MRS. JEN CAHILL**

B.A. SPANISH, FURMAN UNIVERSITY

M.ED. GRAND CANYON UNIVERSITY

**MS. DORIS DEL CASTILLO**

SAN MARCOS UNIVERSITY, LIMA, PERU, B.A. EDUCATION: TEACHING OF  
LANGUAGES (SPANISH/ENGLISH)

AUBURN UNIVERSITY, M.A. HISPANIC STUDIES

**MR. PETER PARISI**

RUTGERS UNIVERSITY, B.A. IN ENGLISH LITERATURE

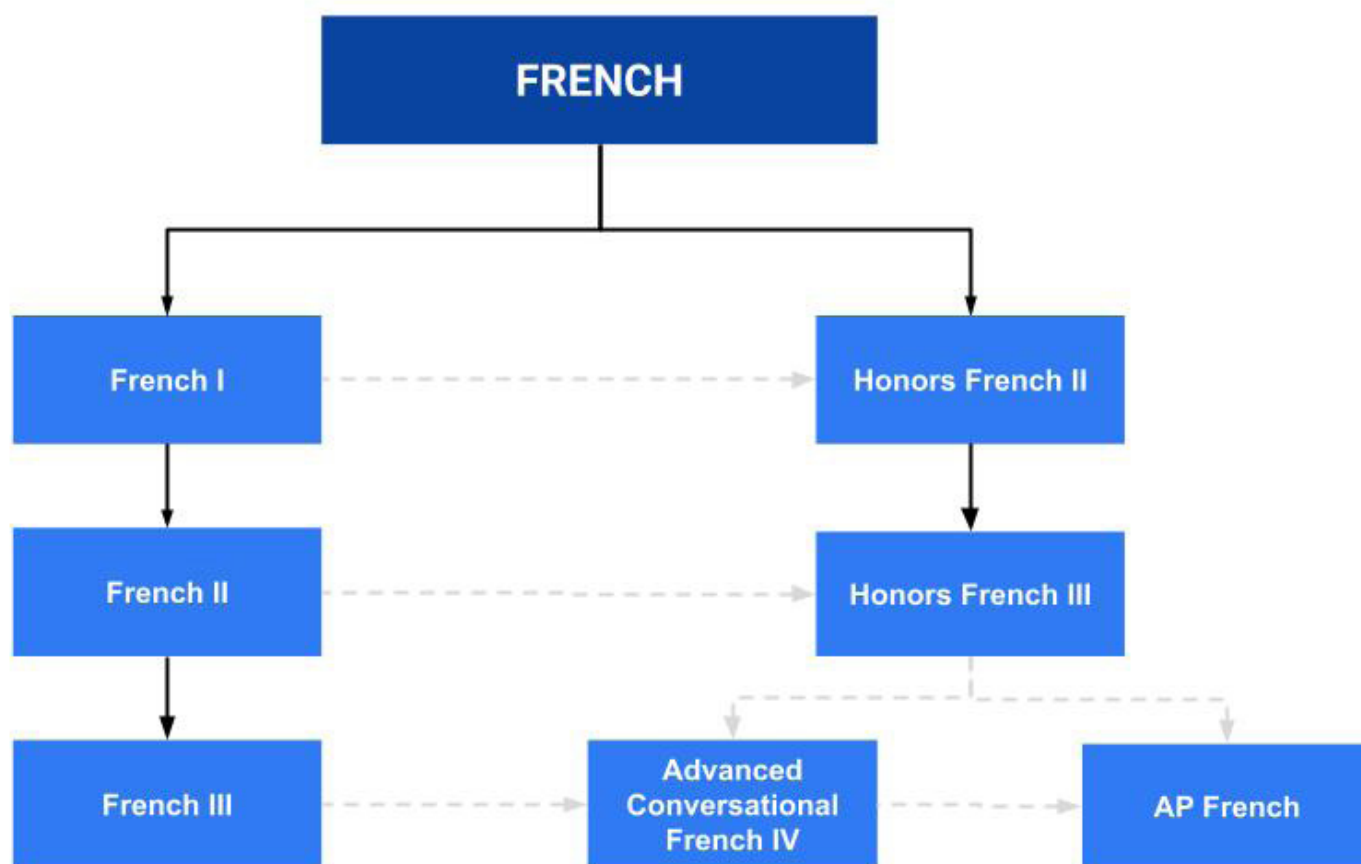
WASHINGTON UNIVERSITY, M.A. ENGLISH AND AMERICAN LITERATURE

RUTGERS UNIVERSITY, M.A. CLASSICS

*Study of World Languages at Brookstone School challenges students to engage with cultures, alphabets, grammars, and world views that may differ from their own. We hope that this exposure will, at the same time, enhance a student's understanding of American culture and language, creating a more tolerant, informed, and versatile mind. Practical fluency in spoken and written communication is central to developing this education, and so it is our desire that classes be taught primarily in the target language. Another significant aspect of the World Language curriculum involves outreach to programs in which students may experience target language communication. These programs, along with travel opportunities for students, augment the goals of a department determined to expand student's understanding of their citizenship in the world.*

