# BOSTON LATIN SCHOOL COURSE CATALOG

for Classes IV - I

2019-2020

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About this Catalog

Boston Latin School seeks to ground its students in a contemporary classical education as preparation for successful college studies, responsible and engaged citizenship, and a rewarding life. BLS offers many academic options to realize this goal, and by graduation, students will have shaped the course of their education in service of our mission statement by choosing electives from the many options offered at BLS.

Terminology

Courses are generally required for or available to students only in certain grades. In the catalog, the Class VI through Class I terms are used to designate students in various grades. Additionally, students beginning their first year at BLS in Class VI are called Sixies during that year. Students beginning their first year in Class IV are called Bsies throughout. The BLS terms are correlated with more common ones in the table below.

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Curriculum as a function of starting year at BLS

For the English, History, and Science programs, the high school curriculum is the same independent of whether a student begins BLS in the Class VI or Class IV year. On the other hand, other academic programs offer courses in the middle grades that include content required for graduation. Bsies will make up this ground in the high school years, and will have a bit less room in their schedules for electives.

The courses taken by students beginning in Class VI are described on the BLS website, and listed below:

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Presentation of material

Each academic program carries distinct graduation requirements, and these are described at the beginning of each department’s section in this catalog. In most cases, some choice among options is available for fulfilling the requirements. In addition, some courses are offered purely as electives, or courses which do not count towards a specific graduation requirement.

With each program, courses are generally presented chronologically as they would be available to students over the course of their BLS career. Courses that are only taken in the middle grades are in some cases not presented. AP courses are listed at the end of each section.

For an overview of the interplay of these requirements, please see the Course Selection Flow Chart filed under the Guidance tab on the BLS website, and under the Course Selection subsection.

Advanced Placement courses and the BLS Curriculum

Advanced Placement courses are available to sophomores, juniors and seniors, dependent on the specific course offering. There is one AP course offered in Class III (World History) and 25 additional courses offered in Classes II and I. Our recommendation is that all BLS students should challenge themselves to take at least one course at the AP level over their BLS careers, finding the content area that they would like to explore more deeply and/or where they have interest in continued study at the college level. Beyond that, our recommendation regarding a specific number of courses is very individualized and should occur in consultation with a student’s guidance counselor, family, and teachers. The maximum number of AP classes allowed for juniors is three, though seniors may apply to take a fourth pending an application and academic review. Students should make this request based on academic interest and not based on a desire for further weighted GPA consideration.

When students are selecting courses at the AP level, those choices are reviewed by Program Directors of the relevant departments. While most AP courses do not have prerequisites and are essentially open enrollment, students should have at least a C report card grade in that content area during the current school year. Students should also bear in mind that while colleges do appreciate a rigorous set of courses on a transcript, it is the actual grade earned in the course that makes the more valued statement about the student’s performance in that class. Along with grades, AP exam scores can be reported to colleges, and many universities will grant course credit or waive prerequisites for strong performance on those exams. All Advanced Placement exams are mandatory for BLS students enrolled in the accompanying AP course.

It should also be stated that Latin School offers an all-honors curriculum, one with which colleges and universities are familiar. So the decision not to take a course at the AP level does not in any way imply a lack of rigor.

For more information regarding the College Board’s Advanced Placement Program, please visit ap.collegeboard.org.
**Graduation requirements**

All students are required to take and pass four years of English beginning in ninth grade.

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**English 9**

**Required for Class IV**

English 9 continues to explore the many facets of literature as students concentrate on the analysis of human behavior and motivation in the works they read. The course activities include the following: reading, study, and discussion of short stories, novels, essays, poems, and plays, with special attention to human behavior and motivation; the study of vocabulary including derivations, denotations, and connotations; outside reading that includes a report on an approved book every term; a variety of composition assignments on topics based on class reading, personal observations, and experience; at least two oral presentations aimed at developing ease of expression; a review of grammar and usage as needed to ensure clear, coherent expression; three declamations; and completion of the summer reading requirement. Coursework also includes a literary research paper based on one of the summer reading titles and literary scholarship.

**Summer work:**  
Summer reading is required at all levels, and the assignments are different for each grade.  
Please see the English Program page for summer assignments.

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**English 10**

**Required for Class III**

English 10 concentrates on examining the American experience and exploring the notion of the American Dream. The following activities are included: the study and discussion of more demanding essays, short stories, novels, plays, and poems including a survey of American literature; further study of vocabulary including derivations, denotations, connotations; outside reading that includes a report on an approved book every term; writing that is analytical and argumentative, that defines and persuades; longer oral presentations, primarily on topics chosen from American literature; a review of grammar and usage as needed to ensure clear, coherent expression; three declamations; completion of the summer reading requirement. Coursework also includes a research project based on a social justice theme explored during the study of American literature.

**Summer work:**  
Summer reading is required at all levels, and the assignments are different for each grade.  
Please see the English Program page for summer assignments.

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**English 11**

**Required for Class II**

English 11 is the chance for Class II students to examine the problems and achievements of humankind as found in British literature. In this survey of British literature—which we define broadly to include all worldwide literature emerging from the British tradition—students will experience a continued emphasis on reading for
English 11, continued

pleasure, and the development of clear, concise expression in writing, speech, and oral presentation. The course activities include a mature look at various literary forms as well as an analysis and discussion of universal themes; continued study of vocabulary in context including diction and syntax; outside reading that focuses on authors for the research papers; frequent writing of a variety of compositions; a research paper on the writing of an author from the British tradition; oral presentations on the assigned works; and completion of the summer reading requirement. For English 11 students, successful completion of the research paper is a graduation requirement. A thorough packet containing instructions for all steps of the paper will be given to students at the beginning of the academic year.

Summer work: Summer reading is required at all levels, and the assignments are different for each grade. Please see the English Program page for summer assignments.

English 12

Open to Class I

This course fulfills the requirement for senior English (see also AP Literature and Composition).

