

THE BRYN MAWR SCHOOL

COURSE DESCRIPTIONS

Upper School



2025-2026

GRADES 9-12



The Upper School

Course Descriptions Book • 2025 – 2026

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► The Bryn Mawr School — Diploma Requirements

To receive a Bryn Mawr diploma, a student must:

- Earn a total of 21 credits
- Satisfy course requirements below
- Carry a minimum of five major courses each semester
- Meet the activities requirement (one activity per year each year in US)
- Complete 50 hours of community service (10 in Baltimore City)
- Maintain a satisfactory grade point average
- Present a convocation speech to the Upper School

Credits: The Upper School operates on a two-semester system for all courses. One credit courses meet at least five times in a ten-day period for the entire year. One-half credit courses meet at least five times in a ten day period for one semester.

● Course Requirements (grades 9–12)




- Computer Science:** ½ credit (*Introduction to Computer Science*)
- English:** 4 credits (You must take English each semester for all four years.)
- Arts:** 1 credit
- Public Speaking:** ¼ credit
- History:** 3 credits, including Foundations of the Modern World, The Modern World, and U.S. History. (*NOTE: 2 credits if a double language track is selected: one must be U.S. History, the other must be either Foundations of the Modern World or The Modern World. Students will not be eligible for AP World History if they have not taken Foundations of the Modern World or the equivalent course.*) *
- Mathematics:** 3 credits, including Geometry, Algebra II, and Pre-Calculus.
- Physical Education / Dance:** 1 credit (PE grades 9 + 10, Dance grades 9–12)
- Science:** 3 credits of laboratory science which must include Physics, Chemistry, and Biology. (*NOTE: 2 credits if a double language track is selected: one must be Physics and the other Chemistry. Students taking only two laboratory science courses will not be eligible for AP science courses.*) *
- World Languages:** 3 credits of consecutive years of a language, except in rare cases where accommodations may be made at departmental discretion. (*NOTE: 6 credits if a double language track is selected: 3 consecutive years of each.*)
- Plus selected courses to complete 21 credits

* NOTE: If you choose to do the double language track, you may select the 2-credit option either for History or for Science, but not both.

NOTE: Students enrolled in AP courses are required to take the AP exam.

A Guide as You Review

Below are some key symbols you might see

-  identifies a required course
-  provides additional course information and notes
-  signifies a course that qualifies for course credit under multiple departments
- Prereq: stands for “prerequisite”—notes courses and/or other requirements students must complete before enrolling in a specific course
- AP stands for “Advanced Placement”—these are college-level courses and exams which are part of the Advanced Placement Program of the College Board. Students enrolled in AP courses are required to take the AP exam.

 **Computer Science — Course Requirements:** $\frac{1}{2}$ credit (*Introduction to Computer Science*)

► Computer Science — Courses

 Introduction to Computer Science

$\frac{1}{2}$ credit	Semester I and II	Prereq: none	<i>Offered at Bryn Mawr</i>
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This project-based course examines computers and computing as they relate to the emerging technologies of today's world. Students will learn to think algorithmically and methodically to solve problems and write efficient programs. They will learn foundational programming concepts in Python, and they will program for hardware in the C language using Arduino microcontrollers. Students will apply these skills to tangible projects throughout the semester.

► Computer Science — Electives

Advanced Placement (AP) — Computer Science A: Java *			
1 credit	Year	Prereq: Introduction to Computer Science	<i>Offered at Bryn Mawr</i>

* This is a year-long course and may not be dropped at the end of the first semester. Students must take the AP Computer Science A exam in May. This course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. The design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. The course includes all topics as described in the AP Computer Science Course Description. The necessary prerequisites for entering the AP Computer Science A course include knowledge of basic algebra and experience in problem solving. A programming background is helpful but not necessary. Students must have consent from the Computer Science department.

Advanced Placement (AP) — Computer Science Principles *			
1 credit	Year	Prereq: Introduction to Computer Science	<i>Offered at Roland Park</i>

* Students must take the AP Computer Science Principles exam in May. Computer Science Principles is a College Board Advanced Placement course that is designed to introduce students to the central ideas and practices of computational thinking, and to show how computing changes the world. Students will have the opportunity to use programming, computational thinking, and data analytics to create digital artifacts and documents representing design and analysis in areas including the structure of the Internet and how it works; algorithms; and the impact that these have on science, business, and society. Students are taught how to use computational tools and techniques including abstraction, modeling, and simulation to collaborate in solving problems that connect computation to their lives. The course is rigorous and rich in computational content, includes critical thinking skills, and engages students in the creative aspects of the field. This course emphasizes themes that help students build a solid understanding and facility with computing and computational thinking—knowledge that is important, if not integral, to being part of a well educated and informed citizenry.

Advanced Placement (AP) — Computer Science Principles *			
½ credit	Semester II	Prereq: Introduction to Computer Science	<i>Offered at Bryn Mawr, open to grade 10</i>

* Students must take the AP Computer Science Principles exam at the end of the year. AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems (including the internet) work, explore their potential impacts and contribute to a computing culture that is collaborative and ethical. Students practice their Computer Science skills when designing and developing programs that address real-world problems and when investigating computing innovations they use or are

interested in better understanding. Completion of Introduction to Computer Science is required, and this course culminates in the AP CSP test.

Honors — Data Structures			
1 credit	Year	Prereq: AP Computer Science A	<i>Offered at Bryn Mawr</i>

This course examines implementing data structures and algorithms for efficiently organizing and manipulating large amounts of data. Classic data structures such as sets, linked lists, queues, stacks, trees, graphs, and hash tables will be examined. Runtime efficiency of these structures will be compared using big-oh notation. Students will also develop a deeper understanding of software engineering principles and will learn how to design larger programming projects.

Graphic Design I **			
½ credit	Semester I and II	Prereq: none	<i>Offered at Bryn Mawr, open to grades 10–12</i>

** This course may be taken for Computer Science or Art credit. This semester course teaches students the basics of graphic design, including visual cohesiveness, layout, and color usage. Students will use these design concepts to create projects using the software applications Adobe Photoshop, Illustrator, and InDesign. Over the course of the semester, students will develop a portfolio of pieces ranging from a book cover to a logo to t-shirt design. This course will also cover basic advertising principles and teach students how to analyze print design. No previous art or computer knowledge is required.

Graphic Design II **			
½ credit	Semester I and II	Prereq: Graphic Design I	<i>Offered at Bryn Mawr, open to grades 10–12</i>

** This course may be taken for Computer Science or Art credit. This upper-level elective course builds upon the foundational knowledge gained in Graphic Design I. Students will continue to build their portfolios and apply design skills to more complex projects, including packaging design, 3D design, and interactive or responsive design. The course will also delve deeper into the study of font and layout. The culminating project will be a personal reflection piece, meant to be used as the student's "graphic design resumé."

Industrial Design			
½ credit	Semester I	Prereq: Introduction to Computer Science	<i>Offered at Bryn Mawr, open to grades 10–12</i>

A maker is a person who constructs new ideas, often at the intersection of coding, design, and new technologies, and who learns through doing. This project-based course will challenge students to develop innovative solutions to problems using technology. The steps in the design thinking process: research, ideate, develop, prototype, refine, and build will be central to the workflow of the class. Students will explore topics including programming, 3D printing, and electronics in a self-directed manner and will produce a project of their own design to be presented at a Maker Faire. They will contribute to the Maker community by documenting their progress and collaborating with other makers when appropriate.

Honors — Machine Learning: Data and Impact			
½ credit	Semester I	Prereq: none	<i>Offered at Bryn Mawr, open to grades 10–12</i>

Machine Learning I is an advanced computer science course that examines computer systems that learn from data rather than following explicitly programmed instructions. This course follows the entire data lifecycle that feeds AI systems—from the gathering and curating of datasets to the biases that can be learned from data, to the societal impact and ethics of these systems in our world today. As part of this, students will examine case studies that delve into data privacy, AI governance, and auditing commercial systems. Students will also train their own models for prediction, recognition and language processing, and apply their learning to audit their own systems. Prerequisite: None, open to all backgrounds.

Honors — Machine Learning: Models and Algorithms			
½ credit	Semester II	Prereq: Introduction to Computer Science	<i>Offered at Bryn Mawr, open to grades 10–12</i>

Honors Machine Learning is an advanced computer science course that examines computer systems that are able to automatically learn and improve from experience without explicitly programmed instructions. This course will introduce basic ML concepts and classical approaches, as well as discuss how machine learning fits into the wider field of Artificial Intelligence and where you can see it being used today. The course will cover mathematical concepts that are fundamental to the field, such as linear regression and mathematical modeling, and introduce higher-level computing concepts like neural nets. Students will work in Python and apply ML concepts and techniques to topics of image recognition, natural language processing, and decision AI. These conversations will be paired with discussions of the limitations of each technique and ethical concerns related to the field.

● **English — Course Requirements:** 4 credits (*You must take English each semester for all four years*).

► English — Curriculum

The English curriculum is built on the interlocking cornerstones of reading critically, synthesizing evidence to create arguments, and articulating those arguments both orally and in writing, instilling the understanding that this analytical framework can be applied in virtually any academic or professional context. These skills are founded in our robust ninth grade curriculum and refined in each subsequent year. The heart of our learning community is the Harkness table; coming together at the table is a symbol for the spirit of inquiry shared equally between all class members, teacher, and students.

We train students both in traditional close-reading practices while also exhorting them to examine texts and writers in context and in relation to their own experiences, taking intertextuality into account to demonstrate that we value all voices and seek to enrich our discussions through students’ and authors’ different lenses, inviting students to

explore their own identities through the study of the works of diverse authors and texts.

We believe that writing is a process, and that the skills listed above can and should be measured objectively to develop each individual student's voice by giving them a frank assessment of their strengths as writers and their needs for growth and development. We believe that critical inquiry into the complex and varied human experience contained in literature develops students' minds, their ability to synthesize disparate ideas, and builds their capacity for empathy.

English is coordinated with Gilman in the eleventh grade; in the twelfth grade, students choose from a wide array of semester electives at Bryn Mawr, Gilman, and Roland Park.

English is not tracked at Bryn Mawr in the ninth, tenth, and eleventh grades. Students have the opportunity to choose Honors-level elective courses in their junior and senior years. Honors Humanities courses are offered at the upper levels of both English and History for students seeking to pursue a more rigorous and academically demanding course of study in the Humanities. Students in Honors Courses are expected to be self-directed, work independently, and meet deadlines as determined by the teacher.

Students in Honors Humanity courses will be expected to demonstrate the following skills:

- Superior mastery of higher volumes of content at a faster pace than on-level courses.
- Facility with sources and texts requiring a higher level of thinking and more advanced analysis.
- Strong analytical skills that can incorporate and synthesize a wide range of primary and secondary material.
- Initiative to think independently and pursue individual lines of inquiry not provided directly by the teacher.
- Writing skills that demonstrate clear argumentation, strong evidential and researched support, and developed sense of purpose and style.

► English — Courses

● English • Grade 9

1 credit	Year	Prereq: None	<i>Offered at Bryn Mawr</i>
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This course is structured around the larger question, *How does literature teach us empathy?* We will contemplate this question largely through the lens of identity. The course texts will challenge us to explore our understanding of gender, race, sexual orientation, religion, class, nationality, and language, in addition to the structures of power that privilege some groups over others. This course will challenge you to see not just yourself in literature, a mirror—but also to learn about others through literature, a window. The work we will do together directly supports Bryn Mawr's mission of diversity, equity, and inclusion. It is our hope that this course will also instill in you a love for literature and storytelling!

● English • Grade 10

1 credit	Year	Prereq: English 9	<i>Offered at Bryn Mawr</i>
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The tenth grade year builds on the work students did looking at empathy in the ninth grade to explore the place of the individual self in the larger, global world. The course goal is to listen to a diversity of literary voices as they respond to larger historical and cultural changes and to attend to the complexities and surprises of language. Students practice discussing and writing about these discoveries. In the course of reading, discussing, and writing, students will encounter many essential questions. A few that will be considered are: What is education? Who does education serve? How does it form the individual and how can individuals understand and use their education for their own purposes? How is individual identity shaped? How do individuals achieve self-definition and self-expression? What is a self? What is the role of the community in the formation and definition of the self? What is power? In what ways is it used? How does an individual achieve empowerment?

● English • Grade 11 *

1 credit	Year	Prereq: English 10	<i>Offered at Bryn Mawr and Gilman *</i>
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* Students are assigned a course location at either Bryn Mawr or Gilman. This course builds on the skills of ninth and tenth grade to examine works and themes of (U.S.) American literature, paying attention to how stories reflect and transform our national identity. The goal is to explore the American narrative to better understand our cultural landscape and our existence within it. In the course of reading, discussing, and writing, students will encounter many essential questions, including: What is truth? What truth is there in fiction? Why do people tell stories? What roles do stories play in our lives? What is the relationship between the past and the present? Can we leave the past behind? How has the canon of American literature crafted a narrative about what it means to be American, and what are the limitations of that narrative? What does it mean to be "an American" ...?

► English — Twelfth Grade Electives

20th Century African-American Literature

½ credit	Semester I	Prereq: English 11	<i>Offered at Gilman</i>
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This senior elective examines the powerful legacy and enduring impact of African-American literary voices across generations. Through close reading of seminal works across genres and periods, students examine narratives that illuminate the complexity of Black experiences in America. The course combines analytical writing, presentations, and collaborative projects to develop students' understanding of how African-American literature shapes and challenges the literary canon. Special attention is paid to questions of representation and power in literature, and how artistic expression intersects with social movements. Students develop strong written and oral communication skills through dynamic discussions, group presentations, and independent research.

African American Writers

½ credit	Semester II	Prereq: English 11	<i>Offered at Gilman</i>
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Building on the literary foundations of African-American Literature, this course moves beyond fiction. We examine the dynamic intersection of African-American non-fiction, film, music, and oratory across

U.S. history. The first semester focuses on novels, poems, plays, and short stories. Second semester, students engage with influential Black voices through memoirs, essays, speeches, documentaries, and musical expression. Through seminar-style discussions led by students, the class explores Black artists and writers across different mediums. Together, we examine their approaches to identity, justice, and racial consciousness in American culture. Students engage in independent film studies and music criticism. They craft analyses of significant works in Black cinema and develop critical reviews of influential albums and songs. The course emphasizes active student participation through leading discussions and creating multimedia projects. Through presentations and analysis, students connect historical works to contemporary conversations, exploring the powerful relationship between artistic expression and civic engagement.

American Literature of the 60s			
½ credit	Semester I	Prereq: English 11	<i>Offered at Gilman</i>

The sixties were mythic in proportion, and there is likely no greater mythic character who emblemized that tumultuous and oft romanticized decade than Bob Dylan. A shape-shifting, enigmatic minstrel, Dylan voiced the confluence of the personal and the political during the sixties. He also reached toward the artistic horizon and defined the sound of an era by borrowing from the traditions of the past. His songs toyed with the avant-garde literary experiments of the Beats, echoed the paranoia of the Cold War, punctuated the politics of the Civil Rights and Anti-War movements, and illuminated the way for a redefined counterculture. Dylan's songs critique, define, and are a product of the sixties. Through an interdisciplinary study of the history, literature, and music of the sixties, students will attempt to articulate how the seminal art of the sixties reflects a decade of revolution, protest, polarization, liberation, experimentation, and promise.

Ancient Greece **			
½ credit	Semester I	Prereq: English 11	<i>Offered at Gilman</i>

** This course may be taken for English or History credit. Greek history from the Bronze Age through the Death of Alexander. It is customary to divide Greek history into the prehistoric and historic periods with the break coming at 776 B.C.E., the date of the first Olympic games and the era immediately following the writing of the Homeric epics. The course initially will focus on the former period with a concentration on the Mycenaean and Minoan cultures. The latter period will include as its nucleus characters and events whose presence contributed to both the Golden Age of Greece and the Hellenistic period culminating in the death of Alexander the Great.

Ancient Greek and Roman Drama			
½ credit	Semester I	Prereq: English 11	<i>Offered at Gilman</i>

In this course, we will engage in a detailed study of ancient Greek and Roman tragic plays, and discuss the questions explored in, and raised by, these works. The course will discuss the historical and cultural backgrounds of tragedy, theatrical conventions, dramatic structure, the techniques and styles of the authors, as well as consider some modern responses to these works. We will explore such questions as: Why does human suffering make for enduring and fascinating entertainment? What makes a tragedy 'tragic'? What can we learn from these works? How can ancient explorations of moral dilemmas help us to navigate our own similar complex questions? Authors will include Aeschylus, Sophocles, Euripides, and Seneca.

The Art of the Memoir

½ credit	Semester I	Prereq: English 11	<i>Offered at RPCS</i>
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Autobiography is the story of a life; memoir is a story from a life. In this course, students will explore the art of memoir, a genre where personal stories illuminate universal truths. Through the study of both short and longer works by acclaimed memoirists, students will examine how writers shape memory, identity, and experience into compelling narratives; assigned writings may include memoirs by Jeannette Walls, Joan Didion, Michelle Obama, James Baldwin, Alison Bechdel, Michelle Zauner, and Kiese Laymon. The course emphasizes key techniques of memoir writing—voice, structure, and the balance between truth and artistry—while also addressing ethical questions about storytelling: Whose stories can we tell? How does memory shape truth? Students will craft their own memoir vignettes, revising and expanding them into a polished, complete work. Peer workshops will foster a writing community and help students refine their unique voices. This course is ideal for students seeking to reflect deeply on their lives and develop their creative nonfiction skills.