## WORLD LANGUAGES SEQUENCE

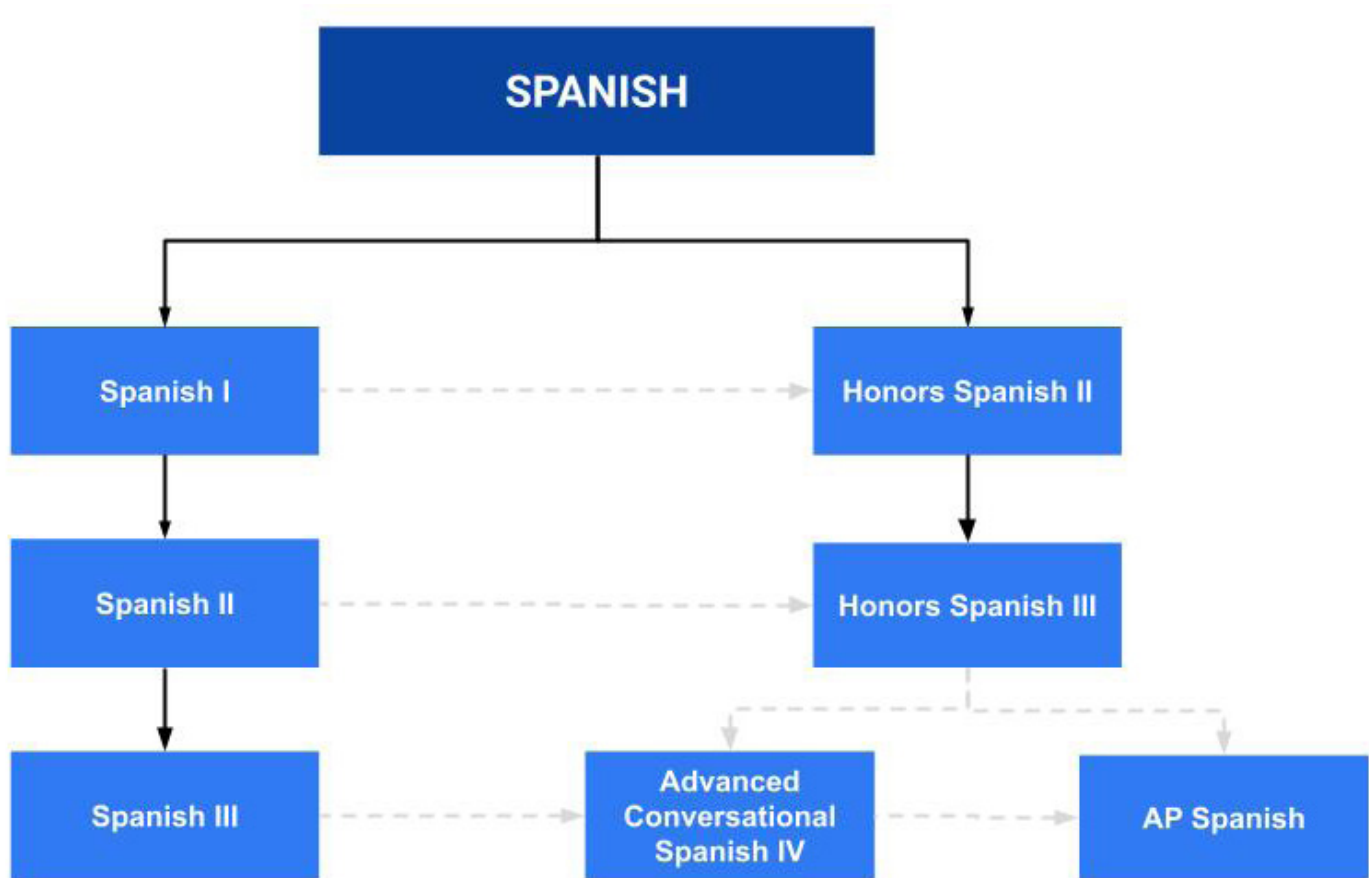
*Dotted lines represent secondary tracks that are not customary.  
Course IDs are TPS and State respectively*





