BELMONT HILL SCHOOL

CURRICULUM GUIDE
2026-2027

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Belmont Hill School educates boys in mind, body, and spirit to develop men of good character.

Mission

Belmont Hill School educates boys in mind, body, and spirit to develop men of good character.

Philosophy

Our community encourages and challenges students to discover and pursue passions, seek excellence, and face adversity with resilience. We cultivate critical thinking and creativity, teamwork and competition, hard work and reflection, tradition and innovation. Valuing our differences and working together, we embrace camaraderie, compassion, and service to others. Our school strives to instill in each boy ethical judgment, a sense of common humanity, and a lifelong love of learning.

Curricular Vision

Belmont Hill School strives to give its students a rigorous program of study that provides a firm grounding in skills, values, and vital content while also including curricular and pedagogical innovation that will make its students well prepared to thrive in the complex, fast-changing world in which they live today and will work tomorrow.

The curriculum provides our students with a modernized liberal arts education rooted in traditional and innovative coursework. It includes required classes in the humanities, arts, sciences, and mathematics along with a rich elective program across the disciplines. Transcending particular courses or disciplines, the curriculum is designed to foster intellectual curiosity, growth, and a love of learning. It aims to develop distinctive qualities of mind and to pass on essential **skills**, **values,** and **knowledge**.

Credit and Promotion Requirements

Each student in Forms I-V is expected to carry a program of study equivalent to five full courses. Beginning in Form III, one credit is awarded for every full year course and one half credit for every semester-length course completed with a grade of D- or above. Students in Form VI may reduce their programs to four courses during one semester. Enrollment in six courses in any given semester requires special permission.

To be promoted to the next form, a student must complete the year with no grades of F, no more than two full credits at D level, and with enough credits to graduate by taking no more than five courses in each of the ensuing years.

Diploma Requirements

A diploma is awarded to those in Form VI who have completed the following:

1. 18 1/2 units of credit in the last 4 years. 1 full year's study = 1 unit*

2. At least 4 1/2 units of credit in the senior year. Of these, no more than 2 may be D's and none may be F.

3. Advanced Algebra 2 and Trigonometry or Algebra 2 and Trigonometry, and Advanced Geometry or Geometry.

4. English must be studied each semester. Students in Form VI may substitute an English course for a humanities course in the first semester. They must enroll in an inquiry course in the second semester of their senior year.

5. Completion of the third level of one foreign language, either modern or classical.

6. One semester of History in Form IV. A Full Year of American History in form V and the completion of a Term Paper. One semester of a History or Humanities course in Form VI.

7. Two year-long lab courses drawn from Biology, Chemistry, Physics, Advanced Biomedical Engineering and Experimental Neuroscience, AP Environmental Science, and Advanced Biochemistry & Molecular Biology.

8. One semester of participatory art and either one semester of art appreciation or a level II participatory art course. Students may also complete their art requirement through completion of B-Flats II or Jazz Band II.

9. The carving and finishing of a wooden panel to be permanently displayed at the School.

Students entering the School in Form III or earlier are expected to fulfill all requirements. Those entering Belmont Hill in Forms IV and V are expected to fulfill requirements as best they can. The Dean of Studies and Upper School Director will approve all exceptions.

*** Additional credit guidance**

No more than 6 credits may be D's.
No credit is given for a course repeated to raise a D.
No credit is given for an F.

Grading System and the Honor List

A is given for academic work of excellence. B is an honor grade and C a college-certifying grade. D is a minimal passing grade, suggesting the need for supplemental work before moving ahead in the subject. F is a failing grade, and courses in which it is given earn a student no credit.

The school posts Honor and High honor lists at the conclusion of the first semester and academic year. In the computation of honor standing, passing grades are assigned a point value in the range of D- (1) to A+ (12). Courses in the Upper School designated as advanced or AP earn an additional point. Students also receive an additional point for taking Advanced Action Research, UPenn Social Innovators Program, Design Thinking I, Senior Thesis I, and Upper School Orchestra.

To qualify for the High Honor list, a student must earn an average in a four or five course program of a 10.5 or above, with no D's or F's. To qualify for the Honor list, a student must earn an average in a four or five course program between and including 8.8 and 10.49 with no D's or F's.

A Certificate is awarded at Commencement to special or visiting students in Form VI as evidence of attendance.

Diploma Designations

At the conclusion of the Form VI year, a Cum Laude diploma is awarded for a cumulative academic average for Forms III-VI between 8.8-9.9 on the 12-point Honor List scale.

A Magna cum laude diploma is awarded for a cumulative academic average for Forms III-VI between 10.0-10.49.

A Summa cum laude diploma is awarded for a cumulative academic average for Forms III-VI of 10.5 or above.

Cum Laude Society

The Belmont Hill chapter of the Cum Laude Society, established in 1928, annually may elect for membership in this national independent school honor society Sixth Formers of good character who stand in the top fifth of their class in academic achievement.

Courses Information

- Courses labeled ***f*** are given in the Fall semester only.
- Courses labeled ***s*** are given in the Spring semester only.
- **Advanced** and **AP Courses** represent the most rigorous course of study.

- A list of **Elective Opportunities** appears on the following page.
- A **Summary of Subject Sequences** is available as a separate document and also appears in a small format on the inside cover.

Belmont Hill AI Policy

COMMUNITY ETHICAL USE STATEMENT

Members of the Belmont Hill community are expected to use AI and other technologies ethically and responsibly. All AI use must conform to the expectations of Belmont Hill's faculty and staff code of conduct and student handbook. Belmont Hill students and employees who utilize artificial intelligence are accountable for any AI output they generate and share.

DATA SENSITIVITY

Belmont Hill places the highest priority on student and employee privacy. Faculty, staff, and students must avoid entering or uploading sensitive personal or confidential information into AI systems. This includes names, social security numbers, home addresses, other identifiable details, and all secure data.

STUDENT USE OF AI

Belmont Hill students are expected to use generative AI openly and transparently. With the support and approval of their teacher, Belmont Hill students may leverage AI tools to assist them in learning core skills and content. While generative AI can be utilized as a means to assist student learning, it should never be used to replace original student work or thought or subvert the goals of a given assignment or in-class activity. Students who represent text or any other form of content generated in part or whole by any AI tool as their own are in violation of the school's honor code and will be subject to a disciplinary response. If a student has any questions about their use of AI on an assignment, they should contact their teacher prior to enlisting the help of an AI tool.

AI, SOURCING, AND RESEARCH

Given its tendency to produce inaccurate information, text generated by artificial intelligence does not meet the threshold of scholarly work and should not be cited in your essays at Belmont Hill. With the approval of their teacher, students may use AI to help curate sources. However, they should never rely on AI-generated text or images as reliable sources for their work.

FACULTY USE OF AI

Belmont Hill faculty are encouraged to leverage artificial intelligence as a tool to improve student acquisition of vital skills and content. As a guiding principle, any homework assignment or classroom activity that requires students to use artificial intelligence should conform to a particular learning objective. In all instances, faculty should avoid creating assignments or activities that enable students to offload cognitive tasks that are essential to their academic development.

Elective Opportunities

*Full year courses are indicated by *. All other listings are one-semester courses. Before registration each spring, students learn which electives will be offered each semester.*

FORM III ONLY
Facing History and Ourselves
Conceptual Physics
Introduction to Engineering

FORMS III-VI Performing and Visual Arts
Acting I, II
Ceramics I, II
Digital Video and Film I, II
Drawing and Painting I, II
Photography I, II
Piano I, II
Sports Broadcasting I
Woodworking I, II
B-Flats I, II, III, IV
Jazz Band I, II, III, IV
Digital Music Production
Music Appreciation
Music Composition
Theory of Jazz, Rock & Blue
Independent Study
AP 2D Design (Photography or Painting/Drawing Focus)*
AP 3D Design (Ceramics Engineering)*

FORM IV HISTORY
20th Century World History *F or S*
AP Modern European History*

FORM V HISTORY
US History / AP US History*
AP American Studies History*

FORM VI HISTORY
Advanced Economic Theory*
American Politics and Policy
AP Art History*
AP Human Geography*
Global Economics
International Relations
World Religions

FORMS IV-VI CLASSICS and MODERN FOREIGN LANGUAGES
Classics: Latin 3-4*, AP Latin*, 5, Advanced Elementary Greek*
Chinese: 4, 4A, 5, 5A
French: AP Language*
Spanish: 4*, AP Language*, 5A

FORMS IV-VI MATHEMATICS
Intro Pre-Calculus*
Pre-Calculus*
Advanced Pre-Calculus*
Calculus*
Statistics*
AP Calculus AB*
AP Calculus BC*
AP Statistics*
Linear Algebra*
Multivariable Calculus*

FORM V ENGLISH
AP American Studies: English*
Advanced Shakespeare Studies
African-American Literature
British Literature
Creative Writing
The Hero in Literature
Gothic Literature
Science Fiction

FORM VI ENGLISH
Advanced Medieval Literature
Advanced Southern Tradition

Art of Rhetoric
Comedy
Introduction to Philosophy
Nonfiction Writing
Page and Stage

FORM VI HUMANITIES
Advanced African American Studies
Native American Studies

FORM VI INQUIRY
Advanced Science Research
Breaking Down the 4th Wall: Exploring Contemporary Culture Through Film, Music and Writing
Evolutionary Psychology
God, Myth and Humanity
Immigration Today
Literature and Film
Maine Coast
Design Thinking and Entrepreneurship II
Senior Thesis Program II
Statistical Revolution in Sports

FORM IV-VI SCIENCE
Advanced Science Research (ASR) I, II
AP Computer Science Principles*
AP Computer Science A*
Advanced Topics in Computer Science
Advanced Biochemistry and Molecular Biology*
Advanced Biomedical Engineering
Advanced Experimental Neuroscience (NCDS Partnership)
Advanced Engineering and Design
Quantitative Physiology
Biology*/AP Biology*
Chemistry*/AP Chemistry*
Computer Science 1
Marine Biology
Physics*
AP Physics I, C*

Courses of Instruction

ARTS: VISUAL & PERFORMING

The purpose of the Visual and Performing Arts Departments is to offer formalized and individual instruction in studio visual arts, art history, theatre and music. Departmental courses are organized sequentially, with the goal that students will progress to an advanced level in order to develop deeper skills that emphasize the importance of concept in addition to craft. The departments stress the significance of displaying or performing their craft, be it in the Landau Gallery or in front of a live audience.

Each course is designed to allow students to discover a new passion and to continue their development in the exploration of their identity and place at Belmont Hill. Students emerge with a new set of skills while nurturing their own creative imagination, which instills in them a further appreciation of art, music, and culture.

Unless otherwise indicated, all Visual and Performing Arts courses given above the Form II level count fully toward the 18 1/2 units required for graduation and are taken as a part of the regular course load.

FIRST FORM ART
This is a course required of all boys in Form I. It meets daily throughout the first quarter serving as an introduction to studio work at Belmont Hill. Fostering active observation and creative thinking, the course focuses on projects in two and three-dimensional media with an introduction to specific skills in drawing, painting and sculpting. Studio work draws upon subject matter from other courses to help unify the learning experience across disciplines.

FORM II ART, MP 2
This course builds directly on the skills and concepts introduced in Form I Art, with an increased emphasis on technical proficiency and intentional design. Students will refine their understanding of materials, tools, and

processes while exploring more complex approaches to both two-dimensional and three-dimensional artmaking. Projects will challenge students to apply foundational skills—such as observation, composition, proportion, and craftsmanship—in more advanced ways, encouraging thoughtful problem-solving and personal expression. Class discussions, demonstrations, and visual examples will reinforce technical skills and introduce historical artists whose work connects to each project.

FORM I-II ART, MUSIC AND PERFORMANCE

Students in Form I and II are required to participate in both visual and performing arts activities. Students in Form I must choose to participate in a performing arts based elective in either the winter or spring season. Students in Form II must choose one season of performing art activity (fall, winter or spring) during the course of the year. Participation in a year-long instrumental program or theatrical production may also satisfy the requirement.

Participatory Arts Courses

ACTING

Forms III-VI

A course that approaches acting via acting technique, character develop-ment and script analysis. It makes no difference whether students are experienced actors and, indeed, a class of mixed experiences is best. The student, though, must be willing to approach acting seriously and with rigor, eager to learn by doing, and accepting of the belief that acting is ultimately a team endeavor not an individual one. Assignments include improvisations, monologues, two-man and group scene work, text reading, script analysis, and short role memorization. Major projects include public performances, theory presentations and a written analysis of specified scenes and original characters.

ACTING II: GETTING INTO CHARACTER

The Acting II Course is an experiential class designed to further develop students' public speaking and acting skills, as well as to utilize popular acting techniques and theories to create comprehensive characters, scenes and performances at an advanced level. Building on the skills learned in Acting I and/or from participation in a previous theatre production, students will apply theory to ground their characters, combine individual work on their own scripts and performances with interviews with play and screenwriters, as well as incorporate visits to theaters and shows in Boston to see both development and performances in action. Students will be able to experiment with their characters and scripts by filming small segments in class to produce recorded, in addition to live, performances. Finally, students will have the opportunity to learn from recorded performances to hone their acting skills in a final formal performance of both prepared and unprepared work.
Prerequisites: Having completed introductory acting, sports broadcasting, or having participated in an extracurricular play production.

THE ART OF SPORTS BROADCASTING & VOICE ACTING

This one semester participatory Arts course (Forms III-VI) invites students to step into our podcasting booth on campus discover how legendary sports voices brought games to life — and how students can learn from the some of the world's most entertaining voices to find their own, and harness their speaking skills in ways that attract listeners, and keep them on the edge of their seats in rapt attention! Students in this course will practice vocal techniques, develop their

timing and emotion, and record their own commentaries in live athletic contests. Finally, the course culminates with the creation and launch of the first episode of students' original podcasts. The course emphasizes creative expression, collaboration, media literacy, and performance confidence, ultimately developing students' ability to use their voice effectively. Upon completing this course a student will be eligible to take Acting II.

CERAMICS
Forms III-VI
This course is designed to give an introduction to work in clay. Hand-building and wheel work are covered as well as the proper application of simple glazes. With an emphasis on an understanding of the relationship between design and function, the coursework begins with the construction of traditional pottery vessels and moves towards a development of style. A final project will take the place of an examination.

CERAMICS II
Forms IV-VI
This course allows students an opportunity to further develop their skill in working with clay and the making of more challenging forms. Not only will students be asked to make significant works but they will also be required to research both traditional and current trends within the field of ceramic art. The course concludes with each student displaying a related body of work. This class is open to students who completed Ceramics with a B- or better.

DIGITAL MUSIC PRODUCTION
Forms III-VI
This course covers the basics of music technology, with particular focus on digital keyboards, MIDI, and computer music programs. Students examine basic acoustics, the history of music technology, synthesizers, and microphone and speaker design. Then we apply these topics to learn how to sequence music on a computer, record live sound, and create music for films. Assignments and projects range from the study of topics to the creation of original music, and students are assessed based on live recording projects, composition assignments, quizzes, and their participation in collaborative group projects. At the end of the course, students complete a final project utilizing what they have learned in the areas of live recording, computer sequencing, and music production. This course is designed for Form III-VI students. No prior experience playing an instrument is necessary. This course fulfills one semester of the diploma requirement in arts as a participatory course.

DIGITAL VIDEO AND FILM
Forms III-VI
In an age where digital media and content are everywhere, this course serves as a mechanism for breaking down the technical and conceptual merits of film-making through an intensive examination of practical skill sets and the study of film history. Students will engage the material with a hands-on workshop approach to learning the craft and operation of dedicated mirrorless cameras. Students will also learn the process of film editing using both iMovie and Adobe Premiere Pro. In addition to a wide range of personal projects students will engage in group work developing, shooting, editing, and producing digital content as part of WBHTV: News from the Hill. Students will learn what each role plays in a production setting and rotate throughout the semester ensuring exposure in each area. Lastly, students will be asked to examine the difference between long and short form media and use real world examples as inspiration for their work.

DIGITAL VIDEO AND FILM II

Forms IV-VI

Digital Video and Film II expands on the technical elements covered in Digital Video while introducing students to the process of viewing and analyzing films from a technical and conceptual perspective. Students utilize a number of techniques to elevate the technical components of their work and begin to introduce a deeper conceptual understanding of how a film comes to fruition. Students will utilize resources, such as The Criterion Collection, to expand their working knowledge of film and directors. Such resources will allow students to isolate movements, thematic inspirations, and connections to their own work to provide them with a solid foundation of work that came before them. Students will engage in a number of individual and collaborative assignments meant to challenge and force them to think outside of the box. The class will conclude with a final project, a short 10-minute film directed and written in their style of choice. A written statement will accompany this piece describing the impetus behind their work along with the direction and conceptual inspiration that allowed the piece to come together. In addition to their personal projects, students will engage in group-oriented projects involved with Belmont Hill TV. Students will be exposed to the various roles on a production set with each role rotating throughout the semester as projects emerge and evolve.

