

THE BOYS' LATIN SCHOOL OF MARYLAND

UPPER SCHOOL COURSE CATALOG 2015 - 2016

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The provisions of this catalog are not to be regarded as an irrevocable contract between the school and the student. The school reserves the right to make changes to course offerings or requirements at any time as deemed appropriate. The Boys' Latin School of Maryland is in compliance with federal and state regulations regarding nondiscrimination on the basis of race, color, national origin, religion, condition of handicap, or other prohibited reason. Applicants with disabilities (or family members of applicants with disabilities) requiring any type of accommodation during the application process or otherwise are encouraged to identify themselves and indicate what type of accommodation is needed.

INTRODUCTION

The listing of courses and descriptions in this catalog provides a comprehensive description of the scope and sequence of the Boys' Latin academic program in the lower, middle, and upper schools. Additional information can be obtained from the Division Heads. The Boys' Latin academic program is a rigorous, traditional college preparatory program. The School makes every effort to accommodate the needs of each student individually. A class averages 15 students, and the student-faculty ratio is 8:1. Upper school courses are offered contingent upon minimum enrollment requirements.

MISSION STATEMENT

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

GRADUATION REQUIREMENTS

One academic credit is earned for the successful completion of a full-year academic course. Credits are awarded as whole or partial units based on the length and expectations of the course.

A minimum of 23 credits must be earned according to the following distribution:

4 credits in English

4 credits in mathematics (required: algebra I, geometry, algebra II/trig)

3 credits in history (required: World cultures, United States history, European history)

3 credits in science (required: biology and chemistry)

3 credits in foreign languages of the same discipline (upper school course work)

1.5 credit in fine arts (beginning with Class of 2017. 1 credit for Class of 2015 and 2016)

1 credit in physical education

½ credit in computer technology

3 credits in electives

HONORS DIPLOMA REQUIREMENTS

To be awarded an Honors Diploma in the classes of 2016 and 2017, a student must achieve twelve credits in honors level courses with at least one honors credit in each of the following areas:

English, mathematics, science, history, and foreign languages. To achieve an Honors Diploma in

the classes of 2018 and beyond, a student must achieve fifteen credits in honors or AP level courses with at least one honors credit in each of the following areas: English, mathematics,

science, history and world languages. Students must also earn a B- or higher in those courses.

HONOR ROLL REQUIREMENTS

HONOR ROLL (UPPER SCHOOL)

Dean's List: All grades A- or above and no "U" effort grades; B+ in Honors or AP

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

Grades in all courses will be included in consideration for honor rolls.

HONOR ROLL (MIDDLE SCHOOL)

Dean's List: All grades A- or above and no "U" effort grades.

Honor Roll: All grades B or above with no "U" effort grades.

Effort Honor Roll: Awarded to students with all "E" effort grades.

EFFORT HONOR ROLL (LOWER SCHOOL)

Awarded each marking period to students in grades four and five who receive no more than four "2E" effort grades, and no "3E" effort grades in all courses taught.

UPPER SCHOOL (GRADES 9-12)

Technology - Program Philosophy

Boys' Latin provides students, faculty and staff with technology to fulfill the School mission of offering a competitive and technologically current K-12 college preparatory education. The primary objective of the Technology Department is to prepare students for success within the highly technology-driven competitive academic environment they enter upon graduation from Boys' Latin.

Pedagogical Objectives

In alignment with the ISTE National Educational Technology Standards (NETS), BL offers a combination of technology classes, embedded lessons, and collaborative project-based learning opportunities allow students to fuse 21st technology skills such as communication, collaboration, creativity, critical thinking, problem solving, and digital citizenship to practical applications. Dedicated professional development opportunities assist faculty integration of 21st century technology skills in the curriculum.

While the use of technology remains constant throughout the Boys' Latin experience; it is cyclical with facets being revisited and expanded as necessary. What does change as students progress through Boys' Latin is the level of expectation and the sophistication of resources used to produce the final result.

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UPPER SCHOOL

Throughout the academic day, networked technology is integrated into classes in the upper school. Many teachers use web-based animated tutorials and video clips to introduce and reinforce concepts in class. Presentation software, spreadsheets, database management, web authoring, animation, and multimedia are utilized throughout the curriculum as well as graphic organizers, proprietary math and science software, and web 2.0 applications. Students are instructed in 21st century literacy skills and learn to use the subscription databases to research and analyze data for a variety of academic projects, including research papers and science labs.

Grade 10 Technology Foundations Course

1 Semester

Prerequisites: None

Credits: 1/2

The Technology Foundations one semester required course is designed to engage students with rapidly changing technological concepts and techniques. This course introduces students to advanced concepts within word processing documents, spreadsheets, databases and presentations suitable for coursework, professional purposes and personal use in an exercise-oriented approach that allows learning by doing. Using a paperless system through the collaborative use of Google Apps for Education, ebooks and online assessments, students are exposed to similar environments used at the college level. Students also participate in discussions involving Internet awareness and become familiar with web page design, digital photography, movie making, Web 2.0 applications and programming with Alice. Upon completion of the course, students understand how computer systems work, master technology terminology to properly communicate effectively, and integrate technology skills to enhance their academic experience.

Introduction to Programming

Fall Semester

Prerequisites: Technology Foundations Course

Credits: ½

This semester-long course gives students a foundation for programming in a number of applications such as NXT, HTML, JAVA, LabVIEW, Flash and Dreamweaver currently used in the technology landscape at the college and university level and throughout industry. Topics will include pseudocode, Boolean logic, deductive reasoning, loops, conditional statements, object-oriented programming concepts, robotics programming and programming for the web. Hands on instruction and projects in each programming area will be covered as well as fundamental applications in a project-based environment that will include projects in robotics design, web application, and scientific research/equipment integration. Students will also have the opportunity to create an original mobile app.

Digital Media Productions

Prerequisites: Technology Foundations Course

Spring Semester

Credits: ½

This semester-long course gives students a foundation of skills in digital media design, production, and application. Students will be introduced to the techniques of image, sound, animation, and video production and manipulation and will understand how each media type is integrated into the ever changing 21st century media landscape. Challenging hands-on projects in each digital media field will culminate in a video production project that integrates the skills acquired during the semester. Adobe Photoshop, Adobe Premier, Adobe Flash, Audacity and MoviePlus software tools are used extensively in this course.

AP Computer Science

Prerequisites: Honors level Chemistry or Honors level PreCalculus

Full year

Credits: 1

The AP Computer Science course emphasizes object-oriented programming methodology using the JAVA programming language with a concentration on problem solving and algorithm development. The AP Computer Science course is meant to be the equivalent of a first-semester college-level course. It also includes the study of data structures, design, and abstraction. Students work with the Juno Eclipse integrated development environment to design, generate, run and manipulate code to solve problems which emulate real world applications such as calculators, translators and bank statements. The AP course also requires mastery of the Grid World Case Study and other newly available labs. Case Studies are used in the course to describe a programming problem, the process used by an expert to solve the problem, and one or more solutions to the problem. Case studies emphasize the decisions encountered by the programmer and the criteria used to choose among alternatives. In particular, the Grid World case study is great way to master writing classes and to understand the concept of inheritance in classes.

EDUCATIONAL SUPPORT SERVICES

Reading and Writing across the Disciplines Full Year Prerequisites: Departmental approval

Credits: 1

This course addresses the skills necessary to be strong readers and writers in an academic setting. Designed to improve reading comprehension, vocabulary development, and written expression in the disciplines of English, history, and argumentation/reasoning, coursework focuses on specific skills and strategies for active learning in these areas. While reading nonfiction and fiction selections and writing both personal and expository essay, students will focus on active reading skills and the writing process.

Text/Materials/Resources: Reader's Handbook: A Student Guide for Reading and Writing (Great SourceEducation Group), Deadline (Harper)

ENGLISH

The Boys' Latin English department fosters literacy in its fullest sense. Students develop reading, writing, speaking, listening, and critical thinking skills resulting in a confident command of college level competencies. This literature-based curriculum addresses the developmental growth of students' analytic, synthetic, and aesthetic powers, producing life-long learners. Intellectual self-reliance and curiosity make Boys' Latin graduates positive contributors to the greater community. Honors Placements in English classes are subject to departmental approval and are based on writing proficiency, discussion contributions, and a willingness to read challenging texts critically. For Advanced Placement courses, students must schedule conferences with the A.P. teacher upon receiving the initial placement recommendation and may be required to submit writing samples.

English 9 Full Year Prerequisites: English 8 Credits: 1

English 9 is a full-spectrum language arts course with special emphasis on reading comprehension and writing skills. Students develop competence in reading, writing, speaking, thinking, and study skills through the study of significant literary texts from all genres of literature. Emphasis will be placed on the development of the critical skills needed to evaluate, analyze, classify, compare, support, document, and appreciate the literary texts. Students will also study one work by William Shakespeare.

Texts/Materials/Resources: *Vocabulary Workshop Level D* (Sadlier Oxford), *Of Mice and Men*, *To Kill a Mockingbird*, *A Lesson Before Dying*, *Sound and Sense* (Harcourt Brace), *Dr. Jekyll and Mr. Hyde*, *The Book Thief*, short stories and poetry

English 9 (Honors) Full Year Prerequisites: English 8 and departmental approval Credits: 1

Honors English 9 pursues the goal of the regular English 9 amid a broader range of literary experiences. Students will be presented with many opportunities to make written and verbal critiques on these literary texts. Students will also study one work by William Shakespeare. Honors students are on track to take the Advanced Placement exam in English Literature and Composition as seniors or take a variety of rich English electives. Consequently, 9H stresses practice in close reading, textual analysis, and writing on literary subjects—skills necessary for success in college and beyond.

Texts/Materials/Resources: As above, along with *The Odyssey*, translated by Fitzgerald

English 10 Full Year Prerequisites: English 9 or 9H Credits: 1

English 10 is a full-spectrum language arts course with special emphasis on composition skills. Students develop competence in reading, writing, speaking, listening, research, and thinking. Composition emphasis is on thesis-and-support writing, and students will receive extensive feedback. Skill development is concurrent with the study of significant literary texts from British and American literature. Tragedy, comedy, melodrama, narrative and lyric poetry, fiction and nonfiction—all will be studied with reference to historical setting and literary pleasure. There will be attention to PSAT test preparation and vocabulary development.