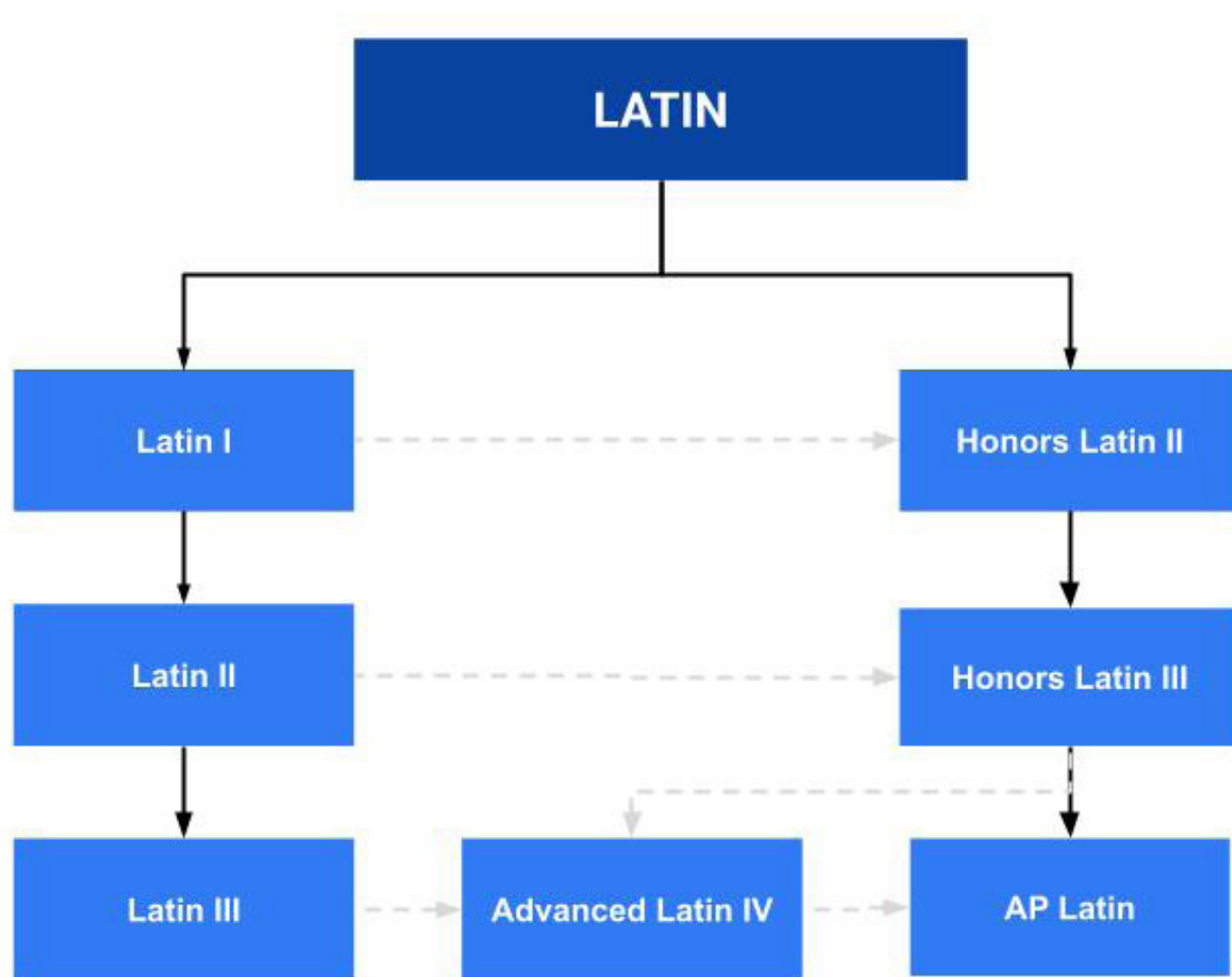
## WORLD LANGUAGES SEQUENCE

*Dotted lines represent secondary tracks that are not customary.*



## WORLD LANGUAGES SEQUENCE

*Dotted lines represent secondary tracks that are not customary.*



**FRENCH 1** ● ——— **1 CREDIT** ——— **OPEN TO** ——— **9** **10** **11** **12**

This course introduces the student to the sound system, basic vocabulary, and fundamental structures of French. Emphasis is on listening and speaking skills through intensive practice in auditory comprehension, oral exercises, and presentation of dialogues based on everyday situations. Reading skills are developed through short selections dealing with aspects of the French-speaking world, and writing proficiency is targeted through short compositions, dialogues, and letter writing. Students study the geography, major cities, and various regions of France, and are introduced to other Francophone countries. Major goals of this course are to foster an appreciation of French language and culture, and to stimulate interest in pursuing study of the language. An introduction to French poetry is included in the syllabus. Videos, news clips, and student recordings help promote proficiency.

**FRENCH 2/2 H** ● ——— **1 CREDIT** ——— **OPEN TO** ——— **9** **10** **11** 12

The second-year course continues to develop proficiency in the four language skills and expand knowledge of the French cultural and literary heritage. More extensive listening and speaking exercises in addition to longer reading and writing assignments provide the basis for growth in proficiency. Students continue to study various aspects of the French-speaking world through cultural readings. The cultural/linguistic component of the course includes material on daily life in various Francophone countries and current expressions. French poetry and short stories supplement the readings in the text. Students enrolled in Honors are required to do additional work in reading, writing and class presentations. A 90 average in this course qualifies students for membership in the French National Honor Society.

**FRENCH 3/3H** ● ——— **1 CREDIT** ——— **OPEN TO** ——— 9 **10** **11** **12**

This course provides a thorough review of the content presented in the first two years while incorporating more advanced vocabulary, structures, verb tenses, and idioms. It is designed to expand and deepen knowledge in all aspects of the language. Students continue to develop proficiency in language skills through extensive speaking, listening, reading, and writing experiences. French poetry and selections from French literature of the nineteenth and twentieth centuries are the basis for discussion, oral presentations, and written assignments. Students enrolled in 3H are required to do additional work in all areas, including more advanced readings. A 90 average in this course qualifies students for membership in the French National Honor Society.

## WORLD LANGUAGES COURSES

### ADV CONVERSATIONAL FRENCH 4

● — 1 CREDIT —

OPEN TO

9 10 11 12

The Advanced Conversational French 4 course uses a student-centered, proficiency-oriented, and task-based approach in order to help students develop communicative competence in listening, speaking, reading, and writing French, as well as fostering an understanding of the close relationship between the French language and the Francophone culture. This course has as its goal to further consolidate, refine, deepen and extend the language skills developed during the previous three years. Students will develop a solid command of the French language through projects, presentations, class discussions, and film studies. The course as a whole will serve to improve each student's confidence in and ability to express himself or herself in French, while expanding knowledge of Francophone history and culture, through literature, music, and film. A 90 average in this course qualifies students for membership in the French Honor Society.

### AP FRENCH

● — 1 CREDIT —

OPEN TO

9 10 11 12

This course prepares the student for the Advanced Placement Examination in French Language and Culture and is comparable to an intermediate-level college French Language course. Mastery of proficiency in reading, writing, speaking, and listening is stressed, and students demonstrate these skills and abilities in the Interpersonal, Interpretive, and Presentational modes of communication. The six themes addressed in the Advanced Placement Examination are thoroughly investigated and discussed. An understanding and appreciation of various aspects of the cultures of the Francophone world will be developed through the study of a wide variety of authentic materials from French-speaking countries. A 90 average in this course qualifies students for membership in the French Honor Society.