Award Winning Literature

½ credit	Semester I	Prereq: English 11	<i>Offered at Gilman</i>
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Award Winning Novels Since 2000: This course will explore four award-winning novels published since 2000. In reading these novels, the class will discuss how each of these texts is both inextricably linked to the new millennium and, at the same time, steadfastly bound to the timeless question of what it means to be human in a changing world. In addition to the core texts, the course will explore the post-2000 zeitgeist of the English-speaking world, how prestigious literary prizes are awarded, and how modern literary criticism plays a role in determining which texts are worthy of our collective reading time.

China and Modern East Asia **

½ credit	Semester II	Prereq: English 11	<i>Offered at Gilman</i>
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** This course may be taken for English or History credit. After the cataclysms of revolution and war in the twentieth century, the East Asian region in general, and China in particular, has reemerged as one of crucial importance in the modern world. The purpose of this course is to examine the evolution of East Asian history and culture, so we can develop an understanding of how the region evolved to the one we see today. The course will focus primarily on China and Japan since the nineteenth century, with occasional forays into the Koreas and Southeast Asia. As this course may be taken for history or English credit, there will be extensive discussion of fiction, including the novels *To Live* by Yu Hua and *Kokoro* by Natsume Soseki, and several short stories by East Asian authors.

Comedy

½ credit	Semester II	Prereq: English 11	<i>Offered at Gilman</i>
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Just as tragedy has the power to connect and unite human beings, so does comedy. Just as tears can cause us to recognize a need for change, so can laughter. In this course, students will read, watch, analyze, and write comedy. The cornerstone of the class will be the study of satire as a technique for social criticism. Students will manage a Gilman School "Onion"-type online newspaper for which they will generate content. They will also learn the fundamentals and applications of improvisation and sketch writing in the comedy-creation process.

Contemporary Poetry

½ credit	Semester II	Prereq: English 11	<i>Offered at Gilman</i>
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How does a poet weave a collection of their work together? This course is interested in joyfully explicating contemporary poems, but our work will ultimately expand outward to discuss the individual poem as an important strand in the poet's tapestry. With careful eyes on theme and construction, we will delve into several books from living poets, all the while wondering how poems are in conversation with one another and what their location within the collection communicates to us as readers. Students who are interested in language, identity, and *really* getting to know the work of several exciting artists should join us!

Creative Writing

½ credit	Semester I and II	Prereq: English 11	<i>Offered at Gilman</i>
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Taught by the Gilman Writing Fellow, this course is an intensive workshop in creative writing. Because each new Fellow designs the curriculum according to his or her interests and talents, the course content is variable; it includes elements in both fiction and poetry, and may cover playwriting. Students should expect to write daily, read the works of accomplished writers, and participate in critiques of one another's writing in workshop format. Only students who enjoy reading and writing and who are willing to work hard to improve their writing should consider taking this course.

Creative Writing: The Found Object

½ credit	Semester II	Prereq: English 10	<i>Offered at Bryn Mawr</i>
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Twentieth century composer and artist John Cage harnessed randomness (coin toss) into his creative process. Cubists and later artists of the Pop-Art era like Warhol, Lichtenstein incorporated found objects into their painting, sculpture, and assemblages. This course takes the 'found object'—something tossed out, overlooked—and uses art to re-imagine it. Students will need to take walks on campus and around Baltimore/their home turf and find objects. They will photograph them, sketch them, and sometimes, pick them up and bring them to class where the found objects will become writing subjects.

Creative Writing: The Poetic Voice

½ credit	Semester I	Prereq: English 10	<i>Offered at Bryn Mawr</i>
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This course offers students the opportunity to write daily, exploring the power of words from the inside out, as authors. We read powerful examples of contemporary and classic poems, and assignments focus on the priority of close observation, specificity, and eavesdropping—cultivating your ear for how people actually talk, tell stories, and use language in quirky, meaningful, memorable ways. Students read and write poems that aim to capture voices on paper, real and imagined experiences, harnessing the power of memory, detail, and imagination. We focus on the fact that contemporary poetry is also engaged in opening up the space of poetry for voices and identities that have been marginalized or made invisible until fairly recently. Students attend poetry readings, and they submit two portfolios of work written during each quarter, along with a reflection introduction that discusses how their work has evolved.

Cyborgs in Literature

½ credit	Semester I	Prereq: English 11	Offered at RPCS
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What defines a human being? Is it sentience, intelligence, empathy? Writers have long grappled with how advances in technological achievement inspire introspection about the nature of human existence. This course interrogates the question of what it means to be human through an examination of the literary figure of the cyborg. Cyborgs, by their nature a complex interplay of the human and the technological, feature in many works of speculative fiction and critical analysis that will ground our consideration of the boundaries of humanity. Authors and artists studied may include Alan Turing, Philip K. Dick, William Gibson, Donna Haraway, Ann Leckie, and Janelle Monae. The final project will ask students to write as cyborgs, fusing their own intellectual efforts with those of artificial intelligences. *This course has required summer reading.*

Detective Fiction: The Search for Truth

½ credit	Semester II	Prereq: English 10	Offered at Bryn Mawr
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American detective writer Walter Mosley wrote, "Fiction, better than reality, gives us heroes who can't let us down, who cannot be arrested, convicted, or vilified. Maybe these stories won't be able to resolve our dilemmas in the real world, but they can offer escape through a fantasy where even a common everyday Joe (or Jane) can be saved." As a culture we are captivated by detective stories; they allow us a front-seat view of our darkest human impulses, while keeping us a safe distance with the reassurance of a satisfying resolution. This course will explore the origins of detective fiction, the development of the noir genre, and the emergence of feminist and true crime narratives.

Dystopian Fiction

½ credit	Semester II	Prereq: English 11	Offered at Gilman
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Environmental destruction. Nuclear disaster. Government, religious, and technological control. The modern literary sphere is flooded with dystopian stories featuring such opposing themes as conformity and individuality, isolation and community, and control and rebellion. The ultimate goal of each novel seems to stem from the hero's desperate attempt at survival against all odds. This course seeks to consider why contemporary readers are drawn to such stories by examining the emergence of the dystopian novel from foundational utopian texts such as Plato's *Republic* and More's *Utopia*, investigating the development of the dystopian hero, and interrogating the political, social, cultural, and religious trends of our society that might influence writers of this genre. In addition to discussion and analytical writing, members of the class will produce their own dystopian short fiction.

Environmental Literature

½ credit	Semester II	Prereq: English 11	Offered at RPCS
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This course examines our relationship with nature, the ecological impacts of consumption, and the evolution of our environmental awareness. Central to the course is the exploration of the complex connections humans have to both cultivated and wild spaces, across past, present, and future contexts. Students will engage with key environmental issues, such as the competing needs of human society and the natural world, the growth of certain groups at the expense of others, and the rights and responsibilities of dominant species. The course will draw on both fictional and nonfictional texts, as well as films, podcasts, and other media. Students can expect to write short response papers addressing the ethical dilemmas posed by the authors and longer analytical essays that delve into major course themes.

Existentialism in Literature			
½ credit	Semester II	Prereq: English 11	<i>Offered at Gilman</i>

To study philosophy is to wrestle with an essential question: “What is the meaning of life?” The philosophy behind existentialism, however, asks a different and, perhaps, more fundamental question: “Does life have a meaning at all?” Through the study of existential philosophy and literature, students will consider the meanings and problems of existence. Students will read the philosophical writings of Kierkegaard, Nietzsche, Heidegger, and Sartre and will seek to better understand the basic existential concepts of being. Moreover, students will apply existential theories to the reading of influential modern and postmodern literature. Through the study and contemplation of existential concepts and themes, students will be encouraged to consider the vital joy inherent in deep meditation on existence, that the struggle to understand one’s place in the world is, in and of itself, enough to fill the heart and mind.

Film as Literature			
½ credit	Semester I	Prereq: English 11	<i>Offered at Gilman</i>

Film as Literature is designed to broaden and extend students’ knowledge and appreciation of film as an art form—to help them become “cinemaliterate.” Through an immersive study of films in a variety of genres, students will develop and sharpen skills in reading, thinking, viewing, and writing about films, as well as listening and speaking in post-viewing discussions. Students will be taught to analyze film in the same way that they study a literary text, by watching and studying classic and contemporary movies. They will learn how to “read” a film by analyzing its narrative structure, genre conventions, subtext, technical and artistic factors and purpose. Upon completion, students will possess a deeper knowledge and active comprehension of: film terms and techniques, the adaptation of literature into film scripts, film genres, elements of symbolism, literary themes in films and the art of the well-made screenplay, as well as the director’s craft. Students will leave Film as Lit with an exciting new personal foundation of cinema literacy.

From Gags to Gold: Writing TV Comedy that Sticks			
½ credit	Semester I	Prereq: English 11	<i>Offered at RPCS</i>

When writing about the purpose of comedy, playwright William Congreve explains that as “vicious people are made ashamed of their follies or faults by seeing them[selves] exposed in a ridiculous manner, so are good people at once both warned and diverted at their expense.” This definition gives comedy meaning beyond laugh lines, which has implications in sitcoms, sketch comedy, live theatre, and standup. Although this course will examine and write about these popular performances, students will spend the bulk of the course pitching and workshopping their own comedy within these forms, culminating in an original spec script. Various performances will be viewed across comedy to strengthen our writing in the class. We will discuss ways to establish a regular writing practice and use the writers room to facilitate the best laughs we can write.

Greek and Roman Mythology: Gods, Heroes, and Monsters			
½ credit	Semester II	Prereq: English 11	<i>Offered at Gilman</i>

This course serves as an introduction to the world of ancient Greek and Roman mythology, with a special focus on gods, heroes, and monsters. Students will learn the foundational stories of the gods and their families, the tales of heroes and monsters (both human and beast). We will examine and

discuss Greek and Roman literature that features these myths, including the works of Homer, Ovid, Euripides, and Apollonius of Rhodes among others.

Heroic Journey			
½ credit	Semester I	Prereq: English 11	<i>Offered at Gilman</i>

This course seeks to explore Joseph Campbell’s monomyth, the heroic journey, through a multimedia examination of classical and contemporary literature, film, and music. From Sir Thomas Malory’s *Le Morte d’Artur* through George Lucas’ *Star Wars: A New Hope*, the cycle of discovery a hero undergoes allows students to see themselves and their world through a critical lens. Using Campbell’s *Hero with a Thousand Faces*, students will identify the different stages of the hero’s journey and unwrap the archetypes seen therein through comparative analysis of these works. Class discussion will focus on analysis of author intent and understanding why folk tales and myth are an effective vehicle for shared audience experience, interpretation, and societal critique.

Historical Fiction: America **			
½ credit	Semester I	Prereq: English 11	<i>Offered at Gilman</i>

** This course may be taken for English or History credit. In this American Historical Fiction course, students will read and write works of historical fiction to help understand the time period and individuals living during the eras being studied. Reading historical fiction written from various points in history about diverse individuals—this course will focus on American history—will allow for deeper understanding of our shared past. Writing historical fiction requires a balance of research and creativity, and while it often includes real people and events, the genre offers a fiction writer many opportunities to tell a wholly unique story.

Historical Fiction: World **			
½ credit	Semester II	Prereq: English 11	<i>Offered at Gilman</i>

** This course may be taken for English or History credit. In this World Historical Fiction course, students will read and write works of historical fiction to help understand the time period and individuals living during the eras being studied. Reading historical fiction written from various points in history about diverse individuals—this course will focus on world history—will allow for deeper understanding of our shared past. Writing historical fiction requires a balance of research and creativity, and while it often includes real people and events, the genre offers a fiction writer many opportunities to tell a wholly unique story.

Honors — The History and Literature of the Modern Middle East **			
½ credit	Semester II	Prereq: English 10	<i>Offered at Bryn Mawr</i>

** This course may be taken for English or History credit. As evidenced by the headlines today, the Middle East has been one of the most misunderstood regions in the world since the end of WW I. This class seeks to shatter the many myths surrounding the incredibly diverse region stretching from Afghanistan in the east to Morocco and Algeria in the west. We will view the history of the region through the words and creations of the Arabs, Turks, Persians, Palestinians, Israelis, and other peoples who have lived there during the past 100 years. Close readings of the literary, artistic, cinematic, and musical sources these peoples have produced over the past century will provide the narrative for the course as we explore the region’s complicated political, social, economic, religious, and cultural development. We will emphasize the many contradictory themes that have run through the region’s recent history and literature: democracy and autocracy, colonialism and nationalism,

repression and liberation, diversity and exclusion, modernization and tradition. Students will write a combination of historical and literary analyses based on the sources we examine.

Holocaust Studies * *			
½ credit	Semester I	Prereq: English 11	<i>Offered at Gilman</i>

* * This course may be taken for English or History credit. This course guides students' investigation of the events surrounding the Nazi destruction of European Jewry during World War II. As students study the evolution of the 'Final Solution,' they consider the history of anti-Semitism in Europe, the role of anti-Semitism in the nature of the Nazi regime, and the contingencies which shaped Nazi anti-Jewish policies. At the heart of this analysis is a close study of the key events which transformed persecution into genocide during World War II. The Holocaust Museum is an important resource during this process. During the final section of the course, students explore the difficulties of finding meaning in the memory of the Holocaust by encountering memoir, fiction, essays, and films with Holocaust themes.

Irish Literature			
½ credit	Semester I	Prereq: English 11	<i>Offered at RPCS</i>

This course explores how Irish writers have crafted fiction and poetry from their experiences of Irish life, culture, and landscape. Through their eyes and imagination, students will gain a deeper understanding of Ireland's history, struggles, and vibrant traditions. Irish writers have made significant contributions to English literature, drawing on the complexities of their nation's past and present. We will begin by studying foundational Irish myths and legends, then shift focus to how the turbulent political and religious climate of Ireland is reflected in novels, poetry, songs, and more. Themes explored in this course will include language and territory, citizenship, famine and abundance, gender, and tradition, as well as colonial domination and national revolt. Texts will include *The Táin*, by Thomas Kinsella, *The House of Splendid Isolation* by Edna O'Brien and *The Van* by Roddy Doyle. Through these works, we will uncover the ways in which Irish writers have shaped and been shaped by their unique cultural landscape.

Issues in Native American Contemporary Literature and Culture * *			
½ credit	Semester I	Prereq: Grade 11	<i>Offered at Bryn Mawr</i>

* * This course may be taken for English or History credit. The purpose of this course is to begin to explore Indigenous American identities through history, literature, and contemporary culture. Indigenous cultures hold a complex place in the history of North America. The class will highlight the regions that became the United States and that country's collective mythology: one that is both idealized in fiction and marginalized in reality. We will delve deeply into the stories of contemporary Indigenous voices in literature, history, film, art, music, and activism as we explore the contemporary issues and historical context for each written work. This course will require students to think creatively and deeply in order to look past the "normal" narrative and to grapple with complex ideas and sources as they write a number of historical and literary analyses.

Law and Literature			
½ credit	Semester II	Prereq: English 11	<i>Offered at Gilman</i>

This course seeks to examine the intersection of law and literature by introducing students to aspects of the law featured in classical and contemporary literature. Reading will include classic short novels,

a play, and a contemporary novel. These readings will be supplemented by excerpts from Judge Richard Posner’s Law and Literature and seminal Supreme Court cases. Students will gain experience with the Socratic method, briefing case law, and the obligations of attorneys and judges. Guest speakers will provide students a grounding in how the legal system works, with introductions to civil procedure, the stages of a criminal trial, and an examination of the Bill of Rights.

Literary Adaptation			
½ credit	Semester I	Prereq: English 11	<i>Offered at Gilman</i>

You’ve heard it dozens of times: “the book was better than the movie.” In an age consumed with retellings, we are trained to view adaptations through a comparative lens, working under the assumption that a “true” adaptation is a faithful translation of the original text. But what if the adaptation’s goal is something else entirely? This course will examine the complex relationship between a source and its retellings, paying particular attention to the ways literary and visual representations differ in their storytelling methods. Our central focus will lie with Shakespeare’s *Hamlet*, the story of a man tasked with avenging his father’s murder yet finding himself incapable of taking action. Students will also engage with an adaptation of their choosing, offering insight into the value of divergence and what it might reveal.

Literature of Childhood			
½ credit	Semester II	Prereq: English 11	<i>Offered at Gilman</i>

As second semester seniors, you are on the verge of leaving home for a great journey. Like all adventures, along the way you will encounter moments of fear, confusion, and joy. The world is a complicated place and the thought of leaving your home can be very intimidating. This natural apprehension can be mitigated by focusing on lessons taught in early childhood education. This course will examine the lessons and values championed in children’s literature. Students will reflect on how these virtues are being applied in their own life. They will examine the books they read as children and compare them to more modern publications. We will write and illustrate children’s books which will be shared with lower school buddies. The goal is for seniors to reflect on basic values and how they can reflect those values as they prepare to graduate.

Madness, Mystery, and the Macabre: Edgar Allan Poe in Literature and Film			
½ credit	Semester II	Prereq: English 11	<i>Offered at RPCS</i>

A literary icon, a master of the Gothic genre, and, at one point, a Baltimore resident, Edgar Allan Poe is an enigmatic and pivotal author in American literature. This senior elective course will explore the depths of Poe's dark and haunting narratives, his use of the Gothic, the macabre, and the psychological. Through analyzing his short stories, poems, and film adaptations, students will investigate themes of madness, death, the supernatural, and the complexities of human nature. Students will read a selection of Poe's most famous works, such as “The Tell-Tale Heart,” “The Fall of the House of Usher,” “The Raven,” and “The Cask of Amontillado,” and film adaptations such as *The Pale Blue Eye*. Students will analyze Poe's unique style, use of unreliable narrators, and exploration of the human psyche, while also considering the historical and cultural contexts of his writing. In addition to literary analysis, students will engage in creative assignments, discussions, debates, and a field trip to Fells Point. The course will culminate in an independent research project and presentation.