DRAWING AND PAINTING

Forms III-VI

Drawing and Painting serves as an introductory course to provide students with the tools and techniques to be able to look at what they see and be able to convey it on a piece of paper. Once students are able to see and draw observationally, the possibilities for creative expression are endless. This course will break down the components of drawing and painting into simple steps, with projects chosen to teach students how to see light and shadow, discern value and form, and become comfortable using a variety of mediums. Students will start out with pencil still life drawings, then from there move into using charcoal, collage, colored pencils, pastels, and finally acrylic paints. The class will reference works from art history, images from their own personal libraries, set-ups in the studio, and the wider landscape of Belmont Hill's campus to aid with their studies. The final project will represent a culmination of all the skills the students have learned so far.

DRAWING AND PAINTING II

Forms IV-VI

Open to students who have completed Drawing and Painting I, this course will focus on further developing skills in perception and expression. While continuing to use the studio and campus as a focus, this course will encourage the development of an individual artistic voice and the production of a portfolio of work.

PHOTOGRAPHY

Forms III-VI

A comprehensive course in introductory photography, students will learn the basics of camera operation, film development and traditional silver printing in a wet darkroom. SLR film cameras, film, chemistry and paper will be supplied by the department. Weekly shooting assignments on a range of topics assure a breadth of experience and a variety of techniques. Students will also explore the world of digital photography on a personal camera of any format. Each student will work toward the completion of a portfolio of mounted prints demonstrating mastery of both the technical and artistic elements of making photographs.

PHOTOGRAPHY II
Forms IV-VI
Advanced Photography builds on the experiences learned in the introductory photography class by exploring digital, large and medium format and alternative processes in printing.

Students will learn to scan and process film images into digital files, and will develop more comprehensive photo editing skills. Students should expect to capture images daily, and will be assessed on the body of work generated and diversity of formats explored. A majority of the coursework focuses on a student's ability to develop an artistic and technically sound portfolio. Most supplies for the course will be supplied by the department, but a personal DSLR camera is recommended. This class is open to students who have completed Photography I or have the permission of the instructor.

PIANO I & II
Forms III-VI
Piano class is an opportunity for a beginner or an advanced student to participate in music-making in a classroom setting. The course is available for students with a range of musical ability and offers students a degree of independence in their learning, as they will have the opportunity to choose which songs they would like to master. The course covers basic piano techniques and music theory. There will be opportunities for students to share their music achievements in and outside of the classroom. The Prenatt Music Center provides the perfect facility to practice piano throughout the school day.

WOODWORKING
Forms III-VI
In addition to being an introduction to the art of fine woodworking, the course serves to develop a sense of design and an awareness of the relationship of form and function. Students will design, plan, and complete projects in wood, learning the care and use of various hand and power tools. The aesthetics of design, craftsmanship, and careful planning are stressed in the course work and in evaluation procedures. Facilities limit the class size to a maximum of 10 students.

WOODWORKING II
Forms IV-VI
This course provides students with an opportunity to further their experience with woodworking techniques. The material covered in class will include design criteria, drafting for woodworking and advanced machine operations and safety. The typical semester requires a student to design and construct a significant project of either furniture or sculpture primarily in wood. This class is open to students who completed Woodworking with a grade of B or better.

INDEPENDENT STUDY
AP 2D or AP 3D
Full Year
Form VI
Belmont Hill offers students the opportunity to further develop their artistic skills through enrollment in AP 2D Art and Design, with concentrations in Photography or Drawing/Painting, and AP 3D Art and Design, with a concentration in Ceramics. These courses are designed for students who are interested in the practical experience of art-making through exercises meant to enhance both the technical and conceptual merits of each medium. Set as year-long independent studies, AP 2D and 3D Art and Design promote the sustained investigation of portfolio development. The core of these courses consists of intensive, guided exploration of media, demonstrations, reference gathering, inspirational lectures and presentations, weekly group or individual critiques, and written reflections. They aim to foster

a lifelong appreciation for art, cultivate a strong work ethic, and develop the skills necessary for success in the competitive field of visual arts. The AP 2D / 3D Art experience is open to students who have completed levels 1 and 2 in their respective mediums with the approval of the Chair of the Visual Arts Department and Dean of Academic Affairs. Students enrolled in AP Art are required to submit a portfolio to the college board.

Art Appreciation Courses

AP ART HISTORY

Forms V-VI

This course is designed to empower students with an understanding of the ways in which the backdrop of politics, religion, function, and patronage help to shape works of art, and how these works, in turn, influence the societies around them. Students, regardless of their level of experience in the arts, will have the opportunity to develop and refine formal visual analysis skills as well as a deep and lasting appreciation for various styles, techniques, and individual works of art; they will become thoughtful and observant travelers for when they come into contact with art around the world; and they will learn valuable interdisciplinary skills as they encounter connections between visual art and politics, religion, geography, economics, technology, language, literature, gender studies, race, and ethnicity. By studying works of art from diverse cultures well beyond the traditional Western Canon, students will develop a broad understanding of global artistic styles and traditions. This course will be credited as a full-year Advanced Placement course, and will fulfill one semester of the Upper School arts requirement as an "appreciation" course as well as one semester of the History elective course requirement. Students who enroll in the course are required to sit for the AP Exam.

MUSIC APPRECIATION: THIS IS YOUR BRAIN ON MUSIC

Forms III-VI

Contemporary popular music and the rap/hip-hop culture and genre, in particular, seem to dominate the music world. Still, without Beethoven and his gang, would country, gospel, rock, and rap music even exist? With a pulse on today's music and artists, this one-semester course journeys through the development of musical genres and time periods including the middle ages (medieval), rock, orchestral and movie music, baroque, gospel, rap, Motown, and country as well as music from around the world. On this journey, historical and social connections will provide insight into the personalities and conditions that inspired and continues to give life to this art form - MUSIC!

MUSIC COMPOSITION

Forms III-VI

Designed to explore music from the inside out, this practical one-semester course is an introduction to the fundamental materials and simple modern positional procedures of tonal music. The development of basic musicianship skills augments the study and practice of composing, including work on the notating of music, on understanding and originating rhythmic and harmonic progressions and two-part counterpoint, and ultimately, on the writing of original music from an informed perspective. This course fulfills one semester of the diploma requirement in arts as an "appreciation" course. No prior music theory or playing experience is necessary.

THEORY OF JAZZ, ROCK, AND BLUES

Forms III–VI ***(Not offered 26-27)***

This course addresses the fundamentals of music theory as they apply to jazz, rock, and blues music. As an alternative to Music Composition, it teaches many

of the same basic lessons in scales, chords, keys, music notation, and composition but examines them through the lens of the history of these specific genres. Students learn how musicians improvise over chords, interpret rhythms, and write melodies and chord progressions. They also learn to construct basic scales, intervals and chords. Supplemented with learning exercises and ear training, these lessons help students understand how to listen to, play, and compose music. Assignments and tests involve analyzing melodies and chord progressions, writing original tunes, and responding to questions regarding scales and chord functions. Students will write entries in a listening journal in addition to the theory work.

This course fulfills one semester of the diploma requirement in arts as an "appreciation" course. No prior music theory or playing experience is necessary. The course is highly recommended for members of any of the school's jazz or rock ensembles.

Art Independent Study

A student who wishes to pursue art beyond the level offered in a regular or advanced course may create his own direction in art study, by approval of the department chair and through sponsorship by a member of the arts faculty. A written proposal to the Dean of Curriculum outlining a direction and focus of study is required.

Performance Based Groups

B-FLATS I, II, III, IV

Full Year
Forms III-VI
B-Flats is Belmont Hill's top choral ensemble. Students from B-Flats will learn songs from a variety of genres and showcase their singing skills to the school and broader community. Students who complete one year of B-Flats will earn a participatory art credit. Students who complete two years of the ensemble course will satisfy their art requirement. The course meets during the academic day in F Block.

JAZZ BAND I, II, III, IV

Full Year
Forms III-VI
Jazz Band is Belmont Hill's top instrumental ensemble. Students in Jazz Band will learn and perform complex Jazz pieces and showcase their skills to the school and broader community. Students who complete one year of Jazz Band will earn a participatory art credit. Students who complete two years of the course will satisfy their art requirement. The course meets during the academic day in F Block.

ENGLISH

Around the Harkness table, English students lead the way as they delve into the abundant subjects at hand: literature and life itself. Discussion-based teaching encourages students to discover answers for themselves, to venture forth, and to take the kinds of risks that promote intellectual growth and self-confidence. The department offers a widely diverse set of texts from the ancient to the contemporary, designed to reflect the backgrounds and experiences of our own school community and of the nation and globe beyond. Reading is the foundation: English scholars immerse in these stories, making connections to their own lives and communities, and then share and listen with intention, developing their capacity to explore, interrogate, interpret, and analyze language and key messages. Students participate daily in discussions, deliver more formal presentations and speeches, and have the opportunity to participate in language-based school performances and competitions. Writing—from analytical to narrative nonfiction to fiction and poetry and more—caps the English experience as students integrate their ideas and interpretations in order to express their points of view.

Middle School English
Forms I-III
Students learn to read carefully, annotate texts effectively, and arrive in class ready to both clarify and analyze the assigned reading. Moving from the literal to the figurative, they expand their focus beyond story, tracking a text's established themes, recognizing a variety of literary devices, and articulating what the surface details of the story may symbolize in regards to character and message. With a focused study of vocabulary and grammar, students learn new words and nuance, and they practice key syntactical constructions. Writing centers around the building blocks: sentences, paragraphs, and classic structures for essays and other written work.

ENGLISH 1
Form I
English in the First Form presents students with a rich and varied array of literature, styles of writing, and speaking opportunities. The theme for the course is the hero, exploring the question: who are your heroes and why? In small-group settings around the Harkness table, Form I students practice the skills of active engagement, with a focus on careful preparation, active listening, and thoughtful participation. The short stories, poems, and selected novels challenge readers to look beyond plot summary and into the dimensions of voice, tone, theme, character, and style. Expository writing responses to literature move away from the book report format to more analytical, interpretive pieces. An emphasis is placed on the integration of evidence, critical thinking, sound mechanics, and a sense of style. The readings may also serve as inspiration for creative writing. In close conjunction with the literature comes language learning, with grammar and vocabulary studied from a variety of sources, but always with an eye to application in the student's own writing.

Texts include:
The Call of the Wild, Jack London
Class Act, Jerry Craft
The House on Mango Street, Sandra Cisneros
The Pearl, John Steinbeck
Undefeated, Steve Sheinkin
Warriors Don't Cry, Pattilo

ENGLISH 2
Form II
English 2 furthers the students' ability to explore literature, refining their capacity to speak and write about a wide variety of texts. The course builds upon the grammar, mechanics, syntax, and vocabulary skills developed in English 1. Over the course of the year, students will read a range of literary genres and, in doing so, learn to apply an expanded variety of learned terms and methods to their literary analyses. Producing clear, well-supported, and engaging prose that speaks to the significance of the texts is the goal of the course's writing assignments. Students continue working towards mastery of paragraph structure to compose a three-part essay. Students will learn and refine their use of thesis statements and idea development in their writing. While students explore narrative, descriptive, and reflective modes, expository composition is the primary focus of the course's written work. As part of this process, students will learn to develop multiple drafts of their work while incorporating comments and corrections from both previous drafts and conferencing. Finally, discussion around the Harkness table is the heart of the course. An effective class will showcase students who sincerely explore the meaning of literature we encounter as it relates to their lives and the wider world.

Texts include:
All American Boys, Kiely and Reynolds
Fahrenheit 451, Bradbury
Lord of the Flies, Golding
Romeo and Juliet, Shakespeare

ENGLISH 3

Form III

This class emphasizes and builds on writing, discussing, and close reading skills. The goal is to continue to develop critical thinking as we tie reading and writing to Form III themes: Leadership, Responsibility, and Empathy. As in Forms I and II, students read and write about several literary genres, including nonfiction and poetry, that introduce them to different voices and perspectives. We continue to study vocabulary throughout the year, as well as to learn new grammatical constructions that the students can use in their writing. Although we emphasize analytical writing, we mix personal/imaginative essays with analysis throughout, concluding the course with a longer autobiographical Vignette Project.

Texts include:
The Absolutely True Diary of a Part-Time Indian, Alexie
The Hate U Give, Thomas
The Catcher in the Rye, Salinger
The Odyssey, Homer
Their Eyes Were Watching God, Hurston
True Grit, Portis
Persepolis Vol. 1, Satrapi

ENGLISH 4

Form IV

English 4 is transitional: Students arrive from their Middle School experience having attained organizational skills that are the necessary prerequisites for the kind of independent learning, productive engagement, and critical thinking expected of them as tenth graders. Entry into the Upper School also requires some adjustment in terms of conceptual thinking and the ability to independently analyze literature. Standards and expectations are predicated on previous foundational work in grammatical literacy and the craft of writing. The reading experience is incrementally challenging, with an even greater expectation for students to collaborate, listen, and steer class discussions and activities.

The purpose of this year-long course is to build upon students' critical perspectives as readers, writers, and speakers. By examining various literary texts, students gain a deeper understanding of and appreciation for the literary devices that shape and support plot, setting, character, and theme. Class discussions are also geared towards cultural competency, a growing awareness of contextually relevant cultural and social issues. The course culminates in the Profile, a long-term capstone project that puts students in the role of an investigative reporter.

Texts include:
1984, George Orwell
The Handmaid's Tale, Margaret Atwood
Maus, Art Spiegelman
Sing, Unburied, Sing, Jesmyn Ward
Macbeth, William Shakespeare

COMPOSITION AND NARRATIVE VOICE

(Not Offered 2026-27)

Form IV and V

This full-year English course, offered to Form IV and Form V students, creates a space for students who would benefit from concentrated attention to reading, writing, and/or speaking skills. Students will increase their confidence in their abilities and fill in their literary foundations, positioning them for success and enjoyment in their future English courses. The group will celebrate reading as a source of enlightenment and pleasure, offering a range of books that particularly inspire, challenge, and relate to students' lives. Shorter, more frequent writing assignments allow students to hone their craft and support each other through in-class workshops. Project-based learning also defines this course, including podcasting, personal storytelling, and more.

Texts include:
Becoming Kareem, Abdul-Jabbar

Dragon Hoops, Yang
Friday Night Lights, Bissinger
I Know Why the Caged Bird Sings, Angelou
Townie, Dubus

AMERICAN LITERATURE
Form requirement for Semester 1
Form V
As a diverse nation, we have many traditions from contributing cultures, and each group's literary traditions enhance our individual and collective identities. In this course, we explore meaningful works from the seventeenth century to the present, with an emphasis on the nineteenth century, and in particular, the role of slavery as America's original sin, with its painful legacy. We establish foundational arenas of American identity, then we examine how those identities have intersected with literature, evolving over the years. We open up—through reading, writing, and discussing—different interpretations of our American traditions. Many of the books read in this course share a concern with American history (and the material covered in U.S. History and AP U.S. History). Additional shorter readings include poetry by Walt Whitman, Emily Dickinson, Clint Smith, Mary Oliver, and Paul Laurence Dunbar; short fiction by Andre Aciman, Amy Tan, and others; and excerpts from Frederick Douglass's autobiography and Harriet Jacobs' Incidents in the Life of a Slave Girl.

Texts include:
Kindred, Butler
The Scarlet Letter, Hawthorne

ADVANCED AMERICAN LITERATURE
Form V
As a diverse nation, we have many traditions from contributing cultures, and each group's literary traditions enhance our individual and collective identities. In this course, we explore meaningful works from the seventeenth century to the present, with an emphasis on the nineteenth century, and in particular, the role of slavery as America's original sin, with its painful legacy. We establish foundational arenas of American identity, then we examine how those identities have intersected with literature, evolving over the years. We open up—through reading, writing, and discussing—different interpretations of our American traditions. Many of the books read in this course share a concern with American history (and the material covered in U.S. History and AP U.S. History). Additional shorter readings include poetry by Walt Whitman, Emily Dickinson, Clint Smith, Mary Oliver, and Paul Laurence Dunbar; short fiction by Andre Aciman, Amy Tan, and others; and excerpts from Frederick Douglass's autobiography and Harriet Jacobs' Incidents in the Life of a Slave Girl. In this advanced version of the course, students will be assigned more complex and challenging texts, will have longer daily reading assignments, will bear more specific and extensive responsibility for daily Harkness discussions, and will compose longer and more complex written work.