### LATIN 2/2H

● — 1 CREDIT —

OPEN TO

9 10 11 12

Latin 2 provides an initial review of the more difficult items of grammar that are encountered in Latin I as well as an introduction to more complex constructions. The student continues to learn grammar and build vocabulary in the context of Latin stories that broaden his or her knowledge of the history, culture, and mythology of the ancient world. By the end of the year, the student should have a firm grasp of basic Latin grammar, a sizable Latin vocabulary, and a rudimentary understanding of ancient history.

**LATIN 3/H****1 CREDIT****OPEN TO**

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This advanced level of the language solidifies that which has been learned and introduces new grammar and vocabulary through readings of greater length and complexity, often original classical readings that are minimally edited. The student applies the concepts learned in previous years to such authors as Caesar, Cicero, and Catullus. The third or intermediate level requires that the student continue mastering classical Latin vocabulary. The selections for reading are sufficiently brief to allow the student to focus on advanced grammatical constructs, but also long enough to provide a basic sense of the stylistic differences among the classical authors. The student becomes conversant with Roman culture and history on a first-hand basis through the reading of primary sources in Latin and in translation.

**ADVANCED LATIN 4H****1 CREDIT****OPEN TO**

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Advanced Latin 4 is a transitional course in which students strengthen their ability to understand and translate unaltered Latin prose and poetry. Working with excerpts drawn from various classical authors, students build on their grasp of the Latin language as they continue to learn about the classical world. By the end of this course, students will read literature with confidence and historical understanding.

**AP LATIN****1 CREDIT****OPEN TO**

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Students will read and master significant portions of Caesar's Commentaries on the War in Gaul and Vergil's Aeneid as selected by the creators of the AP examination. In addition, students will read those works in English. This course also includes extensive readings in English in order to provide background information on culture, history, and literature of the early Empire.



## WORLD LANGUAGES COURSES

### SPANISH 1

1 CREDIT

OPEN TO

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This course introduces the student to the sound system, basic vocabulary, and fundamental structures of Spanish. Emphasis is on listening and speaking skills through intensive practice in auditory comprehension, oral exercises, and presentation of dialogues based on everyday situations. Reading skills are developed through short selections dealing with aspects of the Spanish speaking world, and writing proficiency is targeted through short compositions, dialogues. Students study the geography, major cities, and various regions of the Spanish-speaking world. Major goals of this course are to foster an appreciation of the Spanish language and culture and to stimulate interest in pursuing study of the language. Videos, news clips,, and student recordings help promote proficiency. An introduction to songs and poetry are included in the syllabus. This course is designed to help the student attain a degree of proficiency in the four skills of listening, speaking, reading, and writing with an emphasis on communication and real-life situations.

### SPANISH 2/2H

1 CREDIT

OPEN TO

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The second-year course continues to develop proficiency in the four language skills and expand knowledge of the Spanish speaking world's cultural and literary heritage. More extensive listening and speaking exercises in addition to longer reading and writing assignments provide the basis for growth in proficiency. In this second year of Spanish, students review grammatical concepts introduced in Spanish 1 with emphasis placed on new verb tenses and vocabulary. Students compose compositions and use the drafting process to improve the quality of their work. At the end of each chapter, students demonstrate speaking proficiency by using specific guidelines to develop presentations in Spanish which are then presented. The use of videos, audio activities, and songs are used to practice and evaluate listening comprehension. Students enrolled in 2 Honors are required to do additional work in reading, writing, and class presentations.

**SPANISH 3/3H****1 CREDIT****OPEN TO**

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This course provides a thorough review of the content presented in the first two years while incorporating more advanced vocabulary, structures, verb tenses, and idioms. It is designed to expand and deepen knowledge in all aspects of the language. Students continue to develop proficiency in language skills through extensive speaking, listening, reading, and writing experiences. Emphasis is placed on developing verbal fluency and vocabulary enrichment along with a deeper understanding of Latin American and Spanish culture and literature. Throughout the year students demonstrate speaking proficiency by using specific guidelines to develop presentations which are then presented in Spanish. The use of videos, audio activities, and songs are used to practice and evaluate listening comprehension. Students enrolled in 3 Honors are required to do additional work in all areas, including more advanced readings. Students with an A average are eligible to be considered for the Sociedad Honoraria Hispánica (the Spanish National Honor Society).

**ADV CONV SPANISH 4****1 CREDIT****OPEN TO**

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The Advanced Conversational Spanish 4 course uses a student-centered, proficiency-oriented, and task-based approach in order to help students develop communicative competence in listening, speaking, reading, and writing Spanish, as well as fostering an understanding of the close relationship between the Spanish language and the Hispanic culture. Through projects, presentations, class discussions, and debates, students will improve proficiency in all aspects of the target language. The course as a whole will serve to improve each student's confidence in and ability to express himself or herself in Spanish, while expanding knowledge of Hispanic history and culture, through literature, music, and film. Students with an A average are eligible to be considered for the Sociedad Honoraria Hispánica (the Spanish National Honor Society).