Texts/Materials/Resources from among: *1984* (George Orwell), *Sound and Sense* (Harcourt Brace), *Macbeth* (William Shakespeare), *The War of the Worlds* (H.G. Wells), *Elements of Literature - The Sixth Course: Literature of Britain* (Holt, Rinehart, Winston), *Vocabulary Workshop Level E* (Sadlier Oxford), *An Introduction to Fiction* (Ed. X.J. Kennedy), short stories and poetry

English 10 (Honors) Full Year Prerequisites: English 9 or 9H and departmental approval Credits: 1

The purpose of English 10 Honors is the development of communication skills: writing, speaking, reading, thinking, and listening. The assignments in English 10 Honors will involve grammar study, essay writing, vocabulary study, speeches, and readings from British and American literature. The students will study major texts from British literature and also read a variety of American short stories. Special emphasis will be placed on writing successfully and analyzing a variety of genres. Honors students will read extensively during the summer and on school vacations.

Texts/Materials/Resources from among: *1984* (George Orwell), *Sound and Sense* (Harcourt Brace), *Beowulf*, *Macbeth* and *Twelfth Night* (William Shakespeare), *The Canterbury Tales* (Geoffrey Chaucer), *The War of the Worlds* (H.G. Wells), *"Master Harold"... and the Boys* (Athol Fugard), *The Catcher in the Rye* (J.D. Salinger), *Elements of Literature - The Sixth Course: Literature of Britain* (Holt, Rinehart, Winston), *Vocabulary Workshop Level E* (Sadlier Oxford), *An Introduction to Fiction* (Ed. X.J. Kennedy), short stories and poetry

JUNIOR AND SENIOR ENGLISH ELECTIVES

The Writing Process (Honors or Regular) Fall Semester

Grades 11 and 12; Prerequisites: Departmental approval for honors Credits: ½

In this course, students work on improving their writing skills and better understanding themselves and their world by writing about personal experiences and observations. Essays are taken through the entire writing process, including prewriting, outlining drafts, editing, and revising, in order to teach students to be better critics of their own and others' writing. Class is run in seminar style with plenty of small group work and individual conferences. Ideally, students will

write essays suitable for college applications. In addition, the culminating project “the reporter at large” entails an off campus visit and a final profile.

Texts/Materials/Resources: *The St. Martin's Guide to Writing* (Axelrod and Cooper), *A Pocket Style Manual* (Hacker)

Genre Studies Spring Semester

Grades 11 and 12; Prerequisites: None Credits: ½

Genre Studies examines a variety of literary works including the short story, the essay, the novel, and the play. As a class, students will concentrate on literary works and how they relate to film as an art form, as an industry, and as a system of representation and communication. We will gain a working knowledge of American film history as we develop a deeper understanding of the role of genre in American film history where we will explore structure, themes, and common stylistic approaches. Students will explore the selected literary works as they simultaneously view Hollywood films on a technical, artistic, and cultural level. After weekly readings, writings assignments, film viewings, and daily discussions, students will actively view the film's adaptation studying both the literary work and the filmmaker's style and techniques. Students are required to write, produce, direct, and edit a five-minute, original short on a pre-approved theme and genre as their final exam project.

Texts/Materials/Resources: *A Short Guide To Writing About Film* (Corrigan:), *American Cinema: One Hundred Years of Filmmaking* (Basinger), *American Cinema/American Culture* (Belton) *Films For The Humanities & Sciences: Cinema History Series, The Annenberg/CPB Collection: American Cinema Series*

Modern American Theater Fall Semester

Grades 11th and 12th; prerequisites: None Credit: ½

Modern American Theater is a course that teaches and motivates students on how to read, analyze, and enjoy the play format as a literary device. Students will explore all aspects of the dramatic form by reading, writing, discussing, viewing live staged scenes (acted and directed by fellow classmates), and viewing the play in a film adaptation. In addition, students will gain a working knowledge of the history of the American theater, of each American playwright, and of the social/economic times each play was written. Many open discussions and viewings will occur in our Sheridan Studio about a selected play, scene, and/or playwright, which will eventually lead each student in becoming an original director, actor, or playwright himself. Each student is to write an original one act as his final exam project to produce for school production. Professional guest speakers, guest instructors, and field trips are included in this course.

Texts/Materials/Resources: *History of the Theatre (4th Edition, Berry)*, *Text In Action (Hull)* *Strasberg's Method, Films For The Humanities & Sciences: A Search for an American Voice in Theater Series, Long Day's Journey Into Night (O'Neill)*, *You Can't Take It With You (Kauffman)*, *Death of a Salesman (Miller)*, *A Streetcar Named Desire (Williams)*, *Who's Afraid of Virginia Wolf (Albee)*, *A Raisin in the Sun (Hansberry)*, *Play It Again Sam (Allen)*, *Lost In Yonkers (Simon)*, *Amadeus (Simon)*, *A Few Good Men (Sorkin)*

Creative Writing(Honors or Regular) Fall Semester

Grades 11 and 12; Prerequisites: Departmental approval for honors Credits: ½

This is a course for students who want to learn how to write fiction or to improve their skills in fiction writing. Students will read fine examples of fiction of all kinds, and write, write, write. Students will learn how to use voice, point of view, character and location and the importance of strong narrative. There will be the opportunity to write in different genres, to follow passions and to take part in the National Novel Writing Month in November. Assessment will include a portfolio of the students' strongest writing pieces.

Texts/Materials/Resources: *What if?* (Ann Bernays)

American Literature 11/12 Regular and Honors Fall/Spring Semester Credit: 1/2

This course is a survey of American literature with focus on its properties and influences on 20th century fiction and a comprehensive appreciation of American literary history. In addition to the readings, students will be asked to demonstrate mastery of the following modes of composition: personal, persuasive, expository, analytical, and creative.

Short Story Spring Semester

Grades 11 and 12; Prerequisites: None Credits: 1/2

This class will read a variety of short stories from different eras and authors. We will examine the genre itself, and the class will be conducted in a workshop format. Students will be expected to lead discussion, write critical reviews and analysis, and present creative projects to the class. The class will also explore series which collect the best stories from 2013. The class will culminate in the process of writing an original short story and submitting it for publication.

War Words

Spring Semester

Grades 11 and 12; Prerequisites: None

Credits: 1/2

This elective will examine novels dealing with war primarily from the Vietnam era to the present. The focus will be on the effects of war on a person (s), place, society, and culture. The course will be discussion based, however written response and essays will be a major requirement. The final project will be an outside reading and a paper/presentation comparing it with the works covered in the class in terms of literary elements and themes explored.

Texts/Materials/Resources: The Things They Carried by Tim O'Brien, *A Prayer for Owen Meany* by John Irving, *The Yellow Birds* by Kevin Powers

African American Literature(Honors or Regular) Fall Semester

Grades 11 and 12; Prerequisites: None Credits: ½

African American Literature further develops analytical and evaluative reading and writing skills through an exploration of the views and changing “voices” of African American authors. It is a comprehensive course examining literature that addresses slavery, the Civil War and Reconstruction, the northern migration, the Harlem Renaissance, the Civil Rights movement and its aftermath, and the present. Through the varied texts and genres, not only will students become more aware and appreciative of the artistry of literature, but also will form a deeper respect and understanding of the experiences that inform our society today. Assessments include daily quizzes on readings, various essays, Power Points, poetry readings and tests.

Texts/Materials/Resources: The Narrative of Frederick Douglass, The Souls of Black Folks (W.E. DuBois), *Incidents in the Life of a Slave Girl* (Harriet Jacobs), *Incognegro* (Mat Johnson and Warren Pleece), *Up from Slavery* (Booker T. Washington), *The Piano Lesson* (August Wilson), *The Autobiography of Malcolm X*, folk tales, spirituals, music including Harlem Renaissance, works by authors including Langston Hughes and James Baldwin

Poetry Spring Semester

Grades 11 and 12; Prerequisites: None Credits: ½

This course will explore the evolution of form, function, style, and elements of poetry from ancient times to the present. This course is designed as a “hands on” study and students will be required to compose a number of original poems based on poetry studied. Students will also analyze, both orally and in essay form, poems studied, and, for a final project, develop an original portfolio modeled after a favorite poet, construction, style, or theme. *Texts/Materials/Resources: Perrine’s Sound and Sense: An Introduction to Poetry*, and poems from various anthologies

Contemporary Literature (Honors)

Spring Semester Credits: 1/2

Grades 11 and 12; Prerequisites: Departmental approval for honors

Students will read from a broad range of post-modern fiction, and will also explore a variety of genres including poetry, novels, plays and short stories. Through an intensive study of literature and film, students will seek to reach an understanding of Postmodernism. In addition students will write critical essays as well as creative responses. Daily discussion will be a vital component of this class, and students will be expected to read nightly.

Texts/Materials/Resources: *A Hope in the Unseen*(Ron Suskind), *The Perks of Being a Wallflower* (Stephen Chbosky), *Thumbsucker: A Novel*(Walter Kim), *The Art of Fielding*(Chad Harbach)

Contemporary Non-Fiction: Grade 11/12 (Inkwell) Fall/Spring Semester

Prerequisites: English 10 Credit: 1/2

Students will read a variety of contemporary journalistic works and will be required to read supplemental journalistic works pertaining to news print, at the discretion of the instructor. Each student will need a marbled composition book, pocket folder, and writing utensils. All major categories of newspaper writing will be explored including news, features, sports, and editorials. Students will produce at least 8 major pieces of writing, each requiring multiple drafts. Reading quizzes will be given daily. The course grade is comprised mainly of writing achievement and reading comprehension with additional scoring for class participation, organization, and self-assessment, being able to successfully revise and rewrite one's work. Written work will be showcased in the school newspaper, the Inkwell.

Journalism - Yearbook Full Year Prerequisites: None Credits: 1

Note: This course does not satisfy English graduation requirements.