Modern European Intellectual Thought **

½ credit

Semester I

Prereq: English 11

Offered at Gilman

** This course may be taken for English or History credit. This course surveys European thought from the Enlightenment to Post World War II. Topics include the French and Scottish Enlightenments, the German Romantics and Idealists, Classical Liberalism, Irrationalism, Totalitarianism, and Existentialism. The class will discuss ideas about politics, economics, philosophy, and religion. Students will explore the intellectual movements of Modern Europe through primary source material as well as the school's extensive online collection of academic journals and periodicals. The required texts include *An Intellectual History of Modern Europe*, *Notes from the Underground*, *Animal Farm*, and *The Stranger*.

Reading and Writing Poetry

½ credit

Semester II

Prereq: English 11

Offered at Roland Park

According to William Butler Yeats, "Out of the quarrel with others we make rhetoric; out of the quarrel with ourselves we make poetry." Because of its raw and personal nature, poetry is one of the most intimidating, yet fulfilling, art forms. In this course, we will delve deeply into the reading, analysis, and writing of a variety of forms, which may include sestinas, villanelles, ghazals, ekphrastic, and free verse poetry. Students will also have the opportunity to explore performance through spoken word poetry. In this course, students will engage in daily writing exercises to practice various fundamental techniques and to generate ideas for longer pieces of writing. Additionally, students will learn the process of formal workshopping as a means for discussing, gaining feedback upon, and publicly sharing their work in a safe and respectful setting. Throughout the semester, we will read poems by classic and contemporary poets which may include, among others: Sappho, Langston Hughes, Gwendolyn Brooks, Lawrence Ferlinghetti, Elizabeth Bishop, Adrienne Rich, Amanda Gorman, Lucille Clifton, Patricia Smith, and Ada Limón. This course will culminate in the creation of a sizeable portfolio of varied poems.

Terror in American Literature

½ credit

Semester I

Prereq: English 10

Offered at Bryn Mawr

This course is a chance to explore the legacy of terror literature in American writing and to consider how the terrors of a given age may reveal and help us better understand the underlying social anxieties and tensions that drive human behavior. The short stories and films we will encounter this semester will serve as reflections of the social climates of their time. Throughout American history, what has been the source of our greatest fears? Most importantly, in our own particular age of anxiety, we will reflect on Jordan Peele's observation that he had "never seen [his] fears as an African-American man onscreen." What does the legacy of American terror fiction tell us about the real terrors of white supremacy in this country? How are contemporary artists like Peele and others reappropriating that legacy to tell untold stories? We will examine the evolution of the American Gothic from Henry James up through our current political moment and the resurgence of the Black Southern Gothic in the work of Beyoncé, Jordan Peele, and Childish Gambino.

Urban Studies **

½ credit

Semester II

Prereq: English 11

Offered at Gilman

** This course may be taken for English or History credit. In Urban Literature we will explore the urban landscape of Baltimore through engagement with literature in an expansive sense that

includes narrative-based historical texts, creative nonfiction, poetry, fiction, journalism, case law, statistical data, and informational journals. Through journal reflections, creative writing, essays, projects, and presentations, we will think critically and expansively about our complex world within the local context of Baltimore, practice communicating effectively with diverse audiences, collaborate to imagine solutions to problems and ways to affect positive community impact, and create works of self-expression that serve and inspire others. We will also develop a deep engagement with and appreciation of Baltimore's present and past through field trips to interact with Baltimore beyond the walls of Gilman.

Honors — What is a Human?: Women's Science Fiction			
½ credit	Semester I	Prereq: English 10	Offered at Bryn Mawr

Both literature and biological sciences ask a fundamental question: What is a human being? This course will explore this question through readings in the rich history of women's science fiction. How do emerging discoveries in medical science and developments in technology influence our cultural understanding of the human body, and particularly the female body? How do women writers negotiate and appropriate these discoveries in their literary creations? How does women's fiction engage with contemporary questions of technological ethics? How can the genre speak to our personal and cultural understandings of what it means to be human? We will tackle these questions by reading science fiction written by women, including *Frankenstein* by Mary Shelley, *How Long 'Til Black Future Month* by N.k. Jemisin, and *Paradises Lost* by Ursula K LeGuin, among others.

Honors — Women Writers and Short Fiction			
½ credit	Semester II	Prereq: English 10	Offered at Bryn Mawr

Is there such a thing as “women’s literature”...? What does it mean to be a woman and an artist? As we read short stories written by women, we will pay particular attention to the professional and artistic lives of women writers through their interviews, speeches, and nonfiction. We will also explore the short story form. What makes short story writing different from other kinds of fiction, especially the novel? What are some of its common characteristics, and what experiments in the form have been attempted? What seems to be at the heart of this uniquely pleasurable form? Finally, we will consider the interplay between the ordinary and the extraordinary. Where is the exquisite, the divine, the miraculous, in ordinary lives, especially those of women and girls? And what bare, ordinary, hidden truths come out of extraordinary circumstances?

World War II **			
½ credit	Semester II	Prereq: English 11	Offered at Gilman

** This course may be taken for English or History credit. In this course we will examine the central cataclysm of the twentieth century, whose repercussions can still be felt in the world today, over seventy years after its end. The class will provide a chronological overview of World War II, examining both the European and Asian theaters of the war. Events of focus will include, but not be limited to, the Battle of Britain, the German invasion of the Soviet Union, the Battle of Stalingrad, the North African campaign, the invasion of Italy, and D-Day. We will spend time examining certain topics in more depth, including the interwar years, diplomatic origins of the war, the rise of Nazis in Germany, acts of genocide including the Japanese invasion of China in 1937 and the rape of Nanking and the Holocaust. We will also consider the use of strategic bombing and civilian targets in the war, culminating in the firebombing of Dresden and atomic bombings of Hiroshima and Nagasaki. This class also fulfills an English credit, and we will therefore read Pierre Boulle's *The Bridge Over the River Kwai* in Q3 and Kurt Vonnegut's *Slaughterhouse Five* in Q4. We will use documentaries and films extensively, including the 1970s British series *World at War* and the more

recent *World War II in Color*. We will also rely heavily on primary accounts from the combatants who participated in the conflict.

Writers in Revolt			
½ credit	Semester I	Prereq: English 11	<i>Offered at Gilman</i>

The literature of the Writers in Revolt English elective focuses on revolt and protest against societal expectations and prejudices. As we study, discuss, and write about the literature, students also work on a semester-long project requiring them to identify something (a practice, policy, belief, or institution) that they wish to revolt against. After considering and formulating various protest techniques to utilize, they draw attention to their personal revolt through assembly presentations, interviews, social media posts, and surveys. Finally, they execute their revolt in an effort to actualize as much change as possible.

Honors — The Writings of Toni Morrison			
½ credit	Semester I	Prereq: English 10	<i>Offered at Bryn Mawr</i>

This course will explore the work and legacy of Toni Morrison through her speeches, essays, literature, and poetry. As president Barack Obama said in his eulogy in the summer of 2019, “Toni Morrison was a national treasure. Her writing was not just beautiful but meaningful — a challenge to our conscience and a call to greater empathy.” Morrison’s work “brings us that kind of moral and emotional intensity that few writers ever attempt...using a tone that is lyrical, precise, distinct, and inclusive.” Through her work, this course will examine questions of American identity, particularly the ways that the narratives of enslaved peoples and their descendants have become some of the most essential poetics of our nation.

● Arts — Course Requirements: 1 credit

► Visual Arts — Electives

Studio Art Foundations			
½ credit	Semester I or II	Prereq: none	<i>Offered at Bryn Mawr, open to grades 9–12</i>

Studio Art Foundations is an introductory art course designed to teach four components of art education: production, criticism, history, and aesthetics. Emphasis is placed on the teaching of the Elements and Principles of Art. Through presentations, discussions, demonstrations, and one-on-one check-ins, students will be given the artistic knowledge needed to complete various studio assignments. Throughout the year, students will be exposed to a wide variety of materials and learn how to effectively use these media.

3D Foundations: Working in All Dimensions			
½ credit	Semester II	Prereq: none	<i>Offered at Bryn Mawr, open to grades 10–12</i>

Students will learn the importance of making art in all dimensions and how to navigate those spaces utilizing a variety of materials and techniques. In this course we will learn to create using wire, fabric, cardboard, clay and wood and use hand and power tools with confidence and skill. Smaller projects, experiments and knowledge building will culminate in a functional piece of furniture. Through sketching, experimentation, mixed media and risk taking, the students will gain confidence and learn to occupy and claim a space for themselves and their ideas. Projects/materials will include mask/Lamp-Wire and fabric (pliers, wire, fabric sewing); larger than life- Cardboard (x-actos, straight edge, hot glue, paper mache and paint); Ceramic Busts (clay, paint and mixed media); Furniture: small shelf, table or chair with integration of techniques and materials; Jigsaw and small power tools, upcycling found objects.

Drawing and Painting I			
½ credit	Semester I	Prereq: Studio Art Foundations or permission from instructor	<i>Offered at Bryn Mawr</i>

Drawing and Painting I students develop the tools to make judgments on what they observe and record their findings. Subject matter includes a range of invented and/or observed scenarios. Students are exposed to the impact of the elements of art and principles of design on both content and expression. An understanding of color theory is achieved through projects involving color matching and color schemes. Media will include both dry and wet media. Lessons in art history and current artists are included in order to expand the student's artistic vision through analysis. A journal is kept for preliminary sketches, idea development, and independent research.

Drawing and Painting II			
½ credit	Semester II	Prereq: Drawing and Painting I or permission from instructor	<i>Offered at Bryn Mawr</i>

Drawing and Painting II is designed to follow Drawing and Painting I, adding to the student's art vocabulary and drawing/painting techniques. With emphasis placed on creating artworks that communicate meaning, students are encouraged to stretch their imagination and express their ideas through visual context clues and medium of choice. A journal is kept for preliminary sketches, idea development, and independent research. Through continued development of technical skills and creative expression, students will produce artworks that make a visual statement. Students are encouraged to work on a larger scale, taking the time needed to produce significant works.

Honors — Advanced 2D Art I, II, III			
1 credit	Year	Prereq: Drawing and Painting II or equivalent or permission of instructor	<i>Offered at Bryn Mawr</i>

Honors Advanced 2D Art is for students seeking the opportunity to advance to a higher level of understanding and technical skill development in two-dimensional art. Through further exploration

into various mediums and the extension of studio practices, advanced students develop a portfolio of work that demonstrates both artistic proficiency and creativity. Projects are driven by open-ended prompts, allowing students to develop personal vision and voice in their artwork. Media includes both wet and dry materials, and a journal is kept for preliminary sketches, idea development, and independent research.

Graphic Design I **			
½ credit	Semester I and II	Prereq: none	<i>Offered at Bryn Mawr, open to grades 10–12</i>

** This course may be taken for Computer Science or Art credit. This semester course teaches students the basics of graphic design, including visual cohesiveness, layout, and color usage. Students will use these design concepts to create projects using the software applications Adobe Photoshop, Illustrator, and InDesign. Over the course of the semester, students will develop a portfolio of pieces ranging from a book cover to a logo design to a magazine. This course will also cover basic advertising principles and teach students how to analyze print design. No previous art or computer knowledge is required.

Graphic Design II **			
½ credit	Semester I and II	Prereq: Graphic Design I	<i>Offered at Bryn Mawr, open to grades 10–12</i>

** This course may be taken for Computer Science or Art credit. This upper level elective course builds upon the foundational knowledge gained in Graphic Design I. Students will continue to build their portfolios and apply design skills to more complex projects, including packaging design, 3D design, and interactive or responsive design. The course will also delve deeper into the study of font and layout. The culminating project will be a personal reflection piece, meant to be used as the student's "graphic design resumé."

Introduction to Ceramics			
½ credit	Semester I and II	Prereq: none	<i>Offered at Bryn Mawr, open to grades 10–12</i>

Introduction to ceramics is designed to help familiarize students with clay as an artistic medium. In this class students will gain an understanding of ceramic history throughout the world while learning new creative thinking skills. Students will explore different building and finishing techniques, including hand building, wheel throwing, using molds, mishima, sgraffito, and glazing. Throughout the course students will keep a creative journal to document their progress with ceramics techniques, visit off-campus exhibits, and create a presentation to document their growth and knowledge of the ceramic medium. Exhibition opportunities for displaying student work will also be a component of this course.

Ceramics			
activity period credit	By Term	Prereq: none	<i>Offered at Bryn Mawr</i>

Students learn a variety of techniques, including: slab building, coil, modeling, and throwing on the potter's wheel. Students decorate their work with glaze and underglaze. Contemporary ceramics and ceramics from a variety of cultures inspire students to propose self-directed sculpture and pottery projects. Participation for a term earns one term of activity period credit.

Honors — Advanced Studio Art III			
1 credit	Year	Prereq: Drawing and Painting II, department approval required	<i>Offered at Gilman, open to grade 12</i>

This course is designed for students interested in developing a strong portfolio of independent work. In-class work will focus predominantly on observational work with subjects ranging from still life and landscape to portraiture and direct-from-life figure painting. In addition, issues such as abstraction, appropriation, and installation will also be covered. In conjunction with this, there will be ongoing discussions about a broad range of contemporary issues in art-making that should be taken into account as students consider a personal direction. After quarter 1 students will begin working to build a portfolio of personal, self-guided work with a view toward submitting this portfolio to the AP Studio program in May.

Honors — Advanced Studio Art IV			
1 credit	Year	Prereq: Advanced Art III, department approval required	<i>Offered at Gilman, open to grade 12</i>

This course is designed for students interested in developing a strong portfolio of independent work. In-class work will focus predominantly on observational work with subjects ranging from still life and landscape to portraiture and direct-from-life figure painting. In addition, issues such as abstraction, appropriation, and installation will also be covered. In conjunction with this, there will be ongoing discussions about a broad range of contemporary issues in art-making that should be taken into account as students consider a personal direction. During the second semester of this yearlong course, students will work with increasing independence as they develop their Thesis Exhibition. In late April, this work will be included in a year-end Student Thesis Exhibitions in the Lumen Center.

Advanced Photography			
½ or 1 credit	Semester or Year	Prereq: Photography II: Darkroom	<i>Offered at Roland Park, open to grade 12</i>

This is a full-time, semester long course available to seniors who have already taken Intro to Photography. It may involve a combination of analog and digital photography, as well as work in Photoshop and other methods of creatively manipulating photographs. Emphasis will be on concept and utilizing visual techniques to communicate ideas.

Advanced Placement (AP) — 2D Art: Photography *			
1 credit	Year	Prereq: department approval required, Introduction to Photography, Developing Concept and Creativity, Alternative Processes	<i>Offered at Roland Park, open to grade 12</i>

* Note: Students are required to supply a 35 mm SLR and/or a digital SLR camera. This course has required summer work. AP 2D Art: Photography is a year-long course for students committed to the completion of the Two Dimensional Design portfolio. The majority of the year is spent on

developing a concentration: a body of work connected by a theme. Supplements to concentration work include work in the visual journal, quarterly visits to exhibitions, and visits from professional artists. In the fall students make a day-long trip to New York City's museums and galleries in order to gather ideas for their own work. Students also participate in a mid-year review in January and an end-of-the-year showcase in late April. AP Photography is for highly motivated art students wishing to submit their portfolio for AP credit consideration.

► Drama — Electives

Upper School Drama Opportunities			
activity period credit	By Term	Prereq: none; some roles by audition only	<i>Offered at Bryn Mawr, open to grades 9–12</i>

Each year, Bryn Mawr puts on a fully-produced Upper School musical for Gilman and Bryn Mawr students, and a Bryn Mawr student dramatic production. Technical crews supervise the maintenance of the stage facilities and complete design and construction of sets, lighting, and costume design for all dance and theater productions. Senior projects in playwriting and student-directed one-act plays are performed each year.

Theatre Production			
½ credit	Semester I	Prereq: none	<i>Offered at Bryn Mawr, open to grades 9–12</i>

This course takes students through the entire process of theatrical production. It examines the origins of drama from a world perspective and reviews theatrical vocabulary and conventions through collaborative exploration of cultural contexts and theatrical technique. Students will apply their new skills in set and costume design, stagecraft, lighting, and stage management to the Upper School musical production in November. They will continue to practice dramaturgical analysis of scripts by reading, attending and reviewing plays as well as have an opportunity to create their own personal design concept for a production of their choice.

Performance Techniques			
½ credit	Semester II	Prereq: none	<i>Offered at Bryn Mawr, open to grades 9–12</i>

This course provides an exploration of the creative process through dramatic performance. Students will develop physical awareness and vocal technique through acting, improvisation, and solo performance. They will examine the global art of storytelling throughout history and the many contexts in which it is achieved while exploring contemporary acting methods through monologues, scenework, text analysis, and devising techniques. This course will deepen communication skills, strengthen confidence onstage, and provide opportunities for original performances.

► Dance — Electives

Contemporary Modern Dance and All that Jazz			
½ credit	Semester I	Prereq: none	<i>Offered at Bryn Mawr, open to grades 9–12</i>

Students will spend the first half of the semester examining the umbrella of Jazz dance including traditional elements along with styles such as musical theatre, commercial dance, and hip-hop. As an embodied learning experience, students will learn primarily through movement, how this dance genre evolved historically from social dances and then branched out into various subforms. In the second half of the semester, as we examine modern and contemporary dance, we will take a chronological look at the evolution of this dance form from its earliest days as a form of resistance to formal ballet training to the contemporary dance style(s) of today. Throughout the semester, famous dance works will be used as examples and inspiration for learning and creating. As dance is a performing art, this course will have a strong focus on the expression of ideas through movement and performance quality. Finally, students will engage in activities such as viewing and critiquing dance, creating their own choreography and developing their artistic voice. While teaching and building on foundational dance techniques, this intermediate level course accommodates varying levels of experience.