**AP SPANISH****1 CREDIT****OPEN TO**

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This course prepares the student for the Advanced Placement Examination in Spanish Language and Culture and is comparable to an intermediate-level college Spanish Language course. Mastery of proficiency in reading, writing, speaking, and listening is stressed, and students demonstrate these skills and abilities in the Interpersonal, Interpretive, and Presentational modes of communication. The six themes addressed in the Advanced Placement Examination are thoroughly investigated and discussed. Speaking proficiency is stressed and students should be able to communicate ideas and facts with minimal interference of grammatical errors. An understanding and appreciation of various aspects of the cultures of the Spanish speaking world will be developed through the study of a wide variety of authentic materials from these countries. Students with an A average are eligible to be considered for the Sociedad Honoraria Hispánica (the Spanish National Honor Society).

# FINE ARTS & ELECTIVES

## FACULTY

**PAUL HAMPTON, DIRECTOR OF FINE ARTS**

MISSISSIPPI UNIVERSITY FOR WOMEN, B.S.

COLUMBUS STATE UNIVERSITY, M.ED

**MRS. GRETCHEN BRAND**

MERCER UNIVERSITY, B.A. ART AND EDUCATION

**MRS. DOTTY DAVIS**

TROY UNIVERSITY, B.S. BROADCAST JOURNALISM

**MR. ROBBY DAVIS**

TROY STATE UNIVERSITY, B.S. SECONDARY EDUCATION, ENGLISH & HISTORY

VALDOSTA STATE UNIVERSITY, M.ED ENGLISH EDUCATION

**MRS. KAREN HEARN**

BAYLOR UNIVERSITY, B.S. SECONDARY EDUCATION

ATLANTIC ARMSTRONG STATE UNIVERSITY, M.A.T.

**MR. ANDREW STUBBS**

COLUMBUS STATE UNIVERSITY, B.M. MUSIC EDUCATION

**MRS. HEATHER ROBINSON**

AUBURN UNIVERSITY, BFA STUDIO ART

COLUMBUS STATE UNIVERSITY, M. ED IN ART EDUCATION

*Brookstone School is passionate about arts education. We believe that every student who attends our school should have a chance to develop their artistic talents. We encourage creativity and collaboration and will continue to offer opportunities for our students to grow and develop their artistic interests. We believe that students develop into more complete, compassionate and confident people when they have an education that is inclusive of the fine and performing arts. Our goal is to help students realize their capabilities not their limitations.*

# FINE ARTS

## Foundations of Art I

Ceramics I

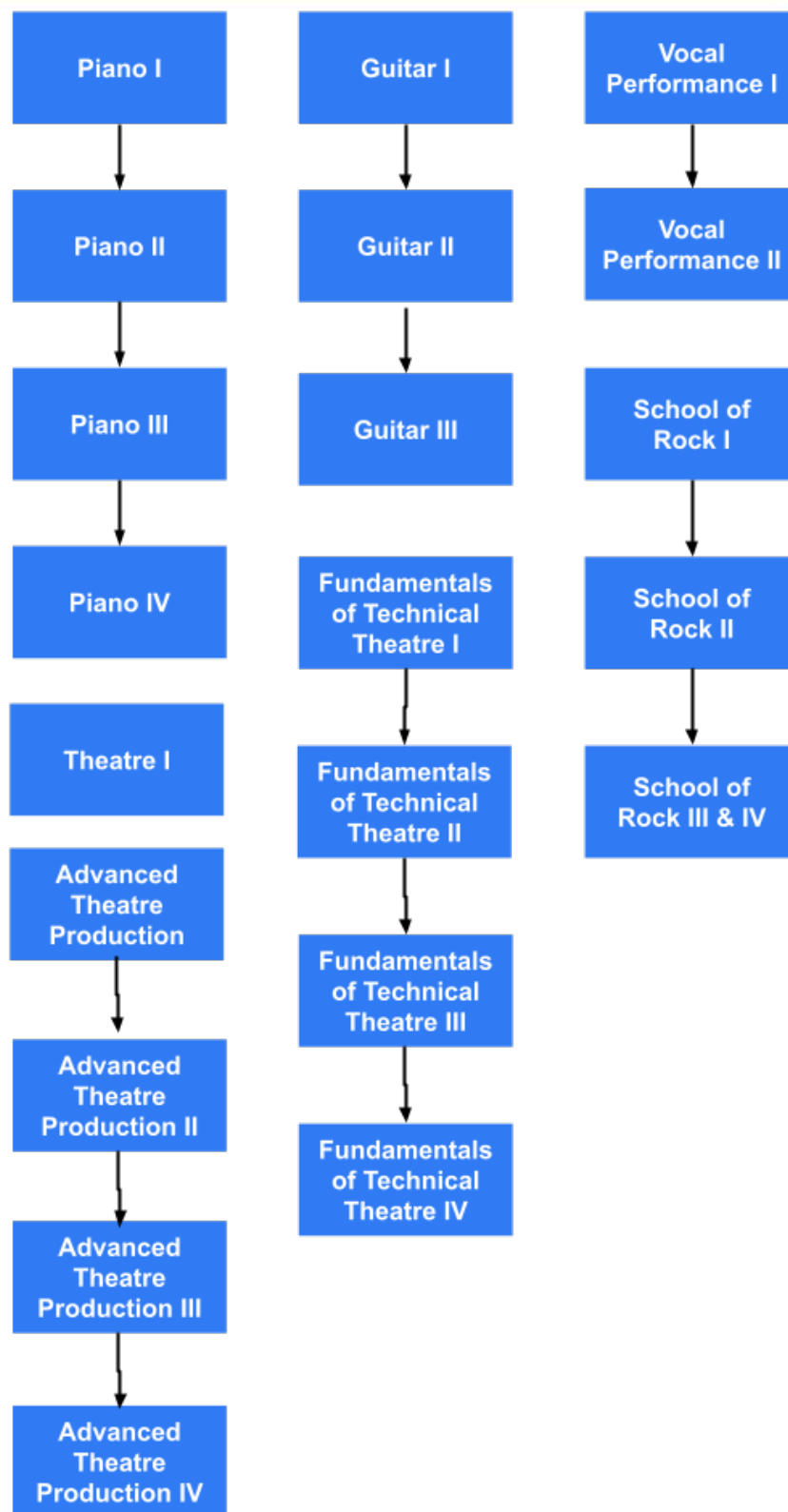
Painting  
(Spring)