Students will be responsible for creating a K-12 yearbook, which will be printed and distributed in September. Working with five major publisher's deadlines the staff will develop a theme and complete a style sheet for a book that recalls the flavor of the current year and is an accurate record of events, names, and faces. Students will write features, factual articles, and captions, and learn layout design, editing, proofreading, photo cropping, and copy-fitting using the *Adobe Pagemaker* program. Emphasis will be placed on proper use of journalistic terms and procedures, and students will work within a budget, which involves the sale of advertisements. Grades are assigned based on content, form, tests, and the ability to meet deadlines successfully. Juniors may re-apply for an editorial position in their senior year.

AP English Literature and Composition Full Year Prerequisites: English 11 H, Credits: 1

Departmental approval and completion of the AP summer reading requirement

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

Texts/Materials/Resources: *What Is the What*, *Memoirs of a Geisha*, *Oedipus Rex*, *Oedipus at Colonus*, *Antigone*, Aristotle's *Poetics*, *The Bacchantes*, Shakespeare's sonnets, *Hamlet*, *The Tempest*, Camus' *The Plague*, *Wuthering Heights*, *Billy Budd*, *The Unbearable Lightness of Being*, *Dubliners*, and selected poetry

AP English Language and Composition Full Year Prerequisites: English 11 H, Credits: 1

Departmental approval and completion of the AP summer reading requirement

This is a critical reading and composition course. Students will learn to read a wide variety of written and visual non-fiction texts for meaning, and to write effectively in a number of genres. The writing/reading/thinking load will be heavy, and students will be expected to be self-motivated. In addition to essay writing the students will engage in regular informal writing and discussion of writing. All students will be prepared for and are required to take the AP English Language and Composition Test in May.

Texts/Materials/Resources: *The St. Martin's Guide to Writing*; *The Bedford Handbook*; *Thorton Sampler*; *One Hundred Great Essays*; *Picturing Texts*; *Models for Writers*

FINE AND PERFORMING ARTS

The Fine and Performing Arts department provides students with a diverse range of experiences in art, music and theater. Students display their progress through performance opportunities, exhibitions and shows, and community-outreach experiences. Students receive individualized instruction and participate in hands-on activities to find their own talents in making art and developing artistic skills. Whether a student is painting, acting, manipulating clay, singing or playing an instrument, he is guided in developing the essential skills necessary to produce high quality work for an audience of his peers, family, and the larger community.

UPPER SCHOOL

Studio Art I Fall & Spring Prerequisites: None Credits: ½

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

Studio Art II Fall & Spring Prerequisites: Studio Art I Credits: ½

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

Ceramics Fall & Spring Prerequisites: none Credits: ½

The studio ceramics course is a foundation course with a key emphasis on skills in hand building, wheel throwing, and the application of ceramic glazes. Students will learn kiln-firing procedures to produce finished ceramic ware and sculptures. An appreciation of the ceramics of the past and present will also be included. Students will use a template for hand-building pots and will make one large-scale coil pot. Students will also be asked to keep a running journal to assist them in the design process and reference for each element of their given project. Any thematic work or functional work will be completed in a series; cups with pulled handles, plates with low *bas-relief*, vases to contain or store liquid, and figurines or referential objects. The wheel will only be one component of this course but will inform many of the projects. We will become familiar with the development of ceramics from an art historical component. This writing will allow students to investigate, write and document applicable research to formalize a full understanding of the media. The course will include a paper discussing the history and ongoing trends facing ceramic artists.

Texts/Materials/Resources: *Ceramics, A Potter's Handbook* (6th edition, Glenn C. Nelson)

Conceptual Art and Design Fall & Spring Prerequisites: None Credits: ½

Conceptual art places more emphasis on the ideas and concepts behind the art rather than the aesthetic or beauty of the finished product. In this way, beauty becomes secondary to concept. In Conceptual design, we will explore common issues in contemporary art and design such as the themes of Time, Identity, Nature and Language to create multimedia and multi-sensory art that inspires, provokes, subverts or challenges previous thought. In this class we will discuss conceptual artists as it relates to a particular theme by watching videos or performance art as well as discussing traditional conceptual studio works as a springboard for students to develop their own art.

Art History and Application Fall & Spring Prerequisites: None Credits: ½

This art class touches on several period styles within art history to discuss the cultural, social and political events of the time and how those moments influenced and shaped art. In order to gain a deeper understanding of the particular style or technique, students will view selected artworks in slide format, contribute to class discussions, and write essays based upon the material learned in class as well as learning to develop their own observations. Additionally, we will discuss the techniques and mediums employed by the artists of each Period Style in order for students to create their own works in the same manner. Students will have the chance to appreciate the laborious processes artists employed first hand. For example, if we are discussing the Italian Renaissance, students are expected to create their own Renaissance painting with egg tempera and pigment.

Painting Full Year Prerequisites: Studio Art 1 and 2 Credits:1

Painting provides students with an insight into the new and old forms of painting styles and processes. Students are exposed to a variety of traditional painters and contemporary painters throughout art history. Emphasis is placed on students developing and refining a personal style and painterly expression. Students apply color theory and specific painting techniques to their work in order to communicate an idea, meaning, and/ or mood. Students are able to develop paintings influenced by qualities founded by old master artists', along with developing work that is personal and specific to their interests. Students are required to maintain a sketchbook and a portfolio.

Portfolio Development Full Year Prerequisites: Studio Art 1 and 2 Credits: 1

Portfolio Development offers highly motivated students an advanced placement experience on developing a body of work that reflects quality, breadth, and concentration on a particular visual problem and/ or interest. This course's emphasis is placed on preparing students with skills to further the development of their personal artistic style and interests. Students are expected to analyze, evaluate, and develop themes and skills for development of personal portfolios, written artist statements, and sketchbook entries. Students are encouraged and challenged to explore new ideas through research, experiment with a variety of media, and creatively solve problems. Students will maintain a sketchbook and a portfolio.

Chorus Full Year Prerequisites: None Credits: ½

The goals of this course are to enable students to develop their abilities to sing, perform with others, read music, and appreciate a variety of musical styles. Students will rehearse and perform music from the Renaissance to rock and pop songs. This is a pass/fail course, but students must perform in the winter and spring concerts in order to receive a passing grade. Attendance at all rehearsals, attentiveness during rehearsals, and the willingness to constantly seek to improve are the main assessment criteria: singers of all abilities are encouraged to join!

Advanced Handchimes Fall & Spring Grades 9-12 Credit: ½

In this practical and compositional course, students will perform music on the handchimes and develop their abilities to read and compose music. Students will be responsible for 2 diatonic notes and all chromatics in practice and performance. Students will perform up to and including, Level 3 repertoire in accordance with the guidelines set up by the Handbell Musicians of America. Performance in the Holiday/Spring concert is a requirement. Compositional techniques will include the Roman numeral series, the eight major key signatures, passing tones, leading tones and syncopation. Students will be guided through such simple composition forms, twelve-bar blues, handchime accompaniment with soloist and a simple ragtime.

Applied Music Theory I Fall Semester Prerequisites: None 1/2 Credit

In this practical and theoretical course, students will develop the ability to play the piano, sing from musical notation, and analyze music aurally. Assignments will include performing progressively more difficult pieces on the piano, singing from sight, composing elementary pieces, as well as quizzes and tests on aspects of music theory. The theoretical content of the course will include the notation of pitch and rhythm, major and minor scales, intervals, chords and basic musical forms. Students will be assessed on their ability to perform, compose, sing, and complete theory exercises through practical and written assignments.

Texts/Materials/Resources: *Music: In Theory and Practice* (8th Edition, Volume 1), *Alfred's Basic Adult Piano Course* (Alfred Music Publishing), *Scale Speller, Note Speller and Chord Speller* (Willis Publishing), *Finale 2009*

Applied Music Theory II Spring Semester Prerequisites: Applied Music Theory I Credit: ½

In this course, students will receive instruction in music theory focusing on the Baroque, Classical, and Romantic periods, as well other styles of music including jazz, rock, and pop. The course will review the basic elements of music theory (standard pitch, rhythmic notation, scales, key signatures, etc.), then progress to studying more advanced music theory including orchestration, chord functions, chord progression, score analysis, form, counterpoint, and two to four voice part writing. Theoretical studies will be applied to piano and percussion, as well as application on the students' primary instruments. Notational software and aural skills training will help enhance the understanding and theoretical abilities of all students taking this course including orchestration, chord functions, chord progressions, score analysis, form, counterpoint, and four-part chorale writing.

Texts/Materials/Resources: *Music: In Theory and Practice* (8th Edition, Volume 1), *Finale 2009*

Jazz Workshop Full Year

Grades 9-11; Prerequisites: Audition and departmental approval. Credit: ½

In this course, students will receive instruction in music performance by playing a variety of easy to medium repertoire from the jazz genre. The main focus will be on reading music, expression, creativity, scale studies, improvisation, and accurately playing together as an ensemble. Over the course of the year, students are required to play in two school concerts, along with any other performance venues that occur, at the teacher's discretion. Every week the students will be assessed on their playing by submitting recordings of their outside practice sessions. Students are expected to attend all ensemble rehearsals and scheduled sectional rehearsals, unless they are excused by a school event or by parent permission. Students will have to bring their own instrument to every rehearsal and all participants will be encouraged to take private lessons on their applied instrument.

Jazz Ensemble Full Year

Grades 10-12; Prerequisites: Jazz Workshop, Audition and departmental approval. Credit: ½

This is an advanced study course where students will receive instruction in music performance by playing a variety of medium to advanced repertoire from the jazz genre. The main focus will be on reading music, expression, creativity, scale studies, improvisation, and accurately playing together as an ensemble. Over the course of the year, students are required to play in two school concerts, along with any other performance venues that occur, at the teacher's discretion. Every week the students will be assessed on their playing by submitting recordings of practice sessions. Students are expected to attend all ensemble rehearsals and scheduled sectional rehearsals, unless they are excused by a school event or by parent permission. Students will have to bring their own instrument to every rehearsal and all participants will be encouraged to take private lessons on their applied instrument.