Dance Composition			
½ credit	Semester II	Prereq: none	<i>Offered at Bryn Mawr, open to grades 9–12</i>

Students will be introduced to the basic elements of composition from several different perspectives as they create solos, duets, and small group work. We will also delve into the cultural significance of making dance throughout the world and the underlying purposes of choreography such as performance, communal connection, transformation, and spirituality. This class will attempt to get to the heart of the art of practice. What is the work of choreography? How do we instill healthy work habits that inspire curiosity? Encouraging an open mind, students will work towards discovery of artistic preferences and passions while also learning appropriate tools to give and receive feedback about their own work and that of others.

Dance Company **			
activity period credit	Year	By audition	<i>Offered at Bryn Mawr, open to grades 9–12</i>

** Participation for a year earns two terms of activity/athletic credit. Dance Company is an audition group that meets three times a week after school (Tuesday, Wednesday, and Thursday) with a final concert presented in February (additional rehearsals required during concert week). Professional dance artists, as well as the company directors, set commissioned works on the students, who are also encouraged to choreograph and present their own work. Many styles of dance are explored and students are asked to try new and creative ideas and approaches. Students in Dance Company are eligible to work towards induction in NHSDA (National Honor Society for Dance Arts).

► Music — Electives

Camerata			
½ credit	Semester I	Prereq: none	<i>Offered at Bryn Mawr, open to grades 9–12</i>

Camerata is a choral ensemble designed to develop and strengthen musicianship and vocal technique in every singer. Students will prepare and perform choral repertoire from a variety of historical periods and global regions while building sight singing and ear training skills. Students will build healthy vocal technique while exploring many genres and styles of singing and will perform in Semester I concerts. Both new and experienced singers are encouraged to enroll.

Advanced Placement (AP) — Music Theory *			
1 credit	Year	Prereq: Departmental Approval	<i>Offered at Bryn Mawr and open to coordinate students in grade 12</i>

* Students must take the AP Music Theory exam at the end of the year. AP Music Theory is a college level music theory course, covering the tonal and rhythmic practices of Western Art Music from the Common Practice Era to the modern day within the larger context of worldwide musical systems. Students will explore the functions and uses of pitch, rhythm, meter, modes and scales, triadic harmony, melody, musical phrasing, voice leading, and musical forms through the analysis, performance, and composition of music, with special emphasis on the repertoire they are preparing in private study or vocal/instrumental performance ensembles. Students will also develop aural skills through the practice of sight-reading and melodic, harmonic, and rhythmic dictation. Students will complete the AP Music Theory exam in preparation for collegiate musical studies.

Dayseye *			
¼ credit *	Year	By audition; Prereq: 1 semester of Camerata or permission from the department	<i>Offered at Bryn Mawr, open to grades 10–12</i>

* Note: Students who participate in Dayseye for two or more consecutive years and take one additional ½ credit arts class will fulfill their arts requirement for graduation. A choral ensemble for experienced singers exhibiting maturity in technique and musicianship, Dayseye performs both on and off campus. Repertoire includes world music and historical compositions for treble voices. Admission is by audition only (occurring in February of the preceding school year). Participation in Dayseye fulfills the MMEA requirement for participation in All State Choirs.

Quadrivium (String Ensemble) *			
¼ credit *	Year	Prereq: permission from the department, by audition	<i>Offered at Bryn Mawr, open to grades 9–12</i>

* Note: Students who participate in Quadrivium for two or more consecutive years and take one additional ½ credit arts class will fulfill their arts requirement for graduation. An ensemble for

experienced violinists, violists, cellists, and bassists who are currently taking private lessons on their instrument, or are approved by audition. Harp players may audition and be accepted at the discretion of the conductor. Quadrivium performs string orchestra music from a variety of styles and genres. The group performs in the winter and spring concerts; additional performance opportunities may be scheduled during the year. Quadrivium combines with the Gilman String Hounds for dress rehearsals and performances. Admission to the String Ensemble fulfills the Maryland State Music Educator requirement for participation in All State Orchestras.

Private Lessons			
N/A	Year	Prereq: none	<i>Offered at Bryn Mawr</i>

By arrangement with The Music School, students may take private lessons at school with teachers of voice, piano, violin, viola, cello, flute, clarinet, saxophone, guitar, and harp. Teachers for additional instruments may be arranged if demand warrants it.

● Public Speaking — Course Requirements: ¼ credit

► Public Speaking — Courses

● Public Speaking			
¼ credit	Semester I or II	Prereq: none	<i>Offered at Bryn Mawr, required in grade 11</i>

This course will provide foundational experiences in public speaking. Students will develop confidence as speakers, improve articulation, and increase vocal expressiveness. In preparation for senior convocations, Public Speaking students will study and practice speech techniques through three major speeches assignments: a personal narrative speech, an informative speech, and a persuasive speech.

► Health — Curriculum

Health education is an important goal of student health service on campus. Health resources available to students include the Upper School nursing and counseling staff, as well as the athletic training staff. The Upper School at Bryn Mawr addresses a variety of health-related issues throughout the school year. We begin with 9th Grade Seminar, a course that meets once a cycle, to discuss balance in one’s life and nurturing physical and emotional needs. Topics include:

- meditation and relaxation techniques
- community and how we treat each other
- body image and the media
- mental illness

- relationships
- sexual health

In addition, for the 9th grade Bryn Mawr contracts with Freedom from Chemical Dependency, a nationally recognized group, to provide an intensive week-long program addressing drugs and alcohol which is followed up by discussion throughout the year. Special assemblies addressing drunk driving, breast health, women and sports, skin health, and many other topics are featured throughout the school year for the entire Upper School community. Many of these themes are followed up in grade retreats each fall. Seniors also receive special speakers specifically to address taking care of themselves now and while in the transition to college.

The Upper School addresses health issues which seem most prevalent and of most concern to students, faculty, and parents. While we cannot address every health issue every year, we hope that in the course of the four years in the Upper School, students learn how to best care for themselves physically and emotionally. Our goal is to promote a healthy lifestyle.

● **History — Course Requirements:** 3 credits including Foundations of the Modern World, The Modern World, and US History (*NOTE: 2 credits if a double language track is selected: one must be US History, the other must be either Foundations of the Modern World or The Modern World. Students will not be eligible for AP World History if they have not taken Foundations of the Modern World or the equivalent course.*)

► **History — Curriculum**

The history program provides students with a comprehensive foundation in the political, economic, cultural, and intellectual development of the world. Courses emphasize the historian's tools—research, primary source reading, and verbal and written analysis, and classes use technology extensively. Cross registration with our coordinate schools allows seniors to pursue a wide range of historical methods and topics. Co-curricular opportunities such as Model Congress, Debate Club, and Model United Nations enhance the formal program. AP World History: Modern prepares students for the AP World exam; AP Microeconomics, AP Macroeconomics, AP United States Government, AP Comparative Government and Politics, and AP Psychology are offered in the senior year. The Advanced Seminar in United States History helps prepare students for the AP US History exam.

Honors Humanities courses are also offered at the upper levels of both English and History for students seeking to pursue a more rigorous and academically demanding course of study in the Humanities. Students in Honors Courses are expected to be self-directed, work independently, and meet deadlines as determined by the teacher.

Students in Honors Humanity courses will be expected to demonstrate the following skills:

- Superior mastery of higher volumes of content at a faster pace than on-level courses.
- Facility with sources and texts requiring a higher level of thinking and more advanced analysis.
- Strong analytical skills that can incorporate and synthesize a wide range of primary and secondary material.
- Initiative to think independently and pursue individual lines of inquiry not provided directly by the teacher.
- Writing skills that demonstrate clear argumentation, strong evidential and researched support, and developed sense of purpose and style.

► History — Courses

● Foundations of the Modern World • Grade 9 *

1 credit	Year	Prereq: none	<i>Offered at Bryn Mawr</i>
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* **Note:** This course is a requirement for taking AP World History. This course examines key developments in world history from the rise of Islam in the 7th century to the emergence of early modern globalization in the 16th century. The course aims to emphasize the economic and cultural vibrancy and political power of the Islamic world, China, Indian Ocean societies, and states across sub-Saharan Africa, as well as Europe and the Americas. It explores the increasing connections and interactions between different cultures and regions with an eye to providing the foundation for understanding globalization in the modern world. A key theme is shifting power dynamics (class, gender, religion, race, etc.) and how individuals have asserted their agency to challenge systems of power throughout history. The class practices the fundamental components of historical thinking: critical reading, articulation of analytical arguments, cultural sensitivity and empathy, and awareness of change between times and places.

● (option 1) The Modern World • Grade 10

1 credit	Year	Prereq: Foundations of the Modern World, grade 9	<i>Offered at Bryn Mawr</i>
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This course surveys world history from the 17th century through the present day, and completes the world history sequence. The first semester focuses on 17th through 19th century revolutions that created the modern age; the second semester traces the impact of these revolutions on the 20th century world. We use traditional texts and primary sources, novels, and film as sources for understanding our world's history. Students complete a year-long portfolio of papers and projects using a variety of historical methods which allows them to develop historical skills and pursue topics of individual interest.

● (option 2) Advanced Placement (AP) — World History: Modern • Grade 10 *			
1 credit	Year	Prereq: recommendation of the department, based on achievement in Foundations of the Modern World (grade 9)	<i>Offered at Bryn Mawr</i>

* Students must take the AP World History: Modern exam in May. The AP World History curriculum, as determined by the College Board, is extremely rigorous and intellectually demanding. As a result, the History Department maintains the most stringent standards in recommending students for the course. In order to be recommended for the course, students must demonstrate the following:

- Superior mastery of large amounts of factual material and the ability to demonstrate this mastery in a variety of question formats as shown by their performance on tests, quizzes, and exams in the Foundations of the Modern World course.
- Excellent analytical skills, particularly the ability to analyze a variety of different types of source material, and the ability to research and think independently, as demonstrated in a ninth grade term paper, essays, and other formats in the Foundations of the Modern World course.
- Strong writing skills (students may be asked to produce a writing sample; students who apply for admission to the course will have their written work reviewed by all ninth grade history teachers as part of the admission process).
- A passion for history, as demonstrated by active participation in all facets of the Foundations of the Modern World course.

In AP World History, emphasis is on global history rather than on individual states or regions. Questions of change and continuity within societies as well as comparisons between societies are at the core of the program. This course is more theme-based and comparative than The Modern World course. The course prepares students for the Advanced Placement World History examination in May.

● United States History			
1 credit	Year	Prereq: Modern World or AP Modern World	<i>Offered at Bryn Mawr and Gilman, open to grades 11 and 12 *</i>

* Students are assigned a course location at either Bryn Mawr and Gilman. This course is required of all Upper School students. United States History is a coordinated course and is open to 11th and 12th graders; students are assigned to sections on the Bryn Mawr and Gilman campuses. While readings and specific written assignments vary from section to section, all classes investigate the development of American democracy.

Advanced Seminar in United States History *			
¼ credit	Year	Co-requisite: United States History	<i>Online</i>

* **Note:** This is a year-long course and may not be dropped at the end of first semester. This online course is open to students concurrently enrolled in United States History, who wish to prepare for the Advanced Placement exam in May. Because the course will be conducted in an online environment, students will have to meet assignment deadlines, but there will be no formal designated meeting time. Assignments will include the reading of scholarly articles, participation in a class forum, and primary source analysis, as well as practice Document-Based and Free Response Essay Questions. The projected workload will be the equivalent of a class that meets for one seventy-minute period per cycle.

► History — Twelfth Grade Electives

Advanced Placement (AP) — African American Studies *			
1 credit	Year	Prereq: Grade 11	<i>Offered at Bryn Mawr</i>

* **Students must take the AP Art History exam in May.** AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment.

Advanced Placement (AP) — Art History *			
1 credit	Year	Prereq: Grade 11	<i>Offered at Gilman</i>

* **Students must take the AP Art History exam in May.** This yearlong course is designed to introduce students to the fundamentals of art history via a semi-chronological survey of art from the Paleolithic era through Postmodernism. Through intense study and observation of works of art, we will learn about the cultural and religious values, scientific and artistic advancements, and political climate of civilizations and peoples across space and time. The course covers the standard art historical canon—ancient Mesopotamian through the Roman Empire, Early Christian, the Renaissance, European modernism—yet, significant attention is paid to work outside the canon, specifically art from Asia, the Pacific, Indigenous Americas, Africa, and the global contemporary. This course will cover the formal and interpretive aspects of art, while contextualizing that art within its proper historical time frame and comparing it to modern interpretations and implications. Students will do a select number of independent research projects, including a museum visit, formal essays, and presentations, that complement the AP curriculum. Students develop critical thinking skills as they assemble interdisciplinary knowledge about art objects and move beyond first impressions to carefully constructed evaluations. The goals for this class are two-fold; to prepare students for success on AP exams, and for students to foster an appreciation of art and a high degree of visual literacy so that they may consider the role of art when engaging with the world.

Advanced Placement (AP) — Microeconomics *			
1/2 credit	Semester I	Prereq: Grade 11	<i>Offered at Bryn Mawr</i>

* **Students must take the Advanced Placement Microeconomics exam at the end of the year.** Have you ever wondered how many people it takes to make a pencil, or how economics can help solve problems created by pollution? This course examines economic theory that can provide answers to these questions in addition to many more, and prepares you for the Advanced Placement Microeconomic Exam. Topics include demand and supply, product and factor markets, and the role of government in promoting equity and efficiency in the economy. The Required Summer Reading is

The Price of Everything: A Parable of Possibility and Prosperity by Russell Roberts.

Advanced Placement (AP) — Macroeconomics *			
1/2 credit	Semester II	Prereq: Grade 11	<i>Offered at Bryn Mawr</i>

* Students must take the **Advanced Placement Macroeconomics** in the spring. Have you ever wondered what causes inflation, or why \$5 you spend at a coffee shop creates more than \$5 in our national accounts? This course examines economic theory that can provide answers to these questions, and prepares you for the Advanced Placement Macroeconomics Exam. Macroeconomic study emphasizes measurement and analysis of economic performance, the aggregate demand and supply model, the public policy and its effects, economic growth and international finance and trade. We will study the application of economic theory to contemporary issues. If also enrolled in Microeconomics, you can take one of the two AP Economics exams, or both. The Required Summer Reading is *The Price of Everything: A Parable of Possibility and Prosperity* by Russell Roberts.

Advanced Placement (AP) — U.S. Government and Politics *			
1/2 credit	Semester I	Prereq: Grade 10	<i>Offered at Bryn Mawr</i>

* Students must take the **AP United States Government and Politics** exam at the end of the year. The AP United States Government and Politics course is designed to provide the student with an experience equivalent to a one-semester college introductory course. It includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. Students will develop familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics and will study the variety of theoretical perspectives and explanations for various behaviors and outcomes. Students will be expected to move beyond factual recall and develop an analytical perspective on government and politics in the United States.

Advanced Placement (AP) — Comparative Government and Politics *			
1/2 credit	Semester II	Prereq: Grade 10	<i>Offered at Bryn Mawr</i>

* Students must take the **AP Comparative Government and Politics** exam at the end of the year. This course will provide an introduction to major theoretical approaches to comparative politics and examine case studies of the political systems and processes of the following countries: China, Great Britain, Iran, Mexico, Nigeria, and Russia. The goal of studying these nations will be to allow students to compare and contrast political institutions across nations and draw generalizations on the basis of these case studies.

Honors — U.S. Since 1960			
1 credit	Year	Prereq: Grade 11	<i>Offered at Gilman</i>

This elective course covers the history of the United States from 1960 to the present by investigating the forces of the last sixty years that have shaped the present. In this presidential election year, we will start the course by identifying themes of present-day American politics and culture. Then we will trace back to 1960 to investigate where and how these themes emerged. We will spend relatively equal time on foreign and domestic policy with a particular focus on political history. Homework readings will be a mix of monographs, a textbook, and primary sources.

African-American History

½ credit	Semester I	Prereq: Grade 11	<i>Offered at Gilman</i>
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This course focuses on, and then attempts to synthesize, three different types of investigation. One is experiential—off campus and in Baltimore City. A second surveys the ideas of prominent black leaders of the 20th century. The third engages students in controversial topics facing our society today. Students should expect to involve themselves fully in all activities—interaction with people outside our school community, reading, discussion, and writing.

Ancient Greece **

½ credit	Semester I	Prereq: Grade 11	<i>Offered at Gilman</i>
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** This course may be taken for English or History credit. Greek history from the Bronze Age through the Death of Alexander. It is customary to divide Greek history into the prehistoric and historic periods with the break coming at 776 B.C.E., the date of the first Olympic games and the era immediately following the writing of the Homeric epics. The course initially will focus on the former period with a concentration on the Mycenaean and Minoan cultures. The latter period will include as its nucleus characters and events whose presence contributed to both the Golden Age of Greece and the Hellenistic period culminating in the death of Alexander the Great.