Drawing  
(Fall)

Ceramics II

AP Studio Art:  
2D Design,  
Drawing or 3D  
Design

# ELECTIVES





**FOUNDATIONS OF ART I** ● ———  $\frac{1}{2}$  CREDIT ——— OPEN TO ——— 9 10 11 12

Prerequisite: None. Foundations of Art I: Foundations of Art I is a semester course designed to provide in-depth experiences with the elements and principles of art. Students will explore 2 and 3 Dimensional art projects during the course of the semester. Projects will include drawing, painting, textile arts, sculpture, ceramics, printmaking, and papermaking. The course also addresses art criticism and art history where applicable to studio projects. Students will demonstrate an understanding of art vocabulary and concepts and a willingness to discuss and explore visual art. An exhibition of student work occurs at the end of each semester.

**CERAMICS I** ● ———  $\frac{1}{2}$  CREDIT ——— OPEN TO ——— 9 10 11 12

Prerequisite: Art I. Introduction to the ceramic arts. Students will learn all hand-building techniques in this one-semester course. This course will teach the fundamentals of ceramic design and construction. Each unit will build on the previous, with each project having increased complexity. Students will learn to make a variety of projects, both functional and sculptural. Art Appreciation and Art History will be incorporated into the course where applicable. Students will be expected to master vocabulary, terms, and processes that apply to each project.

**CERAMICS II** ● ———  $\frac{1}{2}$  CREDIT ——— OPEN TO ——— 9 10 11 12

Prerequisite: Art I and Ceramics I. Ceramics II is a semester course designed to provide in-depth experiences with ceramics and clay. Students will explore several approaches to throwing with clay and hand-building techniques during the course of the semester. Projects will include cylinders, cups, lidded vessels, bowls, and sculpture. The course also addresses art criticism and art history where applicable to studio projects. Students will demonstrate an understanding of art vocabulary and concepts and a willingness to discuss and explore visual art. An exhibition of student work occurs at the end of each semester.

**DRAWING** ● ———  $\frac{1}{2}$  CREDIT ——— OPEN TO ——— 9 10 11 12

Prerequisite: Foundations of Art I. In Drawing Studio, students will create work based on still life, landscape, architecture, portrait, and figure; using graphite, charcoal, pen and ink, marker, pastels, and colored pencils. Students will look at historical and contemporary artists, learn techniques and then apply them to individualized artworks. The students will learn how to function as an independent art student in the art space. Students will develop art-making strategies and a visual communication vocabulary by exploring a variety of two-dimensional art-making processes. This course will explore a variety of subject matter and materials. Additionally, students will learn to articulate their understanding of art through open discussions and critiques. Students will be challenged to create works based on a series of prompts and exercises.

## FINE ARTS & ELECTIVES

### PAINTING

● — ½ CREDIT —

OPEN TO

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Prerequisite: Art I. In Painting Studio, students will create work based on still life, landscape, portrait, figure, and abstract work. Students learn to paint from observations and personal ideas and are exposed to painting ideas from both historical and contemporary contexts. Students will be introduced to design through hands-on approaches to two-dimensional art making. Students will become familiar with the materials and tools in the painting studio, including watercolor, gouache, acrylic paint, and possibly oil paint are used for assignments. Some out-of-class drawing and painting are required. Additionally, students will learn to articulate their understanding of art through open discussions and critiques. Students will be challenged to create works based on a series of prompts and exercises.

### AP STUDIO ART: 2D DESIGN, DRAWING OR 3D DESIGN

● — 1 CREDIT —

OPEN TO

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Prerequisite: Foundations of Art I, AND TEACHER APPROVAL. The AP Studio Art Portfolio course is designed for students who are seriously interested in the practical experience of art and wish to develop mastery in concept, composition, and execution of their ideas. AP Studio Art is not based on a written exam; instead, students submit portfolios or evaluations at the end of the school year. In building the portfolio, students experience a variety of concepts, techniques, and approaches designed to help them demonstrate their abilities as well as their versatility with techniques, problem-solving, and ideation. The studio art program consists of three portfolios, 2D Design, 3D Design, and Drawing. Your work outside of class will constitute 50 percent of your grade throughout the year.

### THEATRE 1

● — ½ CREDIT —

OPEN TO

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Prerequisite: None. This class is designed to be a practical exposure to drama and theatre. The students will work to develop their oral and physical performance skills through exercises and assignments, as well as their appreciation of the performing arts through study and critical evaluation. Some of the topics addressed are speaking skills, listening and responding skills, audition and interview skills, interpreting theatrical literature, body movement and presentation, theatre history, theatre appreciation and evaluation, and careers in entertainment. The students work to develop monologues and scenes for performance and evaluation.