Texts include:
Kindred, Butler
The Scarlet Letter, Hawthorne

AP AMERICAN STUDIES
Full Year
Form V
AP American Studies is an interdisciplinary course designed to integrate the study of American literature and history. The co-taught course will take up two sequential class periods, meeting back to back for integrated lessons where appropriate. The course will seek to leverage Wednesday long blocks for field trips and collaborative, project-based work. The course will study the American experience chronologically: students will have the opportunity to take deep interdisciplin-

ary dives into important themes within each unit of study. During class, students will grapple with the complexity of the American experience, analyzing a variety of historical texts, literary genres, and primary sources to help them come to their own conclusions about American social, economic, and political developments. The course's co-curricular sessions along with its discipline specific meetings will focus on helping students synthesize historical and literary studies and thus become more incisive readers and critical thinkers. Furthermore, they will build their capacity to understand and empathize with multiple perspectives and to engage in academic dialogue at the Harkness table. As a part of their graduation requirement, students will be required to write a major research paper rooted in a topic related to American Studies. This essay, due at the end of the second semester, will be equivalent to the term papers that students are required to complete in their U.S. History course. Students who enroll in this course will be required to sit for the AP Lit and AP US exams in May.

English Electives
Forms V and VI

As students enter their last year and a half at Belmont Hill, their study of English continues but expands into a menu of diverse and more specialized electives. Here, upper schoolers can explore a wide variety of interests, challenge themselves in a number of ways, progress deeper into their established areas of interest, and learn more from the specific expertise and passions of their teachers. These upper-level courses often draw more on multimedia, on contemporary topics, on social-emotional concerns, and on interdisciplinary subjects. Courses last a semester rather than a year, allowing students to explore several different courses. Students are expected to take more initiative, shape and lead discussions, and engage deeply with material and assignments. Harkness-style discussions remain core to our program.

ENGLISH FORM V ELECTIVES
Semester 2

ADVANCED SHAKESPEARE STUDIES
Shakespeare wrote plays of extraordinary breadth and depth, but also lived in and directly influenced an era of profound linguistic, social, and historical transition. This advanced course for juniors seeks to understand the works of William Shakespeare both by interrogating the texts themselves and by delving into the world of Elizabethan and Jacobean England via primary source analysis, historiography, and the reading and analyzing of plays by Shakespeare's contemporaries. Throughout, we will attempt to build a more holistic picture of Shakespeare's life and work.

Students will be assessed through discussion and close reading essays of a selection of Shakespeare's work, as well as a smaller research project on a chosen aspect of 16th and 17th century English life. Students will also create a critical edition of one act of a chosen Shakespeare play.

Texts will vary, but may include: *Richard II, Henry IV Parts 1 and 2, Hamlet, King Lear, As You Like It, Twelfth Night*, as well as plays by Marlowe, Kyd, Jonson, etc.

AFRICAN AMERICAN LITERATURE
This course will introduce the themes, histories, and rhetorics of African American literature from the mid-18th century to today. We will read poetry from Phillis Wheatley and Jupiter Hammon, to Langston Hughes and Claudia Rankine and explore the political oratory of Sojourner Truth, Malcolm X and Barack Obama. Additionally, we will read excerpts from the slave narratives Solomon

Northup and Harriet Jacobs. There will be special attention paid to The Harlem Renaissance and The Black Arts Movement. Students will read the novels The Color Purple and Underground Railroad and explore the cultural contexts, aesthetic debates, and socio-political forces that surround the production of the African American literary tradition.

THE ART OF RHETORIC

From cave drawings to Instagram, we humans have always created ourselves and our culture through the messages we send. The more we develop our personal voices and powers of persuasion, the more authentically we externalize the ideas and viewpoints within us, thereby truly connecting with others and "contributing a verse" to life, as Walt Whitman put it. This course identifies rhetoric as messaging of all kinds—in political and other speeches, of course, but also in narrative, advertisement, film, stand-up comedy, and more— and seeks to give students greater understanding of how messages are created and conveyed. Studying diverse examples of rhetoric (word and image) as models and lessons, students then use those examples as inspirational springboards to create and perform their own rhetorical pieces (on paper, through spoken delivery, in video, etc.), building on and enriching their abilities to convey messages that matter to them. Exploring the relationship among purpose, content, and audience expectation, students will discover and practice the approaches that can most effectively deliver crucial messages in our world.

Animal Farm by George Orwell
James by Percival Everett
The Secret to Superhuman Strength by Alison Bechdel
Top Dog/Underdog by Suzan Lori-Parks

BRITISH LITERATURE

This course will be a survey of 20th century and contemporary British Literature. Britain changed dramatically over the course of the twentieth century. This course will track the literary responses to two world wars, colonial revolts, the dissolution of an Empire, and a generation of post-colonial immigration which forever changed British culture. We will explore the depth and breadth of British writing over the last one hundred and twenty-five years by sampling from novels, plays, short stories, poetry, and films.

While this is not an advanced course, this is a course for students who enjoy reading. Due to the nature of the selected texts, the reading load will be significant when compared with English IV. While students will be expected to complete three papers over the course of the semester, reading completion, and participation in lively discussion, will make up the bulk of students' work and preparation. Students will be required to keep a reading journal, which will be graded. Additionally, students will bear the responsibility of leading long block discussions on a rotating schedule once a week.

CREATIVE WRITING

Creative Writing is both a personal adventure and a team sport. Working together as writers and editors, student authors compose stories, poems, one-act plays, and flash fiction (short-short stories). They work from prompts designed to stimulate imagination and get the ball rolling. Students examine closely the building blocks of good writing, drawing on examples from established writers, as well as past student work; they investigate and try out specific elements of fiction, poetry, and drama—such as character interaction, symbolic settings, meaningful dialogue, and rich imagery. Through frequent exercises designed to put

imagination to use and to keep in practice as writers, students experiment with different techniques and forms. In addition to closely analyzing distinct styles of writing—from Lorrie Moore to Clint Smith to Gwendolyn Brooks—student authors workshop each other's stories, plays, and poems, getting to know each other's styles and supporting each other as they grow and change as writers. The emphasis is on taking creative risks, learning to read like a writer, and the revision process.

Texts include:
Bird by Bird, Anne Lamott
Ma Rainey's Black Bottom, August Wilson

GOTHIC LITERATURE
By considering texts from the Victorian Gothic tradition, the American Gothic tradition, and the Southern Gothic tradition, Gothic Literature explores how texts both old and new construct fear and shock in order to frighten their readers. Students will work to consider both where and how the sensations of horror, suspense, and shock are created within texts. Moreover, by considering the evolution of specific types of monstrosity, for example vampires in literature, Gothic Literature will root itself in a consideration of how monstrosity ultimately rests upon the stereotypes that lie at the center of how society defines its collective identity. By considering monsters as a form of otherness, the course will show how fear and horror are not organic reactions to what we read and see but rather learned qualities that reflect stereotypes and beliefs instilled within us begin as children. At its core, Gothic Literature will examine how what we fear is what we have been taught to fear by exploring the distance and difference between acceptable social norms and monstrosity. In addition to studying print texts, students will view a number of film texts outside of class. The course's graded work will consist of crafting analytical, personal, and creative essays; developing and delivering group presentations; and working to create a culminating video project in which students dive into crafting a gothic text of their own.

Texts include:
Dracula, Stoker
Salem's Lot, King
Let the Right One In, Lindqvist

THE HERO IN LITERATURE
This course focuses on different conceptions of heroism. Class discussions explore both the heroic qualities in literature and the social context in which it occurs through assignments in fiction and nonfiction. While the focus of the course is literature, class discussions also explore film, painting, sculpture, and the conceptions of the heroic in popular culture. The texts utilized in this course follow two major tracks of discussion: the monomythic (or "Hero's Journey") hero and the tragic hero formulated by the Greeks. We will read excerpts from the theoretical texts underpinning these tracks and then examine these ideas in practice through four seminal texts in Western literature.

Texts include:
Harry Potter and the Prisoner of Azkaban, Rowling
Hedda Gabler, Ibsen
The Hero With a Thousand Faces, Campbell
The Hobbit, Tolkien
Julius Caesar, Shakespeare
Poetics, Aristotle

LITERATURE & SOCIAL JUSTICE
(Not Offered 2026-27)
Arresting and original language, new ideas, classic ideas from a new perspective, characters who live and breathe—these are the gifts of literature, which inspire us and change us in terms of how we live

in the world and how we interact with people, whether their lived experience feels familiar or differs dramatically from our own.

What is social justice? Is "justice" universal? Is it particular to one's perspective in a particular time, place, social environment? This course asks you to consider social justice topics of both timeless and contemporary concern—such as immigration, science and our relationships with the environment, race and gender—and to explore deeply how these topics are depicted, questioned, and probed.

Striving to empathize with humans who encounter injustice—interpersonal and/or structural—and who fight back against discrimination, as a group and as individuals, students are invited to approach the texts with hearts as well as minds, stretching imaginations and intellects through encounters with literature, film, art, and music. Centered on the core question of what it means to be human within a society, students will explore their own ideas and attitudes about the social contract. Student-led discussion, imitative writing, presentations, and college-essay writing accompany traditional analytical writing. The course draws upon a variety of "literature," including novels, short stories, film, art, and music.

SCIENCE FICTION: SOCIETIES OUT OF TIME AND SPACE

Science fiction appears at the edge. It details worlds and technologies at the edge of current human understanding, at the edge of the known universe, and at the edge of the far future. Science fiction is out of our space and our time, or indeed out of spacetime itself. Waves of science fiction writing occur most often when societies must reckon with new technologies or world orders. Science fiction distills the social paranoias of the day and crystallizes them into digestible chunks, allowing societies to critique their present by examining their possible futures. Each of the texts examined in this course engages with its own contemporary moment, giving us as readers a window into the preoccupations of the period. The class will leverage students' skills in close reading, research, and semiotic analysis to understand these implicit arguments at a deeper level. Assessment will include quality of class discussion, short reading responses, and analytical essays.

Texts include:
1984, George Orwell
Leviathan Wakes, Corey
Parable of the Sower, Octavia E. Butler

English Form VI Electives

Semester 1

ADVANCED MEDIEVAL LITERATURE

Medieval English Literature offers students a chance to explore the origins of the English language and the English literary tradition. While learning how to read and recite Middle English, students will also think about the role of oral traditions, myth creation, and the power of written language in creating cultural and political institutions. Vikings, Popes, dragons, King Arthur, Pagan rites, barroom brawls, divine miracles, and shape-shifting sorcerors–Medieval English Literature should have something for everybody! Students will gain insight into the cultural melting pot that constituted Medieval England and Europe and a new appreciation for the formation of the discipline of study we refer to as English.

Texts include:
Beowulf: A New Verse Translation, Heaney
A Book of Middle English, Turville-Petre and Burrow

The Canterbury Tales, Chaucer
Sir Gawain and the Green Knight: Original and Translated Version, the Gawain Poet and Nielson

ADVANCED SOUTHERN TRADITION

As an historical interpreter of the South, William Faulkner (1897-1962) reflects historical fact in his fiction: the unlawful appropriation of Indian land; the systematic and institutionalized oppression of blacks as an integral function of Southern economy during and even after slavery; the high-minded appeal to honor, loyalty, and courage even in the face of the racism and prejudice that corrupted these high-minded values; the guilt, shame, and hypocrisy that accompanied the division between practice and principle; the implacable resistance of the Southerner to outside interference or criticism (especially from the North); the pride in the Confederacy and the bitterness and shame that some Southerners still feel over its defeat. The work of many Southern authors is equally steeped in this history. The details of their stories—the particular characters, the variant scenes, the life stories —are all fictional, but all rooted in the permanent truths which comprise the South's history and character.

The Faulkner fiction includes: "Tomorrow," "Barn Burning," "An Odor of Verbena," The Bear, As I Lay Dying, Light In August, and The Sound and the Fury.

Other major works include Flannery O'Connor's The Violent Bear It Away, Robert Penn Warren's Brother To Dragons: A Tale in Verse and Voices, Jean Toomer's Cane, and representative pieces by Eudora Welty, Carson McCullers, Katherine Anne Porter, Allen Tate, Peter Taylor, and Zora Neale Hurston.

COMEDY

This course examines a broad field of literature and film in western culture with a primary focus on comedy and additional study in satire. Students focus on literary and theatrical works that provoke "serious laughter" directed toward imbalances in social or political power, foolish behavior in the realm of human relationships, and ironies in the human condition. Class meetings utilize group discussion, response to dramatic works, and student performances of poetry and theatrical scenes. Writing assignments in the course include analysis of literature, reactions to performances, and the creation of original comic pieces in narrative and dramatic script.

NONFICTION WRITING

In this course, you won't find analytical writing with five-paragraph essays, dissecting quotations, or developing and then supporting a thesis. Students will instead look within themselves, exploring who they are and how they fit into the world around them. In any given week, students might write a profile on a parent, reflect on an experience with racism, consider masculinity in our world, or recall a moment of failure. Composing as many as twenty essays of 1-2 pages over the course of the semester, students will focus on writing as a process that includes careful observation, rhetorical invention, thorough editing, and poignant storytelling. We'll be guided by Stephen King's *On Writing* and Roy Peter Clark's *Writing Tools* and inspired by other writers like John McPhee, Annie Dillard, Frank McCourt, David Sedaris, and Trevor Noah.

PAGE AND STAGE

Page and Stage is a single-semester senior year elective that fulfills both a student's art appreciation requirement and his English requirement. Page and Stage offers students the opportunity to explore plays

both as literature and as performance. Over the course of the semester, students will read plays from a variety of different time periods and genres, discuss these plays in depth, and then bring sections of these plays to life through exercises and scene studies. The central question guiding our exploration will be how characters are created on the page and how these characters are brought to life on stage. By exploring the simple inquiry question of "who is this character," we will consider how characters can be perceived and created in a variety of different ways. As part of their coursework, students will be expected to perform for each other in exploratory exercises taken from the plays. Students will not be graded on the quality of their acting skills, but on the thoroughness and thoughtfulness with which they apply these experiences to their understanding of the written text.

Texts include:
Copenhagen, Frayn
Father Comes Home From the Wars, Parts 1, 2 & 3, Parks
Machinal, Treadwell
Private Lives, Coward
Our Town, Wilder
Sweeney Todd, Wheeler and Sondheim
The Vermont Plays, Baker

INTRODUCTION TO PHILOSOPHY

Through an exploration of philosophical thought spanning thousands of years, students will confront core ideas shared by each author about what it means to be alive. Debate will feature heavily in the class, as students will work together to sharpen their understanding of key questions posed by the course reading: What motivates us? Why do we choose to pursue it? Why do we believe what we believe? What should we value as we proceed through the trials of life? What ideas can aid us along the way? Through an exploration of foundational ideas from East to West, the course examines core precepts of Taoism, Existentialism, Buddhism, Stoicism, Contemporary Philosophy, and Classical Philosophy. Students will unpack how each text offers its own perspective on living a good life, and most importantly, determine if the ideas are valid for their own existence.

ENGLISH INQUIRY COURSES

In Inquiry courses, teachers will explore some of the intricacies and fascinations of their own intellectual passions. Organized around a particular theme, each course will make use of different types of knowledge and ways of thinking – history, science, economics, etc. – to examine core controversies and sometimes cutting-edge debates within subjects. Many Inquiry courses will be interdisciplinary to a degree, combining different approaches and materials, to raise key questions about what we know and how we know it. Specific assignments for the courses will vary but will include collaborative work, use of technology, and opportunities for public speaking; visits by outside lecturers will add a real-world dimension. Each Inquiry course will be a means to practice the art of good writing, and papers will include an in-depth study of a limited topic chosen by the student.

ADVANCED SCIENCE RESEARCH

In the Advanced Science Research (ASR) Inquiry, students already enrolled in the year-long ASR course will explore the core question of what leads to sound, unbiased scientific research. Using selected readings from the field of Research Ethics and current professional journals, students will first examine the methodology of impartial laboratory research and determine what constitutes concise yet sound scientific writing. As a culmination of their two years of research in the ASR program, each student will develop an original scientific poster to summarize

their experimental procedures and findings. Students present and defend their posters to the Belmont Hill community during the annual ASR Poster Night at the end of the semester.

BREAKING DOWN THE 4TH WALL: EXPLORING CONTEMPORARY CULTURE THROUGH FILM, MUSIC, AND WRITING

Throughout the course students will explore a diverse array of films and music meant to enhance their understanding of the world around them. How does Kid Cudi express and handle his struggles with mental health and drug abuse in The Pursuit of Happiness? What unheard voices within American culture are intentionally highlighted throughout Forrest Gump? How does Tupac Shakur bring to light the struggles of life in the projects in his "letter," Dear Mama? Using open conversation and collaboration the course also aims to best prepare students for the mental and emotional challenges awaiting them next year as first-year college students. The films and songs were deliberately selected to represent a variety of themes including mental health, drug and alcohol abuse, poverty, love and redemption. The course is intended to provide seniors with an opportunity to guide their own learning and make an impact on their community, valuable skills for continued success on college campuses. Each unit will include student-centered projects ranging from developing a pilot script for a movie or show, writing a portfolio of song lyrics, developing a research-based essay about a meaningful theme, or even organizing a student-led group on campus.