Honors — Black American Music

½ credit	Semester II	Prereq: Grade 11	<i>Offered at Roland Park</i>
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This course will examine one of the most important expressions of American identity, following the thread that runs from blues to jazz to soul to funk to rap and hip-hop. No prior musical ability or knowledge is required for the course, although we will delve into the formal properties of this music in addition to its history and cultural meanings. From Robert Johnson to Duke Ellington, Howlin' Wolf to Sly Stone, Miles Davis to Prince, Black Americans have pioneered the creation of American culture and identity. This course asks why and how that process has occurred through music.

China and Modern East Asia **

½ credit	Semester II	Prereq: Grade 11	<i>Offered at Gilman</i>
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** This course may be taken for English or History credit. After the cataclysms of revolution and war in the twentieth century, the East Asian region in general, and China in particular, has reemerged as one of crucial importance in the modern world. The purpose of this course is to examine the evolution of East Asian history and culture, so we can develop an understanding of how the region evolved to the one we see today. The course will focus primarily on China and Japan since the nineteenth century, with occasional forays into the Koreas and Southeast Asia. As this course may be taken for history or English credit, there will be extensive discussion of fiction, including the novels *To Live* by Yu Hua and *Kokoro* by Natsume Soseki, and several short stories by East Asian authors.

Entrepreneurship

½ credit	Semester II	Prereq: Grade 11	<i>Offered at Gilman</i>
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Are you ready to build a thriving business from the bottom up? If so, join Gilman's Entrepreneurship

class. This elective class takes participants from problem identification to solution deployment, learning fundamental business lessons along the way, including product development, market research, sales and marketing, budgeting and financial fundamentals, and operations. Additional sessions will focus on building websites, using Excel and Sheets, and the basics of data analysis. Working with successful alumni and parent business operators, students will get to see and learn from entrepreneurship up close, in action. And, the class will conclude with a Shark Tank-style pitch to potential alumni investors. Interested students are encouraged to participate in the two-day Startup Experience in advance of starting the class.

Honors — Legal and Ethical Issues in Art *			
½ credit	Semester I	Prereq: Grade 10	<i>Offered at Bryn Mawr</i>

* Topics for this course may vary by semester. This course examines a broad range of ethical quandaries related to topics such as: AI, art restitution, public health, politics and cultural appropriation. Students will learn about moral philosophical concepts in conjunction with historical, as well as ongoing, ethical debates, as they cultivate the ability to articulate their own philosophical perspectives through dialogue. Ultimately, students will be able to adapt these moral thinking processes to solve novel ethical quandaries in the future.

Honors — The Great War			
½ credit	Semester I	Prereq: Grade 11	<i>Offered at Gilman</i>

This Honors level course will provide an in-depth look at the Great War (1914–1918). It will begin with a review of the late 19th century European conflicts, alliances, and the rise of intense nationalism that contributed to the start of the War. While the course is structured chronologically, there will also be topical discussions such as the role of propaganda in “total war,” technological and weapons advances, the contribution of colonial troops, the Christmas Truce of 1914, and the economic, psychological, and political scars left following the War. In addition to the nightly readings, we will read Ernest Hemingway’s novel, *A Farewell to Arms* in Q1, as well as Ernst Junger’s autobiographical account of the War, *Storm of Steel*, in Q2. The course will make extensive use of primary sources to supplement the secondary source readings. The culmination of the course is completion of a Poetry Project in lieu of a final exam. Students will memorize and recite, as well as analyze, a poem written by a person who experienced the War.

Historical Fiction: America **			
½ credit	Semester I	Prereq: Grade 11	<i>Offered at Gilman</i>

** This course may be taken for English or History credit. In this American Historical Fiction course, students will read and write works of historical fiction to help understand the time period and individuals living during the eras being studied. Reading historical fiction written from various points in history about diverse individuals—this course will focus on American history—will allow for deeper understanding of our shared past. Writing historical fiction requires a balance of research and creativity, and while it often includes real people and events, the genre offers a fiction writer many opportunities to tell a wholly unique story.

Historical Fiction: World **			
½ credit	Semester II	Prereq: Grade 11	<i>Offered at Gilman</i>

** This course may be taken for English or History credit. In this World Historical Fiction course,

students will read and write works of historical fiction to help understand the time period and individuals living during the eras being studied. Reading historical fiction written from various points in history about diverse individuals—this course will focus on world history—will allow for deeper understanding of our shared past. Writing historical fiction requires a balance of research and creativity, and while it often includes real people and events, the genre offers a fiction writer many opportunities to tell a wholly unique story.

Honors — The History and Literature of the Modern Middle East **			
½ credit	Semester II	Prereq: Grade 10	<i>Offered at Bryn Mawr</i>

** This course may be taken for English or History credit. As evidenced by the headlines today, the Middle East has been one of the most misunderstood regions in the world since the end of WW I. This class seeks to shatter the many myths surrounding the incredibly diverse region stretching from Afghanistan in the east to Morocco and Algeria in the west. We will view the history of the region through the words and creations of the Arabs, Turks, Persians, Palestinians, Israelis, and other peoples who have lived there during the past 100 years. Close readings of the literary, artistic, cinematic, and musical sources these peoples have produced over the past century will provide the narrative for the course as we explore the region’s complicated political, social, economic, religious, and cultural development. We will emphasize the many contradictory themes that have run through the region’s recent history and literature: democracy and autocracy, colonialism and nationalism, repression and liberation, diversity and exclusion, modernization and tradition. Students will write a combination of historical and literary analyses based on the sources we examine.

Honors — History of Capitalism			
½ credit	Semester II	Prereq: Grade 11	<i>Offered at Roland Park</i>

This course explores the modern understanding of the theory of capitalism—and interrogates that theory. The course will introduce students to traditional economic theory through the basics of microeconomics and macroeconomics, then explore non-traditional modifications of those theories (such as “doughnut” theory). Along the way, students will explore a series of case studies in economic history, including Adam Smith's original argument against Europe's mercantilist economies, the post-World War I hyperinflation in Weimar Germany, and the Great Depression and New Deal in 1930s America.

History of Mathematics			
1 credit	Year	Prereq: Grade 11	<i>Offered at Gilman</i>

This course will explore major themes in mathematics, from the basic development of numbers and calculations through the study of infinity, calculus, and number theory. Students will understand critical historical mathematics events in various civilizations, ranging from the antiquity of Babylonia and Egypt through classical Greece, the Middle and Far East, and on to modern Europe. Students will learn about notable mathematicians and the impact of their discoveries (such as Fermat, Descartes, Newton and Leibniz, Euler, and Gauss). Students will also learn about the study of the relationship between mathematics and culture, known as ethnomathematics.

Holocaust Studies **			
½ credit	Semester I	Prereq: Grade 11	<i>Offered at Gilman</i>

** This course may be taken for English or History credit. This course guides students’

investigation of the events surrounding the Nazi destruction of European Jewry during World War II. As students study the evolution of the 'Final Solution,' they consider the history of anti-Semitism in Europe, the role of anti-Semitism in the nature of the Nazi regime, and the contingencies which shaped Nazi anti-Jewish policies. At the heart of this analysis is a close study of the key events which transformed persecution into genocide during World War II. The Holocaust Museum is an important resource during this process. During the final section of the course, students explore the difficulties of finding meaning in the memory of the Holocaust by encountering memoir, fiction, essays, and films with Holocaust themes.

Honors — The Immigrant Journey: Shaping America, 1776 to Today			
½ credit	Semester I	Prereq: Grade 11	<i>Offered at Roland Park</i>

Many Americans have a romanticized idea of America's immigrant past. They point to idealized visions of Ellis Island, or the famous words of Emma Lazarus etched into the base of the Statue of Liberty, "Give me your tired, your poor, Your huddled masses yearning to breathe free..." In fact, America's immigration history is more contested, more nuanced, and more complicated than many assume. This course seeks to provide historical context to current debates over immigration reform, integration, and citizenship. It will also explore the basic question—How has America historically treated its immigrants? The course follows a chronological overview of U.S. immigration history, but it also includes mini units that cover salient issues in political discourse today such as xenophobia, deportation policy, border policing, and sanctuary cities.

Issues in Native American Contemporary Literature and Culture **			
½ credit	Semester I	Prereq: Grade 11	<i>Offered at Bryn Mawr</i>

** This course may be taken for English or History credit. The purpose of this course is to begin to explore Indigenous American identities through history, literature, and contemporary culture. Indigenous cultures hold a complex place in the history of North America. The class will highlight the regions that became the United States and that country's collective mythology: one that is both idealized in fiction and marginalized in reality. We will delve deeply into the stories of contemporary Indigenous voices in literature, history, film, art, music, and activism as we explore the contemporary issues and historical context for each written work. This course will require students to think creatively and deeply in order to look past the "normal" narrative and to grapple with complex ideas and sources as they write a number of historical and literary analyses.

Modern European Intellectual Thought **			
½ credit	Semester I	Prereq: Grade 11	<i>Offered at Gilman</i>

** This course may be taken for English or History credit. This course surveys European thought from the Enlightenment to Post World War II. Topics include the French and Scottish Enlightenments, the German Romantics and Idealists, Classical Liberalism, Irrationalism, Totalitarianism, and Existentialism. The class will discuss ideas about politics, economics, philosophy, and religion. Students will explore the intellectual movements of Modern Europe through primary source material as well as the school's extensive online collection of academic journals and periodicals. The required texts include *An Intellectual History of Modern Europe*, *Notes from the Underground*, *Animal Farm*, and *The Stranger*.

Honors — Politics and Mass Media in the U.S.			
½ credit	Semester II	Prereq: Grade 11	<i>Offered at Roland Park</i>

Our democratic government was founded on the notion that freedom of the press is fundamental to preserving the people’s power and limiting the government’s power. But how have a free press and rapidly expanding forms of electronic media affected our democracy? This class will help students develop a critical lens as they consume political media content in the 21st century. We will explore questions such as: To what extent do the news media educate—or manipulate—citizens? Has information been “weaponized” by actors seeking political and financial gain? To what extent is social media a negative force in politics, dividing us into ideological echo chambers, or a positive force for connection and activism? How have new developments in media affected the ability of citizens to participate meaningfully in society and politics—and is more citizen participation necessarily a good thing? How does the First Amendment protect freedom of the press—and, given the almost unfettered expansion of social media, should we regulate the media more than we do?

Roman Republic **			
½ credit	Semester II	Prereq: Grade 11	<i>Offered at Gilman</i>

** This course may be taken for English or History credit. This course explores Roman history from the birth of the monarchy in 753 B.C.E. through the rise of Augustus. Particular attention is paid to the foundation myth, the republican constitution and political system, Roman conquest and imperialism, the civil war, and the Augustan political settlement.

Urban Studies: Literature **			
½ credit	Semester I	Prereq: Grade 11	<i>Offered at Gilman</i>

** This course may be taken for English or History credit. We will explore the nature of urban environments through engagement with narrative-based historical texts, creative nonfiction, poetry, film, music, fiction, journalism, public policy, statistical data, and informational journals. Through journal reflections, creative writing, essays, projects and presentations, we will critically engage with the local context of Baltimore in comparison to other urban environments. Through visits from guest speakers, we will learn about future initiatives in Baltimore and, inspired by their work, we will imagine solutions to the current challenges of the city.

Urban Studies: Policy **			
½ credit	Semester II	Prereq: Grade 11	<i>Offered at Gilman</i>

** This course may be taken for English or History credit. We will explore the urban landscape of Baltimore through engagement with public policies related to land use and zoning, economic development, housing, education, and environmental protection. Our engagement will include reviewing actual policies, projects, and proposals for future projects. Finally, Urban Studies students will develop an appreciation of Baltimore’s past, present, and potential future through field trips to local small businesses, non-profits, and public spaces.

World Religions: Eastern Religions			
½ credit	Semester I	Prereq: Grade 11	<i>Offered at Gilman</i>

This semester course on World Religions will attempt to provide historical context and trace the development of Hinduism, Buddhism, and Confucianism. In addition, the philosophical, moral and ethical ways of thinking (and acting) will be examined by reading selections of each religion’s Sacred Texts. The course will seek to discover the beauty of the world’s wisdom; what the religions ought to

be in their most perfect of forms.

World Religions: Western Religions			
½ credit	Semester II	Prereq: Grade 11	<i>Offered at Gilman</i>

This semester course on the western religions (Judaism, Christianity, and Islam) will attempt to provide historical context and trace the development of each. The course is a survey of the Bible, including the study of both the Old Testament and New Testament. The first part of the course is dedicated to the study of the Hebrews, the laws, prophets, and wisdom literature. The second part of the course is dedicated to the study of the life and teachings of Jesus Christ. The third part of the course is dedicated to Islam and will analyze selections of the Qur'an. The intention of the course is to gain a better historical and current understanding of the three major Western Religions.

World War II **			
½ credit	Semester II	Prereq: Grade 11	<i>Offered at Gilman</i>

** This course may be taken for English or History credit. In this course we will examine the central cataclysm of the twentieth century, whose repercussions can still be felt in the world today, over seventy years after its end. The class will provide a chronological overview of World War II, examining both the European and Asian theaters of the war. Events of focus will include but not be limited to the Battle of Britain, the German invasion of the Soviet Union, the Battle of Stalingrad, the North African campaign, the invasion of Italy, and D-Day. We will spend time examining certain topics in more depth, including the interwar years, diplomatic origins of the war, the rise of Nazis in Germany, acts of genocide, including the Japanese invasion of China in 1937 and the rape of Nanking and the Holocaust. We will also consider the use of strategic bombing and civilian targets in the war, culminating in the firebombing of Dresden and atomic bombings of Hiroshima and Nagasaki. This class also fulfills an English credit, and we will therefore read Pierre Boulle's *The Bridge Over the River Kwai* in Q3 and Kurt Vonnegut's *Slaughterhouse Five* in Q4. We will use documentaries and films extensively, including the 1970s British series *World at War* and the more recent *World War II in Color*. We will also rely heavily on primary accounts from the combatants who participated in the conflict.

● **Mathematics — Course Requirements:** 3 credits, including Geometry, Algebra II, and Pre-Calculus.

► **Mathematics — Curriculum**

The Mathematics department seeks to develop in its students an understanding and love of mathematics, with a vision for its importance and relevance in our increasingly technologically sophisticated world. Our curriculum focuses on understanding mathematical concepts and applying mathematical skills to the logical and critical thinking processes involved in problem solving and real-life situations. Through exploring ideas both with and without the aid of various technologies, students gain an insight into the historical foundations of mathematics and the excitement of mathematical discovery.

The individual courses develop skills in all levels of pre-college mathematics. Students are grouped homogeneously in mathematics. Various measures are considered so that

appropriate grouping is made for each student. A strong record, mature outlook, and the ability to work successfully, independently, and in more depth in a faster-paced course are especially important for placement in Honors courses.

Student participation in honors mathematics in the Upper School at Bryn Mawr is based on a process which includes a teacher recommendation to the department which then makes a decision based on current and past performances in mathematics classes and on tests and other assessment measures. Consideration for placement in an honors mathematics course from a non-honors level is based on, but not limited to, teacher recommendations, year averages of 95 or higher and semester exam scores of 85 or higher in non-honors mathematics courses during the previous two years. Placement in an honors course from a non-honors course will require some summer work in topics not covered in the non-honors sequence. In order to remain in an honors mathematics course (Honors Algebra II, Honors Pre-Calculus AB, Honors Pre-Calculus BC, AP Calculus AB, or AP Calculus BC), a student must display mastery of the material by earning a yearly average of 83 or higher and a semester exam score of 75 or higher for every semester. Each student’s placement is re-evaluated every year.

While there are a number of different math sequences depending on student interest and ability level, the following are the most typical:

	Grade 9	Grade 10	Grade 11	Grade 12
Sequence 1 * → * see criteria above for movement from Geometry to Honors Algebra II	Geometry	Algebra II Honors Algebra II	Pre-Calculus Honors Pre-Calculus AB	Calculus AP Calculus AB
Sequence 2 * → * most students in Honors Algebra II will follow this track	Honors Algebra II	Honors Pre-Calculus AB	AP Calculus AB	AP Calculus BC
Sequence 3 →	Honors Algebra II	Honors Pre-Calculus BC	AP Calculus BC	Honors Multivariable Calculus Honors Topics in College Math
Additional Options	N/A	N/A	AP Statistics	AP Statistics Semester Electives

► Mathematics — Courses

● (sequence 1) Algebra II • Grade 10, or see prerequisites below *

1 credit	Year	Prereq: Grade 9 or completion of Algebra I and Geometry	Offered at Bryn Mawr
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* Recommended Summer Reading: *Algebra Success in 20 Minutes a Day* [ISBN 1-57685-276-8]. Assignment: Take the pretest to assess what areas need extra studying, review the material, and do the problems in Lessons 1–17. Take the post-test afterwards to validate mastery. This course continues the study of the structure and language of algebra by emphasizing functions, equations, expressions, and their applications. A quick review of linear equations and inequalities, methods of solving linear systems, the laws of exponents and factoring lays the groundwork for a more in-depth exploration of quadratic, rational, irrational and occasionally some exponential and logarithmic functions. Taking a functional approach, the course covers the graphing, solving, and manipulation of quadratic, rational, and irrational functions. While emphasis is placed on the graphing calculator as a critical tool in exploring mathematics, students are exposed to concepts in a variety of forms: algebraic, graphical, and verbal. Where appropriate, practical applications from the physical sciences, business, and other “real-world” environments will be examined.

● (sequence 1,2,3) Honors — Algebra II

• Grade 9 (seq 2, 3) or Grade 10 (seq 1), or see prerequisites below

1 credit	Year	Prereq: Grade 8/9 and completion of Algebra I and Geometry	Offered at Bryn Mawr
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This course in many ways parallels the Algebra II course. It is offered at a much faster pace and includes a deeper examination of functions. This course continues the study of the structure and language of algebra, emphasizing functions, equations, expressions and their applications. Building on topics introduced in Algebra I and developing a deeper understanding of how to apply functions and algorithms to practical applications in science, finance, probability, and more, where appropriate. Students will be introduced to new function families, developing analytical skills, and understanding of key features of the graphs (domain, range, end behaviors, asymptotes, etc.).