English 12 offers students the chance to examine the eternal verities as they study world literature and literary criticism. The emphasis of the course is on reading for pleasure and as a lifelong pursuit; on writing clear, concise prose; on honing skills in research and presentation; and on developing finely tuned skills in critical thinking. Students will have continued experience, timed and untimed, in a variety of writing modes. This includes a final year of keeping a composition folder with at least two graded samples of writing for each marking term. Students will have weekly opportunities to write in forms including reading journal entries, essays, reports, and opinion papers. A variety of writing modes are assigned, including comparison and contrast, division and classification, process analysis, analogy, persuasive argument, and literary research and analysis. During each term, students will write papers of literary analysis on various topics. Successful completion of these papers is a requirement for graduation.

Summer work: Summer reading is required at all levels, and the assignments are different for each grade. Please see the English Program page for summer assignments.

Humanities

Open to Classes II and I

This course is offered as an elective, and there are no prerequisites.

This course helps students to ask and begin to answer the question “What does it mean to be human?” Using art, film, poetry and other literature, history, and philosophy, students explore what it means to be human as well as humane, and try to define such notions as happiness, truth, virtue, beauty, as well as to consider what a life well lived entails. The course focuses particularly on individuals whose work embodies the good, the bad, and the smug, including Socrates, Giordano Bruno, Robert Gould Shaw, Kurt Gerstein, Adolf Eichmann, Thomas More, Simone Weil, Robert McNamara, Plato, Seamus Heaney, and Aristotle. Readings are extensive and vary somewhat from year to year. Excellent class participation, a curious mind, and a willingness to question and try to answer are essential to success in this course.

Summer work: There is no summer work for the Humanities elective.
Creative Writing

Open to Classes II and I

This course is offered as an elective, and there are no prerequisites.

Introduction to Creative Writing includes required readings of short fiction, plays, poetry and memoir, as well as frequent creative writing practice. Those who want to increase their ability to write fluently and creatively are recommended to choose the course.

Summer work: There is no summer work for the Creative Writing elective.

AP Language and Composition

Open to Class II only

This is an elective which cannot substitute for English 11, and does not fulfill any English requirement.

AP Language and Composition is offered as a Class II elective intended for students who enjoy writing, who write well, and who want to become better writers. The emphasis in this course is on a variety of writing experiences (both in class and at home) rather than on the reading of literature and criticism. The goals of the course, as outlined by the College Board, concern the following language and writing skills: kinds and levels of diction from the casual to the formal; the ten modes of discourse, as varied as narration and persuasive argument; the aims of discourse; various rhetorical strategies and stylistic devices; appropriate relationship among author, audience, and subject. For more information about the syllabus as established by the College Board, click here.

Summer work: There is no summer work for this course.
External exam: Students taking this course are required to take the Advanced Placement Language and Composition exam in May.

AP Literature and Composition

Open to Class I only

This course fulfills the requirement for senior English (see also English 12).

AP Literature and Composition follows the framework of the English 12 course, with additional requirements and a longer senior paper. It fosters in students the ability to sharpen their skills in close reading, to recognize and interpret general ideas and themes, to analyze both poetry and prose, to appreciate the relationship between content and form, and to write clear, correct, and forceful exposition. For more information about the syllabus as established by the College Board, click here.

Additional note: Entrance to the class is gained through outstanding achievement, teacher recommendation, test scores, and writing samples, and a commitment to completing a prescribed list of summer reading.

Summer work: Please see the English Program page for the summer assignment. While there is overlap with the English 12 summer reading, this course has a distinct list of required readings.
External exam: Students taking this course are required to take the Advanced Placement Literature and Composition exam in May.
Graduation requirements

All students are required to take and pass three years of history during the high school years.

The curriculum covering these requirements includes two years of world history, taken in the ninth and tenth grade years, and one year of American history taken either in the junior or senior year.

World History 1

Required for Class IV

World History 1 is the first of a two-part required World History survey course. Beginning with the Origins of Man in Africa, this course will journey through the history of the world through the outset of Discovery. The students will study major events such as the creation of civilizations and the conquest of empires. In addition, they will study Buddhism, Hinduism, Judaism, Christianity, and Islam, and be exposed to the ancient Greek and Chinese philosophies. They will also study the Greek, Roman, and African empires.

World History 2

Open to Class III

This course can fulfill the requirement for tenth grade history; see also AP World History (below).

This course is the second part of the required World History survey course. This course continues from where the students finished in World History 1. Starting with the Age of Discovery, students will study major events such as the Renaissance, the Reformation, the Enlightenment period, and Conquest of the Americas, and the French Revolution. Moreover, the American Revolution and the World Wars will be analyzed from the world’s perspective. Since so many events in the world happened during the same time period, the course is taught thematically and not chronologically.

US History 2

Open to Classes II and I

This course can fulfill the requirement for American history; see also AP United States History (below).

Participation in the course in United States History will afford students the opportunity to consider the major political, economic, and social forces that have helped to shape American history from Reconstruction to the present period. Particular emphasis will be given to the development of critical and evaluative thinking skills, essay composition, interpretation of original documents, and historiography. We will enrich our study of American history with a consideration of relevant art, poetry, film, and selected works of literature.
Facing History and Ourselves

Open to Classes II and I

This course is offered as an elective, and does not fulfill any History graduation requirements. Students wishing to be admitted to this course must fill out a questionnaire.