Modern American Theatre

Fall Semester

Credit 1/2

Modern American Theatre is a course that teaches and motivates students on how to read, analyze, and enjoy the play format as a literary device. Students will explore all aspects of the dramatic form by reading, writing, discussing, viewing live staged scenes (acted and directed by fellow classmates), and viewing the play in a film adaptation. In addition, students will gain a working knowledge of the history of the American theatre, of each American playwright, and of the social/economical times each play was written. Many open discussions and viewings will occur in our Sheridan Studio about a selected play, scene, and/or playwright, which will eventually lead each student in becoming an original director, actor, or playwright himself!

Each student is to write an original one act as his final exam project to produce for school production. Professional guest speakers, guest instructors, and field trips are included in this course.

Acting I

Fall and Spring Semesters

9th Grade

½ Credit

Introduction to Acting provides fundamental acting training to students, which establishes an appreciation and awareness for the Theatre Arts. Each student will experience, learn, and develop a functional acting technique through acting exercises, which includes: physical and vocal training, sensory recall, effective memory technique, improvisation, prop management, character development, and self & group evaluations. Professional, guest speakers, guest instructors, and field trips to *Center Stage* are included in this fun, exciting class. Students are expected to attend the Boys' Latin Theatre Art productions.

Acting II
9th – 12th Grades

Spring Semester
½ Credits

Acting I allows students to continue with their theatre training. Students develop the craft of acting in order to understand and construct dramatic monologues, scenes, and plays. The student will engage in a variety of improvisational, rehearsal, and scene exercises to develop their ability to convey action, character, setting, and tension. Students are assessed through group discussions, written/oral reports, journal writing, and the demonstration of performance techniques in a scene showcase and a one-act play. Students are required to attend a professional production and the Boys' Latin school production. Field trips to Center stage, guest artist, and guest instructors are included in the engaging, fun class.

WORLD LANGUAGES

Foreign and classical languages both stress the culture and civilization of their respective linguistic areas, past and present, at all levels. Awareness and appreciation of literary and contemporary aspects of the Roman, French, and Hispanic worlds are fostered. World language study aims to provide the student with a high degree of linguistic proficiency. Written self-expression is valued, while oral/aural skills are developed more in modern languages. Boys' Latin students are expected to complete three* consecutive years of world language study while in the upper school.

French I Full Year Prerequisites: Grade 8 and above Credits: 1

French I is an elementary course in which the communicative skills of listening, speaking, reading, and writing are introduced. Students learn to express (both verbally and in writing) fundamental vocabulary and structures in the target language. The scope and sequence of this course includes greetings, the calendar, colors, numbers, adjectives, the family, clothing, the present indicative of regular verbs, and the future proche (near future tense). Geographical and cultural components include the French provinces, education in France, and shopping and dining in France. Student progress is assessed through tests, quizzes, homework, class work, and daily participation.

•Texts/Materials/Resources: *Allez, viens!* (Holt, Rhinehart, Winston), *Allez, viens!* Student Activity Book, Supplementary materials provided by instructor.

French II Full Year Prerequisites: French I Credits: 1

The scope and sequence of French II builds upon the foundation established in the first year of French. Communicative skills are enhanced as the linguistic focus expands to relate to and describe events in various tenses. Vocabulary and structure units in this course include phone calling in France, health and emergency care, personal pronoun usage, irregular verbs in the present and past tenses, idiomatic expressions, the indefinite past tense, the imperfect tense, and the future indicative. As cultural exposure remains an integral part of the curriculum, students will learn about le Maghreb (North Africa), Martinique and Guadeloupe, and other francophone territories. Student progress is assessed through tests, quizzes, homework and class work, and daily participation.

•Texts/Materials/Resources: *Allez, viens! Level 2* (Holt, Rhinehart, Winston), *Allez, viens! Level 2* Student Activity Book, Supplementary materials provided by instructor.

French III / French III Honors Full Year Prerequisites: French II (B and above in French II for III H) and departmental approval Credits: 1

French III is an intermediate course in which the communicative skills from the previous years are fine tuned. Students begin to engage in extended oral and written discourse. Various forms of self-expression include discussing, debating, and composition writing in the target language.

Intermediate structure includes *depuis* and the present tense, idiomatic expressions, the study of possessive and demonstrative pronouns, geographical expressions, the present conditional tense, conditional sentences, an introduction to the pluperfect and other compound tenses, and the definite past tense. Literary units include works by Jacques Prevert, Jean de la Fontaine, and Victor Hugo. Assessments will include tests, quizzes, compositions, projects, homework and class work, and daily participation.

•Texts/Materials/Resources: *French Three Years* (AMSCO)

French IV Honors Full Year Prerequisites: French III / III H and departmental approval
Credits: 1

French IV is an honors course which highlights chiefly advanced grammar and composition. The scope and sequence of this course includes an intense review of previously learned vocabulary and structure, idiomatic expressions, additional compound tenses, the subjunctive, the fine arts, skit/ play writing, contemporary France; and literary works by Francophone authors. Tests, quizzes, essays/ compositions, projects, homework and class work, and daily participation are the principle means of assessment. As French IV is an elective only, students who have distinguished themselves throughout previous years of study as serious, capable, self-motivated, and well-disciplined students of French will be recommended for this course.

- Texts/Materials/Resources: Reprise - Workbook for Grammar, Communication, and Culture (National Textbook Company), Connaissances (Prentice Hall), Al'HeureActuelle (MEP Inc. School Division)

French V Honors Full Year Prerequisites: French IV Honors and departmental approval
Credits: 1

This advanced level of French aims to enhance fluency in both the spoken and written language. Students who wish to be recommended for French V must demonstrate proficiency in the following skills: comprehension of the spoken language, usage of grammatical structures and verb tenses, conversation on a variety of topics, reading/interpretation of unabridged French literature, and the thorough completion of extended written assignments and creative projects. The course content incorporates an intense review of previously learned vocabulary and structures, idiomatic usage, passive voice, relative pronouns, special verb constructions, reading comprehension texts/passages, student-created projects, and literary works by Francophone authors. Tests, quizzes, projects, compositions, homework, class work, and daily participation are the principle means of assessment. As French V is an elective; only students who have distinguished themselves throughout previous years of study as serious, capable, self-motivated, and well-disciplined students of French will be recommended for this course.

- Texts/Materials/Resources: Reprise - Workbook for Grammar, Communication, and Culture (National Textbook Company), La France au Quotidien (MEP Inc. School Division)

Latin I Full Year: Grades 8-12 Prerequisites: None Credits: 1

In this course, students learn the fundamentals of the Latin language. Our primary goal is to develop a linguistic reflex to the basic structures of Latin grammar and a foundation in Latin that will prepare students to pursue further study at a college prep pace. Along the way, students will also investigate important aspects of Roman history, geography, and culture, and practice English word derivation.

Following the reading-based approach, students move through the first two units of the series.

Upon completion of this course, students will know three noun declensions, regular and irregular verbs in all indicative tenses, and a significant amount of vocabulary.

- Texts/Materials/Resources: Cambridge Latin Series: Units 1-2 (Cambridge University Press)

Latin II / Latin II Honors Full Year Prerequisites: Cambridge Units 1-2 and departmental approval Credits: 1

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

Honors sections will work more quickly through the textbook and will read more supplemental works in the original Latin.

- Texts/Materials/Resources: Cambridge Latin Series: Unit 2-3 (Cambridge University Press)

Latin III / Latin III Honors Full Year Prerequisites: Latin II / II H and departmental approval
Credits: 1

This course exposes students to an intensive review of Latin grammar and vocabulary and continues the instruction of Latin grammar. After working through the fourth unit in the Cambridge series, students read selections from Roman mythology, history, and oratory, with a particular emphasis on Julius Caesar's *Bellum Gallicum*. Students explore contemporary social and political issues through readings and audio-visual presentations. This course will include translation, a research project, vocabulary study, and readings.

Honors sections will work more quickly through the Cambridge book and should expect to read more works in the original Latin.

•Texts/Materials/Resources: Cambridge Latin Series Unit 4; College Caesar (Steadman)

Latin IV Honors Full Year Prerequisites: Latin III / III H and departmental approval Credits: 1

This course exposes the student to intensive readings of Latin poetry, with a focus on Vergil's *Aeneid*. The course begins with a review of grammar and vocabulary and proceeds to the study of Vergil's poem. Students will translate large sections of the poem and learn the fundamentals of Latin meter and literary devices. Students will examine the social, political, and literary background of the poem through readings, research projects, and audio-visual presentations. The course will include translation, vocabulary study, readings, and a short research project.

• Texts/Materials/Resources: Vergil's *Aeneid* (Pharr), Students Catullus (Garrison)

Latin V Honors Full Year Prerequisites: Latin IV Honors and departmental approval Credits: 1

In this course, students continue their study of Latin while also exploring larger issues in Greco-Roman antiquity. Students translate a range of Latin, including large portions of Cicero's orations against Catiline, and review grammar extensively throughout. They simultaneously examine some of the most important texts from Greek antiquity such as the works of Homer and Sophocles. Students will pursue these goals through the study of Latin vocabulary and grammar, translation, readings in translation, and independent research projects.

Spanish I Full Year Prerequisites: Grade 8 and above Credits: 1

The Spanish I course introduces students to listening, speaking, writing, and reading Spanish using the Standards for Foreign Language Learning. The course approaches language through organized topics and situations, allowing students to use Spanish that is relevant to their lives. Students will engage in communicative tasks with readings, presentations, skits, video programs, art, and Internet links to experience the Spanish-speaking world. Vocabulary includes greetings and introductions, leave-takings, numbers, body parts, classroom items and furniture, time, date, weather and seasons, activities, prepositions of location, foods, adverbs of frequency, adjectives, places in the community, and family. Grammar includes definite and indefinite articles, word order, adjective agreement, the near future and present tense verbs, and the verbs *gustar* and *encantar*. Geographical and cultural components highlighting Spain and Latin American countries are integrated throughout the curriculum. Students are assessed on their listening, reading, and writing skills through quizzes, tests, written compositions and their verbal communication skills through oral presentations. The teacher will utilize spoken Spanish as much as possible in regular instruction and class management.

•Texts/Materials/Resources: *Realidades 1* (Pearson/Prentice Hall), and supplementary resources provided by the instructor.