EVOLUTIONARY PSYCHOLOGY

Evolutionary psychology is a relatively new branch of psychology that studies human behavior through the lens of evolutionary biology. It presumes that all human behaviors reflect the adaptations that enabled our ancestors to survive, reproduce, and pass on their genes to the next generation. Evolutionary psychology encompasses the fields of psychology, anthropology, genetics, and evolutionary biology to understand human behavior. In this course, we will explore our evolutionary roots to discover why we do the things we do. What motivates us? What drives our decision-making process? Why do we feel emotions such as jealousy and love? What is the reason behind bias? Why is fear such a big motivator in the news media, politics, and marketing? What does it mean to be part of an in-group or out-group? Which human emotions are universal, regardless of culture? What is the benefit of introversion? Why do we feel the same butterflies in our stomachs before a test, a game, or when we see someone we are attracted to? Why do mental and physical illnesses persist, despite being maladaptive? Why do we crave foods that, in excess and over time, cause disease? Why is it so difficult to plan ahead? Why do teenage boys take so many risks? We will ask Darwinian-based questions across cultural and historical perspectives to answer these questions about human behavior. The goal of the course is to enable students to gain a better understanding of themselves and each other.

Texts will include Evolutionary Psychology 101 by Glenn Geher, The Selfish Gene by Richard Dawkins, On Human Nature by E.O. Wilson, among others. Assessments will include writing weekly reflections on articles, book excerpts, films, and other forms of media, presentations, and debates. The final project will be to create and conduct an experiment that investigates one aspect of evolutionary psychology.

FILM AND LITERATURE

This course will be both an introduction

to film appreciation and a comparative study of movies and the literary sources upon which they are based. Students will gain an understanding of the different aspects of filmmaking from cinematography, to production design, to direction, etc. They will learn how character development, plot, narrative, symbols, and language are translated from literary texts to film, as well as the practical and theoretical problems of adapting literature to motion pictures. Students will analyze and respond critically to film and text through class discussions, written reviews, examinations, and presentations.

While we will view shots and scenes from a wide variety of films, we will spend more extended periods with:
12 Years a Slave (12 Years a Slave)
Million Dollar Baby (Rope Burns: Stories from the Corner)
Lincoln (Team of Rivals)
Life of Pi (Life of Pi)
Children of Men (The Children of Men)
Minority Report ("Minority Report")
O Brother, Where Art Thou? (The Odyssey)
A Midsummer Night's Dream (A Midsummer Night's Dream)

FOOD WRITING AND CRITICISM
Welcome to the Food Writing and Food Criticism course, where we embark on a culinary journey inspired by the likes of renowned food critics Pete Wells and Jeffrey Steingarten. Join us as we dive into the tantalizing world of putting words to what we taste when we eat and what we feel when we experience food. Led by James Beard award-winning Chef Tony Maws, this course combines the wit and charm of these esteemed food critics with Chef Maws' own passion for gastronomy. Through discussions and hands-on experiences, students will uncover the art of crafting mouthwatering descriptions and insightful critiques across various mediums and formats, including newspapers, blogs, social media, and more. Students will learn to express their culinary adventures with finesse and flair while finding their own voice to describe their personal food experiences. Every dish tells a story, and every critique is a delicious adventure.

GOD, MYTH, AND HUMANITY
Does God exist? How do you know? What is the ultimate goal in the practice of a religion? This course blends a selective survey of all the major (and some of the minor) religions of the world with world literature that addresses the relationship between God and man. Students will compare and contrast stories from particular faiths about creation, the flood, the apocalypse, and the afterlife. Guest speakers from our community and beyond will talk about their own religious backgrounds and search for meaning. Texts will include selections from The Inferno, Paradise Lost, The Canterbury Tales, The Tao Te Ching, and The Bhagavad Gita as well as stories from more modern authors such as Dostoyevsky, Camus, Joyce, and Kafka. To broaden our perspectives, we will have the opportunity to listen to popular music dealing with the themes of god, the devil, man, and myth.

IMMIGRATION TODAY: A MULTIDISCIPLINARY APPROACH
Immigration has been front and center in the news in the United States and across the globe. Refugees continue their exodus from war-ravaged countries including Syria, Afghanistan, and South Sudan while migrants continue to seek refuge from the violence and poverty in such countries-in-crisis as Venezuela and El Salvador. According to the U.N. Refugee Agency, 69 million people were forcibly displaced in 2017, "a record for the fifth straight year". In this course we aim to understand the causes and consequences of migration by focusing on such questions as: where do refugees go and what

is the responsibility o f countries that take them in? How have recent trends in migration shifted global and national politics and policy? What is the migrant experience in the United States? How are communities in the Greater Boston area shaped by recent immigrants?
Our goal is to tackle these questions from a variety of disciplines including political science, economics, ethics, literature, and film, and from a variety of perspectives including immigrants, professors, community leaders, law enforcement, politicians, artists, and journalists. We will collect and analyze data, gain information from scholarly journals and academic books, host and visit with experts, and get out into the field.

Resources & Books:

- Paul Collier & Alexander Betts, Refuge: Rethinking Refugee Policy in a Changing World, Oxford U. Press, 2017; Collier, Exodus: How Migration is Changing Our World, Oxford Univ. Press, 2013.
- Tom K. Wong, The Politics of Immigration: Partisanship, Demographic Change, and American National Identity, Oxford University Press, 2018.
- Paul Ganster, The US-Mexican Border Today: Conflict and Cooperation in Historical Perspective, Rowman and Littlefield, 2016.
- DATA: Migration Policy Institute; Pew Research Center

THE MAINE COAST: A CULTURAL HISTORY

The Maine Coast has developed a particularly rich history and unique culture from the time of its indigenous settlements, to its early history as a European fishing outpost, to its ascendancy as a shipbuilding center, to its most recent role as an anti-city, an escape from the context of urban America. This course will start with a study of the literature, art, history, and geography that help us understand the unique culture of the Maine coast.

In the second half of the course, we will build Dacron skin on wood canoes which represent a blend of Native American design, New England boat-building practices, and 20th century materials. We will take the canoes on a two-day journey along a section of the coast to understand the geography and the unique culture that has grown up along its shores. The boats are designed to be constructed by amateurs with no previous wood-working experience and take 60-80 hours to build.

DESIGN THINKING AND ENTREPRENEURSHIP II

Design Thinking and Entrepreneurship II is the second half of our entrepreneurship program. Each student will spend the third marking period applying their learning from Design Thinking and Entrepreneurship I to a set of challenges, each calling for students to progress through the design process and generate human-centered solutions to real problems in several distinct contexts. Finally, having honed their design process, students will spend the fourth marking period going through the design process to develop a solution to the problem they identified during the first semester. The experience will culminate in a collective exposition of each student's designs, with each student presenting their design process and pitching their solution to the audience.

THE STATISTICAL REVOLUTION IN SPORTS

With ballooning professional sports contracts and the high stakes of major league athletics, the ways in which players are evaluated are being re-examined. Are fantasy sports leagues using the right statistics? How should teams use the draft? What impact do general managers

have on teams? How does the salary cap impact decision making? With the recent success of Moneyball and the controversial work of Bill James, the conventional measures of talent are being questioned. This course will investigate the statistical revolution that is going on in professional sports right now, challenge students to make up their own minds about how to evaluate talent, and look to answer the question "Who is the greatest of all time?" In addition to specific athletic applications, students will be asked to explore other areas, such as financial markets, where discrepancies exist between mathematics/technology and practice.

SENIOR THESIS PROGRAM II

Senior Thesis Program II is the second half of our senior thesis program. After composing a lit review in their chosen field, students will embark on crafting their senior thesis. They will need to recruit an additional faculty sponsor and create a clear plan of study. The course will conclude with a student exhibition of work.

SENIOR HUMANITIES COURSES

As a part of their fall, one-semester English and History requirement, Belmont Hill Seniors have the option to enroll in courses in the humanities program. Humanities courses are interdisciplinary classes that include cross-disciplinary thinking in English and the Social Sciences. A humanities course may count as either the student's History or English requirement. Thus, students taking humanities courses will have the opportunity to focus more intently on the discipline of their choice, whether it be English or History. Additionally, they will have the opportunity to enroll in a class that focuses more intently on un-siloed thinking.

ADVANCED AFRICAN-AMERICAN STUDIES

Fall

The goal of this semester-long, advanced course is to foster a better understanding of the complex experiences, both past, and present, of Americans of African descent. The multidisciplinary approach analyzing literature, historical texts, art, and sociological perspectives, will foster a framework for exploring the complex and diverse development of the African-American experience. The course will look to draw detailed parallels between historical and contemporary events, arts, culture, and institutions within and across the breadth of African-American history. Students will explore the Black experience in America drawing from primary and secondary sources, reading classic and contemporary literature while delving into music, social and print media, poetry, and film. Projects include traditional analytical essays, reflective responses, and presentations. Class-based group experiential activities promote perspective-taking and foster an in-depth and critical understanding of the varieties of the African-American experience and tradition. Students who are interested in this course are required to have maintained high marks in their Form V History and English Courses or have department approval prior to enrollment.

NATIVE AMERICAN STUDIES

Fall

This question-driven course is designed to explore Native American culture and history and give a greater sense of understanding of the Native American perspective in U.S. History. This course is intended to analyze the dynamic of Native American tribes, and highlight how the Native Americans were active agents in establishing their own history and contributing to the overall national identity of the United States. Native American

Studies is intended to complement U.S. History by providing a more detailed reflection on the unique Native American individuals, clashes, and tribulations. Students will explore early Native American culture through the analysis of creation stories, as well as primary and secondary sources focused on religion, politics, economics and social interactions of early Native American tribes. In their review of the Native American experience, students will investigate encounters with European settlers and later the U.S. Government and its people, reviewing the concepts of removal, assimilation, and termination and examining the various paths of resistance the Native Americans undertook, such as Pan-Indianism. Students will take an interdisciplinary approach by studying Native American art, literature, religion, and music, as well as looking at contemporary interpretations of Native American life in film and popular culture, such as the use of imagery and terminology in team logos. The course will conclude with an in-depth inquiry into current issues facing Native Americans, including tribal recognition, language revitalization, and education.

HISTORY AND SOCIAL STUDIES

At Belmont Hill, we value the study of History as an opportunity to develop national and global awareness, as well as critical historical thinking and argumentation skills. The study of a broad range of historical subjects and the analysis of multiple perspectives are integral in fostering an environment where our students can strengthen their understanding and develop their own unique viewpoints.

Our department utilizes a variety of sources and methodologies that allow our students to master content knowledge in order to formulate and assess evidence-based arguments. Students are encouraged to cultivate their own voice in our discussion-based classes and draw on their connections to our shared history. The program offers a balance of required and elective courses, as well as a robust offering of advanced courses to meet every student's level of intellectual curiosity. The curriculum consistently offers students opportunities to advance their reading comprehension, perform independent research, and present logical arguments—both oral and written. Our passionate and knowledgeable faculty work with students to provide the historical context underlying today's conflicts and crises and give students a platform to research the genesis and causation of these issues. Students are given the tools necessary to become active and informed members of our society today.

THE MEDITERRANEAN CLASSICAL WORLD

Form I

The Mediterranean Classical World, more simply known as "History I", begins in the second marking period after our new First Formers study mythology in English, enjoy two months of Art Class and are introduced to Latin. All three of these curriculums align and support the Form I theme of "Heroes" as does History I when

it replaces Art in November. The study of Classical Greece and Rome is central to the course as these civilizations develop, prosper and decline, but they do not do so in a vacuum. Persia, Egypt, Phoenicia and Carthage are integral to the course in terms of connections, contributions and conflict. So, too, are topics of citizenship, historiography, leadership, slavery, even gender in the Classical World as well as the study of different political systems. The latter topic provides a direct connection to Form II when the boys undertake the study of U.S. Government. Disguised behind all of this is a very purposeful emphasis on study skills, with a particular focus on critical reading, an effective system of note-taking, essay writing, and test preparation. Most importantly, from a 7th grade perspective, is that we have fun as well as begin the Belmont Hill class bonding experience. Central to that mission is the hallowed tradition and culminating experience for the entire Form to compete against the other History I classes each spring in Greek and Roman Field Day. Modeled on the Greek Olympics and replete with many events athletic, intellectual as well as creative, it is a day even Belmont Hill seniors will remember with great clarity and competitiveness five years later and beyond.

HISTORY II

MP 1, MP3, MP4
Form II
This required course provides a comprehensive overview of the American governmental system, beginning with an analysis of the theoretical and historical foundations of the U.S. Constitution. Students engage in an in-depth study of the three branches of government, examining the separation of powers, the electoral system, the limits of congressional and judicial authority, and the evolving role of the executive. The curriculum explores the Bill of Rights to better understand the rights and responsibilities of citizenship while fostering essential skills in reading comprehension, critical thinking, and media literacy. Central to the course are daily Harkness table discussions, which challenge students to analyze complex issues and engage respectfully with a diverse range of political opinions. Academic rigor is maintained through frequent short papers and in-class essays, culminating in a 6–8 page formal research paper documented in Chicago-Turabian style.

Form III and IV Requirement

At least two semesters of History must be chosen in Forms III & IV by boys who enter Belmont Hill in the Middle School. Middle East & China is a required course in Form III. In Form IV, students are required to take either one semester of 20th Century World History or a full year of AP European History.

Additional courses from the list below may be taken in Form III on an elective basis.

Elective Offerings in Form III

MIDDLE EAST AND CHINA

F, S
Form III
This semester-long course immerses students in the modern history of the Middle East and China. Through examination of these countries' unique and storied histories, experiences with European contact, transformations into sovereign nations during the 20th century, and emergence as major global players in the 21st century, students come to understand core concepts that pertain to economic, political, and national identity development. Drawing upon diverse historical, primary and secondary written and audio-visual sources, the course challenges boys to explore and articulate their questions and understanding via Harkness discussions, negotiation simulations, and

individual research, writing, and presentations. This course aims to provide students with a deep under-standing of the key historical patterns that have shaped these modern states so that they have the tools and knowledge to discuss contemporary issues in the Middle East and China. As students become more adept at reading, interpreting, and analyzing history, they will become more confident in applying what they know to understand the world at large.

FACING HISTORY

S

Form III

In this discussion-based course, students investigate a variety of social issues including racism, genocide, and discrimination in the twentieth century through case studies. In doing so, students examine the forces that led to these horrific moments in history and discover connections that impact their world today. The course also looks at the notion of "choosing to participate" by seeing examples of ways ordinary people challenged the status quo and advocated for change, while others stood by. Students additionally explore issues related to identity, belonging, justice, democracy, civic engagement, and activism throughout the course. Facing History utilizes primary and secondary sources, including videos and works of literature. Assignments include nightly readings, journal reflections, tests, several short research papers, and presentations.

20TH CENTURY WORLD HISTORY

F, S

Form IV

20th-Century World History is a semester-long survey that explores the key developments that shaped the twentieth-century world. Historical events and forces are examined through the lens of competing "big ideas" in economics, politics, and society such as core v. periphery, authoritarianism vs. political liberalism; protectionism vs. economic liberalism vs. socialism; nationalism vs. Europeanism; paternalism vs. self-determination. Through small and large group discussions centered around primary source interpretation and analysis, the course prompts students to identify these big ideas at work in the world and understand how the perspectives and goals of the various countries involved guide their actions. Many of these conversations reference and build upon the themes explored in the Form III course on the Middle East and China. Additionally, the course focuses on the development of critical skills, and students are assessed on the critical reading of primary and secondary sources, and the use of critical writing to formulate an argument. The course culminates in a 6-8 page independent research essay.

AP EUROPEAN HISTORY

Form IV

This course is a full-year elective for students possessed of a strong interest and ability in the study of history. Opening with a study of the Renaissance, the Reformation and age of absolutism, the AP course commences at an earlier point than our regular 20th Century World History course. As such, while it concludes with contemporary European topics and addresses all of the same themes, it moves at a faster pace and is more comprehensive, specifically preparing students for the Advanced Placement examination. Both the AP and regular courses emphasize skills of thoughtful reading, active discussion, test preparation and critical writing. New AP students are required to take a diagnostic test, and department approval is required prior to enrollment. All students enrolled in the course are required to sit for the AP Exam in May.

Form V History Requirement

Three discreet comprehensive full year courses in United States History are offered. Students are required to take one of them in Form V. Each course includes a major required research paper.