● (sequence 1) Geometry • Grade 9

1 credit	Year	Prereq: Grade 8 and completion of Algebra I	Offered at Bryn Mawr
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The primary topic of this course is Euclidean geometry. Students learn about lines, angles, triangles, polygons, circles, solids, perimeter, area, and volume. Students develop inductive reasoning skills to help them ascertain geometric properties and deductive reasoning skills to help them write and follow valid geometric proofs and arguments. Strong emphasis is placed on logic and accurate justification of process, as well as spatial visualization.

● (sequence 1) Pre-Calculus • Grade 11, or see prerequisites below *

1 credit	Year	Prereq: Grade 10 or completion of Geometry and Algebra II	Offered at Bryn Mawr
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* Summer Reading: *Summer Packet for Pre-Calculus*. This course is the traditional preparation for Calculus, summarizing the more sophisticated algebraic relationships of previous courses, including functions, equations, expressions, and applications. The functions and their transformations that are

studied include linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions. A strong emphasis is placed on mastery of both algebraic and graphical approaches to problem solving. The second semester is an in-depth study of trigonometry.

● (sequence 1, 2) Honors — Pre-Calculus AB • Grade 10 (seq. 2) or Grade 11 (seq. 1), or see prerequisites below *			
1 credit	Year	Prereq: Grade 9/10 or completion of Geometry, Honors Algebra II, and department recommendation	Offered at Bryn Mawr

* **Summer Reading: Summer Packet for Pre-Calculus AB/BC.** The course begins with a thorough analysis of functions and their transformations, with a flavor of rates of change to foreshadow the later study of calculus. The idea of mathematical modeling is used to appreciate how the theory of functions is applied to the natural and human-made world, including topics in music, economics, biology, medicine, and transportation. A significant amount of time is invested in intermediate and advanced trigonometry. Other topics include exponential and logarithmic functions, iterated functions, data analysis, polar coordinates, parametric equations, the binomial theorem, and sequences and series. Students are prepared to take Calculus AB the following year.

● (sequence 3) Honors — Pre-Calculus BC • Grade 10, or see prerequisites below *			
1 credit	Year	Prereq: Grade 9 or completion of Geometry, Honors Algebra II, and department recommendation	Offered at Bryn Mawr

* **Summer Reading: Summer Packet for Pre-Calculus AB/BC.** During the first semester, topics covered include sequences and series, counting and probability, analytic trigonometry, vectors and matrices, polar and parametric equations, and conic sections. During the second semester, the Advanced Placement Calculus BC curriculum is introduced. This includes the topics of limits, continuity, derivatives and integrals of functions of one variable, and some applications of these concepts. Students completing this course successfully will take AP Calculus (BC) course and the AP exam the following year.

► Mathematics — Twelfth Grade Electives

Advanced Placement (AP) — Calculus (AB) *			
1 credit	Year	Prereq: students must have thoroughly mastered Honors Pre-Calculus AB and have met the honors math requirement	Offered at Bryn Mawr, Gilman and Roland Park

* This is a year-long course and may not be dropped at the end of the first semester. Students must take the AP Calculus (AB) exam in May. Topics covered include limits, continuity, differentiation and integration of polynomial, rational, algebraic, and transcendental functions. Applications of the derivative and the integral are stressed, with advanced graphing techniques. We follow the AP Calculus AB standard curriculum.

Advanced Placement (AP) — Calculus (BC) *

1 credit	Year	Prereq: students must have thoroughly mastered Honors Pre-Calculus BC and have met the honors math requirement	<i>Offered at Bryn Mawr and Gilman</i>
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* This is a year-long course and may not be dropped at the end of the first semester. Students must take the AP Calculus (BC) exam at the end of the year. Topics in Calculus BC include all of those listed in Calculus AB. Note: the Calculus BC curriculum begins in Honors Pre-Calculus BC. The Calculus BC curriculum also includes the solution of differential equations, methods of integration, Taylor and Maclaurin series, tests for convergence of infinite series, additional applications of the integral and the derivative, and the calculus of polar and parametric curves.

Advanced Placement (AP) — Statistics *

1 credit	Year	Prereq: minimum score of 90% in Pre-Calculus, 87% in Honors Pre-Calculus AB or Honors Pre-Calculus BC. Department approval required. Priority given to seniors.	<i>Offered at Bryn Mawr, Gilman and Roland Park</i>
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* This course has required summer reading. Students are required to have a TI-84 graphing calculator for this course. All students must take the AP Statistics exam at the end of the year. Statistics is a branch of mathematics that almost all students will find useful as statistics is required for many college majors. Statistics enables one to become a critical reader of articles on research. Topics in both descriptive and inferential statistics are covered, as well as ideas concerning probability. Some of the data explored is collected by students; other information may come from newspapers, government databases, medical data, political and environmental surveys. Simulations and many uses of computer software and graphing calculators are included. Interpretation of statistical results is emphasized. Students are expected to make a considerable commitment of time to this course.

Financial Math

1 credit	Year	Prereq: Grade 11	<i>Offered at Gilman</i>
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This course provides a curriculum focused on understanding key data analysis, probabilistic concepts, calculations, and actuarial science. Students are challenged to work toward a mastery of computational skills, deepen their comprehension of key ideas and solution strategies by extending their knowledge through a variety of real-world problem-solving applications leading them to understand how current and historical events can be described quantitatively. Through a combination of traditional classes, guest speakers, and projects, students explore the connections between algebra, geometry, data, statistics, and probability.

Honors — Introduction to Multivariable Calculus

½ credit	Semester I	Prereq: AP Calculus BC and department approval	<i>Offered at Bryn Mawr</i>
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This course is a continuation of the study of functions begun in the B and C Semesters of Advanced Placement Calculus. The course focuses on applications and extensions of topics covered in BC, and it is designed to provide closure to some of those topics while, at the same time, preparing students for their uses and applications in both the theoretical and applied mathematics the students will see in college. Topics include the mathematics of vectors with dot and cross products, graphing

functions in three dimensions, partial derivatives, and methods to locate extrema and saddle points on surfaces. If time permits, there will be an investigation of multiple integrals to calculate area, volume, surface area, and arc length in three dimensions.

Calculus			
1 credit	Year	Prereq: Pre-Calculus	<i>Offered at Bryn Mawr and Gilman</i>

The emphasis of this course is for students to be able to select and apply Calculus concepts in the context of problem-solving. The course will strengthen the algebraic underpinnings of Calculus and re-examine advanced Pre-Calculus skills as it explores such Calculus topics as limits, continuity, differentiation, and integration. Some applications using average and instantaneous rates of change as well as area under a curve will be studied.

Calculus			
1 credit	Year	Prereq: Grade 11 and successful completion of PreCalculus	<i>Offered at Roland Park</i>

This course begins with a study of limits and continuity. Then, the derivative will be defined and applied to solving applications related to maxima, minima, related rates, and optimization. As time and interest permits, the course concludes with an introduction to integral calculus and using integrals to find the area under a curve and to solve other applications involving accumulation. While Algebra II and Trigonometry are necessary prerequisites for this course, algebra and trigonometry will occur as needed to facilitate meaningful engagement to the selected calculus topics.

Statistics			
1 credit	Year	Prereq: Grade 11	<i>Offered at Roland Park</i>

This course is an introduction to statistics, a field whose ideas and concepts pervade modern society and whose importance in business, technology, science, and research is considerable and ever growing. The course consists of three parts: descriptive statistics, probability, and inferential statistics. Topics include: sampling techniques; data display; large and small sampling theory; binomial and normal probability distributions; and regression and correlation. Applications of inferential statistics are introduced in business, economic, and industrial contexts. Students will design and administer an original survey with a partner to use as the data set for their semester-long project. In addition, students will be assessed on smaller units through tests and/or hands-on investigations and smaller projects. Students will become proficient in using technology to analyze and summarize their data. This course will develop competencies in Excel and on TI graphing series calculators. We will use an online textbook called Mymathlab.

Honors — Topics in College Mathematics			
½ credit	Semester II	Prereq: completion of at least one semester of AP Calculus AB or BC, 85% or better at the semester, and department approval	<i>Offered at Bryn Mawr</i>

This course is designed to enable students with significant interest, ability and preparation in mathematics to investigate some of the subject's elegant theoretical underpinnings. The class will

introduce students to mathematical modeling—the process of using mathematical structures (including equations, functions, geometric shapes, and matrices) to capture some of the aspects of the behavior of natural and human-made phenomena. Conclusions and results of this mathematics can help predict what will happen with the real phenomena. Mathematical modeling topics explored in the class will be selected from linear programming, iterated functions, regression analysis, difference equations, predator-prey models, traffic simulations, coding, apportionment, election theory, graph theory, and Markov processes. Besides mathematical modeling, other topics could also include graph theory, Boolean algebras (with symbolic logic and circuit theory), and group theory. These topics are treated with a thoroughness and rigor matching that of a University-level Mathematics major, and the course should provide a glimpse of the world of the working mathematician.

Honors — Topics In Combinatorics			
1 credit	Year	Prereq: Completion of or current enrollment in AP Calculus BC.	<i>Offered at Gilman</i>

This course explores the central question "how can we count objects?" The goal of this course is to explore counting techniques that range from elementary (like induction and the pigeonhole principle) to sophisticated (like generating functions). We will explore these techniques with various mathematical objects, introducing and exploring graphs along the way as well. Students will learn how to and practice writing formal proofs. This course is intended for students who have a strong curiosity for mathematics, and who want to learn more about math beyond the calculus sequence.

● **Physical Education — Course Requirements:** 1 credit (PE grades 9 and 10, Dance grades 9–12).

► **Physical Education — Curriculum**

The main goal of the Upper School Physical Education curriculum is to support each student as they continue to develop their own physical capabilities. Upper School physical education classes promote the importance of a healthy, physically active lifestyle and focus on trust, teamwork, communication, leadership, and cooperation. Over the course of the two years, students will participate in a variety of individual and team sports, including but not limited to wiffle ball, softball, tennis, pickleball, handball, flag football, rookie rugby, floor hockey, tchoukball, tsegball, fencing, volleyball, badminton, ultimate frisbee, basketball, speedball, angleball, and archery. Students will also participate in muscular strength, agility, and cardiovascular conditioning classes throughout the year. Each student will have one yoga class once every two weeks.

► Physical Education — Upper School Athletic Offerings

Varsity (V) and Junior Varsity (JV)

1 season participating on a team equates to 1 activity credit

- Badminton (V/JV) — Spring
- Basketball (V/JV) — Winter
- Cross Country (V/JV) — Fall
- Dance Company — Fall and Winter
- Field Hockey (V/JV) — Fall
- Golf (V) — Spring
- Ice Hockey — Winter
- Lacrosse (V/JV) — Spring
- Soccer (V/JV) — Fall
- Softball (V) — Spring
- Squash (V/JV) — Winter
- Swimming — Winter
- Tennis (V/JV) — Fall
- Track (V/JV) — Winter (indoor) and Spring (outdoor)
- Volleyball (V/JV) — Fall

► Physical Education — Courses

● Dance			
1 credit	Year	Prereq: none	<i>Offered at Bryn Mawr, grades 9–12</i>

All 9th–12th graders are scheduled for one dance class per cycle. Emphasis is placed on preparing for the annual Gym Drill. Preparation includes learning a specific cultural dance for each grade, an opening dance performed by the school and traditional exercises.

► Physical Education — Electives

Introduction to Sports Medicine			
1 credit	Year	Prereq: none	<i>Offered at Gilman</i>

This course offers a hands-on, yet academic approach to the techniques and practices of an athletic training clinic.

► Psychology — Electives

Advanced Placement (AP) — Psychology *			
1 credit	Year	Prereq: Grade 11	<i>Offered at Bryn Mawr and Roland Park</i>

* Students must take the AP Psychology exam at the end of the year. Since Sigmund Freud's investigations into dreams, hypnosis, and sexuality, we've had an ongoing fascination with understanding the inner workings of the human brain. This course introduces students to the studies

of behavior and mental processes of humans and animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Focus is given to the different theoretical approaches that examine behavior and contemporary research methods used by psychologists. The aim of this course is to provide a learning experience equivalent to that obtained in most college introductory psychology courses. This course prepares students for the AP examination.

Psychology *			
½ credit	Semester II	Prereq: Grade 11	<i>Offered at Roland Park</i>

* **Approved as a NCAA-approved core class for Social Science only.** This course is an introduction to essential topics in psychology. Students who are curious about why we, as humans, think, feel, and act as we do, will engage in fascinating study and discussion of our behaviors and the mind. Students will gain insight into the history of psychology, research methods, the brain, development over the lifespan, how we learn, our social identities and relationships, personality, as well as psychological disorders and their treatments. The course will provide students the opportunity to evaluate the impact psychology has on their own lives.

Honors — Social Psychology			
½ credit	Semester II	Prereq: Grade 10	<i>Offered at Bryn Mawr</i>

This course delves deeply into the scientific study of how individuals think, behave, influence, and are influenced by others. Of primary concern is social psychologists' use of experimental and correlational research methods to gain insight into concepts of self, social cognition, prejudice and discrimination, aggression, and stereotypes. Through thoughtful consideration of these psychological theories, we will work to make sense of events occurring around the world and in our own lives.

● **Science — Course Requirements:** 3 credits of laboratory science which must include Physics, Chemistry, and Biology. *(NOTE: 2 credits if a double language track is selected: one must be Physics and the other Chemistry. Students taking only two laboratory science courses will not be eligible for AP science courses.)*

► **Science — Curriculum**

The goal of the science department is to have all students sense the excitement of science and appreciate natural processes, while building skills in abstract thinking and improving their abilities as problem solvers.. To that end, all courses are laboratory-oriented and emphasize the ability of the student to perform valid inquiry exercises. By encountering a variety of courses, students increase their understanding of how the universe functions, recognize the inconstancy of knowledge, use and appreciate the tools of science, become better acquainted with technology, and gain skills and knowledge necessary for good citizenship.

Student participation in honors science in the upper school at Bryn Mawr is based on a process which includes a teacher recommendation to the department head who, in consultation with the division director, the advisor, and other members of the department, make a decision based on current and past performances in science classes, in mathematics classes if appropriate, and on other assessment measures. Placement in an honors science course from a non-honors level is considered when there is a teacher recommendation and an end of year average of 93 or higher in conjunction with semester exam scores of 85 or higher in non-honors science courses during the previous year. To succeed in an honors-level course a student will need to be able to think abstractly, learn independently, synthesize information, think critically, and be able to address situations not directly discussed in class. If a student in an honors science course earns a semester grade of 82 or below, and/or an exam grade of 75 or below, the science department will recommend that the student take a non-honors course in the subsequent year. The Science Department meets regularly to consider whether each student is in the most appropriate science course.

All science courses prepare students for more advanced study at the college level, including Advanced Placement science courses offered at Bryn Mawr and Roland Park. AP Biology, AP Physics, AP Environmental Science, and AP Chemistry are open to all seniors based on science department recommendation and successful completion of Physics or Honors Physics, Biology or Honors Biology, and Chemistry or Honors Chemistry. Placement in an honors science course does not guarantee placement in AP science.

► Science — Courses

● (option 1) Physics • Grade 9

1 credit	Year	Prereq: none	<i>Offered at Bryn Mawr</i>
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This course stresses methods of inquiry and investigative techniques; it promotes modern scientific literacy, and provides a foundation for advanced work in Physics with an emphasis on data collection, data analysis, and drawing reasonable conclusions from that data. Problem solving and lab work is used to teach and reinforce critical thinking skills and an understanding of the scientific process. Major topics explored are kinematics, dynamics, work, energy, power, the conservation of energy, electricity, electric circuits, waves, sound, the electromagnetic spectrum, and optics. The relationship between physics and the community is emphasized, as is the connection with mathematics and other branches of science.

● (option 2) Honors — Physics • Grade 9

1 credit	Year	Prereq: department approval required	<i>Offered at Bryn Mawr</i>
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The topics listed for Physics are covered in greater depth and breadth, with an emphasis placed on the relationship between mathematics and physics. In addition, students are expected to learn some material independently and do a greater amount of synthesis of the material, allowing them to apply those concepts to topics not directly covered in class.

● (option 1) Chemistry • Grade 10			
1 credit	Year	Prereq: Grade 9	<i>Offered at Bryn Mawr</i>

The goal of the course is to enable students to discover how matter in the world around them behaves and changes using a laboratory-centered approach. Atomic theory, nuclear reactions, electron configurations, the periodic table and periodic trends, chemical bonding and reactions, molecular structures, the properties of water, moles, stoichiometry, kinetic molecular theory, acids and bases, solutions, thermochemistry, and oxidation reduction reactions are studied. Basic mathematical skills are incorporated into the curriculum, using chemistry as a context for reinforcing those skills, and inquiry-based labs reinforce critical thinking skills and the scientific method.

● (option 2) Honors — Chemistry • Grade 10			
1 credit	Year	Prereq: Honors Physics or department approval required	<i>Offered at Bryn Mawr</i>

The topics listed for chemistry are covered in greater breadth and depth, and in a more quantitative manner. Students are expected to learn some material independently. Facility in mathematics, particularly Algebra, is an essential requirement for the course.