Spanish II / Spanish II Honors Full Year Prerequisites: Spanish I (B and above and teacher recommendation from level I required for II H) and departmental approval Credits: 1

Spanish II builds upon the foundation established in the first year course. Students will enhance their communication skills with further vocabulary and work with regular and irregular verbs in the present, present progressive, and preterit tenses. Students will also learn about the cultures of a variety of Spanish-speaking countries through ongoing project work. Other assessments include class participation, quizzes, tests, presentations and compositions. As the year progresses, the teacher will increasingly utilize more spoken Spanish in the administration of the class. Spanish II Honors is an accelerated class for students who are comfortable with their aural and oral skills in the target language and who have earned a recommendation from their Spanish I teacher. This class will be conducted primarily in Spanish and students should be willing to engage in the target language. Students will further their skills with the target language and culture through readings and lengthy writing and presentation exercises.

•Texts/Materials/Resources: Realidades 1 (Spanish II)/ Realidades 2 (Spanish II Honors)(Pearson/Prentice Hall) and supplementary resources provided by the instructor.

Spanish III/ Spanish III Honors Full Year Prerequisites: Spanish II (B- and above and teacher recommendation from level II Honors required for III Honors) and departmental approval
Credits: 1

Spanish III is an intermediate course that ties together the vocabulary and grammar learned during the prior two years of language study. Students will become more conversant in the target language and will be expected to discuss general topics in Spanish. Students will also be expected to read increasingly longer passages in Spanish (a few paragraphs to several pages). To achieve these goals students will expand their vocabulary to include words for describing trips, adventures, art, music, and health. They will master the following: the present tense (with special attention to irregular yo forms and stem-changing verbs); regular and irregular verbs in the preterit tense; and certain regular and irregular verbs in the imperfect tense.

Spanish III Honors continues the curriculum covered in II Honors. This class, conducted almost entirely in Spanish, will focus on the differences between the preterit and imperfect as students learn how to narrate past events. In the spring, the subjunctive mood will be introduced. Finally, all students will learn about the cultures of a variety of Spanish-speaking countries through projects and discussions. Supplementary resources such as songs, stories, and videos will be used instructionally at the teacher's discretion. A wide variety of assessments will comprise the course grade, including class participation, homework, quizzes, tests, projects, presentations, and compositions.

•Texts/Materials/Resources: Realidades 2 and 3 (Pearson/Prentice Hall)

Spanish IV /Spanish IV Honors Full Year Prerequisites: Spanish III (B- and above and teacher recommendation from III Honors required for IV Honors) and departmental approval Credits: 1
Spanish IV mixes old and new grammar and vocabulary with outside resources including media and readings covering such topics as ecology, art, entertainment, and literature. Students are expected to be proficient in such areas as the present tense, the preterit tense, and the imperfect tense. Spanish IV will focus on the uses of the present, preterit, and imperfect tenses in conversation and will include the study of the present perfect, future, and subjunctive tenses as well. The class will be conducted primarily in Spanish, with English utilized as necessary at the teacher's discretion.

Spanish IV Honors, conducted exclusively in Spanish, will perfect the employment of these conjugations and will additionally cover perfect tenses in a course intensive in writing, reading, and speaking in Spanish. Students will be assessed through tests, quizzes, homework, class work, group discussions, presentations and writing assignments.

•Texts/Materials/Resources: Realidades 3 (Pearson/Prentice Hall)

Spanish V/Spanish V Honors Full Year Prerequisites: Spanish IV (B- and above and teacher recommendation from IV Honors required for V Honors) and departmental approval Credits: 1
Spanish V is intended to develop communication skills in a course tailored to the interests and needs of the students. Presentations, songs, online resources, readings and writing will be used to develop students' confidence and skills in the target language.

Spanish V Honors is a conversation and composition class conducted exclusively in Spanish. The goal of the class is to promote facility and accuracy in all facets of communicative proficiency. Students are expected to be conversant in the target language and be able to speak at length on general topics. Videos, readings and authentic materials in Spanish are used to supplement learning and invoke conversation. Students will learn about the cultures of Spanish-speaking countries primarily through Spanish and Latin American literature and song. Students will be expected to know upon arrival the imperfect and the preterit tenses as well as the present subjunctive tense and its uses. The imperfect subjunctive and its relationship to the two past indicative tenses will be a primary focus of study, as will the future and the conditional tenses. Students will be assessed with tests, quizzes, and class work. Proficiency in oral presentations and interviews and written compositions will be especially important for this course.

•Texts/Materials/Resources: Enfoques(Vista), EncuentrosMaravillosas(Prentice Hall)

Advanced Placement Spanish Full Year Prerequisites: B and above in Spanish IV Honors and/or departmental approval Credits: 1

Using the National Standards in Foreign Language, the AP Spanish Language course at Boys' Latin will help students develop and demonstrate their level of proficiency in communication through

reading, writing, listening, and speaking. This course will focus on active communication and will use authentic materials to help students integrate their language skills. Students will be exposed to native Spanish speakers in interpersonal and presentational contexts. Vocabulary will be developed in order to facilitate reading Spanish literature, newspaper and magazine articles, websites, and personal communications, such as emails and letters. Students will master self-expression by developing fluency in writing and speaking through description, narration, and inquiry. Students will be assessed through listening comprehension of native speakers, reading comprehension that includes summary writing and analytical or persuasive essay writing, weekly writing assignments, and oral presentations. This course is comparable to an advanced level college Spanish language course. Students are required to take the AP Spanish examination in May.

** After the second year of foreign language study in the upper school, a waiver from a third year of study may be granted for students who have proper psycho-educational testing results on file and who have gained approval of the Head of the Upper School and Academic Dean.*

The following is required in order to seek a waiver for the third year of foreign language:

- 1. A current psycho-educational report stating that the student should be considered for exemption of a foreign language and/or that a student's foreign language should be closely monitored must be on file with the Upper School Learning Specialist.*
- 2. The student's Level II foreign language instructor must note in writing that the student is struggling in his current language placement, bringing into question his ability to be successful in a third year.*
- 3. The parent(s) and student must consult with the Upper School Learning Specialist to discuss the impact of the student's learning disability on foreign language acquisition and with the College Counselor to discuss the impact of the exemption on the college application process.*
- 4. A written request for the waiver must be submitted by the parent(s) to the Head of the Upper School, who will then consult with the Academic Dean.*
- 5. Approval will be granted only if it is clearly demonstrated that it is in the student's best interest. The letter granting exemption will be placed in the student's permanent file.*

HISTORY

The study of humanity's global inter-relationship is examined on sociological, political, economic, historic, and geographic scales. It is the history department's belief that the study of the past will enable an understanding of society's present day challenges.

The curriculum of the department is founded upon the principle that a developing set of values, an understanding and appreciation for the past and a tolerance and acceptance for divergent ideals, beliefs, and opinions are essential for the formation of responsible, well-rounded citizens.

The history department encourages the use and development of communication skills in order to enhance the student's ability to comprehend humanity's development in and out of the classroom. Research, critical thinking, and creativity are deemed to be of equal importance. The organization and synthesis of information in both written and verbal forms is stressed.

The graduation requirements for the History department are the three core courses: World Cultures, European History, and U.S. History. While only three full credits are required, students are highly encouraged to broaden their understanding of the discipline through a variety of elective classes available in the Junior and Senior years.

World Cultures Full Year

Grade 9; Prerequisites: None Credits: 1

This is a course designed to immerse students in the complex structure of the Non-Western World through research, lecture, and technological exploration. Students will analyze African, Asian, Indian, and Middle Eastern cultures and societies as to their ancient origins, development of culture, and the rise of modern nation states. Additionally, students will analyze the effects of centuries of colonization and imperialism by the Western world, and how these events have shaped the modern world.

Instruction will include geography, historical analysis, cross-cultural comparisons, and current events. Research and writing elements will be vital to the growth of the student and will be assisted by a diverse use of technology. Students will author a research paper, and will be responsible for demonstrating use of a variety of different basic research databases and bibliographic citation methods. Students will also complete two major research projects, and will be assessed through tests, map exercises, semester exams and a variety of written, verbal, and electronic assignments.

Texts/Materials/Resources: *World Civilizations -5th Ed.* (Thompson Wadsworth), *Persepolis* (Satrapi, M)**World Cultures (Honors)** Full Year

Grade 9; Prerequisites: Departmental approval Credits: 1

This course is designed to immerse students in the complex structure of the Non-Western World through novels, research, lecture, class discussion, and technological exploration. Students will analyze African, Asian, Indian, and Middle Eastern cultures and societies as to their ancient origins, development of culture, and the rise of modern nation states. Additionally, students will analyze the effects of centuries of colonization and imperialism by the Western world, and how these events have shaped the modern world.

Student activities will include historical analysis, cross-cultural comparison/contrast, contemporary events and their historical roots, reading comprehension, student opinions and knowledge, debates, and lectures. Students will strengthen research and writing skills through research projects. In this process they will be asked to analyze primary documents such as letters, diaries, documentaries, and newspaper articles. Research and writing elements will be vital to the growth of the student within the academic spectrum. Students will author a research paper and will be responsible for demonstrating use of a variety of research techniques and bibliographic citation methods. The students will be assessed through tests, research projects, map exercises, semester exams, and a variety of written, verbal, and electronic assignments. The ability to move beyond the service of presented information and get into deeper meanings and connections is also essential in all work.

Texts/Materials/Resources: *World Civilizations - 5th Ed.* (Thompson Wadsworth), *Persepolis* (Satrapi, M), Web sites: BBC, newspapers from major non-western cities, and primary documents**European History** Full Year

Grade 10; Prerequisites: World Cultures Credits: 1

This required course surveys the development of Western Civilization from the fall of the Roman Empire to 1945. Students will investigate the political, social, religious, military, and economic developments in Europe beginning with the Middle Ages and continuing through the Renaissance, the Ages of Enlightenment and Discovery, the rise of nationalism, and the creation of the modern state. Students will study the concepts of growth and distribution of political power, the rise of constitutions, and republican governments, the evolution of law, economic practices, cultural changes in society, and the results of European interaction with the world. Skills taught and emphasized are writing, critical thinking, information management, note taking, and research. Students are evaluated through a variety of activities including quizzes, tests, map exercises, essays, and several research projects.