U.S. HISTORY

Form V

U.S. History immerses students in the characters, conflicts, compromises, and controversies that define the uniquely American story. Through a question-driven curriculum, we investigate critical periods in U.S. History, from the Colonial Era to the Modern Presidency, including the Obama years. The periods are broad, yet they do not cover everything. Our goal is to dive deeper into each subject, allowing for time to reflect on important events and ideas from a range of perspectives. Our objective in teaching this course is to empower students to confidently discuss and coherently analyze major issues in American history as well as understand the historical context underlying today's conflicts and crises. The culmination of the course is a 12-page independently researched essay.

AP U.S. HISTORY

Form V

AP U.S. History is designed for the student with a well-defined background and interest in history. Indi-vidual responsibility for most assigned reading is assumed, allowing extensive class time for thorough examination of selected issues, events, and concepts. Frequent papers, oral presentations, and deep classroom discussions foster clarity of thinking and historical argument-ation. A wide variety of supplemental readings is used to complement the primary textbooks. All students com-plete a major research paper and take the American History Advanced Placement examination in May. New AP students are required to take a diagnostic test, and department approval is required prior to enrollment. All students enrolled in the course are required to sit for the AP Exam in May.

AP AMERICAN STUDIES: HISTORY

Form V

AP American Studies is an interdisciplinary course designed to integrate the study of American literature and history. The co-taught course will take up two sequential class periods, meeting back to back for integrated lessons where appropriate. The course will seek to leverage Wednesday long blocks for field trips and collaborative, project-based work. The course will study the American experience chronologically: students will have the opportunity to take deep interdisciplinary dives into important themes within each unit of study. During class, students will grapple with the complexity of the American experience, analyzing a variety of historical texts, literary genres, and primary sources to help them come to their own conclusions about American social, economic, and political developments. The course's co-curricular sessions along with its discipline specific meetings will focus on helping students synthesize historical and literary studies and thus become more incisive readers and critical thinkers. Furthermore, they will build their capacity to understand and empathize with multiple perspectives and to engage in academic dialogue at the Harkness table. As a part of their graduation requirement, students will be required to write a major research paper rooted in a topic related to American Studies. This essay, due at the end of the second semester, will be equivalent to the term papers that students are required to complete in their U.S. History course. Students who enroll in this course will be required to sit for the AP Lit and AP US exams in May.

Form VI History Requirement

All seniors must enroll in either a Humanities course (listed above) or one of the following courses in the first semester of his senior year. He may elect to take more than one. All are semester courses except Advanced Economics: Macroeconomic Theory, AP Human Geography, and Advanced African American Studies, which are all full year commitments.

ADVANCED MACROECONOMIC THEORY

Full Year
Form VI

How have the international order and the global economy been constructed? What dynamics are likely to pose significant threats to this structure? How can an exploration of history inform our view of conflict to help us understand it in a more nuanced and authentic way? This course will apply a multidisciplinary approach of advanced economic theory, history, and political science to cultivate a framework for exploring the historical sources and economic impacts of the defining political conflicts of the modern era. Over the course of the year, our study will introduce the philosophy and structure of the global economy as well as key economic sectors influencing state decision-making, the competing theory of political realism, and general commentary on the current state of international politics, before turning to five case studies of conflict that will serve as the pillars of this course's inquiry. For each case study, students will apply a realist, historical framework to explore the relationship between two nations that find themselves in conflict in the modern age before exploring the challenges that this dynamic poses for the global economy. This will culminate in a final project in which each student presents a research thesis and a lecture-based defense, collectively exploring the economic implications of modern global conflict. By the end of the course, students will have an understanding of the conflicts likely to dominate 21st Century geopolitics and global financial markets, as well as a framework for evaluating future conflicts. Students who are interested in this course are required to have maintained high marks in their Form V History and English Courses, demonstrated prior success and engagement in a seminar-style course, and have department approval prior to enrollment.

AP HUMAN GEOGRAPHY

Full Year, Form VI

AP Human Geography looks to study the patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. It allows students to take an analytical approach to society and the environment. Students are able to study the processes and theories behind the developments they have explored in their previous history courses, which serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human-environment relationships on places, regions, cultural landscapes, and patterns of interaction. The approach is spatial and problem-oriented. The content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Department approval is required prior to enrollment. All students who enroll in the course are required to sit for the AP Exam in May.

AMERICAN POLITICS AND POLICY

Fall, Form VI

The goal of this course is to provide seniors with a set of conceptual tools to facilitate well-informed, coherent reason-

ing about American politics and policy. This course introduces students to the competing players in the American political system and to the distinctly American institutions within which they vie for power over the policy process. Students learn and apply theories to analyze past political outcomes as well as present-day politics. Students are expected to keep abreast of daily political developments in addition to assigned readings and analytic writing. Our final project dives deep into a policy arena of choice and will include the impact of presidential, party, and congressional politics on the outcome of legislation.

GLOBAL ECONOMY
Fall, Form VI
This semester course examines key issues in the international economic community. In the first part of the course, we will explore major microeconomic and macroeconomic concepts. From there, we will branch out to investigate the basics of globalization and development, examining how these issues play out in different regions of the world. We will use Charles Wheelan's Naked Economics as our main text for the first half and draw from an array of sources in the second. These include handouts, online newspapers, scholarly articles, and audio-visual sources. By the course's end each student should be able to assess broad patterns at play in the international community and draw his own conclusions on the challenges and important issues facing the United States in today's global economy.

INTERNATIONAL RELATIONS
Fall, Form VI
This course introduces students to classic and contemporary theories of International Relations in order to analyze and understand the major crises and conflicts that dominate today's global politics. We will examine the clash of ideas and ideologies in the post-9/11 world and we will attempt to answer critical questions such as: what is power in the modern world and who holds it; and how do nation states function in an "age of terrorism". Our case-study driven analysis covers a range of regions and conflicts including the war in Syria and the rise of ISIS, Chinese territorial expansion in the South China Sea, drug wars in Mexico, and the immigration crisis in Europe. We will also consider the role of the United States in international conflict and cooperation, and evaluate the strengths and weaknesses of international organizations from the UN to NGOs. Students are expected to keep abreast of world news, engage in daily discussion on assigned readings, and complete projects, all of which have written and class presentation components.

WORLD RELIGIONS
Fall, Form VI
(Not offered 26-27)
This semester course will take an interdisciplinary and comparative look at the concept of Faith and explores the sacred stories, texts, images, sounds, and traditions of the five major world religions: Hinduism, Judaism, Christianity, Islam, and Buddhism. The course is centered around the essential questions: what is religion?; what is sacred/profane?; how have religions shaped world history and cultures?; how does religion shape community?; what does it mean to be observant? Beyond text and tradition, students examine how faith communities have evolved (and often splintered) over time, as well as consider some of the conflicts that have shaped, and continue to shape them. Centered on lived religion, the course explores the living practices of each tradition through assignments that call for reflection, meditation, and the analysis of scripture and rituals of faith.

LANGUAGES

Classical and Modern Foreign Language

Belmont Hill offers students the opportunity to engage in deep academic inquiry in Latin, Greek, Chinese, Spanish, and French. All students are required to successfully complete Level 3 of either the school's Classical or Modern language curriculum. This journey begins in Form I, where all students enroll in Latin Alpha. Belmont Hill believes this foundational experience provides seventh graders with essential skills and knowledge that prepare them for success across the entire curriculum.

In Form II, returning students may continue their study of Latin, enroll in the school's dual language program, or begin the Chinese curriculum. Students entering the school in Form II have the additional flexibility to enroll in Latin, Chinese, the dual language program, or their modern language of choice. From Form III onward, students focus their studies on either Latin or their chosen modern language to fulfill their graduation requirements.

Form II Dual Language Study: Classics/French or Classics/Spanish

Belmont Hill's dual language program offers students the opportunity to continue their study of a classical language while beginning their mastery of either Spanish or French. During the first three marking periods, this rigorous course meets five days a week, providing students with 115 minutes of instructional time in each discipline. At the conclusion of the third marking period, students select whether to continue their studies in Latin or their chosen modern language. Students who successfully complete this course qualify for Level 2 of that classical or modern language in their Form III year.

The dual language program is designed to be both rigorous and engaging. Given the increased instructional time and the nature of studying two languages simultaneously, students should expect approximately 1.5 times the homework load of their peers enrolled in Latin Gamma or Chinese 1. This path is a good fit for students who wish to reach Level 2 of a modern language by Form III and who possess strong executive functioning skills and a disciplined work ethic.

CLASSICS

The goal of our teaching in the Classics Department is to broaden and strengthen students' intellectual powers and to instill an appreciation for literature, individuals, ideas, and ideals long respected in the tradition of western civilization. Moreover, we seek to develop students with orderly and well-disciplined minds, who can think critically and problem-solve, and who, as a consequence, are able to translate Latin and/or Ancient Greek from the original, and express themselves in clear and correct English.

Students begin by focusing on the grammar, vocabulary, and syntax indispensable to all subsequent work. A functional approach is used in teaching forms and syntax through continuous use in translation and Latin composition. Teachers devote significant time to the acquisition of good study skills and emphasize accountability. Accuracy, logical analysis, and attention to detail are critical and are practiced daily. This process leads to a metalinguistic awareness that helps students understand how languages work and it provides them with tools to improve their English and to acquire other languages. The acquisition of a better English vocabulary is a bonus – not the objective!

When students have developed a strong foundation, they read several authors from the traditional canon (Caesar, Cice-

ro, Pliny, Vergil, Horace, Catullus, Ovid, etc.), Medieval Latin manuscripts, graffiti, inscriptions, coins, and more. All courses in this department embrace an interdisciplinary approach and at each level in the curriculum, teachers incorporate the study of Greek and Roman culture into their classes. Finally, our discipline offers a fertile forum for discussing issues of class, ethnicity, race, gender, and sexuality in an age appropriate and apolitical way. Though we embrace tradition, ours is a thoroughly modern Classics department.

LATIN ALPHA & LATIN GAMMA
Instruction in Latin begins in Form I. The first (Alpha) and second (Gamma) years of study are devoted to the acquisition of the strong linguistic foundation noted above. Teachers supplement the textbook with readings about Roman social history and several fun Latin novellas which develop students' confidence and comfort in reading Latin. Every student will also undertake social history projects allowing them to capitalize on the Bolles Makespsace. Again, accountability and study skills are special points of emphasis.

ADVANCED LATIN GAMMA
This course is open to boys who have displayed a strong aptitude for the study of Latin at the Alpha level. It follows the syllabus of the regular Gamma course but at an accelerated pace. Because they spend less time reviewing linguistic concepts, students complete the textbook earlier in the year than the regular section and move on to authentic Latin prose, poetry, graffiti, and Medieval literature.

LATIN 1
New students entering Form II with limited or no prior exposure to Latin will enroll in Latin 1. It combines the work normally done in the Alpha-Gamma sequence and prepares students for Latin 2. The text was designed in-house for this course in particular and incorporates articles that explore many aspects of Roman culture. It is supplemented by several fun Latin novellas to develop reading facility. This course is open to new students in Form III or Form IV who wish to study Latin.

LATIN 2
This course combines rigorous grammar review with translation and the interpretation of ancient texts. Selections from Livy, Caesar, Catullus and other authors introduce the student to concepts of accurate reading and critical analysis of seminal works of western literature.

ADVANCED LATIN 2
This course is open to boys who have displayed a particularly strong aptitude for Latin at the Gamma level, regular or advanced. The course delves deeper in Caesar's Commentaries and studies a broader range of Latin authors than the regular class. In the late spring the class will read selections from Suetonius' Caligula as a means of gaining an introduction to both the literature and the history of the early Empire.

LATIN 3
Students in Latin 3 will study a range of authors and styles. The fall semester is anchored by Cicero and the spring by Ovid, though numerous other works will be incorporated at the discretion of the teacher or by request of the students. Completion of Latin 3 satisfies the language requirement, although students often elect to continue on to Latin 4 or 4AP.

ADVANCED LATIN 3
This course is open to those students who have displayed a particularly strong aptitude for reading Latin at the second-year level, regular or advanced. The fall semester revolves around the history and politics of the Late Roman Repub-

lic. Students read Cicero's First Oration Against Catiline and Quintus Cicero's Little Handbook of Electioneering. They also study Roman rhetoric. In the spring, students read Ovid, Martial, the Vindolanda Tablets, and a selection of Medieval authors. They will also learn sophisticated philological research techniques and poetic scansion. Finally, students compete in Holy Cross' Manuscripts challenge and gain some exposure to Ancient Greek.

LATIN 4
Students in Latin 4 will also study a range of authors and styles. In the fall, they study the Roman historian Livy. In the spring they turn their attention to Vergil, reading selections of the Aeneid in the original. Other works are often incorporated at the discretion of the teacher or by request of the students.

AP LATIN
This full-year course follows the Advanced Placement curriculum, providing an in-depth reading of Vergil's great epic, the Aeneid, and a detailed look at Caesar's Commentaries on the Gallic Wars. The goal of the course is for students to continue to develop their translating skills while at the same time developing a critical eye for Latin poetry. In addition to substantial reading in Latin, course time will be devoted to examining Vergil's Homeric models, studying literary criticism, mastering dactylic hexameter, and reading at sight. It is expected that all students enrolled in Latin 4 (AP) will take the Advanced Placement exam in May. All students enrolled in Latin 4 (AP) are required to take the Advanced Placement exam in May. The weeks following the AP will be spent reading from Latin authors chosen by the teacher and class.

LATIN 5
This course is offered to boys who have completed Latin 3 or 4, and it is designed to give a broad exposure to a wide variety of authors and styles. Readings are selected from four areas: Lyric poetry and epigram (Catullus, Horace, and Martial); philosophical and scientific observation (Cicero's De Senectute and the Elder Pliny's Historia Naturalis); and "lesser known" Latin (including medieval works, the Bayeux tapestry, and music).

ADVANCED ELEMENTARY GREEK
Form V, VI
This full year course is offered as an elective. An extensive Latin background is necessary, as the course relies on the students' understanding of Latin to convey linguistic concepts quickly. Students begin with no Greek and will be reading Homer's Odyssey, by mid-spring. Students will read New Testament Greek by December and then move on to selections from Aesop, Xenophon, Plato, Herodotus, and Homer. Students will also be introduced to the basics of Greek Art and Architecture and will take a trip to the Museum of Fine Arts.

MODERN FOREIGN LANGUAGES

The Modern Language Department at Belmont Hill strives to help students reach a high level of proficiency, while also expanding their knowledge of culture throughout the regions we study. Following the main and most recent guidelines from the American Association of Teachers of Foreign Languages (ACTFL), during their years of language study, students discover what they can do with the language, establishing building blocks that stay with them throughout their studies both here and at the collegiate level. Proficiency in a foreign language is increasingly important and valued at the professional level, and, as such, we attempt to give our students an experience that will serve them beyond Belmont Hill. Varying levels of proficiency in Chinese, Spanish and French are achieved through audiovisual comprehensible input, and direct instruction (especially of key vocabulary and grammar). Examples of comprehensible input are: texts (letters, articles, infographics, novels, poems, etc.), audio (podcasts, videos, movies, etc.). Additionally, virtual and in person speakers enrich the classroom experience by providing opportunities for more spontaneous and authentic interactions. Introduction courses focus on some content learning, while upper level courses are primarily focused on skills (reading, listening, writing, speaking). Once the required three years of language study are complete, each language offers additional courses (4, 5, AP) and independent studies, tailored specifically to students' needs. Combined with the formal classroom environment, the department also offers clubs for each language, enabling students to expand their language learning experience in a more informal environment. Students take great pride and ownership in their language studies at Belmont Hill, regularly returning to campus during college to confirm that their foundational skills acquired on the Hill are serving them well in the collegiate arena.

First Form Modern Language

Marking Period 4

SPANISH, FRENCH OR CHINESE

In the fourth quarter of the Form I year, students begin the study of a modern language. They can opt to take Spanish, French or Mandarin Chinese. Since it is an introductory course, we encourage students with prior language experience to try something different so that when they choose their full-year modern language for Form II and beyond, they have had exposure to more than one option. The one marking period Form I language course serves the following purposes:

- to begin to provide students with a knowledge and understanding of the culture
- to teach the basic structure of the language and how words/characters fit together
- to practice comprehension, both written and oral
- to practice speaking and using accurate pronunciation and/or intonation
- to use songs, games, and rhymes to increase excitement for and interest in the language

Though no formal textbook is utilized, there are numerous handouts, presentations and references to internet sources. Students learn vocabulary and develop fundamental writing skills, but the primary emphasis in this course is on developing listening and pronunciation skills and on learning strategies useful for language acquisition in subsequent courses at Belmont Hill. Active participation in class, frequent role-plays, daily homework, singing, projects and use of flashcards is part of the Form I Modern Language classroom experience.