● (option 1) Biology • Grade 11 *			
1 credit	Year	Prereq: Chemistry	<i>Offered at Bryn Mawr</i>

* This course has required summer reading. Topics in ecology, biochemistry, cell biology, heredity, gene expression, and evolution are included in this survey course. Laboratory activities and the practice of mathematical basic skills are an essential part of the course, as well as scientific method and experimental design. An emphasis will be placed on critical thinking and problem solving skills. The summer reading required for this course will be announced prior to the end of the current school year.

● (option 2) Honors — Biology • Grade 11 *			
1 credit	Year	Prereq: Honors Chemistry or department approval required	<i>Offered at Bryn Mawr</i>

* This course has required summer reading. The topics listed for Biology above are covered in more depth. The molecular aspects of biological reactions are studied more extensively, and experimental design and data analysis are explored in greater detail. Students are expected to learn some material independently and do a greater amount of synthesis of the material. The summer reading required for this course will be announced prior to the end of the current school year.

► Science — Advanced Electives

Advanced Placement (AP) — Biology *			
1 credit	Year	Prereq: Physics, Chemistry, Honors Biology, or department approval required	<i>Offered at Bryn Mawr and Roland Park</i>

* This is a year-long course and may not be dropped at the end of first semester. Students must take the AP Biology exam in May. This course has required summer reading. This course is designed to cover the equivalent of a two-semester first year college course in Biology. Topics in Biochemistry, Cell Structure and Function, Cellular Energetics, Cell Communication and Cell Cycle, Heredity, Gene Expression and Regulation, Natural Selection, and Ecology are studied. The course will focus on inquiry-based scientific exploration and developing key science skills in both lab and non-lab activities. Students are expected to learn some material independently. The required summer assignment will be announced before the end of the current school year.

Advanced Placement (AP) — Chemistry *			
1 credit	Year	Prereq: Physics, Honors Chemistry, or department approval required	<i>Offered at Bryn Mawr and Roland Park</i>

* This is a year-long course and may not be dropped at the end of first semester. Students must take the AP Chemistry exam in May. This course offers the opportunity to complete and receive credit for college level work in chemistry. It integrates the three aspects of a college level course: development of theoretical concepts, construction of problem-solving techniques, and participation in a laboratory program. Topics to be explored include the topics from first year chemistry studied in more depth, plus Chemical Equilibrium, Kinetics, Thermodynamics, Electrochemistry, Advanced Acid-Base Chemistry, and Organic Chemistry.

Advanced Placement (AP) — Environmental Science *			
1 credit	Year	Prereq: Biology, Chemistry, department approval required	<i>Offered at Bryn Mawr</i>

* There will be a summer reading with an associated written assignment that will be turned in at the beginning of the school year. This is a year-long course and may not be dropped at the end of first semester. Students must take the AP Environmental Science exam in the spring. This course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Field investigations, hands-on inquiry laboratory studies, simulations, experimental design and data analysis are essential components of the course. Students are expected to learn some material independently. Basic algebraic calculations, dimensional analysis and scientific notation skills to help solve problems will be required.

Advanced Placement (AP) — Environmental Science *			
1 credit	Year	Prereq: Biology, Chemistry, department approval required	<i>Offered at Gilman</i>

* This is a year-long course and may not be dropped at the end of first semester. Students must take the AP Environmental Science exam in the spring. This course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Field investigations, hands-on inquiry laboratory studies, simulations, experimental design, and data analysis are essential components of the course. Students are expected to learn some material independently. Basic algebraic calculations, dimensional analysis and scientific notation skills to help solve problems will be required. There will be a summer reading with an associated written assignment that will be turned in at the beginning of the school year.

Advanced Placement (AP) — Physics C: Mechanics *			
1 credit	Year	Prereq: Honors Physics, Honors Chemistry, and Honors Biology and concurrent enrollment in or completion of Calculus AB or BC is required. Department approval required.	<i>Offered at Bryn Mawr</i>

* This is a year-long course and may not be dropped at the end of first semester. Students must take the AP Physics C exam in May. This course is designed to be the equivalent of a college freshman, calculus-based course in Mechanics. Topics to be studied through lecture, demonstration, and experimentation include: kinematics, dynamics, energy and its conservation, linear and angular momentum, conservation of momentum, universal gravitation, satellite motion, and rotational dynamics. This is a lab-intensive course in which students are expected to learn some material independently.

Public Health and Epidemiology of Infectious Diseases			
1 credit	Year	Prereq: Biology	<i>Offered at Bryn Mawr</i>

The Public Health and Epidemiology elective course introduces students to the biological, environmental, and social determinants of health, using data analysis and epidemiological science. Topics covered include: introduction to public health and epidemiology, environmental health, outbreaks and vaccines, epidemiological tools and techniques, global health, and social and behavioral foundations of health. While agents of infectious disease are impartial to socioeconomic status, race, and gender, the socio-ecological framework in which health systems operate is not. Understanding factors that impact health equity will be prominent throughout the course. Students will engage in a range of individual and group projects on public health topics through a variety of lenses, and will include presentations, research projects, data collection, and basic statistical analyses.

Anatomy and Physiology			
½ credit	Semester II	Prereq: Physics, Chemistry and Biology	<i>Offered at Roland Park</i>

This course provides a survey of various systems of the human body with an emphasis on their physiology. Within each system, students will learn how various organs work and interact with each other to support the larger system. Students will also have the opportunity to complete laboratory work, including several dissections.

Data Science			
½ credit	Semester II	Prereq: Grade 11	<i>Offered at Roland Park</i>

In this course, students will learn to use the R statistical software to visualize, analyze, and manage data effectively. The curriculum covers core statistical concepts such as probability, hypothesis testing, and data manipulation, with a strong emphasis on applying these techniques to real-world datasets. Students will work with large data sets, learning to perform appropriate analyses and generate professional graphics. By the end of the course, students will have gained practical coding skills, a solid foundation in statistics, and the ability to conduct thorough data analysis grounded in real-world applications. Some coding and statistics background is helpful but is not required.

Engineering Systems			
½ credit	Semester I	Prereq: Grade 11	<i>Offered at Roland Park</i>

This project-based elective course exposes students to the engineering design process, technological systems, computer-aided design, computer-aided manufacturing, and their uses in various fields of engineering. Group and individual activities will allow students opportunities to plan, design, build, test, and evaluate practical solutions to problems while honing their critical thinking skills. Topics include: types of engineering, reverse engineering, the design process, mechanical drawing, technical writing, I-P-O systems, additive and subtractive manufacturing, and Autodesk Fusion 360.

Forensic Science			
½ credit	Semester I	Prereq: Grade 11	<i>Offered at Gilman</i>

In this course, students act as crime scene investigators and forensic scientists to evaluate evidence and solve crimes. Students learn the methodology required to process a crime scene and the proper lab techniques needed to analyze evidence. Topics explored include forensic science and the law, crime scene preservation and documentation, evidence collection, fingerprint analysis, hair and fiber analysis, forensic toxicology, trace evidence, ballistics, forensic serology, blood spatter analysis, DNA fingerprinting, and forensic anthropology. Activities include crime scene evaluation, laboratory work, research projects, presentations, examinations, speakers, and case studies. This course will be open to 12th grade students and offered as a coordinated class.

Medical Problem Solving			
½ credit	Semester II	Prereq: Grade 11	<i>Offered at Gilman</i>

How do doctors diagnose and treat patients? What factors influence the types of treatment a patient has available to them? What are different ways that a diagnosis and treatment can influence

not only the patient but also those close to a patient? These are some of the questions that students in Medical Problem Solving I explore while collaboratively solving medical mystery cases. Throughout the semester, students use a problem solving method similar to the approach used in many medical schools. Students enhance their critical thinking skills as they examine data, draw conclusions, diagnose, and treat patients. The problem solving techniques used help students to understand and appreciate relevant medical/biological facts as they confront the principles and practices of medicine. Students explore anatomy and physiology pertaining to medical scenarios and gain an understanding of the disease process, demographics of disease, and pharmacology. Additional learning experiences include current issues in health and medicine and the creation of a new case.

Organic Chemistry			
½ credit	Semester II	Prereq: Grade 11	<i>Offered at Gilman</i>

This advanced course is designed for high school seniors intending to pursue collegiate studies in the sciences. This course introduces the fascinating world of carbon-based compounds, exploring their structure, properties, reactions, and real-world applications. Topics include aliphatic and aromatic compounds, alcohols, aldehydes, ketones, acids, ethers, amines, stereochemistry, and reaction mechanisms, with a brief introduction to biochemistry. Students will gain foundational knowledge to “speak” the language of organic chemistry, preparing them for the challenges of collegiate science programs. Laboratory experiments emphasize critical techniques such as spectroscopy, molecular synthesis, and reaction analysis, bridging the gap between theoretical concepts and hands-on application. Beyond mastering chemical principles, students will hone problem-solving and pattern-recognition skills, fostering a deeper appreciation for the organic molecules integral to life on Earth. This course is ideal for students pursuing careers in chemistry, medicine, pharmacy, or related scientific fields.

Sustainable Design and Engineering			
½ credit	Semester II	Prereq: Grade 11	<i>Offered at Roland Park</i>

This project-based elective course explores how engineers use sustainable design principles to produce products, processes, and services in a way that reduces use of nonrenewable resources, minimizes environmental impact, and connects people with the natural environment. Group and individual activities will allow students to investigate how sustainable design presents itself in various engineering fields and to explore sustainable design concepts such as Life Cycle Assessment. Topics include civil engineering and green building design, chemical engineering and sustainable materials, electrical engineering and alternative energy generation, and mechanical engineering and efficient systems.

● **World Languages — Course Requirements:** 3 credits of consecutive years of a language, except in rare cases where accommodations may be made at departmental discretion. (*NOTE: 6 credits if a double language track is selected: 3 consecutive years of each language.*)

► World Languages — Classical Languages: Electives

Introductory Latin I			
1 credit	Year	Prereq: none	<i>Offered at Gilman</i>

Intended for students who start with Latin in the 9th Grade. Introductory Latin is planned as a sequential program, with the emphasis evenly distributed among three areas: development of a basic vocabulary, knowledge of inflection, and understanding of syntax.

Latin II: Caesar			
1 credit	Year	Prereq: Latin I	<i>Offered at Gilman</i>

Intended for students who have completed Introductory Latin. This course is the normal sequel to the introductory program. After the students have mastered the spectrum of inflection and syntax required for translations, they are introduced to Books I and VII of Caesar's narrative on the conquest of Gaul. Requirements in the course include a research paper on some facet of Roman civilization in the first century B.C.E. and a special, three-dimensional project.

Honors — Latin II: Caesar			
1 credit	Year	Prereq: Latin I and department approval	<i>Offered at Gilman</i>

This course provides an accelerated program for a selected group of highly motivated second-year pupils. The material of the course is essentially similar to that outlined for Latin II but it is presented at a more rapid pace.

Latin III: Cicero			
1 credit	Year	Prereq: Latin II or Honors Latin II	<i>Offered at Gilman</i>

This course continues the regular sequence in Latin. After completing a thorough review of syntax and inflections, students read selections from Cicero and Pliny.

Honors — Latin III: Cicero *			
1 credit	Year	Prereq: Latin II or Honors Latin II and department approval	<i>Offered at Gilman</i>

* Students may take the College Board Achievement Test in Latin after they complete this course. Cicero continues to be a mainstay of Gilman's Latin program. Cicero's pre-eminence as a writer of prose makes essential a thorough knowledge of his style, as well as his politics. Detailed study of Roman jurisprudence and oratory complement the reading of selected speeches, including the First Catilinarian Oration and the Manilian bill. Students may take the College Board Achievement Test in Latin after they complete this course. Preparation for this test through extensive practice in sight-translations and in comprehension exercises, therefore, is an important aspect of the course.

Latin IV/V (<i>non-honors</i>) *			
1 credit	Year	Prereq: Latin III or Honors Latin III	<i>Offered at Gilman</i>

* This course may be repeated for credit. The vast variety of writings left by authors of both the Golden and Silver Ages of Latin literature provide unlimited material for study. This course focuses on three or four examples each year which are representative of the classics as the literary ancestors and models of modern European and English literature. Students are asked not only to extract the essence of thought contained in each chosen Latin masterpiece but also to appreciate the artistic qualities which make it a work of enduring worth and a source of enjoyment. Since the authors taught vary annually, this course may be repeated for credit.

Honors — Latin IV *			
1 credit	Year	Prereq: Honors Latin III	<i>Offered at Gilman</i>

* This course is meant for those students who have completed Honors Latin III but feel they need another year of grammar review and reading Latin at a slower pace before undertaking AP Latin. Students will reinforce their knowledge of Latin grammar and vocabulary while reading the unadapted prose and poetry from a selection of authors. These authors may include Caesar, Cicero, Ovid, and Vergil among others.

Advanced Placement (AP) — Latin *			
1 credit	Year	Prereq: Honors Latin II or Honors Latin IV	<i>Offered at Gilman</i>

* Students must take the AP Latin exam at the end of the year. Students gain an appreciation of Latin literature, both poetry and prose, as a work of art through their study of Vergil's "Aeneid," the selected letters of Pliny the Younger, and a selection of other authors from different periods of Latin literature. To accomplish this, they must develop their abilities (a) to translate, to read, and to comprehend Latin through mastery of vocabulary, morphology, and syntax, (b) to read Latin aloud with attention to linguistic, artistic, and metrical qualities, (c) to understand the interactions of the works with references to Roman culture, history, and mythology, (d) to identify and elucidate an author's use of stylistic features and rhetorical strategies, (e) to demonstrate and share their understanding of the texts, and (f) to develop skills and strategies to succeed on the Advanced Placement exam.

Honors — Latin V: Advanced Readings in Latin			
1 credit	Year	Prereq: Honors Latin IV or AP Latin	<i>Offered at Gilman</i>

In the first semester, selected poems from the lyric poet Catullus are translated with special emphasis placed on creative interpretations and critical analysis. In the second semester, selected writings of the orator and statesman Cicero are translated with an emphasis on understanding the larger political and historical context of late republican Rome. Through creative and collaborative projects, students explore the authors and their work.

Honors — Latin VI: Epic Poetry			
1/2 credit	Semester I	Prereq Honors Latin V	<i>Offered at Gilman</i>

This is an advanced reading seminar for those students who have either completed or are currently enrolled in Honors Latin V. Through readings, discussion, and projects, students will examine and discuss in detail the genre of epic poetry in Latin literature. In collaboration with the instructor, students will choose selections of Latin epic poetry from the authors Ennius, Catullus, Vergil, Ovid, or Lucan.

Honors — Latin VI: Age of Nero			
1/2 credit	Semester I	Prereq Honors Latin V	<i>Offered at Gilman</i>

This is an advanced reading seminar for those students who have either completed or are currently enrolled in Honors Latin V. Through readings, discussion, and projects students will examine and discuss the literature, culture, and politics produced during the tumultuous final years of the Julio-Claudian dynasty under the reign of Nero. In collaboration with the instructor, students will choose selections from the authors Suetonius, Tacitus, Seneca the Younger, and Petronius among others.

Greek I: Introductory			
1 credit	Year	Prereq: none	<i>Offered at Gilman</i>

Beginning with the Greek alphabet, the student gradually gains sufficient fluency to translate sentences first, then paragraphs of Greek prose. Grammar, inflection, and vocabulary are emphasized to provide a secure base for reading passages from Plato and Xenophon.

Greek II: Intermediate			
1 credit	Year	Prereq: Greek I or department approval	<i>Offered at Gilman</i>

After an extensive review of first-year material, the student proceeds to the translation of Xenophon and/or Plato, with extensive practice in sight readings from other authors. Lectures on Hellenic literature and Hellenic civilization are interwoven into the course to provide a background for the student.

Honors — Greek III, IV: Advanced *			
1 credit	Year	Prereq: Greek II or department approval	<i>Offered at Gilman</i>

* This is a year-long course and may not be dropped at the end of first semester. In successive years Book I of the Iliad, with selected passages from the remaining books of Euripides' Medea, provides insight into the nature of epic and dramatic poetry. Related lectures on archaeology, mythology, and scansion help the student explore the wide spectrum of classical heritage.

► World Languages: Modern Languages — Curriculum

The goal of the modern world languages and cultures program is twofold: to give students a solid foundation in understanding, speaking, reading, and writing the target language and to acquaint them with global cultures so that they may acquire better insight into themselves, while developing a greater depth of understanding of the world in which they live. Students complete the study of the basic grammatical concepts, structures and forms, learn to communicate effectively in the target language, and have the opportunity to pursue higher-level studies, such as conversation, composition, history, culture, and the interpretation of film and literary works. All courses are taught primarily in the target language. The Honors program in Chinese, French, and Spanish begins at level IV. Since language courses are sequential in nature, a student must receive a 70% end of year grade in order to continue on to the next level. If the grade is below a 70%, summer work is required. All Honors and AP World Language and Cultures courses require summer assignments.

► World Languages: Modern Languages — Level I, II, III Electives

Level I — Chinese, French, Spanish			
1 credit	Year	Prereq: none	<i>Offered at Bryn Mawr: French I, Spanish I</i> <i>Offered at Roland Park: Chinese I</i>

These courses enable the students to communicate in the target language in simple, everyday conversations. Students learn basic vocabulary and phonetics, are introduced to the fundamentals of grammar, gain cultural awareness, and begin to speak, read, and write in the target language.

Level II — Arabic, Chinese, French, Russian, Spanish			
1 credit	Year	Prereq: Level I or department approval	<i>Offered at Bryn Mawr: French II, Spanish II</i> <i>Offered at Roland Park: Arabic II, Chinese II, Russian II</i>

These courses build on the skills acquired in Level I. Conversations, reading selections, and writing assignments become more complex as students expand their vocabularies and use increasingly complex grammatical structures. Aspects of contemporary culture are presented through different types of reading and listening materials, such as newspaper articles, poems, short stories, songs, and cultural videos.