Texts/Materials/Resources: *History of the World* and workbook, assorted maps, handouts, videos

European History (Honors) Full Year

Grade 10; Prerequisites: World Cultures and departmental approval Credits: 1

This honors course examines in-depth the development of Western Civilization from the fall of Rome through the 21st century. The course covers the political, social, religious, military and economic developments in Europe beginning in the Early Middle Ages and the birth of Europe through Medieval society, the Renaissance, the Reformation, the Enlightenment, the French Revolution, industrialization, World War I, the creation of modern European states, World War II, and the emergence of a new Europe. The course's emphasis is on individual reading, writing and historical analysis. Students are expected to engage in a high level of independent thinking and research, argument construction and expression.

Texts/Materials/Resources: *The Western Heritage* (Prentice Hall)

AP European History Full Year

Grades 10-12; Prerequisites: World Cultures (Honors) and departmental approval Credits: 1

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

Texts/Materials/Resources: *The Western Heritage* (Prentice Hall)

U.S. History Full Year

Grade 11; Prerequisites: European History Credits: 1

This course will immerse the students in the evolution of American society and culture. From native pre-Columbian societies through contemporary times, the history of this nation is one of evolving socio-political thought tempered with conflict. Society, culture, economics, warfare, and political evolution will be areas of focus as students develop and utilize analytical rationale, critical thinking, and research skills. Emphasis will be placed on increasing the students' ability to write critically about American history and to deliver and justify those ideas through presentations that critically analyze and deconstruct American history with consideration given to race, ethnicity, gender, and socio-political philosophy. Readings will be drawn from a text, and areas of significance will be reinforced with primary readings on selected topics.

Students will reinforce their research techniques through traditional and electronic research projects. Assessments will be comprised of quizzes, tests, map exercises, short papers, computer assignments, and semester exams.

Texts/Materials/Resources: *Liberty, Equality, Power: History of the American People* (Thomson-Wadsworth).

U.S. History (Honors) Full Year

Grade 11; Prerequisites: European History and departmental approval Credits: 1

This course will immerse students in the evolution of American society and culture. From native pre-Columbian societies through contemporary times, the history of this nation is one of evolving socio-political thought, tempered with conflict. Emphasis is placed on the students' ability to articulate the source and nature of historical issues in both oral and compositional form. Students will learn to consider diverse and sometimes conflicting sources to learn to analyze and contextualize information in order to reach their own informed decisions about history. Race, gender, socio-economic, political, and cultural history will be presented and incorporated into the students' framework for understanding the forces that have shaped the nation. Students will learn to analyze primary and secondary sources for accuracy and content. Assessments will be through a major research paper, tests, quizzes, oral presentations, successful demonstration of use of advanced databases, ability to interpret historical sources including political cartoons, essays, map exercises and semester exams.

Texts/Materials/Resources: *Liberty, Equality, Power: History of the American People* (Thomson-Wadsworth), selections from *Speaking of America, Vol. I & II* (Thompson-Wadsworth)

AP U.S. History Full Year

Grades 11 and 12; Prerequisites: European History and Departmental approval Credits: 1

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

Texts/Materials/Resources: *Liberty, Equality, Power: History of the American People* (Thomson-Wadsworth); *Speaking of America, Vol. I & II* (Thompson-Wadsworth)

AP World History Full Year

Grade 12; Prerequisites: US History and Departmental approval Credits: 1

The purpose of the AP World History course, according to the College Board, "is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence." The purpose of this course is to help students develop the skills necessary to critically examine human societies of both the present and the past, as a whole and by their parts. By studying primary source documents along with the work of qualified and practiced historians, students will develop a fuller understanding of the world in which they live. All students in this course are required to take the AP World History examination in May.

World Religions I: Western Religions (Honors) Fall Semester

Grades 11 or 12; Prerequisites: Departmental approval Credits: ½

This class will focus on the western Abrahamic tradition, specifically the beliefs, history and practices of Judaism, Christianity and Islam. Using the academic orientation unique to the field of religious studies, students will explore the worldview of the believers of these historically and culturally significant faiths. Being an honors level course, significant written and verbal analysis will accompany hands on experiences as the class engages faith traditions directly with guest speakers, visits to local places of worship and primary source documents. This class will provide students with an excellent foundation for the study of religion at the college level. The class will also benefit anyone who wishes to pursue a degree in anthropology or philosophy or enter a field of study that requires cross-cultural knowledge.

Texts/Materials/Resources: *World Religions (5th Edition)* (Thomson/Wadsworth)**World Religions II, Religions of East and Central Asia (Honors)** Spring Semester Grades 11 or 12; Prerequisites: Departmental approval Credits: ½

This class will focus on Eastern spiritual traditions, specifically the beliefs, history and practices of Hinduism, Buddhism, Sikhism and Daoism. Using the academic orientation unique to the field of religious studies, students will explore the worldview of the believers of these historically and culturally significant faiths. Being an honors level course, significant written and verbal analysis will accompany hands on experiences as the class engages faith traditions directly with guest speakers, visits to local places of worship and primary source documents. This class will provide students with an excellent foundation for the study of religion at the college level. The class will also benefit anyone who wishes to pursue a degree in anthropology or philosophy or enter a field of study that requires cross-cultural knowledge.

Texts/Materials/Resources: *World Religions (5th Edition)* (Thomson/Wadsworth)**US History 1945 - Present (Honors)** Spring Semester

Grades 11 or 12; Prerequisites: None Credits: ½

This course will examine the history of modern American society and culture over the past sixty-five years and will explore the important foreign policy, domestic policy, and cultural developments in each decade. Starting off with the decision to use atomic bombs at the end of World War Two, up through the Korean War, the Cuban Missile Crisis, Vietnam, the fall of the Soviet Union and the War on Terror, students will gain a deep understanding of the major foreign policy events of the recent past. Domestically, the culture of the 1950's, the Civil Rights Movement, the counterculture, Watergate, and major economic shifts will be examined. Relating current events to the history of the last sixty-five years will be a focus, as will developing academic skills. Students will, in addition to other skills, read primary documents, listen to speeches, write analytical essays, complete research projects, and present orally in class. Nightly homework and participation in class are also major components of this course.

United States Military History Full Year

Grades 11 or 12; Prerequisites: None Credits: 1

This course covers the major events and personalities that have affected United States military history from 1607 to present. Emphasis is placed on the common soldier in each period. Students will learn the changes in uniforms, weapons, equipment, tactics, and living conditions. Information is presented through daily lectures. Students will also receive the benefits of a "hands on" approach by examining military artifacts from the instructor's extensive museum collection. Homework, quizzes, tests, four research projects, and a mid-term examination are used to evaluate student performances.

Texts/Materials/Resources: *America's Wars*, Alan Axlelrod, *Your Brother Will*, Jerry Harlowe, maps and assorted handouts for every chapter, videos and DVDs

Psychology Semester Long

Grades 11 or 12; Prerequisites: none Credits: 1

Note: This elective course does not satisfy history graduation requirements

This course provides an overview of the field of Psychology and beyond. Students will survey the field of Psychology, the scientific study of behavior and mental processes. Students will be introduced to Psychology through the many historical figures who laid the foundation of the theories and practices used today. Students will also look at various psychological practices and theories. This course will touch on a variety of paradigms in Psychology, in addition to discussing and exploring the student's personalities, the brain and neurological system, memory, mood disorders, psychopathology, and therapeutic approaches and models. In addition, students will learn how to use the DSM (The Diagnostic and Statistical Manual of Mental Disorders), and have an understanding of case conceptualization, diagnosing, and treatment planning as they will be given vignettes to come up with the appropriate diagnosis. Students will also study Psychology in films and be able to discuss and apply what they have learned in making connections from the film to real world.

The course grade is comprised of quizzes, projects, homework assignments based on article reviews, and reflection and application to things read and discussed. Participation in class discussion is a large part of this class. Students will learn from a variety of teaching modalities including, but not limited to: lecture, group work, presentations and speakers, application of theory to current events, character analysis in films and critical analysis of articles and designated book excerpts.

Economics Full Year

Grade 12; Prerequisites: U.S. History Credits: 1

This course surveys the development of modern economics through a myriad of viewpoints. Students will investigate the political, social, theoretical, and practical developments of the subject, commencing with economists and continuing through international dynamics. Major concepts addressed will include: the nation's debt, supply and demand, business organizations, competition and monopolies, financing and production, marketing, the American labor force, the Federal Reserve, our monetary system, and the economic growth of developing nations. A variety of assessment techniques will be used, including essays, semester exams, tests, and research assignments.

Texts/Materials/Resources: *Economics* (Houghton Mifflin), *Micro Economics: Study Guide* (Houghton Mifflin)

American Government (Honors) Full Year

Grades 11 or 12; Prerequisites: none Credits: 1

This course begins with a study of our political heritage focusing on the historical documents, beliefs, ideas, and attitudes that contributed to the formation of our Constitution and the Federal System. An in-depth study of the three branches of the federal government ensues. Beyond that, the students study and learn about the many agencies, functions, responsibilities, limitations, and restrictions of our federal government and of its relationship with the various state governments and with the people. Students will be assessed through tests, written work, quizzes, and semester exam.

Texts/Materials/Resources: *United State Government (Democracy in Action)* (Glencoe McGraw-Hill)

African-American History (Honors) Fall Semester

Grades 11 or 12; Prerequisites: none Credits: ½

This elective course is a Survey of African American History in the Twentieth Century. Students will begin with an analysis of the social, political, and economic motivations of the first Great Migration and the turn-of-the-century push from the Jim Crow South to the industrial North. We will examine early leaders in the struggle for equality such as Booker T. Washington and W.E.B. DuBois, as well as controversial figures like Marcus Garvey. Involvement in World War I will lead to the cultural explosion of the Harlem Renaissance. Our work will include study of political oppression such as the Scottsboro case, as well as violent suppression such as the lynching campaigns and the reemergence of the KKK. We will examine the struggles of the Civil Rights Movement, and the successes and failures of subsequent political and social movements of the late Twentieth Century. Evaluation criteria will involve a variety of written and verbal assignments, as well as a major research project at the end of the semester.