FRENCH 1

In this introductory French course, basic oral and written comprehension and expression skills are developed. Considerable speaking practice and frequent exercises help students to begin to master French grammar, and to rapidly expand their vocabulary. Students learn to converse about important ideas in French, including describing themselves, and responding to a French speaker with ease about myriad topics. Students also learn to write effectively, using the present, future, simple past. Through audiovisual materials, students develop a better sense of the grammatical, lexical and cultural lessons covered in each unit. Through selected reading and listening passages, students begin to develop comprehension skills which they will continue to improve in subsequent French courses. Each student is also required to give regular presentations on themselves and their families as well as various cultural aspects of francophone regions.
Text: D'accord! Level 1

FRENCH 2

Students will expand their vocabularies and learn to use more sophisticated grammatical structures, including the imperfect, future, and conditional tenses, and the subjunctive mood. They will be required to speak in French in order to practice their oral communication. Many supplementary readings from well-known francophone authors and the study of one/two films offer topics for classroom discussion, and with regular journal entries, written skills continue to be honed. Finally, the students will also be exposed to the culture of the French-speaking world by the study of various countries, cities, monuments and the completion of a PowerPoint project.
Text: D'accord! Level 2

FRENCH 3 or ADVANCED FRENCH 3

In this introductory French course, basic oral and written comprehension and expression skills are developed. Considerable speaking practice and frequent exercises help students to begin to master French grammar, and to rapidly expand their vocabulary. Students learn to converse about important ideas in French, including describing themselves, and responding to a French speaker with ease about myriad topics. Students also learn to write effectively, using the present, future, simple past. Through audiovisual materials, students develop a better sense of the grammatical, lexical and cultural lessons covered in each unit. Through selected reading and listening passages, students begin to develop comprehension skills which they will continue to improve in subsequent French courses. Each student is also required to give regular presentations on themselves and their families as well as various cultural aspects of francophone regions.
Text: D'accord! Level 1

AP FRENCH LANGUAGE AND CULTURE

This course focuses on honing the students' written and spoken proficiency while building on their deeper understanding of the French-speaking world by reading articles, poems, websites and excerpts from novels and by listening to interviews, podcasts, newscasts, etc. Throughout the year, students explore the six topical and cultural themes set out by the College Board. These themes are vast and often intermingle. They serve as spring-boards for our discussions and work in and out of the classroom. This idea of cultural understanding and cultural comparison is the basis for this course. The language is the scaffolding we use to discuss and write about it. Along the way, students also familiarize themselves with

the different sections of the AP exam, which they are required to take in May.

FRENCH 5
In this advanced French course, boys are able to explore areas of French and the French-speaking culture that are of interest to them. We explore literature, by reading and discussing short stories by Maupassant, a selection of franco-phone poetry and, depending on time and interest, *L'Étranger* by Camus. We discuss current events by reading articles and listening to newscasts on TV5, RadioFrance, RadioAfrique or the like. We watch two movies, one from Martinique and one from France. From casual conversations to formal debates to regular presentations, students further develop their listening, speak-ing and cultural proficiency in a completely immersive environment. This course is for students who have completed through level 4 or AP.

SPANISH 1
Basic oral and written comprehension and expression skills are developed. Students learn to converse about daily living situations, and they rapidly expand vocabulary. By June they are able to do limited narration and description in the present, past and future tenses.
Text: Descubre 1

ADVANCED SPANISH 1
Advanced Spanish 1 is designed for students who have strong language-learning skills. In addition to covering the Spanish 1 curriculum at a significantly faster pace, the boys learn and use several verb tenses that are covered in a typical Spanish 2 course. Students acquire a more expansive active vocabulary by dint of supplemental readings, audios, and videos.

Text: Descubre 1

SPANISH 2
Students expand their vocabularies and learn to use more sophisticated grammatical structures, thus enabling them to express themselves with greater precision. Supplementary readings offer topics for classroom discussion. Basic written composition skills are developed and practiced, and short stories are read during the course of the year.
Text: Descubre 2

ADVANCED SPANISH 2
For students who have demonstrated exceptional skill in Spanish 1, this course focuses on developing a student's proficiency in Spanish, both spoken and written, while building vocabulary and developing an advanced grammar base. All this is done at a much faster pace than in Spanish 2. Students should come prepared to actively participate in Spanish and to constantly push themselves in order to communicate at a more advanced level. Students need the recommendation of their current Spanish teacher in order to place into this advanced level 2 course.
Text: Descubre 2, Vista Higher Learning

SPANISH 3
In Spanish 3, the last required level, the emphasis is oral communication. The course does not use a textbook. It is based on a teacher-created, student centered syllabus, focused on real life and culturally-rich scenarios. Topics may include talking about milestones, music, migration, sports injuries, and sports games' narration. Useful words such as connecting words, and conversational expressions and phrases are also acquired for their communication to be richer, more fluent and authentic. Grammar is not the focus; it is addressed in context. The midyear evaluation involves an individual slideshow, listening and speaking exercises, while the culminating assessment is a project.

ADVANCED SPANISH 3

Spanish 3A is an honor level course, geared towards students who have demonstrated outstanding ability in Spanish language and whom the modern language teachers have identified as excellent candidates for the Spanish AP language test, to be taken after level 4. In this course, students continue to develop their skills in all of the areas of the Spanish language: listening, speaking, writing, reading comprehension and cultural literacy. They read and listen to a wide variety of media, from newspaper and magazine articles to newscasts and Internet blogs. They hone their oral and writing skills not only to create correct sentences but to formulate and express opinions and thoughts in Spanish. Finally, they read several short stories that begin to teach them how to understand and analyze Spanish language literature. At the end of the course, students are conversant in Spanish and ready to move on to the AP Spanish Language course.
Text: Enfoques: Curso Intermedio de Lengua Española

SPANISH 4

Spanish 4 is an option for students who wish to continue practicing their language skills, expand their cultural awareness, and who do not want to take AP Spanish. In Spanish 4, the emphasis is on more spontaneous oral communication. The course does not use a textbook. It is based on a teacher-created, student centered syllabus, focused on topics that the majority of the students are interested in. Common topics include food, sports and leisure, art and music, and tourism. Depending on the group's proficiency level, the last marking period may include movies in Spanish or from Spanish-speaking countries to practice listening comprehension and oral communication.

AP SPANISH LANGUAGE AND CULTURE

This course focuses on honing the students' written and spoken proficiency while building on their deeper understanding of the Spanish-speaking world by reading articles, poems, websites and excerpts from novels and by listening to interviews, podcasts, newscasts, etc.

Throughout the year, students explore the six topical and cultural themes set out by the College Board. These themes are vast and often intermingle. They serve as springboards for our discussions and work in and out of the classroom. This idea of cultural understanding and cultural comparison is the basis for this course. The language is the scaffolding we use to discuss and write about it. Along the way, students also familiarize themselves with the different sections of the AP exam, which they are required to take in May.

SPANISH 5

This one-semester course is designed around thematic units, incorporating short stories, video clips, and podcasts to explore a range of engaging topics. We begin with Women in the Spanish-Speaking World, Good and Bad Luck, One's Conscience, culminating with How to Improve One's Circumstances. Each theme is enriched with multiple short stories and frequent engagement with online resources, exposing students to authentic materials and real-world contexts. As a conversation-driven class, active participation is essential. Students are expected to present both individually and in groups throughout the semester, refining their skills in reading, listening, writing, and speaking. The course concludes with an individual eight-minute presentation in which students envision what it would be like to pursue a professional career in the Spanish-speaking world after college.

ADVANCED SPANISH 5
Advanced Spanish 5 seeks to engage ambitious students wishing to continue their language proficiency beyond AP. This full-year course will have three components: Tutorials, where students will write, analyze, defend, and craft essays pertaining to current events in the Spanish speaking world; Literature, where students will take a deep dive into well-known pieces of literature from the AP Spanish list; and Practicum, where students will engage, weekly or bi-weekly-with a Spanish professor through the online platform iTalki. The final marking period will also enable students to observe and shadow our first form students, giving them a window into language instruction

CHINESE 1
Chinese 1 provides students with a comprehensive introduction to Mandarin Chinese, focusing on the development of communicative competence. This immersive course emphasizes all four language skills: listening, speaking, reading, and writing. Students actively participate in learning through a variety of methods, including rhymes, poems, movement, role-playing, and hands-on activities. Cultural exploration is integrated throughout the curriculum, covering topics such as Chinese history, geography, and customs. Students will master Pinyin, the Chinese phonetic system, and acquire approximately 300 Chinese characters. Furthermore, they will develop a working understanding of fundamental Chinese grammar, word order, sentence structure, and the principles of character formation.
Text: Discovering Chinese Pro 1

CHINESE 2
Rigorous practice of spoken and written Chinese in more complex communication activities will be complemented by intensive drills to fine-tune pronunciation, expand vocabulary, and internalize more complex grammatical constructions. Basic writing skills are developed and practiced. Supplemental reading materials such as short stories are employed. Special emphasis is given to developing a greater fluidity and flexibility in expression and response. Students will be able to write a diary and social letters.
Text: Discovering Chinese 2/3

CHINESE 3
Chinese 3 reinforces foundational grammar while introducing more complex structures and expanding vocabulary. Through extensive speaking and writing practice, students enhance their ability to express themselves with greater accuracy and fluency. They will progress from using short sentences to constructing longer, more sophisticated sentences. Oral presentations provide additional opportunities to develop confidence in spoken Chinese. Selections from Chinese videos and other authentic materials deepen students' understanding of Chinese culture and ways of thought. By the end of the year, students will have learned approximately 700 Chinese characters.
Text: Discovering Chinese Pro 3

ADVANCED CHINESE 3
Advanced Chinese 3 is designed for students seeking a more immersive and rigorous learning experience. With a faster pace and higher expectations, this course requires students to use Chinese at least 90% of the time in class, strengthening their fluency and confidence in communication. While continuing to refine grammar and expand vocabulary, students progress from constructing sentences to writing cohesive short paragraphs. Emphasis is placed on using effective transition words to create smooth and logical connections between ideas. Oral presentations, Chinese videos, and authentic materials further deepen cultural understanding and language proficiency. By the

end of the year, students will have learned approximately 700 Chinese characters. In order to sign up for this course, a student needs to have an A- or above in
Text: Discovering Chinese Pro 3

CHINESE 4
Chinese 4 is equivalent to the first semester of a college-level intermediate Chinese course, using a college-level textbook to support advanced language development. The course emphasizes fluency and real-world communication through frequent oral presentations and spontaneous discussions on contemporary Chinese events. Students expand their vocabulary and reinforce previously learned grammatical structures by reading and analyzing supplemental materials, as well as practicing Chinese in a variety of functional, everyday situations. As their proficiency grows, students develop the ability to express their own opinions on complex topics such as college majors, relationships, and academic pressure. Selections from Chinese videos further enhance cultural understanding and language proficiency. Although designed as a full-year course, seniors may opt to take it on a semester basis.
Text: Integrated Chinese 3

ADVANCED CHINESE 4
Advanced Chinese 4 is designed for students seeking a more challenging and immersive learning experience. This full-year course moves at a faster pace and places greater emphasis on oral presentations and reports in Chinese. Students will engage in more frequent and in-depth speaking opportunities to refine their ability to express complex ideas and opinions. The course continues to build on advanced vocabulary, grammar, and cultural understanding through various activities, including discussions of contemporary Chinese issues and reading materials. This course is ideal for students who are ready to push their language proficiency to the next level, with an emphasis on fluency and deeper cultural exploration. In order to sign up for this course, a student needs to have an A- or above in Chinese 3 or 3A.
Text: Integrated Chinese 3

CHINESE 5
Chinese 5, offered for the fall semester, provides students the opportunity to refine your Chinese skills and achieve greater oral proficiency. This one-semester course is designed to solidify and advance the language skills you've developed in previous Chinese classes. Through the exploration of diverse topics, including travel in China, regional traditions, public health, gender equality, and contemporary issues, you'll enhance your speaking, listening, reading, and writing abilities. Instead of a traditional exam, students will complete an oral project as their final assessment.
Text: Integrated Chinese 4

ADVANCED CHINESE 5
Advanced Chinese 5 is a full-year, accelerated course designed for students with a proven aptitude and passion for Chinese. The first semester builds upon Chinese 5, covering similar material with greater depth and speed. The second semester expands upon this foundation, incorporating multimedia resources like videos, movies, and documentaries to enrich students' understanding of Chinese language and culture. Through extensive oral and written practice, including increased oral presentations in the second semester, students will explore 21st-century topics such as travel, finance, public health, environment, and gender equality. This course serves as a bridge to college-level Chinese, equipping students with the proficiency and analytical skills necessary for advanced study.
Text: Integrated Chinese 4

MATHEMATICS

The courses offered by the Mathematics Department provide discipline in clear thinking and logical reasoning, both inductive and deductive. By investigating topics from different viewpoints—algebraic, graphical, verbal, numerical and application based—students learn appropriate techniques of problem solving in order to focus as much on the process as on the final outcome.

Our course of study typically culminates with Statistics, Calculus, AP Statistics, AP Calculus AB/BC, Multivariable Calculus or Linear Algebra.

At all levels, technology plays an integral role. In addition to course specific software, teachers use Promethean Boards extensively, and all students use TI-84 graphing calculators. Across all courses, the appropriate uses of technology are emphasized, more to enhance the student's capacity to explore mathematics without the burden of undue computation than to foster reliance on the technology. Department assessments may be given both with and without available technology.

We aim to appropriately challenge each boy at each level while simultaneously cultivating and developing disciplined yet creative and agile problem solvers.

The department goal is to have students acquire sound mathematical literacy, applicable technological skills and a genuine interest and confidence in the subject in preparation for their college and work experience beyond Belmont Hill.

PRE-ALGEBRA

A course in the fundamental operations of arithmetic, illuminated by the introduction of topics which students will encounter in later Algebra and Geometry courses.
Text: Pre-Algebra, Prentice Hall Mathematics: Charles, McNemar, Ramirez

ADVANCED PRE-ALGEBRA

A course in the fundamental operations of arithmetic, illuminated by the introduction of topics which students will encounter in later Algebra and Geometry courses.
Text: Pre-Algebra,Prentice Hall Mathematics: Charles, McNemar, Ramirez

ALGEBRA 1

An introductory course in elementary algebra covering topics through the solution of quadratic equations.
Prerequisite: Pre-Algebra
Text: Algebra 1, Martin-Gay

ADVANCED ALGEBRA 1

An introductory course in elementary algebra covering topics through the solution of quadratic equations. This course includes investigation of real-life applications facilitated by use of calculators.
Prerequisite: Pre-Algebra or equivalent.
Text: Algebra 1, Martin-Gay

GEOMETRY

This course ordinarily follows Algebra 1 and will provide a thorough and complete overview of plane, solid and numerical geometry, including algebraic applications and work with proofs.
Text: Glencoe Geometry 2018, eStudent Ed.

ADVANCED GEOMETRY

This course follows Advanced Algebra I. An introductory course in plane and numerical geometry with applications in solid geometry. Various methods of proofs will be introduced while also reinforcing Algebra skills.
Text: Geometry for Enjoyment and Challenge, Rhoad, et al.

ALGEBRA 2 & TRIGONOMETRY

This course is the continuation of Algebra 1. Topics include rational and irrational numbers, solving rational, quadratic and simultaneous equations, inequalities,

trigonometry, logarithms, functions and graphing, factoring, and formulas.
Text: Algebra 2 and Trigonometry: Structure and Method, Book 2, Dolciani et al.

ADVANCED ALGEBRA 2 & TRIGONOMETRY
This course is the continuation of Advanced Algebra I. Specific topics beyond those listed for Algebra 2 and Trigonometry include complex numbers, conic sections, trigonometry, logarithms, functions and graphing.
Text: Algebra 2 and Trigonometry: Structure and Method, Book 2, Dolciani et al.

INTRO TO PRE-CALCULUS
This course integrates ideas of functions and trigonometry with the statistics and data analysis necessary for a person to function successfully in today's quantitative world. It builds understanding of real-world problems while establishing a foundation for future work in mathematics courses. Applications and modeling excel will also be integrated into the course. Students will be given extensive preparation for the SAT and the ACT tests.
Text: Algebra and Trigonometry, 10th Edition, Larson, et al.

PRE-CALCULUS
This course follows Algebra 2 or Advanced Algebra 2 and Trigonometry for students who intend to go on in mathematics or applied sciences. Topics include analysis of functions, curve sketching, techniques of solving equations, advanced trigonometry, exponents and logarithms, and sequences and series. The students will explore some of the topics of basic Statistics if time permits.
Text: Advanced Mathematics, Brown

ADVANCED PRE-CALCULUS
This course typically follows Advanced Algebra 2 and Trigonometry, and its syllabus is similar to Pre-Calculus, with the addition of vectors, matrices, and limits. The topics will be treated more rigorously, and greater emphasis will be placed on proof. Ordinarily, students will be expected to go on to Calculus BC. Students will be assigned to Advanced Pre-Calculus by the Mathematics Department. They will have the option to take the AP Pre-Calculus exam in the spring, but will still be required to take the final exam for the course.
Text: Advanced Mathematics, Brown

STATISTICS
This course provides a data-oriented introduction to the basic principles and techniques of statistical analysis, with an emphasis on financial and business applications. Topics covered include sampling and data collection, methods for summarizing data numerically and graphically, probability, distributions of random variables, basic inference methods for both quantitative and categorical data, and simple linear regression. The course also explores the fundamentals of supply and demand, interest and debt, and investing. Techniques for formatting, summarizing, and analyzing data in Microsoft Excel are integrated throughout the course, with exploration of other software applications as relevant.
Text: Introductory Statistics (Looseleaf), 9th Edition, Mann, Prem S.