Level III — Arabic, Chinese, French, Russian, Spanish			
1 credit	Year	Prereq: For rising ninth graders, a B or higher end-of-year grade, a grade of B-/80 or higher on grade 8 mid-year and final world language and culture exams, and teacher recommendation; For current Upper School students, a C/70 or higher. Students not achieving a 70% are required to do summer work.	<p><i>Offered at Bryn Mawr: French III, Spanish III</i></p> <p><i>Offered at Roland Park: Arabic III, Chinese III, Russian III</i></p>

These intermediate classes are designed to prepare students to achieve communicative competence in the language. Courses aim to inspire students to communicate, explore, and create, as well as to deepen their understanding of the target cultures. Through the use of technology and authentic media, students will have opportunities to analyze and reflect on the many products and practices of the countries and regions where their language is spoken. Students are fully immersed in the language by using vocabulary and grammar as tools for effective communication and by emphasizing culture as integral to successful language acquisition. Students will read and analyze articles, poems, and short stories, and they will view films and listen to authentic audio on subjects such as friendship, belonging, the environment, immigration, and the role of media in students' lives.

► World Languages: Modern Languages — Level IV, V, Honors and Advanced Placement Courses and Electives

Honors — Chinese IV *			
1 credit	Year	Prereq: Chinese III or department approval	<i>Offered at Roland Park</i>

* This course has required summer reading. In Chinese IV, students deepen their language skills and cultural knowledge. Throughout the year, they participate in daily oral presentations to reinforce speaking skills, study the formation of Chinese characters, learn grammar through engaging group activities, and explore cultural topics by presenting their research in Chinese. More challenging topics, such as travel, college life, and relationships, are introduced. Students draw more complex comparisons and speak and write in greater depth on a range of topics. The course typically culminates in a full-day field trip with students from Chinese V, providing students with an opportunity to apply what they have learned in real-life situations.

Chinese V *			
1 credit	Year	Prereq: Honors Chinese IV	<i>Offered at Roland Park</i>

* This course has required summer reading. In Chinese V, in addition to regular classroom activities that strengthen linguistic skills, students engage in self-directed projects and interviews to further their understanding of Chinese language and culture. More advanced topics, such as technology, work, education, and the geography and history of China, are introduced. Students regularly give oral presentations and complete longer writing assignments. This course also aims to prepare students for the AP course in the following year. The course typically culminates in a full-day field trip with students from Chinese IV, providing students with an opportunity to apply what they have learned in real-life situations.

Advanced Placement (AP) — Chinese *			
1 credit	Year	Prereq: department approval is required	<i>Offered at Roland Park</i>

* This course has required summer work. Students must take the AP Chinese Language and Culture exam at the end of the year. The AP Chinese Language and Culture course in Mandarin Chinese emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. It strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Chinese. The AP Chinese Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). There is emphasis on preparation for the AP Exam in May.

French IV *			
1 credit	Year	Prereq: French III with a minimum of a 70% end of year grade	<i>Offered at Bryn Mawr</i>

* This is a year-long course and may not be dropped at the end of the first semester. In this course, students will further develop their ability to voice opinions, make cultural comparisons, and creatively express themselves in French. Students will have plenty of opportunities to review and strengthen their French language skills, including all verb tenses, while also focusing on building a solid vocabulary, including some slang and conversational expressions. Students will read/view and discuss a variety of Francophone works, including short stories from *Petit Nicolas*, the novel *Le Petit Prince*, the film *La Gloire de Mon Père*, cultural and news articles, short stories, poems, and music. Allons-y!

Honors — French IV *			
1 credit	Year	Prereq: French III with a recommended grade of 90% or higher, mid-year and final exam grades of 86% or higher, and teacher recommendation	<i>Offered at Bryn Mawr</i>

* This course has a required summer assignment. This is a year-long course and may not be dropped at the end of the first semester. In this pre-AP course, the focus is on oral communication, allowing students to further develop their ability to voice opinions, make cultural comparisons, and creatively express themselves in French. Students are given regular opportunities to improve their skills in reading, writing, listening, and speaking. We will review and study grammatical structures in depth, while we build a rich and active vocabulary, including some contemporary language and conversational expressions. Students will read/view and discuss a variety of Francophone arts, literature, and culture: we will analyze the novel *Le Petit Prince*, explore the literary movement of *Négritude* and the film *La Rue Cases-Nègres*, examine women's roles via the film *Parlez-moi de la Pluie*, as well as other articles, short stories, poems, and music. Allons-y!

French V: The Francophone Woman Through the Ages and in the Contemporary World *			
1 credit	Year	Prereq: French IV with a minimum of a 70% end of year grade	Offered at Bryn Mawr, open to grade 12

* This is a year-long course and may not be dropped at the end of the first semester. This course will explore the representation of women in the francophone world throughout the ages along with her role in the contemporary world. This level 5 class is a comprehensive course that will help students strengthen all four skill areas through the context of an in-depth view of famous and memorable French women, along with their fictional counterparts. Students will learn about the women who made their mark in film, art, music, dance, opera, literature, philosophy, and science. The woman seen as both subject and creator of art will also be explored in the context of major moments in French History. Readings, films, and songs will give students ample opportunity to gain a deeper understanding of these periods. This is a year-long course and may not be dropped at the end of the semester.

Advanced Placement (AP) — French Language and Culture *			
1 credit	Year	Prereq: Honors French IV and teacher recommendation	Offered at Bryn Mawr

* This course has a required summer assignment. This is a year-long course and may not be dropped at the end of the first semester. Students must take the AP French Language and Culture exam at the end of the year. This AP French Language and Culture course is intended for students who have successfully completed four years of French study and demonstrated the enthusiasm and aptitude necessary for a college-level course. These students have demonstrated significant competence in the interpersonal, interpretive, and presentational modes of communication. This course will be structured around six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students will further develop their cultural knowledge of the Francophone World and sharpen their critical thinking skills as they are called upon to make connections between their own culture and that of *La Francophonie*. French will be the exclusive language used in the classroom by both teacher and students.

Honors — French VI • Identity and Voice *			
½ credit or 1 credit	Semester I,II, or year	Prereq: AP French Language or French V	Offered at Bryn Mawr

* Students may take the course for either first or second semesters or for both semesters. Honors French 6 is a course designed for students who have completed French 5 or AP French. In the fall semester, we will explore the topic of “la banlieue” through a variety of media, such as slam poetry and the film *Intouchable*, to discuss contemporary French identity and who gets to call themselves “French”. Students will be primarily evaluated through class discussions and interactive projects. In the spring semester, we will look at the intersections of identity - especially race, class, and gender - using a series of contemporary films, including *La Haine*, *Portrait de la jeune fille en feu*, and *Bande de filles*. Students will be evaluated primarily on class discussions and creative writing assignments.

Honors — French Seminar			
½ credit	Semester I and II	Prereq: French V or AP French and Department Recommendation	Offered at Gilman

This course aims to offer students new windows of understanding into the many ways a francophone identity can look, and the ways in which different cultural and religious backgrounds intersect with French identity and values. In the first semester, students will read legends from Francophone African countries as a way to broaden their understanding of the values and lore of different ethnic groups that make up *la francophonie*. Students will read selections from *La belle histoire de Leuk-le-lièvre* as a bridge between legends and their role in French language education of young students across francophone African countries. This cultural understanding will serve as a springboard for an exploration into the colonial experience of these peoples, ending the semester with the decolonization period of the 1950s and 60s. Students will watch documentaries such as *Octobre à Paris* and *Ici on noie les algériens* to understand and critically assess how “*douce France*” navigated decolonisation. The semester will end with a cultural comparison of these matters to social justice issues in contemporary America. In the second semester, students will investigate the Dreyfus affair and read Zola’s *J’accuse... !* as an entry-point into France’s long history of antisemitism. Further areas of investigation include the French Resistance through World War II by way of the novella *Le silence de la mer*, as well as a critical look at its lingering lore and mythology through selections from the documentary *Le chagrin et la pitié*.

Spanish IV			
1 credit	Year	Prereq: Spanish III with a minimum of a 70% end of year grade	Offered at Bryn Mawr

This intermediate level Spanish course places an emphasis on the relevance of Spanish in real-life situations. Grammar concepts taught in levels 1-3 are reviewed and advanced grammar topics are presented. By the end of this course, students will have been introduced to most tenses and topics in Spanish grammar. Grammar and culture are presented and practiced through a variety of methods that incorporate reading, writing, listening, and speaking. Students will gain insight into the Hispanic culture by watching films, reading short stories, listening to music, and discussing current events. Themes include immigration, the environment, technology, and Mexican muralism.

Honors — Spanish IV *			
1 credit	Year	Prereq: Spanish III with a recommended grade of 90% or higher, mid-year and final exam grades of 86% or higher, and teacher recommendation	Offered at Bryn Mawr

* This course has a required summer assignment. This pre-AP course is designed to interest and challenge intermediate-advanced Spanish students who wish to develop a greater degree of proficiency in the language. Students increase their ability to spontaneously voice opinions, make cultural comparisons, and creatively express themselves in Spanish. The basic elements of grammar are reviewed, refined, and practiced as students explore the Hispanic world in a more profound way. Topics could include immigration from Central America to the U.S., Latin America and the environment, the Argentine feminist movement Ni Una Menos, etc. The course is discussion-based and conversation will derive from the context of documentaries, newspaper articles, and literary or musical works studied. The course is conducted completely in the target language and students are expected to take a very active role in their learning process.

Spanish V: Latin America Through Short Stories and Film *			
1 credit	Year	Prereq: Spanish IV with a minimum of 70% end of year grade	<i>Offered at Bryn Mawr, open to grade 12</i>

* This is a year-long course and may not be dropped at the end of the first semester. This course is intended for students who have successfully completed Spanish IV and are interested in gaining a deeper cultural awareness of the Spanish-speaking Latin American countries. Students are introduced to a variety of Hispanic films, short stories, and poems by authors such as Jorge Luis Borges and Pablo Neruda. This intermediate-advanced class is a comprehensive course that will help students strengthen all four skill areas in the target language, with a special emphasis on reading and speaking. Through research projects, readings, films and other media, students will learn about current topics and historical events of Central and South America as well as the Caribbean and Mexico.

Spanish V			
1 credit	Year	Prereq: Spanish IV or Honors Spanish IV	<i>Offered at Roland Park</i>

This course is designed to further students' progress in developing the four language skills while deepening their understanding of Hispanic culture through exposure to readings by modern writers from the Spanish-speaking world. Students explore topics related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. Additionally, key Spanish grammar concepts, including the subjunctive, pronouns, commands, and *si* clauses, are reviewed. Assessments include oral and listening assignments, presentations, dialogues, short compositions, and other forms of expression. Students are expected to actively participate using the target language.

Advanced Spanish V: Spanish Civilization			
1 credit	Year	Prereq: Spanish IV or Honors Spanish IV	<i>Offered at Gilman</i>

Spanish Civilization is a course that provides an understanding and appreciation of the Spanish-speaking world (Hispanic America, Spain, and the U.S.) through language, culture, history, social aspects, literature, and art. The units in this course are geographically oriented, and they will focus on individual countries or particular Hispanic groups, as well as specific themes such as traditions and values, national identity, personal beliefs, immigration, etc. The topics will make reference to both historic events and current events in order to have a better understanding of the Hispanic World. Writing skills will be practiced by the completion of compositions and short essays, and communication skills will be developed by class discussions, watching movies and short videos, and oral presentations. Students will get familiarized with literary texts, movies, documentaries and periodicals. Structure will also be addressed by reviewing some of the grammar studied in Spanish IV and Honors Spanish III. The new material will cover reflexives with change in meaning, transitional expressions, subjunctive with adverbial and adjective clauses, imperfect subjunctive and *Si* clauses. We will also explain in more detail the uses for prepositions, relative pronouns, "qué vs. cuál," negative, affirmative and indefinite expressions, and diminutives and augmentatives. Technology will be a key part of this course. Audio and written activities will allow students to practice all the learning skills in class and outside of class. These resources also help the students improve their language skills, especially in terms of listening and understanding written texts. Students will improve their language skills and their understanding of the Hispanic world through the cultural contexts studied in class, as for example: readings on cultural themes, presentations on Hispanic

countries and its traditions, famous people in history or at present, everyday things, current events, etc. Students will be provided with authentic materials, such as watching films, news broadcasts, or TV shows. Spanish is the primary vehicle for classroom communication.

Spanish VI: Seminar on Language and Culture *			
½ credit	Semester I and II	Prereq: Spanish V	<i>Offered at Gilman</i>

* If you are currently in Spanish V, you should sign up for this course at Gilman. Teacher recommendation is required for Honors Spanish Seminar at Bryn Mawr.

The Seminar on Language and Culture is designed for those senior students who wish to continue to deepen their cultural and linguistic understanding of the Spanish-speaking world following AP Spanish Language or Spanish IV (Civilization). Through study of a series of short and feature-length films, short stories, poems, plays and a short novella, as well as online publications, songs, and podcasts, students will be exposed to a wide variety of rich, authentic cultural material from throughout the Spanish-speaking world, while at the same time enhancing their reading, listening, and analytical skills. Students will also continue to develop both formal and informal written and spoken registers of Spanish through activities designed specifically to work towards mastery in each of these areas, including class discussions and debates and interactive, student-led lessons. In addition, students will strengthen their research skills via independent and collaborative projects. Course objectives include further stimulating student interest in Spanish and its many representative cultures while preparing students for college-level study in Spanish.

Advanced Placement (AP) — Spanish Language *			
1 credit	Year	Prereq: Honors Spanish IV and teacher recommendation	<i>Offered at Bryn Mawr</i>

* This course has a required summer assignment. This is a year-long course and may not be dropped at the end of the first semester. Students must take the AP Spanish Language exam at the end of the year. The AP Spanish Language program is intended for qualified students who are interested in completing studies comparable in content and in difficulty to a full-year course in Advanced Spanish Composition and Conversation at the third-year college level. It is intended to develop proficiency in Spanish without emphasis on knowledge of literature. Students in this class should already have a good command of grammar and considerable competence in listening, reading, speaking, and writing. This course seeks to develop useful language skills that can be applied to various activities and disciplines. Equal emphasis is placed on written expression, oral expression, listening comprehension, reading comprehension, and grammar.

Honors — Spanish Senior Seminar: Historia, Literatura, y Cultura de América Latina *			
½ credit	Semester I	Prereq: AP Spanish Language or Spanish V with a minimum of 90% and teacher recommendation	<i>Offered at Bryn Mawr</i>

* If you are currently in AP Spanish Language, you should sign up for Honors Spanish Seminar at Bryn Mawr or AP Spanish Literature at Gilman. Department permission is required for Spanish VI: Seminar on Language and Culture at Gilman.

* This course has a required summer assignment. The purpose of this course is to deepen the students' knowledge and understanding of Latin American history, literature, and culture. Some of

the topics included in the course are: the history of Cuba and its dynamic relationship with the United States, literature works by renowned Latin American writers such: García Márquez and Jorge Luis Borges. It will also include a unit on the African legacy in Latin American culture. The students will watch documentaries and will read research articles in order to better understand these topics. The students will write compositions, give presentations and take part in debates and discussions based on readings and research they have done.

Honors — Spanish Senior Seminar: Contemporary Topics and Social Movements in Latin America *			
½ credit	Semester II	Prereq: AP Spanish Language or Spanish V with a minimum of 90% and teacher recommendation	<i>Offered at Bryn Mawr</i>

* If you are currently in AP Spanish Language, you should sign up for Honors Spanish Seminar at Bryn Mawr or AP Spanish Literature at Gilman. Department permission is required for Spanish VI: Seminar on Language and Culture at Gilman.

* This course has a required summer assignment. This class centers on the exploration of the rich and diverse cultures within the Spanish-speaking world. By employing a multimedia approach, which includes documentaries, films, and a variety of texts, students will study a wide spectrum of cultural topics. These subjects range from immigration to the United States, the use of craftivism as a form of protest, the power of the Cartonera movement, the poetic mastery of Pablo Neruda through his odes, to an insightful examination of Venezuela in the 21st century. Through this comprehensive approach, students will gain a complete understanding of the rich tapestry that constitutes the contemporary Spanish-speaking cultural landscape. Students will refine their oral skills in the target language through different activities, such as oral presentations, discussions, and debates.

Advanced Placement (AP) — Spanish Literature *			
1 credit	Year	Prereq: AP Spanish Language and department approval	<i>Offered at Gilman</i>

* If you are currently in AP Spanish Language, you should sign up for this course at Gilman or Honors Spanish Seminar at Bryn Mawr. Department permission is required for Spanish VI: Seminar on Language and Culture at Gilman.

* Students must take the AP Spanish Literature exam at the end of the year. This course has summer reading. NOTE: summer reading counts for 20% of the first marking period grade. This course is designed to get students ready to take the AP exam in May. The students learn about the six thematic areas as prescribed by the AP Board: las sociedades en contacto: pluralismo racial y desigualdad económica, la construcción del género, el tiempo y el espacio, las relaciones interpersonales, la dualidad del ser, la creación literaria. The students come to understand authentic text in relation to the historic time and the literary genres. Throughout the year, the students gain a better understanding of the overarching themes and concepts that are found in the different texts that they read. Through a focus on essential questions, students come to be more aware of the Spanish culture. The text that is used for this level is, "Reflexiones."



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