Facing History traces the history of discrimination, prejudice, and their escalation into violence and genocide worldwide in the twentieth century. The course examines global history of the past 100+ years by focusing on how people have marginalized and ultimately sought to separate themselves in extreme ways from one another. It considers the role of perpetrators, victims, bystanders, as well as rescuers and resisters as it looks at the role that individuals play in history. Genocide in Europe, Asia, Africa, and elsewhere is examined in depth in this course, as are other many examples of ethnic cleansing, religious and racial hatreds, and violations of human rights. Of particular interest are recent genocides in Nazi-occupied Europe, Rwanda, Bosnia, and Darfur, as well as atrocities in Asia during World War II. The course is taught from an interdisciplinary perspective with a heavy reliance on primary source materials, literature, and art, and makes considerable use of the latest in educational technology, with much of the work required for the course produced online. Current events are emphasized, as the issues raised are ongoing. Numerous guest speakers, including survivors of these historical events as well as scholars and human rights activists, address the class and field trips are an integral part of the course. The course seeks to equip students to become critically minded citizens with the ability to think through the big moral and political choices that they will confront as citizens in modern society.

Seevak Fellows:  Paid Seevak summer fellowships in human rights and social justice are available to all students who have taken Facing History either in their junior or senior years.

Topol Fellows:  Students who have taken Facing History during their junior year specifically are eligible for the stipended Topol Fellows in Peace and Non-violence, a cohort that works on projects related to these issues at the school during the academic year.

Summer work:  Facing History students are required to read one book for summer reading selected from a lengthy list. This book substitutes for one summer reading volume for English 11 or English 12 (but not for AP English Literature). See the History Program page for details, as well as the English Program page for the summer reading for that department.

Excursions:  In most years, all students travel in March as part of the class to visit key sites and institutions in Washington, D.C. Annually since 2002, students who take this course have been traveling together to Germany, Poland, and the Czech Republic. The Eastern Europe trip, as it is known, typically occurs in April of the school year (coinciding with spring break) and is optional for all students.

American Foreign Policy

Open to Classes II and I

This course is offered as an elective, and does not fulfill any History graduation requirements.

This course will be offered every other year, alternating with History of Boston 1900 to present (see below), and will next be available for 2020-2021.

Participation in the course in American Foreign Policy will afford motivated students the opportunity to examine the major political, economic, and social forces that have helped to shape American Foreign Policy since 1945. Our work will allow us to develop an analytic framework from which to understand American diplomatic history. Particular emphasis will be given to the development of critical and evaluative thinking skills, essay composition, interpretation of original documents, and historiography.
African American History

Open to Classes II and I

This course is offered as an elective, and does not fulfill any History graduation requirements.

In this course, we will pay particular attention to the cultural basis of African American experiences; in other words, the ways by which black Americans explained their lives and societies to themselves and to their contemporaries. The course explores the history of African Americans from African origins to the present; societies in West and West Central Africa, slavery and freedom in colonial America, Civil War and Reconstruction, freedom and struggles in a globalizing America-Reconstruction, civil rights, and beyond. To that end, the course moves between the “roots” and “routes” of modern black life. The search for a sense of “rootedness”—in an African heritage, an indigenous American identity has shaped black life in the United States.

Modern Boston

Open to Classes II and I

This course is offered as an elective, and does not fulfill any History graduation requirements.

This course will be offered every other year, alternating with American Foreign Policy (see above), and will be offered in 2019-2020.

The course will examine the development of Boston since 1900. Art, music, literature, and film will inform an analysis of what have been the forces most important for shaping the city. This course features a particular emphasis on the contributions of Boston’s immigrant communities to the development of its neighborhoods, and will explore whether the experiences of recent immigrants to Boston, from places like Somalia and Vietnam, have been similar to those of their counterparts from Italy and Ireland, a century ago. Additionally, we’ll examine how the Great Migration of African Americans to Boston both strengthened the development of the city and brought new urgency to the push for equity and access to Boston’s schools, neighborhoods, and public spaces. Along with the study of what are the things that bring Bostonians together in celebration, the course will include a discussion of how Boston has grappled with poverty, violence, and racism. Finally, the course will allow for an ongoing examination of how Boston has grown from, adapted to, and at times, struggled with some of the major political, economic, and social developments of the 20th century.

Economics

Open to Classes II and I

This course is offered as an elective, and does not fulfill any History graduation requirements.

The elective course in Economics offers a broad examination of the principles of microeconomic theory, with an emphasis on hands-on activities, simulations, and demonstrations of the key principles involved. This course may interest the student who is looking to pursue a business-related major in college, as the vast majority of the course revolves around the concepts of scarcity, opportunity costs, the law of comparative advantage, supply and demand, market structures, and cost principles, as well as policy issues in labor, taxation, public goods and common resources, and income inequalities. International economics and current macroeconomic issues are also incorporated into the course, with an emphasis on the major national measures of GDP, employment and inflation, as well as discussions of money and banking, monetary and fiscal policy, and the role of government. (continued on next page)
Economics, continued

External exam: Though this is not the AP Economics course, some students may be prepared to take the AP Microeconomics test in May.

AP World History

Open to Class III

This course can fulfill the requirement for tenth grade history; see also World History 2 (above).

This course traces the history of the world from 10,000 B.C.E. to the present day. In order to both make sense of this much history and develop the skills necessary to interpret it, the course is framed around five themes, and divided into six chronological periods and nineteen key concepts. Additionally, understanding history requires the development of thinking skills using the processes and tools that historians employ in order to create historical narrative. Therefore, the following set of four historical thinking skills will be taught as an integrated component of the course: chronological reasoning, comparison and contextualization, crafting historical arguments from historical evidence, and historical interpretation and synthesis. Students will also be required to think on many different geographical and temporal scales in order to compare historical events over time and space.

AP World History is a college level course and as such students will be expected to read, analyze, and apply their analyses from a wide variety of different types of historical documents. Primary sources, scholarly analysis from diverse points of view, and various highly regarded texts as well as a large quantity of maps, charts, and historical data from assorted time periods will constitute the reading for this course. Students will be taught to support all interpretations with evidence in their development of unique historical arguments. For more information about the syllabus as established by the College Board, click here.

Summer work: Please see the History Program page for the summer assignment.

External exam: Students taking this course are required to take the Advanced Placement World History exam in May.