AP STATISTICS
This full-year, non-divisible course covers the complete Advanced Placement statistics curriculum, including exploring data, planning a study, probability and behavior of random variables, statistical inference, and linear regression. It also includes a unit on modeling and a number of special projects and readings intended to help students connect the topics studied with real-world applications. Students are required to take the AP exam in May.
Prerequisite: Algebra and Trigonometry

and discretion of the department.

Text: Advanced High School Statistics, 2nd ed (free online text) by David Diez et al.

CALCULUS

Introduction to Calculus covers the basics of the traditional theory and techniques of differential and integral calculus. Equally important will be the significant emphasis on the many applications of calculus. These include such areas as finance, economics, business, motion of an object (e.g., velocity and acceleration), and population growth (through the study of differential equations). In addition, the class will conclude with a unit on the uses of Excel.

AP CALCULUS AB

This full-year, non-divisible course in elementary calculus covers the syllabus for the AB, CEEB Advanced Placement Examination in May, which students are required to take.

Prerequisite: Completion of Advanced Pre-Calculus, A- in Pre-Calculus. Exceptions considered by the Department Chair.

Text: Calculus, 8th Ed., James Stewart

AP CALCULUS BC

This is an extensive, rigorous, non-divisible, full-year calculus course designed to meet the syllabus of the BC, CEEB Advanced Placement Examination in May, which students are required to take.

Prerequisite: Advanced Pre-Calculus
Text: Essential Calculus: Early Transcendentels, 2nd Ed., 2017, James Stewart

LINEAR ALGEBRA OR MULTIVARIABLE CALCULUS

These courses are intended for students who have successfully completed BC Calculus and are interested in studying upper level mathematics. Students in the course work collaboratively to develop rigor in both the notation and language of mathematics. Largely through problem-solving exercises, students spend time learning how to use computer algebra systems to work with realistic mathematical models and systems.

Prerequisite: AP Calculus BC

Text: Multivariable Calculus, James Stewart, 4th Ed; Linear Algebra with Applications, Otto Brescher

SCIENCE

Science is a field that thrives on scrutiny and, through the process of "peer-review," enjoys a level of reliability not achievable in other less quantifiable disciplines. Ultimately, sound science should be the basis for good decision-making. Given the backdrop of the challenges we face: climate change, global disease, cyber-terrorism, healthcare inequities, among others—a foundational understanding of science is critical to support an informed citizenry prepared to participate in the creative and rational design of a more just, equitable, and sustainable future. The practice of science at Belmont Hill fosters skill development in multiple areas, including inquiry, critical thinking, problem-solving, collaboration, communication, adaptation, creativity, and resilience.

SCIENCE 1

Form I

This three-quarter course takes an interdisciplinary approach to science instruction, exposing students to the fields of Chemistry, Biology, Exercise & Sports Sciences, and Ecology. Throughout the course, students will not only engage with rich and relevant content, but also build critical skills for scientific investigation. At the conclusion of each marking period, students will complete a culmi-

nating project emphasizing the skills and demonstrating the knowledge they have gained throughout the quarter.
The first marking period of the course provides a survey of chemistry principles, including an introduction to matter, the periodic table, atomic structure, and bonding. In the chemistry unit, there is a strong emphasis on hands-on labs and activities. Students learn to identify and safely use lab equipment, make detailed observations and begin to write lab reports throughout the experiment process. Students participate in weekly experiments and other activities.

The second marking period takes students through an inquiry of the characteristics of life, the many organisms that inhabit our planet, cells and cellular functions. Students begin by learning about the building blocks of life, the cell, and build upon that knowledge by investigating cell functions. The marking period concludes with an investigation into the human body systems.

In the third period, students use what they have learned throughout the year to dive deeper into the science of exercise, sports and nutrition. Students will learn more about the body systems and processes and how they apply to our health and fitness. In this marking period, students will engage in activities focused on their daily active lives and learn more about how to fuel their bodies and prevent injuries.

At the end of the year, students will complete an ecology unit focused on interactions between organisms and their environment. Key topics include ecosystems, energy flow, biodiversity, and human impact. Students will use real-world examples and activities to understand how ecological systems function and why they matter.

The goal of this course is to instill a passion and interest in science and scientific investigation, as well as provide students the academic tools necessary to succeed in future science courses.

Form II Science

Form II students are required to take one semester of Science II and one semester of Digital Foundations.

SCIENCE II

F, S

This semester-long laboratory course, required for Form II students, provides a hands-on, inquiry-based approach to learning fundamental scientific concepts. Through a well-planned series of experiments, students explore key topics such as energy, light waves, matter, chemical reactions, and characteristic properties. The course emphasizes active scientific inquiry and guided reasoning, encouraging students to develop confidence in their analytical abilities and independence in problem-solving. Throughout the semester, students refine essential laboratory techniques and analytical skills, including careful observation, precise measurement, data organization, and analysis.

The course culminates in the two-week "Sludge Lab," where students apply their laboratory skills to separate and identify six unknown substances from a mixture. Working with a partner, they devise and execute a procedure using the techniques learned throughout the semester. Evaluation is based on their ability to work systematically with minimal guidance, maintain detailed records, and accurately determine the components of the unknown mixture.

DIGITAL FOUNDATIONS

F, S

This introductory project-based course introduces students to the inner workings of modern computing systems, the role of data and algorithms in shaping society, and the principles of designing and building with technology responsibly. It is intended as a scalable foundation from which students can integrate lessons and content into their educational, personal, and professional pursuits, regardless of whether they pursue further Computer Science coursework. The class is structured into seven units: starting with how students consume technology, then how they analyze problems with technology, and finally how they create solutions leveraging technology.

Form III Science

All form III students will enroll in one semester of ENVIRONMENTAL SCIENCE. *In addition to this course, they have the option of taking one of the following one semester electives. Returning students may opt to take* FACING HISTORY. *However, all new students must sign up for one Form III science elective.*

ENVIRONMENTAL SCIENCE

F,S, Form III

This course is dedicated to the exploration of a range of environmental problems facing humankind as it moves into the 21st century. From resource depletion to environmental degradation, the course exposes students to complex issues and the myriad social, scientific, technological, and ecological challenges they pose for the future. Using a case study approach, a basic scientific understanding of each issue requires an interdisciplinary background – drawing upon geological, meteorological, atmospheric, biological, oceanographic, chemical, and ecological concepts and in establishing the connections between them. The conflicts between man and nature can then be considered and weighed as a holistic analysis of these complex issues is attempted. The course seeks to balance the study of problems with the search for new technologies and solutions and to promote a sense of optimism about the future. In the face of global challenges, the course is designed to put scientific information into a societal context. A significant amount of class time is spent outdoors at the Massachusetts Audubon Habitat property next to campus. Here, students are immersed into a natural setting and take part in seasonal programming that investigates invasive species, vernal pools, a pond study, maple sugaring, a historical analysis of the location, and a host of other ecological principles and themes explored in the course. Students also perform a suite of assignments that takes them to a location of their choosing to hone their observational skills and nurture their relationship with the natural world.

Form III Science Electives

All form III students will enroll in one semester of Environmental Science. In addition to this course, they have the option of taking one of the following one semester electives. Returning students may opt to take Facing History. However, all new students must sign up for one Form III science elective.

COMPUTER SCIENCE 1

Form III

This introductory project-based course allows students to familiarize themselves with the fundamentals of task-oriented computer programming in Python. The course fosters creative thinking, teamwork, and problem-solving in a programming environment. Throughout the semester, students will develop both hardware and software skills as they meet the design challenges presented to them. Students will develop these skills through various projects, from building

cryptographic messaging software to programming with AI vision to seek out a ball and score a goal with assistance from teammates. The semester culminates in an autonomous vehicle final project, which allows the boys to synthesize their knowledge of Python and Raspberry Pi Pico microcontrollers. The course is designed to introduce students to the many applications of programming for innovation.

CONCEPTUAL PHYSICS
Form III, *F, S*
This course is designed to rigorously pursue three goals:
1. A foundational, deep, though not comprehensive, understanding of conceptual physics, kinematics (the study of motion), plus one or more other topics in physics, dependent upon time constraints.

2. Applied physics & design skills. These include familiarity in designing and prototyping a project using Fusion 360, the Makerbot Method 3D printer, and the Epilog Laser Cutter. Being familiar with lab safety protocols, lab equipment, observation, and measurement. Testing and analyzing your work (qualitative and quantitative critiquing and processing of what went on in your personal lab experience, and using 3D modeling tools such as the Flow Design virtual wind tunnel. The end goals are to build a full-scale project based on your designs and dovetail your experience into the larger context of the course with respect to concepts learned throughout the semester.

3. Crucial problem-solving skills. We will use arithmetic, basic algebra, right-angle trigonometry, and graphing topics to help us understand and solve interesting problems in mechanics. As the year moves onward, your math skills will improve and we will take advantage of this by solving more complex problems.

Text: Conceptual Physics, Paul Hewitt.

INTRO TO ENGINEERING
Form III, *F, S*
Introduction to Engineering aims to introduce students to "needs-based problem solving" and the Engineering Design Process. These ideas will be discovered through a series of group-based projects and assignments covering various areas of the Engineering field, meant to reinforce the concepts. Students will also be introduced to 3D Printing, Computer Aided Design (CAD), laser cutting, and basic AI prompting and usage. Students will be expected to thoroughly document their engineering design process in their Design Notebook to aid in the construction of multiple Google Slides-based presentations. The class will culminate in a design project in which students join the Make:Able challenge, which tasks them with creating "mostly 3D printed" accessibility devices for people in need.

Upper School Science Program

Students in the Upper School must complete two full year lab science courses (designated below). Additionally, they have the option to enroll in a rich tapestry of science electives and AP classes. Students who see themselves as scientists can enroll in Advanced Science Research in their Form V and VI years upon the formal review of the Science department.

Full Year Lab Science Courses:
Biology
AP Biology
Chemistry
AP Chemistry
Physics
AP Physics I
AP Physics C
AP Environmental Science
Advanced Biomedical Engineering & Experimental Neuroscience
Advanced Biochemistry & Molecular Biology

Full Lab Science Courses

BIOLOGY

Biology is a lab-based science course that engages students in topics ranging from cellular processes, such as mitosis, meiosis, and gene expression, to genetic engineering, evolution, and human body systems. The rapid growth of scientific knowledge necessitates that students adopt an engaged approach rather than a passive one. They immerse themselves in experiments, observations, and structured inquiries. Students also make use of a variety of resources such as interactive videos, case studies, and primary and secondary literature. The course emphasizes academic skills such as critical thinking, research, evidence-based scientific reasoning and writing, collaboration, and public speaking.
Text: Campbell, Essential Biology with Physiology 6e

AP BIOLOGY

Form IV-VI
Advanced Placement Biology provides students with a strong foundation in the biological sciences. The course begins with biochemistry and molecular biology, followed by an in-depth exploration of cell structure, function, and energetics. Students then examine heredity, genetics, and gene expression before concluding with evolution and natural selection. Key topics include protein and nucleic acid biochemistry, Mendelian and non-Mendelian genetics, recombinant DNA technology, and ecology.

Learning in this course blends lectures, discussions, laboratory investigations, and readings. Inquiry-based projects allow students to engage in scientific investigations while deepening their understanding of biology. In the laboratory, students gain hands-on experience with experimental design, data visualization, statistical analysis, and essential techniques such as bacterial transformation, electrophoresis, histology, and enzyme catalysis. Throughout the course, critical thinking is emphasized, enabling students to sharpen their analytical and problem-solving skills.
This course is designed to prepare students for the AP Biology exam in May.
Text: Morris, Biology for the AP Course

CHEMISTRY

Form IV-VI
This course is designed to give students a working knowledge of the concepts and principles of chemistry that will empower them to make decisions on issues that directly affect their lives and the environment. The skills of analysis and logical thinking are emphasized in solving problems and performing laboratory experiments. Some of the main topics studied include the structure and function of matter, chemical energy, and aqueous solutions.
Prerequisite: Algebra 2.
Text: Introductory Chemistry, Tro

AP CHEMISTRY

Form V-VI
Designed for those who are likely to continue science study in the future, Chemistry AP provides students with the necessary background in problem solving and laboratory techniques for more specialized study. Measurement and descriptive chemistry are emphasized at the start; quantitative methods and the theories of chemical bonding are built up during the year. The laboratory work is centered on experimental design, the use of technology to collect and analyze data, and the development of skills in analysis of unknowns. Students perform experiments that embrace topics such as energy and rates of reactions, chemical equilibrium, acid-base chemistry, gas laws and electrochemistry. Students are expected to take the Advanced Placement exam upon completion of their study.
Prerequisite: Concurrent enrollment in

either Pre-Calculus or Pre-Calculus A.
Text: Chemistry, the Central Science, Brown, Lemay and Bursten

ADVANCED BIOCHEMISTRY & MOLECULAR BIOLOGY
Form V-VI
How can an unimaginably vast collection of molecules—each obeying the same physical and chemical laws as a rock or a glass of water—come together to produce life? How does the flow of energy through living systems allow us to walk and speak, laugh and learn, imagine and remember? These are the questions at the heart of Biochemistry & Molecular Biology.
In this full year course, students will explore life at its deepest level: where molecular machinery makes existence possible. Students will trace how atomic interactions generate the complexity of cells, organisms, and ultimately the human experience. Topics range from molecular evolution to gene cloning, gene therapy, the ethical implications of "designer" genetics, and the use of engineered bacteria to treat conditions such as hemophilia and diabetes.

Students will examine the structure and function of biomolecules—including proteins, lipids, carbohydrates, and nucleic acids—and investigate how these molecules interact to store information, transform energy, and regulate life. Through laboratory experiences, students will improve their quantitative thinking skills and their ability to communicate scientific ideas clearly.

Designed for students who excelled in their biology and chemistry classes, this course offers a unifying framework for understanding life itself and provides a foundation for further study in the life sciences, medicine, and biotechnology.

PHYSICS
Form VI
Physics is an algebra-based course that provides a comprehensive introduction to classical and modern physics. Topics of study include Newtonian mechanics, simple harmonic motion, fluid dynamics, and electricity. Physics is a laboratory-based course, allowing for the exploration of inquiry-based (both guided and open) laboratory exercises, where students examine the laws of physics in real-world settings with the use of modern probes and sensors for data acquisition. Through these lab exercises, students will develop a robust sense of experimental uncertainty, and craft ways to minimize error when collecting data. Students in Physics will be asked to reflect upon their findings in the lab by maintaining a laboratory notebook. Ultimately, this course is designed to be broadly beneficial to those wishing a solid introduction to physics whether or not they intend to go into the natural sciences.
Text: Physics, Walker 5th Edition

AP PHYSICS I
Form VI
Advanced Placement Physics I is the equivalent of a rigorous first-semester college course in algebra-based physics. The course will follow the constraints of the AP College Board and a curriculum that they have approved. The curriculum covers Newtonian mechanics (including rotational dynamics and angular momentum); work and energy, simple harmonic motion, universal gravitation, and fluid dynamics. Students will keep lab journals and will be heavily tested while following a college-level syllabus.

Prerequisite: Concurrent enrollment in a calculus course.

Text: Physics, Giancoli 7th Edition

AP PHYSICS C

Form VI

Advanced Placement Physics C is the equivalent of a rigorous second-semester college courses in calculus-based physics in mechanics. Fundamental algebraic principles will be introduced and further explored with calculus. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; including changing accelerations and drag forces; while there is an option to pair the second half of the year with an independent study on electricity and magnetism. Students will keep lab journals and will be heavily tested while following a college-level syllabus.

Prerequisite: Completion of or concurrent enrollment in AP Calculus BC

Text: Fundamentals of Physics Halliday & Resnick 10th Edition

AP ENVIRONMENTAL SCIENCE

Form VI

The goal of this course is to provide you with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. This course will ask you to identify and analyze both natural and human-induced environmental problems, apply sound environmental decision-making, and develop potential solutions to those problems.