**FUNDAMENTALS OF  
TECHNICAL THEATRE I**● —  $\frac{1}{2}$  CREDIT —

OPEN TO —

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Prerequisite: None. The students in this technical theatre lab class are entrusted with two main responsibilities: 1. Providing technical support—set construction, lighting, sound, special effects, costuming, props, promotions, dramaturgy, and theatre management—for Brookstone School productions and 2. Managing and maintaining the Turner Arts Center Theatre and the materials and equipment the facility contains. Stagecraft is the primary component of the course, providing students with the fundamentals of set construction and instruction in the safe and effective operation of various tools and machinery. The students will be trained to operate power tools, climb ladders, and work on the catwalk system—all activities that require mature adherence to reason and guidelines.

**FUNDAMENTALS OF  
TECHNICAL THEATRE II**● —  $\frac{1}{2}$  CREDIT —

OPEN TO —

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Prerequisite: Fundamentals of Technical Theatre I. Level II of the Technical Theatre Course is advanced emphasis on the skills introduced in Tech Theatre I and continued study of the technical theatre areas: stagecraft, lighting, sound, dramaturgy, management, props, costuming, and makeup. Working alongside first-year technical theatre students, the advanced students will provide technical support for Brookstone School productions and maintain the Turner Arts Center Theatre and the materials and equipment the facility contains.

**FUNDAMENTALS OF  
TECHNICAL THEATRE III**● —  $\frac{1}{2}$  CREDIT —

OPEN TO —

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Prerequisite: Fundamentals of Technical Theatre I & II. Level III of the Technical Theatre Course is advanced emphasis on the skills introduced in Tech Theatre I and continued study of the technical theatre areas: stagecraft, lighting, sound, dramaturgy, management, props, costuming, and makeup. Level III students will take on a mentorship role with first-year and second-year students. Working alongside novice technical theatre students, the advanced students will provide technical support for Brookstone School productions and maintain the Turner Arts Center Theatre and the materials and equipment the facility contains.

## FINE ARTS & ELECTIVES

### FUNDAMENTALS OF TECHNICAL THEATRE IV

● — ½ CREDIT — OPEN TO

9 10 11 12

Prerequisite: Fundamentals of Technical Theatre I, II, & III. Level IV of the Technical Theatre Course is mastery-level emphasis on the skills introduced in the previous Tech Theatre course and continued study of the technical theatre areas: stagecraft, lighting, sound, dramaturgy, management, props, costuming, and makeup. Level IV students will take on an advanced mentorship role with first-year and second-year students. Working alongside novice technical theatre students, the Level IV students will provide technical support for Brookstone School productions and maintain the Turner Arts Center Theatre and the materials and equipment the facility contains.

### ADVANCED THEATRE PRODUCTION I

● — ½ CREDIT — OPEN TO

9 10 11 12

Prerequisite: None. After scoring 4 Regions wins and 3 State titles, Brookstone is looking for motivated students to participate in our Advanced Theatre class. This level acts as an introduction to the high school theatre program. During the fall semester of the school year, students in this course work to produce Brookstone's competition one-act play. The students can work on these productions as performers or technicians or both, applying skills that they will learn and develop in the fundamental theatre class. Class time each day will be used primarily for rehearsals and technical work. *\*Students in this class should plan on committing themselves to an after-school rehearsal schedule in addition to class-time, and be available for performance and competition dates as scheduled by GISA.* In the spring semester, this performance theatre class works on building the basic actor into a better speaker and performer with opportunities to perform or act in a technical position. The spring class focuses on the annual spring musical production and other performance opportunities such as children's theatre productions and the spring arts festival.

### ADVANCED THEATRE PRODUCTION II

● — ½ CREDIT — OPEN TO

9 10 11 12

Prerequisite: None. Advanced theatre II is a repeatable course in which the major emphasis is to provide for the continued growth and development of the students' acting and technical skills through a hands-on approach to theatre. The student will act, direct, or be technically involved in productions for public performances. Brookstone has a history of regional and state wins and the students in this level 2 performance class will hold primary roles for acting and technical positions in the competition one-act play. Class time will be primarily used for

rehearsing the production, including set design, lighting, and sound design. Students in this class are also encouraged to work with the middle school musical in various technical and house management areas. *\*Students will need to plan on committing themselves to an after-school or evening rehearsal schedule and be available for performance and competition dates as scheduled by GISA.* In the spring semester, this class will support the work of the spring musical (March), the Spring Arts Festival (April), and additional opportunities for children's theatre productions produced in class.

### ADVANCED THEATRE PRODUCTION III

● —  $\frac{1}{2}$  CREDIT — OPEN TO — 9 — 10 — 11 — 12

Prerequisite: Advanced Theatre I, II. Building on the work in Advanced Theatre production I & II, this class will continue the performance opportunities of students, including building a repertoire of performance pieces and an actor's portfolio and resume. Students in this class will be actively performing, both in class and in the community. Students in this class are expected to be involved in Brookstone productions including one-act, the spring musical and the murder mystery in performance and technical areas.

### ADVANCED THEATRE PRODUCTION IV

● —  $\frac{1}{2}$  CREDIT — OPEN TO — 9 — 10 — 11 — 12

Prerequisite: Advanced Theatre I, II, III. After completing Advanced Theatre production I, II & III, this class will explore opportunities for actors in the everyday world. Multiple studies prove that students with a theatre background of this level are more likely to not only succeed, but thrive. Students in this class will be actively performing, both in class and in the community. Students in this class are expected to be involved in Brookstone productions including one-act, the spring musical and the murder mystery in performance and technical areas. Students completing this class should have a resume, and a portfolio of performance pieces available.