Texts/Materials/Resources: *From Slavery to Freedom* (McGraw-Hill)

LIBRARY

The Boys' Latin School libraries are designed to support the educational goals and mission of the school. The library department has three main goals in its mission statement: to provide a resource center for students to gain answers to their informational questions and develop their ability to analyze and evaluate information acquired through both print and digital sources; to instill in students the desire to become lifelong readers; and to create a diverse collection and program that promotes intellectual freedom for all students and staff.

MATHEMATICS

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

Algebra I Full Year

Grades 8 or 9; Prerequisites: Pre-algebra or departmental approval Credits: 1

Students will translate English into algebraic symbols and equations, and solve word problems. They also will manipulate integers and rational numbers while studying the properties of these sets. Students will study linear equations, graphs, and systems of equations, and explore three new concepts: polynomials, rational algebraic expressions, and irrational numbers. Students will also factor algebraic expressions and investigate inequalities.

Texts/Materials/Resources: *Prentice Hall Algebra: Tools for a Changing World*, text support materials and software, overhead visuals.

Geometry Full Year Prerequisites: Algebra I Credits: 1

After an introduction to the basic figures of geometry, students will explore the properties of points, lines, planes, angles, and solids. Plane figures to be studied in detail include triangles, quadrilaterals, right triangles, and circles. Students also investigate similarity and the geometry of transformations. Logic and reasoning are stressed through the study of formal and informal deductive reasoning.

Texts/Materials/Resources: *Discovering Geometry* (Key Curriculum Press), TI-83+ graphing calculator, computer software *The Geometer's Sketchpad* (Key Curriculum Press).

Geometry with Trigonometry (Honors) Full Year Prerequisites: Algebra I (B or above) or departmental approval Credits: 1

This course consists of topics outlined in the geometry course with a focus on formal deductive reasoning. In addition, a substantial amount of trigonometry will be introduced including the six trigonometric functions. Performance in this course will determine placement in future accelerated courses.

Texts/Materials/Resources: *Discovering Geometry* (Key Curriculum Press), TI-83+ graphing calculator, computer software *The Geometer's Sketchpad* (Key Curriculum Press).

Algebra II/Trigonometry Full Year Prerequisites: Geometry (successful completion or concurrent enrollment) Credits: 1

Students in Algebra II study the following concepts: operations, manipulation and problem solving of linear, absolute value, quadratic, rational, irrational, polynomial, exponential and logarithmic equations; inequalities, systems of linear equations and inequalities including linear programming, and imaginary numbers operations. The trigonometry concepts that students explore are definition and applications of six basic trigonometric functions, the solving of right and non-right triangles. Students utilize TI-83+ calculators, and prepare for the PSAT/SAT tests. A TI-83+ graphing calculator is required.

Texts/Materials/Resources: *Algebra 2* (Prentice Hall), TI-83+ graphing calculator

Algebra II/Trigonometry (Honors) Full Year

Prerequisites: Geometry (A- in Geometry or B in Geometry Honors) Credits: 1 and departmental approval

Students in Algebra II-H study the following themes, with an emphasis on abstract manipulation: operations, manipulation and problem solving of linear, absolute value, quadratic, rational, irrational, polynomial, exponential and logarithmic equations; inequalities, systems of linear equations and inequalities including linear programming, and imaginary numbers operations. The trigonometry concepts that students explore are definition and applications of six basic trigonometric functions, the solving of right and non-right triangles. Students utilize TI-83+

calculators, and prepare for the PSAT/SAT tests. A TI-83+ graphing calculator is required.

Texts/Materials/Resources: *Algebra and Trigonometry: Structure and Method, Book 2* (McDougal-Littell), TI-83+ graphing calculator.

College Algebra Full Year

Grade 12; Prerequisites: Algebra II Credits: 1

The primary objective of this course is to strengthen Algebra II concepts and to introduce students to a variety of mathematical notions usually presented in an introductory level college course.

Topics include operations with algebraic expressions, factoring, the Cartesian coordinate system, exponents and radicals, quadratic equations and inequalities, logarithmic and exponential functions, graphs, elements of theory of equations, systems of equations.

Precalculus Full Year Prerequisites: Algebra II/Trig (B- in Algebra II or C in Honors) Credits: 1

and departmental approval

Precalculus is a college-preparatory course that focuses on fortifying students with the necessary background for the study of calculus. Topics covered include linear, quadratic, exponential, logarithmic and rational functions, compositions, transformations, concavity, trigonometric functions, trigonometry, and sequences and series. A TI-83+ calculator is required.

Texts/Materials/Resources: *Precalculus*, Demana et al (Prentice Hall) TI-83+ graphing calculator.

Precalculus (Honors) Full Year Prerequisites: Algebra II/Trig (A- in Algebra II or B in Honors) Credits: 1

and departmental approval

Precalculus Honors focuses on preparing students with the necessary background for the study of Calculus or Advanced Placement Calculus (AB). Topics covered include extended trigonometry, functional analysis with transformations, matrices, extension of logarithms and exponents and analysis of rational functions. This course places emphasis on in-depth study and exploration of each topic and provides more challenging problems requiring a higher level of abstract thought than the standard pre-calculus course. A TI-83+ graphing calculator is required.

Texts/Materials/Resources: *Precalculus*, Sullivan and Sullivan (Prentice Hall), TI-83+ graphing calculator.

Applied Calculus (Honors) Full Year Prerequisites: Precalculus (B- in Precalculus or C in Honors) Credits: 1

and departmental approval

This course consists of a full academic year of work in calculus and related topics comparable to a semester course in colleges and universities. It is similar to the Advanced Placement Calculus course in content, but places more emphasis on concepts and applications, and less on theoretical presentation and development. Topics covered include: properties of functions, graphing of functions, limits and continuity, derivatives, applications of derivatives, integration, and applications of integrals. For all of these topics, the student will utilize his TI-83+ graphing calculator extensively.

Texts/Materials/Resources: *Applied Calculus* (Wiley), TI-83+ graphing calculator.

AP Calculus (AB Level) Full Year Prerequisites: Precalculus (A- or above or B or above in Honors) Credits: 1

and departmental approval

This course follows the course outline for the College Board's Advanced Placement Calculus (AB Level). Upon completion of AP Calculus AB, the student will be familiar with limits and their properties, differentiation, integration, and appropriate applications. All students will be prepared for and are required to take the AP Calculus (AB level) examination in May.

Texts/Materials/Resources: *Calculus of a Single Variable* (Brooks/Cole), TI-83+ graphing calculator.

AP Calculus (BC Level) Full Year Prerequisites: AB Calculus and departmental approval Credits: 1

This course follows the course outline for the College Board's Advanced Placement Calculus (BC Level) Exam. In addition to an initial review of AB Calculus, students explore vectors, parametric functions, polar functions, further applications of differentiation and integration techniques, and series and sequences. All students will be prepared for and are required to take the AP Calculus (BC level) examination in May. TI-83+ or TI-84 and TI-89 graphing calculators are required.

Texts/Materials/Resources: *Calculus*, Demana et al (Prentice Hall), TI-83+ graphing calculator, TI-89 graphing calculator.

AP Statistics & Probability Full Year Prerequisites: Algebra II/Trigonometry (B in Algebra II or B- in Honors) Credits: 1

and departmental approval

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

Texts/Materials/Resources: *Statistics and Probability in Modern Life* (Holt, Rinehart, and Winston), *AP Statistics* (Barron's), TI-83+ graphing calculator.

Multivariate Calculus Fall Semester Prerequisites: AP Calculus BC Credits: ½

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

Differential Equations and Linear Algebra (Honors) Spring Semester Prerequisites:

Multivariate Calculus Credits: ½

Students will explore first order ordinary differential equations and initial value problems. Other topics will include higher order differential equations; vector spaces, matrices, determinants, eigenvectors and eigenvalues; applications to systems of first order equations; and Laplace transforms.

PHYSICAL EDUCATION

The philosophy of the Boys' Latin physical education department is based on the premise that all children, no matter what age, need and desire physical activity in order to maintain physical, emotional, and spiritual well-being.

The cornerstone of the program is student participation. It is believed that every child, no matter what his ability, should have an equal opportunity to participate in daily activity. Through participation in physical education, boys learn a multitude of life long skills: basic and complex motor skills, sportsmanship, enjoyment in movement, positive self image, overcoming physical limitations, cooperation, teamwork, dedication, and leadership. By providing a well-rounded, positive, safe, and coordinated program where all boys can succeed, the Boys' Latin physical education program aids in the health, education and development of the whole child.

Physical Education

Grades 9-12; Prerequisites: None

Each student must accumulate eight (8) points to meet the physical education requirement (one credit) for graduation. Participation in an interscholastic sport in a single season (fall, winter, or spring), either as a player or full-time manager earns one (1) point, while participation in either a physical education class, or in an approved outside activity in a single season earns one point. Students must have accumulated at least three points by the end of their ninth grade year, five points by the end of the tenth grade, and all eight points by the end of their twelfth grade year.

Health One Semester

Grade 10; Prerequisites: None Credits: ½

Health, "A Guide to Wellness" is a course offered five days a week for one quarter with the intent to provide the student with an understanding of a variety of timely health topics. It is the goal of this course to teach the student to critically analyze the material covered in class and feel that he may be able to utilize this information in a productive, healthy, life plan. Major topics to be covered in the course are: adult CPR, basic first aid, various substance abuse topics, managing stress, physical fitness, understanding nutrition, and sexually transmitted diseases.

Texts/Materials/Resources: *Glencoe Health—A Guide to Wellness*, *Glencoe Health Student Workbook*.

SCIENCE

The continuing advances in today's science require students to prepare themselves to make informed decisions. As citizens, students share in the responsibility for deciding issues that will affect an entire society. Among these issues are questions related to pollution, genetic engineering, energy uses, population control, and personal health. Students at Boys' Latin will be prepared to face these questions with the knowledge they gain through their scientific study. Upon graduation they will be able to function as scientifically literate citizens and succeed in college level courses. The Boys' Latin science program tries to instill in its students a scientific curiosity about the world around them. The curriculum is designed to meet the needs of a diverse student population, taking into consideration a variety of learning styles and abilities. From measuring and exploring to developing and testing hypotheses, scientific knowledge is pursued and critical thinking is developed.