AP United States History

Open to Classes II and I

This course can fulfill the requirement for American history; see also US History 2 (above).

AP US History is a yearlong course that fulfills the state-required US History course in high school, and also prepares students for the College Board’s Advanced Placement US History examination. As a college level course, the entire history of the United States, starting with pre-Columbian American civilization through to the present day is covered. The book used is a college text, and students are expected to read and study 10-20 pages nightly, preparing for daily quizzes, in order to cover the entire text by April. The majority of assessments in the course are styled after the AP exam, thus consisting of analytical multiple choice exams and timed, in-class essays that are rigorously scored to teach analytical, evidentiary historical writing, with a focus on persuasive rhetorical skills.

While the only requirement for taking the course is a sincere desire to undertake the work involved, the accelerated pace and coverage of the course is very demanding. The jump from the high school level text used
AP United States History, continued

in World History to the college level text used in AP US History is a challenge for most students, as is the expectation for independent reading, study, and learning of text-based material. Students who wish to do well in the course and on the subsequent exam should expect to spend at least 1 hour per night on reading, studying, and writing for the course. Because of the lecture-based nature of the course, students will find daily class attendance to be critical for a full understanding of topics covered. For more information about the syllabus as established by the College Board, click here.

Summer work: Please see the History Program page for the summer assignment.
External exam: Students taking this course are required to take the Advanced Placement US History exam in May.

AP Comparative Government and Politics

Open to Classes II and I

This course is offered as an elective, and does not fulfill any History graduation requirements.

This course focuses on six countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Students use a comparative approach to understand the political structures, policies, and political, economic, and social challenges in each of these countries. Once they master an understanding of these governments, they examine how each country solves similar problems and evaluate the effectiveness of those approaches to global issues. Instructional methods include lecture, simulations, discussions, presentations, and documentary film. Assessment methods include reading quizzes, free response questions, multiple choice exams, presentations, simulations, and participation. For more information about the syllabus as established by the College Board, click here.

Summer work: There is no summer assignment for this course.
External exam: Students taking this course are required to take the Advanced Placement Comparative Government and Politics exam in May.

AP United States Government and Politics

Open to Classes II and I

This course is offered as an elective, and does not fulfill any History graduation requirements.

Students successfully completing this course will:

- know important facts, concepts, and theories pertaining to US government and politics.
- understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures).
- be able to analyze and interpret basic data relevant to US government and politics.

Students will know and be able to demonstrate mastery of content and skills by

- Grappling with essential questions that span disciplines
- Engaging in inquiry based, self-driven, authentic learning
AP United States Government and Politics, continued

- Utilizing higher order thinking skills that include the evaluation and synthesis of information and ideas
- Collaborating and communicating with others while also self-reflecting on personal growth
- Applying appropriate technology and media literacy skills
- Making connections to life and the larger world community

For more information about the syllabus as established by the College Board, click here.

Summer work: There is no summer assignment for this course.

External exam: Students taking this course are required to take the Advanced Placement US Government and Politics exam in May.

AP European History

Open to Classes II and I

This course is offered as an elective, and does not fulfill any History graduation requirements.

This is a college level survey of European History from 1450 to the present. The course uses both a chronological and thematic approach to the study of European history with emphasis on intellectual, cultural, political, social, and economic history. Goals of the class include understanding major themes and debates in European history, developing students’ analytical, organizational and writing skills, and preparing the class for the Advanced Placement exam, which all students will take in May. A variety of instruction is employed including lecture and discussion, primary source reading and analysis, blogging, group work, projects and presentations. For more information about the syllabus as established by the College Board, click here.

Summer work: There is no summer assignment for this course.

External exam: Students taking this course are required to take the Advanced Placement European History exam in May.

AP Economics

Open to Class I

This course is offered as an elective, and does not fulfill any History graduation requirements.

Course content covers both AP Microeconomics and AP Macroeconomic principles and concepts, as per the College Board curriculum. This course offers a broad examination of the principles of microeconomic theory and macroeconomic analysis, equivalent to a two-semester college Principles course. In the first semester, students are introduced to the concept of scarcity, opportunity costs, the law of comparative advantage, supply and demand, market structures, and cost principles, as well as policy issues in labor, taxation, public goods and common resources, and income inequalities. During the second semester, the primary focus is on Macro measures of Gross Domestic Product, full employment and inflation, as well as money and banking, aggregate demand and supply, monetary and fiscal policy, and the role of government, with additional coverage of international markets. Current macroeconomic issues are also incorporated into the course.

Summer work: There is no summer assignment for this course.

External exam: Students taking this course are required to take the Advanced Placement Microeconomics and Macroeconomics exams in May. These are two separate exams with two fees paid to the College Board.
Science Graduation requirements

All students are required to take and pass three years of a laboratory science. All ninth graders take Biology I, and all sophomores take one of two science classes: Chemistry 1 or Physics 1. The third science course can be taken in either the junior or senior year, and can be any of the remaining electives provided that the prerequisites have been met.

Biology 1

Required for Class IV

Science as investigation and inquiry is the major theme of this course. Microorganisms, plants, and animals: humans specifically, are investigated at all levels of living organization, from the molecule through the cell, the tissue, the organ, the individual, the population, and the community, to the biosphere. The program of instruction is activity based, in which students may design experiments that demonstrate the scientific method and specific scientific principles. Text materials and audio-visual aids are integrated in order to provide an insight into the major fields of modern biology. Reading assignments encompass as much material and current research as possible.

Chemistry 1

Open to Classes III, II, and I

This course can fulfill the requirement for tenth grade science (as can Physics 1 - see below). If not taken in tenth grade, this course may be chosen as an elective in subsequent years. There are no prerequisites.

Chemistry 1 is an inquiry based class that focuses on the states and properties of matter, atomic structure, chemical reactions, solutions, acids and bases, and periodicity. The course utilizes a hands-on approach to help students come to understand key physical concepts, which make sense of everyday phenomena. Students will learn through a variety of instructional methods including laboratories, projects, demonstrations, lecture, problem solving, outside research, and group interactions.