AP Environmental Science (AP ENVS) is designed to be an environmental science course, as well as an environmental studies course. In addition to specific scientific principles based in the physical and biological sciences, you will spend time discussing and debating the current events and practices of our time, what environmental issues will affect your generation and the generations to follow, and how you can implement and support positive change. Additionally, you will learn about associated environmental economics, environmental policy, and environmental management schemes. You will formulate and share thoughts and ideas based on the scientific principles learned. Understanding the science is key to finding solutions to the environmental challenges that we face. Students are expected to take the AP exam in May.

Prerequisite: Environmental Science, Biology, and Chemistry.

Text: Environmental Science for the AP Course 3rd Edition by Friedland & Relyea

AP COMPUTER SCIENCE PRINCIPLES

This introductory computing course is tailored for students with no prior coding experience interested in learning more about the ways in which we design and interact with technology. Focused on programming fundamentals in Python and essential computer science topics such as the internet, algorithms, cybersecurity, and artificial intelligence, the course serves as a foundation for all students interested in disciplines concerning technology in today's society. Designed for those interested in logic and problem-solving, the course emphasizes programming skill development. Students learn to design solutions, apply computer science to real-world problems, incorporate abstraction, and utilize data for problem-solving and knowledge discovery.

AP COMPUTER SCIENCE A

This accelerated introductory programming course introduces students to the field of computer science and object-oriented programming. Tailored for students with varying programming experience, the course explores the Java programming language as it relates to introductory

programming as well as data structures, covering a wide range of topics, including algorithm design, coding syntax, data processing, and more. While preparing for the AP exam, students complete various programming sets ranging from introductory exercises to terminal-based games that utilize the key design principles of object-oriented programming.

ADVANCED ENGINEERING AND DESIGN

Fall

This course will blend student experience with the active hands-on approach to an art class similar to Advanced Woodworking, with a deeper look at principles of Mechanical Engineering and advanced rapid prototyping skills with a strong focus on 3D Modeling and 3D Printing to allow students to express their creativity in new ways. After a deep dive into Maker technologies and an introduction to university-level engineering topics, students will use all the technology available to them in the Makerspace to create several functional and aesthetically pleasing pieces. These creations are multimodal and will require the use of several maker technologies, including exploring how AI image generation can be used to further student creativity. Students who have completed this course are eligible to enroll in AP 3D design for their senior year. Prerequisite: Instructor approval.

ADVANCED TOPICS IN COMPUTER SCIENCE:

Fall

Upper School

This advanced course provides students the opportunity to explore a range of topics in higher-level programming, systems integration, and algorithmic design. Recommended for students with prior programming experience, the course focuses on a project-based approach to leverage programming skills in solving real world challenges. This course transforms programming proficiency into tangible innovations, offering students with prior introductory programming exposure a chance to explore their curiosity for cutting-edge technology.

ADVANCED BIOMEDICAL ENGINEERING

Forms V, VI

Biomedical Engineering introduces students to the modeling of biological systems and the design of experiments to test those models. Foundational engineering principles are explored and applied to complex challenges requiring biological, physiological, and medical solutions. Students develop quantitative models of human performance and the cardiovascular system while integrating concepts from biology, mathematics, and physics to solve authentic, real-world problems. The course culminates in a fully student-directed capstone project that reflects individual areas of interest. Students who earn a grade of A or B will be awarded **three college credits** through **Johns Hopkins University**, providing formal university recognition of their achievement and positioning them for advanced study in engineering, medicine, and the life sciences.

ASR I: ADVANCED EXPERIMENTAL NEUROSCIENCE

Spring Form V

This course invites students to enter into the living dynamics of the nervous system. Students design experiments, record from neurons, manipulate ionic environments, and uncover how circuits generate coordinated movement and perception. By the end of this semester-long course, students will see how the principles governing ion channels and synaptic transmission scale from membrane excitability to the emergent properties of complex neural systems. Experimental Neuroscience in-

tegrates multiple disciplines — molecular biology, cellular neuroscience, and systems physiology — into a single immersive experience.

The course provides students with the skills required to engage in the complex laboratory work required of the ASR program. Students are challenged to think like scientists: to ask precise questions, tolerate uncertainty, interpret noisy data, and build mechanistic explanations from first principles. In recognition of the rigor and depth of this work, Harvard University has agreed to offer high-achieving students a Certificate of Completion stating: "This program was conducted at a level comparable to a rigorous, semester-long introductory science course in the Department of Molecular and Cellular Biology at Harvard University."

All ASR I students will be automomatically enrolled in Advanced Experimental Neuroscience. Additional spots in the course are available.

If you are interested in enrolling in this class, please contact Dr. Goldberg:
goldberg@belmonthill.org.

ADVANCED EXPERIMENTAL NEUROSCIENCE
with Newton Country Day School
Spring Form VI
Students entering their senior spring will have the opportunity to enroll in a coeducational Advanced Neuroscience course with Newton Country Day School. This course invites students to enter into the living dynamics of the nervous system. Students design experiments, record from neurons, manipulate ionic environments, and uncover how circuits generate coordinated movement and perception. By the end of this semester-long course, students will see how the principles governing ion channels and synaptic transmission scale from membrane excitability to the emergent properties of complex neural systems. Due to meeting time constraints, this course covers less ground than the Form V Class. However, it is a great fit for those looking to engage in deep and meaningful science research in a coeducational learning environment.

If you are interested in enrolling in this class, please contact Dr. Goldberg:
goldberg@belmonthill.org.

MARINE BIOLOGY
Spring
Forms IV, V, VI

This course is designed to rigorously pursue the following goals:

1. To provide the student with an understanding of the major ecological and evolutionary processes that shape past, present, and future marine communities.

2. To provide the student with an understanding of the significance of marine biodiversity and global environmental changes, especially those affecting the marine environment.

3. To provide the student with an understanding of how policy issues relating to marine biodiversity and conservation are shaped by physical and biological characteristics of the marine environment.

4. The overall goal of the course is to enable students to be informed, educated citizens that are capable of understanding, discussing, and/or voting on issues related to the marine environment and its biodiversity.
5. The course will have an active learning component, with participatory discussion by both the teacher and students.

6. The course will be integrated by a common set of principles across all topics covered, i.e., we will identify a foundational set of environmental, ecological, and evolutionary processes that organize marine communities across all of the major marine habitats considered.

Text: Marine Biology 11th Edition by Huber & Castro

QUANTITATIVE PHYSIOLOGY

Fall

Forms IV, V, VI

This course is all about you, literally. In this course, we will explore our body systems and their responses to physical activity. We will do this through class discussions, readings, podcasts, guest speakers, and lab experiments. From the first day of class, we will pose questions, generate hypotheses, execute experiments, and interpret results. This course will take hands-on learning to the extreme. In exploring their own physiology, students will be learning how to think critically, quantitatively, and scientifically to apply the principles they have learned in the classroom and apply them to improve their athletic performance and overall physical well-being.

ADVANCED SCIENCE RESEARCH PROGRAM (ASR)

In the ASR course, students build upon their existing classroom knowledge from the science curriculum to conduct empirical projects in areas of cutting-edge scientific research seldom open to high school students.With the School's close proximity to some of the best universities and hospitals in the world, enrolled students are placed with mentors in local research facilities. Students learn how to conduct the "business" of doing research in the real world at their placements. ASR is modeled after a handful of such courses around the country. Students work intensively and closely for six full-time weeks of the summer and four to six hours weekly during the school year in a laboratory with a mentor who is a professional research scientist. Students then write an extensive review/ research paper in scientific journal format, presenting the results of their year's research to their mentor, members of the Science Department, and others in the Belmont Hill community.

Enrollment in ASR is subject to a rigorous screening process. Students who are selected for the program will enroll in the following courseload.

- **ASR I:** Advanced Experimental Neuroscience, Spring, Form V
- **ASR II,** Falll, Form VI
- **Inquiry:** ASR, Spring, Form VI

COLLABORATIVE PROGRAMS

In the Fifth and Sixth Form students are eligible to enroll in one of the options below. These courses are collaborative and project based. Student enrollment in them is subject to a rigorous application process.

ADVANCED ACTION RESEARCH (AAR)

Form V

Belmont Hill's Advanced Action Research (AAR) Program emanates from its membership in the School Participatory Action Research Collaborative (SPARC), a consortium of 11 independent schools in partnership with the Graduate School of Education at the University of Pennsylvania.

The purpose of this partnership is to provide diverse groups of students with college-level social-science research skills and experience to improve school culture, policy, and practice. Student groups at each school conduct a research project that examines a central aspect of school life and develop action steps or recommendations that address the topic selected. At the end of the school year, these student groups present their research projects at a roundtable conference held on campus

at the University of Pennsylvania. Student groups also present their research at school-wide assemblies, at faculty meetings, and to their board of trustees. The fundamental goal of this partnership is to empower students to inform school change in meaningful ways.

ADVANCED SCIENCE RESEARCH (ASR) I, II
Forms V, VI
See Science for Course Description

ADVANCED BIOMEDICAL ENGINEERING & EXPERIMENTAL NEUROSCIENCE
Forms V, VI
The Johns Hopkins Innovation's in Biomedical Engineering elective introduces biomedical engineering through modelling and experimental design. Solve problems that are biological, physiological, and/or medical with special emphasis on the cardiovascular system and models of human efficiency. Assignments include a transport design project, an independent research project, and completion of an Arduino computer programming activity. This program is exciting for many reasons: the format of instruction is hands-on and team based, the course is a hybrid course: all content is delivered fully online with discussions being conducted on our campus, it is being provided by the top BME program in the Country, and assuming you receive an A or B in the course, you will be receieve **three college credits** from **Johns Hopkins.**

Enrollment in this course is limited to eight students. It should be noted that about 10 hours of individual work over the summer may be required to get up to speed especially in the area of physics.

If you are interested in enrolling in this class, contact Dr. Goldberg:
goldberg@belmonthill.org

DESIGN THINKING AND ENTREPRENEURSHIP I, II
Form VI
Design Thinking and Entrepreneurship is a senior-year elective that provides students with the opportunity to solve real-life problems that inspire their interest and passion. Using an interdisciplinary approach and partnering with parents and alumni with entrepreneurial experience, students will develop their entrepreneurial skills, learn to identify problems, and ideate and test solutions in an iterative fashion.

In the first semester, students will take this course as a sixth class. Programming will consist of weekly classroom sessions, guest lecturers, or site visits to expand their understanding of the professional world. Along the way, students will reflect on these experiences and stoke their passion for a specific field of inquiry, choosing a specific problem they hope to solve during the spring semester. At that point, the course will become a traditional class structured as a senior inquiry.

Each student will spend the third marking period applying their learning to a set of challenges, each calling for students to progress through the design process and generate human-centered solutions to real problems in several distinct contexts.

Finally, having honed their design process, students will spend the fourth marking period going through the design process to develop a solution to the problem they identified during the first semester. The experience will culminate in a collective exposition of each student's designs, with each student presenting their design process and pitching their solution to the audience.

Design Thinking and Entrepreneurship I will run on a weekly basis and add 1 point to students' cumulative GPA. Design Thinking and Entrepreneurship II will run as an inquiry in the spring.

Students interested in taking the course must submit an application to the program director.

UPENN SOCIAL INNOVATORS PROGRAM

Fall, Form V

The Social Innovators Program enables high school students to learn about entrepreneurship and experience it first-hand while earning a Certificate in Social Entrepreneurship. During the program, students learn how to launch ventures of their own that create value and a positive impact on society.

The twelve-week program is a virtual program. During weekly recitations, students will participate in live, online group discussions led by Schoolyard Ventures staff. Students will also have continual access to personalized guidance and support from the whole Schoolyard Ventures team. Because students choose their own projects, each student's experience in the program is unique to their interests and goals. Schoolyard Ventures has helped students launch ventures ranging from tech companies and fashion retailers, to community-based nonprofits and social movements. Students are encouraged to find something that sparks their curiosity and to use intrinsic motivation as the basis for developing an entrepreneurial mindset. At the end of the program, students will present their work and their personal development. Students who successfully complete the requirements of the course will earn a twelve-week Certificate in Social Entrepreneurship from the University of Pennsylvania.

SENIOR THESIS PROGRAM I, II

Form VI

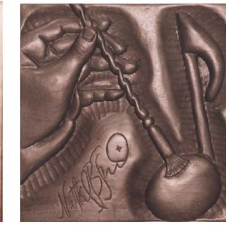
This course is designed to serve as a capstone to a boy's Belmont Hill career in the humanities or the arts, and also provide them with a familiarity with the process they will undergo in writing a thesis or another similar project in college. The boys have the option of choosing from two tracks. One is academic, and will culminate in a 30-40 page research paper. The other is a creative project, including, but not limited to, documentary filmmaking, creative writing, music composition or playwriting.

First, the course will focus on developing a conceptual understanding of the terrain in the student's chosen area of investigation. The majority of the semester will then be focused on the process of independently pursuing their project. The independent research will be supplemented by meetings with the course instructor, as well as a second chosen faculty member with specific expertise in the student's area of focus. At the end of the course, the students will present their final project to the other students in the course, as well as the wider Belmont Hill Community. The Senior Thesis course will run on a weekly basis in the fall and add one point to the student's cumulative GPA. It will run as an inquiry course in the spring.

SENIOR ART SEMINAR: PANEL CARVING

A tradition since 1927, students engage in an in-depth and immersive experience to produce a significant relief carving in wood. Each panel produced by graduating seniors is permanently displayed on the school's walls. Students begin developing ideas and images in November, and work begins in earnest in January, at the start of the second semester. Working as many as 40 hours, the variety of compositions captures a wide range of personal interests, from hobbies or politics to images of family and friends. See examples below.





SUMMARY OF SUBJECT SEQUENCES

	FORM I Grade 7	FORM II Grade 8	FORM III Grade 9	FORM IV Grade 10	FORM V Grade 11	FORM VI Grade 12
ENGLISH	**English 1**	**English 2**	**English 3**	**English 4**	**Am. Literature*** **English Elective*** AP American Studies	**English** *or* **Humanities Elective*** **Inquiry***
MATHEMATICS	**Pre-Algebra** **Pre-Algebra A**	**Algebra 1** **Algebra 1A**	**Geometry** **Geometry A**	**Algebra 2** **Algebra 2A**	Intro to PreCalculus PreCalculus A PreCalculus	Statistics, Calculus, AP Calc AB, AP Calc BC, AP Statistics, Linear Algebra Multivariable Calculus
HISTORY	**Mediterranean Classical World** MP2-4	**U.S. Government** MP1, 3, 4	**Middle East & China*** Facing History* *(returning students)*	**20th Century World** *(1 semester required)* AP European History	**U.S. History** AP U.S. History AP American Studies	**History** *or* **Humanities Elective** AP Human Geography AP Art History Adv. Econ *(1 semester required)*
SCIENCE	**Form I Science**	**Science II** **Digital Foundations**	**Env. Science*** Conceptual Physics* Engineering* Computer Sci. 1*	**2 YEAR-LONG LAB SCIENCE COURSES IN FORMS IV-VI:** Bio, AP Bio, Chem, AP Chem, AP Env. Sci.,Physics, AP Physics, AP Physics C, Adv. Biochemistry & Molecular Biology ***SEMESTER-LONG ELECTIVES:** Comp Sci. I, AP Comp. Sci. Principles, AP Comp. Sci. A, Quantitative Physiology, Marine Bio., Adv Biomedical Eng., Adv. Topics in Computer Sci., Adv. Engineering & Des., Adv. Neuro Science		
CLASSICAL & MODERN LANGUAGES	**Latin Alpha**	**Latin Gamma** or **Gamma A** *(req. for returning students)* **Latin 1** DUAL: **French/Latin** **Spanish/Latin** **Chinese 1**	**Latin 1, 2, 2A** **Chinese 1, 2** **French 1, 2** **Spanish 1, 1A, 2, 2A**	**Latin 2, 2A, 3** or **3A** **Chinese 2, 3, 3A** **French 2, 3** **Spanish 2, 2A, 3, 3A**	**Latin 3, 3A, 3-4** or AP **Chinese** 3, 3A, **4, 4A** **French 3,** AP **Spanish 3, 3A,** 4, AP	**Latin 3**-4, AP, or 5 Advanced Elementary Greek Chinese 4, 4A, 5, 5A French AP Spanish 4, AP, 5, 5A
ARTS	**Form I Art** MP1	**Form II Art** MP2	**Forms III-VI: 2 Semester-Long Courses Required:** • 1 Participatory Art and 1 Art Appreciation • 1 Participatory Art and 1 Level 2 Participatory Art • Completion of B-Flats II • Completion of Jazz Band II			
WELLNESS	**Health***	**Health***	**Health*** **Ethics***	**Health***		**TYSK "Things You Should Know"***
COLLABORATIVE PROGRAMS				Independent Study *Form IV-VI*	AAR (V), ASR (V-VI) UPenn Social Innovators (V)	Senior Thesis I & II Design Thinking & Entreprenuership I & II

Courses that are not full year are noted *
Accelerated placement in math and language based on entry testing.

3/4/26