### PIANO I

● —  $\frac{1}{2}$  CREDIT — OPEN TO — 9 — 10 — 11 — 12

Prerequisite: None. Students taking piano at Brookstone School for the first time will be placed in the Piano I class. All students will be instructed in the basic fundamentals of music related to the piano to include note names in the treble clef and bass clef, rhythmic values, accidentals, and dynamic markings. These concepts are applied to assigned pieces which they practice in class each day. The complexity of the compositions will vary from student to student. The semester of study will conclude with a student recital.



## FINE ARTS & ELECTIVES

### PIANO II ● ——— ½ CREDIT ——— OPEN TO — 9 — 10 — 11 — 12

Prerequisite: Piano I. Students who have taken PIANO I at Brookstone School, regardless of ability level, will be enrolled in PIANO II. All students will review sight-reading skills to include note names in the treble clef and bass clef, rhythmic values, accidentals and dynamic markings. Additionally, the students will engage in music theory to include the Circle of 5ths, scales, chords, and chord inversions. These concepts are applied to assigned pieces which they practice in class each day. The complexity of the compositions will vary from student to student. The semester of study will conclude with a student recital.

### PIANO III ● ——— ½ CREDIT ——— OPEN TO — 9 — 10 — 11 — 12

Prerequisite: Piano II. The focus of PIANO III is on technique and mastery. Sight-reading skills will be practiced using technique exercises. The mastery of those playing skills will be demonstrated through the completion of a Sonatina or Sonata, improvisation while using a chord chart, and a third selection of the student's choice. The complexity of the compositions will vary from student to student. The semester of study will conclude with a student recital.

### PIANO IV ● ——— ½ CREDIT ——— OPEN TO — 9 — 10 — 11 — 12

Prerequisite: Piano III. The focus of PIANO IV is on music analysis and composition. Sight-reading skills will be reinforced using various composition and music analysis assignments. Students will use those building blocks to compose an original piano piece. Additionally, students will analyze a chosen recital piece to understand how the composer used various elements of music theory. The complexity of the compositions will vary from student to student. The semester of study will conclude with a student recital.

## VOCAL PERFORMANCE I & II ● — ½ CREDIT — OPEN TO — 9 10 11 12

Prerequisite: None. Choral concepts such as vocal technique, diction, ear training, sight-singing, tonal memory, and part-singing are all covered in the Vocal Performance Class. Students will experience and practice these concepts through vocal warm-ups, sight-reading exercises, rounds, solos, small ensembles, and large group choral pieces. Students who wish to audition for the GMEA All-State Chorus have the opportunity to practice the required solo, scales, and sight-singing with solfege. Other vocal enrichment opportunities include the UGA Choral Day, GISA All-Select Honors Chorus, singing at venues such as Carnegie Hall and Saint John the Divine in New York City. The Vocal Performance class presents programs throughout the school year to include school assemblies, community events, and the Mary Schley Holiday Concert and Art Show.

## US GUITAR I ● — ½ CREDIT — OPEN TO — 9 10 11 12

Prerequisite: None. Students who have an interest in learning the basics of guitar are encouraged to take this beginner-level course. This course will cover guitar fundamentals such as posture, finger and hand positioning, chords, melodic and rhythmic notation, strumming techniques, basic aural skills, memorization, and ensemble skills. Students will have an ensemble performance towards the end of the semester as their final grade.

## US GUITAR II ● — ½ CREDIT — OPEN TO — 9 10 11 12

Prerequisite: US Guitar I. This course is offered to students who would like to further their knowledge of guitar upon completion of the US Guitar 1 course. Basic guitar terminology and fundamentals are used while we dive into complex concepts such as scale patterns, higher playing positions, and intermediate-advanced melodic and rhythmic notation. This course provides opportunities to enhance ensemble skills and explore barre chords and various rhythmic styles. Music theory is also included in this course. Students will have an ensemble performance towards the end of the semester as their final grade.

## FINE ARTS & ELECTIVES

### US GUITAR III

● — ½ CREDIT —

OPEN TO

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Prerequisite: US Guitar I & II. This course is offered to students who would like to further their knowledge of guitar upon completion of the US Guitar I & II course. Basic guitar terminology and fundamentals are used while we dive into complex concepts such as scale patterns, higher playing positions, and intermediate-advanced melodic and rhythmic notation. This course provides opportunities to enhance ensemble skills and explore barre chords and various rhythmic styles. Music theory is also included in this course. Students will have an ensemble performance towards the end of the semester as their final grade.

### SCHOOL OF ROCK I & II

● — ½ CREDIT —

OPEN TO

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Prerequisite: Instructor Approval. 8th grade and Upper School students who are interested in pushing their musical journey further are encouraged to join the School of Rock course. This rockin' course covers an in-depth look into higher-level music theory concepts such as song structure, chord progressions, scale construction/triads/inversions, as well as aural skills such as ear training and rhythmic/melodic dictation. This performance-based course will emphasize the dynamics of working and playing together to form lasting relationships centered around music! This course requires strong musical skills and understanding of one or multiple instruments and will require a placement audition.

### SCHOOL OF ROCK III & IV

● — ½ CREDIT —

OPEN TO

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Get ready to take your musical journey to the next level! This course is all about delving deep into higher-level music theory concepts. Exploring everything from song structure and chord progressions to scale construction, triads, inversions, and more. Plus, we'll sharpen those aural skills through ear training and rhythmic/melodic dictation. We'll emphasize the joy of collaborating and creating music as a community. Expect to form lasting musical relationships that revolve around the magic of sound!