Physics 1

Open to Classes III, II, and I

This course can fulfill the requirement for tenth grade science (as can Chemistry 1 - see above). If not taken in tenth grade, this course may be chosen as an elective in subsequent years. There are no prerequisites.

Physics 1 is designed to motivate students’ interest in physics as well as engage students in actively discovering the physical world. The course utilizes a hands-on approach to help students come to understand key physical
Physics 1, continued

methods including laboratories, projects, demonstrations, lecture, problem solving, outside research, and group interactions.

Biology 2

Open to Classes II and I

This course may fulfill the requirement for third year of science, or be taken as an elective. Successful completion of Biology 1 and Chemistry 1 is a prerequisite.

The Biology 2 course is a laboratory science that focuses on the in-depth study of select disciplines of biology. It is designed for those students who have been exposed to, are excited by, the topics in Biology 1, and would like to continue a more rigorous study. This course offers further exploration of topics such as infectious disease, metabolic disease, neurological disease, and cancer. This course was made possible from a Science Education Partnership Award from the National Institutes of Health and Boston Public Schools.

Advanced Topics in Science

Open to Classes II and I

This course may fulfill the requirement for third year of science, or be taken as an elective. There are no prerequisites.

This course is designed to introduce students to psychology and psychological research. Students will explore the biological basis of behavior and mental processes of human beings and animals. Topics covered include but are not limited to the history of psychology, sensation and perception, states of consciousness, learning, cognition, motivation, emotion, developmental psychology, personality, abnormal behavior, and social psychology. Students will learn ethics and research methods though their own independently conducted research. The research will culminate in a scientific paper and presentation.

External exam: With some additional study outside of the course, students will be prepared to sit for the AP Psychology Exam. However, this is not required nor does this course earn AP credit in the GPA calculation.

Environmental Science

Open to Classes II and I

This course may fulfill the requirement for third year of science, or be taken as an elective. There are no prerequisites.

This elective laboratory science course explores man and his interactions with his environment. Civilization has reached crossroads. Unable to halt the technologies that continue to exploit Earth’s resources, and facing the prospect of a continuing rise in the human population, we find ourselves in a situation where an enormous human environmental experiment is being enacted. Environmental science stands at the interface between humans and the Earth: it explores the interactions and relations between them. The issues to be explored include global warming, species extinction, air pollution, toxic wastes, overpopulation, recycling, water, waste removal, and tropical rainforests.
AP Environmental Science

Open to Classes II and I

This course may fulfill the requirement for third year of science, or be taken as an elective. There are no prerequisites.

Advanced Placement Environmental Science is a one-year laboratory science course. The course is designed to be the equivalent of a one-semester, introductory college course in environmental science presented from a scientific, not just sociological, viewpoint. For more information about the syllabus as established by the College Board, click here.

Summer work: None required

External exam: Students taking this course are required to take the Advanced Placement Environmental Science exam in May.

AP Biology

Open to Classes II and I

This course may fulfill the requirement for third year of science, or may be taken as an elective. Successful completion of Biology 1 and Chemistry 1 is a prerequisite.

AP Biology follows a syllabus established by the College Board, based on a college introductory biology course taken by biology majors in their first year of college. The course aims to provide students with the framework, factual knowledge, and laboratory and analytical skills necessary to deal critically with the rapidly changing science of biology. The course will include the study of molecules, cells, energetics, genetics, evolution, ecology, the diversity of organisms, and the structure and function of plants and animals. For more information about the syllabus as established by the College Board, click here.

Additional note: This course is recommended for students who wish to pursue college level work in biology.

Summer work: Please see this Google doc and this page on Flinn Prep.

External exam: Students taking this course are required to take the Advanced Placement Biology exam in May.

AP Chemistry

Open to Classes II and I

This course may fulfill the requirement for third year of science, or may be taken as an elective. Successful completion of Chemistry 1 is a prerequisite.

AP Chemistry follows a syllabus established by the College Board, based on a college introductory chemistry course taken by chemistry majors in their first year. The course will include the structure of matter, the states of matter, reactions, descriptive chemistry and laboratory work. For more information about the syllabus as established by the College Board, click here.

Additional note: This course is recommended for students who wish to pursue college level work in chemistry.

Summer work: Please see this link for the summer assignment.

External exam: Students taking this course are required to take the Advanced Placement Chemistry exam in May.
AP Physics C: Mechanics

Open to Classes II and I

This course may fulfill the requirement for third year of science, or may be taken as an elective. Successful completion of Physics 1 is a prerequisite.

This course follows a syllabus established by the College Board, based on a college introductory course in calculus-based mechanics, usually taken by physics majors in their first semester. Topics covered include kinetics, Newton’s laws, rotation, energy, momentum, gravitation and oscillations. The course is available as an elective to students in their junior or senior years who have successfully completed Physics 1. This is a yearlong laboratory course. For more information about the syllabus as established by the College Board, click here.

Additional note: The course involves instruction and use of calculus, and thus strong mathematics preparation is important.

Summer work: None required

External exam: Students taking this course are required to take the Advanced Placement Physics C: Mechanics exam in May.

AP Physics C: Electricity and Magnetism

Open to Classes II and I

This course may fulfill the requirement for third year of science, or may be taken as an elective. Successful completion of Physics 1 is a prerequisite.

This course follows a syllabus established by the College Board, based on a college introductory second-semester course in Calculus-based Electricity and Magnetism. Topics include electrostatics, capacitance, circuits, magnetism, induction and Maxwell’s equations. The course includes a laboratory component, although much is simulated. The course includes a laboratory component. This is a yearlong laboratory course. For more information about the syllabus as established by the College Board, click here.

Additional note: The course involves instruction and use of calculus, and thus strong mathematics preparation is important.