Biology Full Year

Grade 9; Prerequisites: None Credits: 1

The impact of modern technology on human lives and the explosion of knowledge have affected the field of biology more than any other scientific field. Today, students need a science that prepares them to make informed decisions about issues for an entire society. Biology tackles the questions "What is life?" and "How do living things and their components work?" Topics that are covered in biology include the cell structure and function, how life obtains energy, genetics and protein synthesis, and evolution. Each unit is designed to cover topics in depth, and is accompanied by lab work to help students see the processes in action. Throughout the study of biology students will acquire knowledge that will enable them to confront questions that affect their daily life and the future of our world.

Texts/Materials/Resources: *Biology 1 2011*(Biozone)

Biology (Honors) Full Year

Grade 9; Prerequisites: Departmental approval Credits: 1

Honors Biology is an in-depth, intensive course that focuses on cellular and molecular biology. Topics are covered in depth, and students are held responsible for the material covered in the textbook as well as on tests. Topics covered in Honors Biology include organic molecules and molecular interactions, cell structure and functions, homeostatic mechanisms of the cell membrane, energy reactions and pathways in the cell, DNA replication and protein synthesis, bacteria and viruses, and macro and micro evolution. Homework for each unit is more intensive than general biology, and is accompanied by written labs that require students to demonstrate thorough lab technique and data analysis. In the spring students will also write a formal paper, as well as devise an educational presentation to the other biology classes.

Texts/Materials/Resources: *Biology 1 2011* (Biozone)

Chemistry Full Year

Grade 10; Prerequisites: Biology and Algebra I Credits: 1

Chemistry is the study of the composition and interaction of matter and energy. In this course, students use mathematical models to examine the basic principles of chemistry: atomic structure, kinetic molecular theory, the mole, stoichiometry, reaction types, equilibrium, chemical kinetics, and energy changes. Teaching strategies focus on cumulative connection of concepts, quantitative analytical problem solving skills, study skills, use of the scientific method, and proper experimental techniques. Experiments are conducted on a regular basis to reinforce the connections between the mathematical models and concepts presented in class.

Texts/Materials/Resources: *Chemistry* (Prentice Hall, 2005)

Chemistry (Honors) Full Year

Grade 10; Prerequisites: Departmental approval and concurrent enrollment in Honors Geometry or a higher level mathematics course Credits: 1

Chemistry students examine the composition and interaction of matter and energy. Teaching strategies focus on cumulative connection of concepts, quantitative analytical problem solving, inferential problem solving, use of the scientific method, and proper experimental techniques. Experiments are conducted on a regular basis to illustrate and reinforce the concepts and mathematics learned. The students in the honors sections are exposed to more advanced topics, are expected to learn at an increased pace, are held to higher standards, and are given a greater degree of academic freedom and responsibility. Students are prepared to take the SAT Subject Test in Chemistry at the end of the year and are well equipped with the skills and knowledge required to take Advanced Placement Chemistry in their junior or senior years.

Texts/Materials/Resources: *Chemistry: The Central Science* (Prentice Hall 2006).

General Physics Full Year

Grades 11-12; Prerequisites: completion of or concurrent enrollment in Algebra II/Trigonometry Credits: 1

Focusing on physics concepts and methods, students develop science proficiency by solving problems, conducting investigations, designing and modifying models, testing and assessing improvements, and analyzing results. The course will cover the Physics of motion, electricity and circuits, waves and optics. Real-world applications will be emphasized. Students enrolled in General Physics are expected to complete four quarterly challenges which will consist of designing projects to meet sets of specifications.

Texts/Materials/Resources: *PhET online simulations*, physicsclassroom.com, *handouts*

Physics (Honors) Full Year

Grades 11-12; Prerequisites: departmental approval and concurrent enrollment in Honors Algebra II/Trigonometry Credits: 1

or a higher level mathematics course

Honors Physics is a course designed to prepare students for advanced studies in the sciences. Mechanics (the Physics of Motion), Waves, Optics, Electricity and Magnetism will be covered. Content will be studied in a more detailed manner than in General Physics. As in General Physics, students will solve problems, analyze data, and conduct investigations. Honors Physics utilizes advanced mathematics including algebra II and trigonometry on a regular basis. Students enrolled in Honors Physics are expected to complete four quarterly challenges that will consist of designing projects to meet a set of specifications. At the end of this course, students will be well equipped to take AP Physics.

Texts/Materials/Resources: *Physics* (Holt, 2006)

AP Physics 1 Full Year

Grades 11-12; Prerequisites: A- or above in Honors Algebra II/Trig A; concurrent enrollment in Calculus or Pre-Calculus, and departmental approval Credits: 1

Pre-Calculus, and departmental approval

AP Physics 1 is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. All students will be prepared for and required to take the AP Physics 1 examination in May.

Texts/Materials/Resources: *College Physics* (Thomson Brooks/Cole)

AP Biology Full Year (2015-2016)

Grades 11-12; Prerequisites: B- or above in Honors Biology or Honors Chemistry, and departmental approval Credits: 1

Honors Chemistry, and departmental approval

The AP Biology course is designed to cover the same topics as a two-semester college introductory biology course. Students must read and learn at a rigorous pace, perform extensive laboratory work and write a major research paper. AP Biology is organized around eight central themes: (1) science as a process, (2) evolution, (3) energy transfer, (4) continuity and change, (5) relationship of structure to function, (6) regulation, (7) interdependence in nature, and (8) science, technology, and society. AP Biology students must be able to organize the variety of topics to which they are exposed into a coherent conceptual framework based upon these eight themes. Students gain the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. All students will be prepared for and are required to take the AP Biology examination in May.

Texts/Materials/Resources: *Biology*, 7th edition (Campbell and Reese)

AP Chemistry Full Year (2014-2015)

Grades 11-12; Prerequisites: B- or above in Honors Chemistry and departmental approval Credits: 1

The Advanced Placement Chemistry course is designed as a second year chemistry course that covers those topics laid out by the College Board syllabus in order to prepare students for the AP chemistry examination. Students are expected to spend free time beyond the class meetings engaged in independent learning and self-motivated practice. A significant amount of class time is devoted to completing required experiments and laboratory activities. Teaching strategies focus on cumulative connection of concepts, quantitative analytical problem solving skills, inferential problem solving skills, development of technical writing skills to communicate experimental results and summarize mastered concepts, proper experimental techniques, statistical analysis of

results, and preparation and test-taking strategies for the AP chemistry exam. AP Chemistry is usually offered every other year. All students enrolled in this course are required to take the AP Chemistry examination in May of the current school year.

Texts/Materials/Resources: *Chemistry: The Central Science, 10th Edition, AP Edition* (Pearson Education)

Environmental Science Full Year

Grades 11-12; Prerequisites: Biology and Chemistry Credits: 1

Ecology is the scientific study of the relationships of living organisms with each other and with their environment. It is the science of biological interactions among individuals, populations, and communities. Overlapping with other disciplines (from chemistry to mathematics, and from anthropology to zoology), ecology extends beyond traditional academic and scientific boundaries. This full year course will study the principles of ecology and apply them to the environmental concerns that we face today. Throughout the course students will be involved in research and lab work which will utilize these principles. Major topics include: land and aquatic ecosystems, nutrient cycles, food chains and webs, trophic structures, ecological pyramids, population dynamics, population patterns, dominance hierarchies, social behavior, symbiotic relationships, succession, and biotic communities.

Texts/Materials/Resources: *Environmental Science 2006* (Holt)

AP Environmental Science Full Year

Grades 11-12; Prerequisites: B- or above in Honors Chemistry Credits: 1

or B+ in General Chemistry and Biology, and departmental approval

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate certain risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. All students will be prepared for and are required to take the AP Environmental Science examination in May.

Engineering (Honors) Full Year

Prerequisites: Departmental approval and concurrent enrollment in Algebra II/Trigonometry or a higher level mathematics course; previous completion of a Physics course Credits: 1

This is a Junior/Senior full-year elective science course. During this course, students will study a different field of engineering each quarter. The curriculum will be project-driven, with at least one major project each quarter. In some quarters, students may work on a simpler, preliminary project before tackling the main project. Throughout the course, the business aspects of engineering, such as cost effectiveness, and the communication aspect of engineering, such as proposal presentation, will also be studied.

Forensic Science (Honors) Full Year

Prerequisites: Completion of Biology, Chemistry and Physics Credits: 1

Physics and departmental approval

The Forensic Science curriculum examines the science techniques and practices of crime scene analysis. The students will analyze crime scene utilizing DNA, blood, bite mark, glass analysis techniques and toxicology and drug studies. An overview of the content of this yearlong course is as follows: Introduction to Forensic Science, Types of Evidence, The Crime Scene, Fingerprints, Hair & Fiber Analysis, Drugs & Toxicology Poisons and Alcohol, Trace Evidence, Blood & DNA Analysis, Human Remains, Soil Analysis, Glass, Handwriting Analysis. This is a lab science program where all concepts are developed by student lab experimentation and research. Evaluation of student performance in an honors science course is based upon assessments, lab performance, projects and homework completion.

Texts/Materials/Resources: *Forensic Science for High School* (Kendall Hunt)

LAUNCH Initiative

The purpose of the LAUNCH Initiative is to engage juniors and seniors in an academic exploration of five 21st Century priorities (Leadership, Innovation, Compassion, Expression, and Courage). The interdisciplinary course work will guide our young men towards a greater understanding of themselves and their ability to impact the world.

We know that boys learn best when they are able to make connections between what they are learning in the classroom and what is going on in their lives outside of the classroom. We also know that colleges and universities are looking for engaged learners who are able to make these connections between different subject matters. As a result of our knowledge of boy learning and the prevalence of interdisciplinary learning at the collegiate level, we have created the LAUNCH Initiative. This enhancement to our traditional curriculum will begin with the Class of 2017 and will feature thematic "tracks" that incorporate real world problem solving across disciplines. All LAUNCH Initiative tracks will culminate with an Independent Study, where students, guided by their faculty leaders, will create and execute a substantial project.

Information on LAUNCH courses can be found at www.boyslatinmd.com/LAUNCH