Summer work: None required

External exam: Students taking this course are required to take the Advanced Placement Physics C: Electricity and Magnetism exam in May.
Classics

Graduation requirements

Students beginning at BLS in Class VI are required to take four years of Latin. Students beginning at BLS in Class IV are required to take three years of Latin.

In the table below, Sequence 1 covers the courses required for students beginning in Class IV, and Sequence 2 covers the courses required for students beginning in Class VI.

<table>
<thead>
<tr>
<th>Sequence 1</th>
<th>Sequence 2</th>
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<tbody>
<tr>
<td>Class VI</td>
<td>(not applicable)</td>
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<tr>
<td>Class V</td>
<td>(not applicable)</td>
</tr>
<tr>
<td>Class IV</td>
<td>Latin 1</td>
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<tr>
<td>Class III</td>
<td>Latin 2</td>
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<tr>
<td>Class II</td>
<td>Latin 4 or Latin Prose</td>
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<tr>
<td>Class I</td>
<td>AP Latin, other electives*</td>
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<td></td>
<td>Latin MS7</td>
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<td>Latin MS8</td>
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<td>Latin 3</td>
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<tr>
<td></td>
<td>Latin 4 or Latin Prose</td>
</tr>
<tr>
<td></td>
<td>AP Latin, other electives*</td>
</tr>
</tbody>
</table>

* Optional, and some electives do not require either Latin IV or Latin Prose. See descriptions below.

Latin 1

Required for Class IVB only

This course is an introduction to the world of the ancient Roman people and to the Latin language. Students will learn both to see Latin as an important part of that world, and to view that world through Latin. Emphasis will thus be on the elements of the language: alphabet and pronunciation, parts of speech, word-formation, vocabulary (including English derivatives), and grammatical rules. It is the first part of the elementary study of Latin, to be completed in the ninth grade.

External exam: The highest achieving students in Latin 1 are expected to take the National Latin Exam in the spring.

Latin 2

Required for Class IIB only

This course not only continues and completes the introduction to the world of ancient Rome and the Latin language, but also includes the students’ first connected reading in authentic Latin. The textbooks for this course will be Jenney (Volumes 1 and 2) and Fabulae Graecae, which will be supplemented with other materials. Students will thoroughly review elements learned in Latin 1 before proceeding to new concepts. This year's program will take students from the basics of Latin structure to reading episodes from the story of Jason.
Latin 2, continued

and the Argonauts in *Fabulae Graecae* and the unadapted Latin text of Julius Caesar’s *Commentarii de Bellō Gallicō*. Students must develop here the needed work habits, reading skills, and knowledge critical for continued study. They must not approach the language as a string of words or simply memorize classroom translations. A solid knowledge of subordinate sentence structures, the architecture of a complex Latin sentence, and skills for dealing with variable Latin word order are essential for this year and as preparation for next year. Students will also learn Roman and ancient Mediterranean geography, Roman social and political customs, and those personal values the Romans admired most in great individuals.

*External exam:* The highest achieving students in Latin 2 are expected to take the National Latin Exam in the spring.

Latin 3

**Required for Class IV**

The accelerated versions of Latin 1 and Latin 2 taken by Bsies covers the Latin 3 content, and so this course is only required for students who begin BLS in Class VI.

In this course students make their first leap to connected reading in authentic Latin. Students must develop here the needed work habits, reading skills, and knowledge critical for continued study. They must not approach the language as a string of words or simply memorize classroom translations. A solid knowledge of subordinate sentence structures, the architecture of a complex Latin sentence, and skills for dealing with variable Latin word order are essential for this year and as preparation for next year. The year will begin with a thorough review of forms, syntax, and vocabulary. During this review in Term 1, the students will also work on strengthening their connected Latin reading skills through translating the “Jason and the Argonauts” story in the *Fabulae Graecae* textbook. Term 2 and Term 3 students will continue to strengthen their Latin reading skills through translating unadapted selections from Caesar’s own account of his campaigns in *Commentarii de Bellō Gallicō*. The remainder of the year students will continue to deepen their knowledge of Roman history through reading selections from Livy’s *Ab Urbe Condita*. Students will also learn Roman and ancient Mediterranean geography, Roman social and political customs, and those personal values the Romans admired most in great individuals.

*External exam:* The highest achieving students in Latin 3 are expected to take the National Latin Exam in the spring.

Latin 4

**Open to Classes III and IIB**

This course can fulfill the requirement for the fourth year of Latin for students enrolled in BLS from Class VI, and the third year of Latin for Bsies (see also Latin Prose).

This course will continue students' experience in reading original Latin prose and will introduce them to Latin poetry, including scansion and figures of speech. The year will begin with a thorough review of forms and vocabulary during which time students will read selections from Caesar’s *De Bellō Gallicō*. Next students will read from Cicero’s oration against Catiline, from the mythological poetry of Ovid, from Tacitus’ *Annals*, and the private letters of Pliny. Latin 4 students must of course demonstrate proficiency in translation skills, but must also move beyond mere translation to develop their own understanding, on firm textual evidence, about what they read. *(continued next page)*
Latin 4, continued

**External exam:** The highest achieving students in Latin 4 classes are expected to take the National Latin Exam in the spring. Additionally, capable students are expected to take the SAT II subject exam in Latin.

**Further study:** Capable students completing this course are strongly encouraged to enroll in one or more of the advanced electives, including AP Latin, Greek 1, or Latin Poetry.

Latin Prose

**Open to Classes III and IIB**

*This course can fulfill the requirement for the fourth year of Latin for students enrolled in BLS from Class VI, and the third year of Latin for Bsies (see also Latin 4). This course is also available as an elective following Latin 4.*

This course will continue students' experience in reading original Latin prose and will introduce them to Latin poetry, including scansion and figures of speech. Students will read selections from Cicero’s philosophical works and oratory, from the mythological poetry of Ovid, from Tacitus' *Annales*, and from the private letters of Pliny. Seneca the Younger, in his *Epistulae Morales*, noted with chagrin that: *non vitae, sed scholae, discimus.* The goal of this class, however, is: *non-scholae, sed vitae, discamus.* You must of course demonstrate advanced proficiency in translation skills, but must also move beyond mere translation to develop your own understanding, on firm textual evidence, about what you read. This course will include a continuous review of Latin word-formation, syntax, and vocabulary, chiefly through the reading of authentic Classical and Later Latin texts and responsive Latin prose composition. As the class that will best prepare you for the rigors of the SAT II subject test in Latin and AP Latin, you will find this course a vigorous way to exercise your Latin, your close reading, and your analytical skills. What you learn here will definitely extend to your English and History classes and ground you in the sort of classical education that has formed leaders since the founding of this school in 1635.

**External exam:** All students in Latin Prose are expected to take the National Latin Exam in the spring. Additionally, capable students are expected to take the SAT II subject exam in Latin.

**Further study:** Capable students completing this course are strongly encouraged to enroll in one or more of the advanced electives, including AP Latin, Greek 1, or Latin Poetry.

Latin 5 Poetry

**Open to Classes II and I**

*This is an elective course taken after the Latin requirements have been completed, and is open to students who have completed either Latin IV or Latin Prose.*

Latin 5 Poetry is a literature class that focuses on the Latin lyric poetry of Catullus and Ovid in an in depth fashion with an emphasis on both literal translation and thematic analysis in articulate English essays. The students must analyze the Latin, translate, identify figures of speech, and scan the poems outside of class, and present particular lines from their translation in class. In Term 1 students first write longer essays analyzing English poetry and then apply these skills to essays assigned to interpret the poetry of Catullus and Ovid. Over the course of the year students will strengthen and hone these analytical skills both in essay writing and in classroom discussions.

**External exam:** All students in Latin Prose are expected to take the National Latin Exam in the spring.
The Myth Tradition

Open to Classes II and I

This course is offered as an elective, and there are no prerequisites.

This course introduces juniors and seniors to ancient Greek mythology and Roman foundation legends. It will also include Near Eastern, Biblical, and Norse mythology. The stories themselves will be our chief concern. We will pay a great deal of attention to how myths are structured, how people use myths to make sense of their life experience, how societies apply myth to political purposes, and how myths are represented in ancient and modern art, including film, animation, advertisements, etc. Regular reading, participation in class discussion, and close study of ancient art will be required throughout the course.

External exam: Students are expected to take the National Myth Exam.

Greek 1

Open to Classes II and I

This is an elective course taken after the Latin requirements have been completed.

Greek 1 is a one-year elective introductory course in reading Attic Greek. Readings consist of ancient authors in order to encourage reading skills while learning about Greek history and culture. Texts include, but are not limited to, The Dialogues of Plato, the comedies of Aristophanes, The Odyssey of Homer, and the Histories of Herodotus. Other readings, as well as film and the Internet, will examine Greek art, archaeology, and politics in the ancient world. Field trips may include plays and performances, special exhibits, and lectures. The text for the class will be: Reading Greek, 2nd Edition, Cambridge University Press, 2007.

External exam: Students are expected to take the National Attic Greek I Exam (NGE) in the spring.

Greek 2

Open to Class I

This is an elective course, with Greek 1 as a prerequisite.

The first half of the year of Greek 2 completes the Reading Greek textbook. In the second half of the year, we will read selections from Sophocles’ Oedipus the King, Euripides’ Medea, and other plays; Thucydides’ History of the Peloponnesian War, Herodotus’ Histories and selections from Plato’s works. Field trips may include plays and performances, Museum of Fine Art collections and exhibits, and lectures.

External exam: Students are expected to take the National Attic Greek II Exam (NGE) in the spring.
AP Latin

Open to Classes II and I

This course is taken after the Latin requirements have been fulfilled, and open to students who have completed either Latin IV or Latin Prose.

This course is a comprehensive, college-level study of two of the most prolific works to survive from ancient Rome: Vergil’s ancient epic poem, *The Aeneid*, and Caesar’s *Commentarii de Bellō Gallicō*. The course is designed to, and will, prepare you for the AP Latin examination in May. You will read substantial portions of each work in the original Latin, and you will read each work in its entirety in English translation. Each class meeting will be spent reciting, translating, and discussing assigned passages. We will discuss grammar, syntax, literary devices, scansion as we encounter it in the text. You should be familiar with mythology from Homer’s *Odyssey* and *Iliad* as well as know the major players from Caesar’s *De Bellō Gallicō* and be familiar with military terminology by now. Outlines from both texts are due upon the arrival of our first meeting. For more information about the syllabus as established by the College Board, click here.

**Summer work:**  Students are asked to read the English translation of Caesar’s *De Bellō Gallicō* Books 1, 4, 5, 6, 7 and the entirety of the Vergil’s *Aeneid*. Students provide as proof of the reading a short summary of each of the books.

**External exam:**  Students taking this course are required to take the Advanced Placement Latin exam in May.
Mathematics

Graduation requirements

All students are required to take and pass four years of mathematics beginning in ninth grade. Additionally, completion of all subjects listed under Sequence 1 is specifically required.

In the table below, Sequence 1 is followed by students beginning BLS in Class IV, unless they have placed out of Algebra I. Sequence 2 covers the majority of students who begin BLS in Class VI, though some choose Sequence 3, which features advanced coursework. Sequence 4 is available to students testing into Algebra I for Class VI.

Note that movement between the sequences is possible at most levels.

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<thead>
<tr>
<th></th>
<th>Sequence 1</th>
<th>Sequence 2</th>
<th>Sequence 3</th>
<th>Sequence 4</th>
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</thead>
<tbody>
<tr>
<td>Class VI</td>
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<td>Pre-Algebra</td>
<td>Pre-Algebra</td>
<td>Algebra I</td>
</tr>
<tr>
<td>Class V</td>
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<td>Algebra I</td>
<td>Algebra I</td>
<td>Adv. Algebra 2</td>
</tr>
<tr>
<td>Class II</td>
<td>Algebra 2 *</td>
<td>Precalculus</td>
<td>Adv. Precalculus AB/BC</td>
<td>AP Calculus AB, BC</td>
</tr>
<tr>
<td>Class I</td>
<td>Precalculus **</td>
<td>Calculus **</td>
<td>AP Calculus AB, BC</td>
<td>Multivariable Calculus and Linear Algebra</td>
</tr>
</tbody>
</table>

* Summer bridge to Calculus is available, allowing progression from Algebra 2 in Class II to Calculus in Class I.
** Statistics and AP Statistics can substitute for mathematics in the Class I year for these sequences.

Students progressing through Sequence 4 will be able to take courses earlier than indicated in the course descriptions below.

A graphing calculator is required for every course with the exception of Pre-Algebra. Suitable models include TI-83, TI-83 Plus, TI-84, TI-84 Plus, and TI-89. Texas Instruments publishes information on the permitted use of their calculators in standardized national exams. Confirming with the College Board before the exams is advised.
Pre-Algebra

Required for Class VI

This course does not count toward the requirement for four years of high school mathematics. A small number of students entering Class VI will test directly into Algebra I, skipping this course.

The foundation for the study of algebra will be laid by learning about the language of algebra, its properties, and methods of solving equations. Students will learn how many real-world situations can be modeled by linear and nonlinear functions, tables, and their graphs. They will apply algebra to geometry problems and extend it to statistics and probability. The scope of the Class VI mathematics curriculum is rigorous and ambitious. As a transitional course from arithmetic to laying a foundation for the study of algebra and geometry, the introduction to the range of topics are presented with an overview.

Summer work: Please see the Mathematics Program page for the required summer math packet.

Algebra 1

Required for Classes V and IVB

This course fulfills one year of the mathematics requirement if taken during high school.

The foundation for the study of algebra will be laid by learning about the language of algebra, its properties, and methods of solving equations. Students will learn how many real-world situations can be modeled by linear and nonlinear functions, tables, and their graphs. They will use mathematical models to represent and understand quantitative relationships and analyze change in various contexts. They will apply algebra to geometry problems and extend it to statistics and probability.

Summer work: Please see the Mathematics Program page for the required summer math packet.

Algebra 2 and Advanced Algebra 2

One required for Classes VI and IIB

This course fulfills one year of the mathematics requirement.

Students will represent and analyze mathematical situations and structures in a broader context of linear and nonlinear functions. They will identify essential quantitative relationships in a situation, determine the class or classes of functions that might model the relationships, and draw reasonable conclusions about the situation being modeled.

The regular sections focus on implementation and applications. The advanced sections include an element of theory-based work.

Summer work: Please see the Mathematics Program page for the required summer math packet.

Geometry and Advanced Geometry

One required for Class III, including IIIB

This course fulfills one year of the mathematics requirement.

This course builds upon the mastery of skills and concepts gained over previous courses. Thus the emphasis for
Geometry and Advanced Geometry, continued

the first half of the year is on integrating algebra with geometry and less emphasis on formal proofs. The focus of the second half of the year is a preparation for Precalculus with a full unit in right triangle trigonometry.

The regular sections focus on implementation and applications. The advanced sections include an element of theory-based work.

Summer work: Please see the Mathematics Program page for the required summer math packet.

Precalculus

Open to Class II and IB

This course fulfills one year of the mathematics requirement (see also Advanced Pre-Calculus below).

This course builds upon the skills and concepts gained over previous courses in algebra and geometry. Since our curriculum is spiral in design, the scope and pace for presenting various content strands will focus more on extending comprehension in the context of function analysis rather than treating them as new material. With less time spent on review, this allows more time for higher order reasoning skills needed for future studies. This course fulfills the BLS graduation requirement and adequately prepares students for a senior elective.

Summer work: Please see the Mathematics Program page for the required summer math packet.

Advanced Precalculus AB/BC

Open to Class II and IB

This course fulfills one year of the mathematics requirement (see also Pre-Calculus above).

This course seeks to give students a knowledge and appreciation of the topics covered in Precalculus through an increase in rigor. This course also prepares students for the rigorous mathematics that will be encountered in AP Calculus AB and AP Calculus BC. Concepts are developed from a theoretical approach rather than an approach that only facilitates implementation. Topics in calculus proper will be covered beginning in January.

Summer work: Please see the Mathematics Program page for the required summer math packet.

External exams: Students are expected to partake in local, regional and national competitions as part of the curriculum.

Statistics

Open to Class I

This course fulfills one year of the mathematics requirement, and may also be taken as an additional elective.

This course is an excellent option for a student in their senior year who successfully completed all mathematics requirements through Precalculus and who possesses sufficient mathematical and quantitative reasoning ability. The purpose of this statistics course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data.
Calculus

**Open to Class I**

*This course fulfills one year of the mathematics requirement (see also the AP Calculus offerings below), and is an elective offered to students who have mastered the prerequisite skills in Precalculus.*

This course provides an excellent head start to many required college freshman mathematics courses. Students use limits of infinite processes to develop differential and integral calculus (without the rigors of proof or the competition of an AP course) and use these concepts to create mathematical models. The abstract properties of elementary functions are re-examined in light of these new techniques. Students apply these new concepts to problems drawn from the natural and social sciences.

**Summer work:** *Please see the Mathematics Program page for the required summer math packet.*

AP Statistics

**Open to Class I**

*This course fulfills one year of the mathematics requirement, and may also be taken as an additional elective.*

This course seeks to give superior students a through presentation of a freshman college course in statistics. Students should have strong grades in previous mathematics courses and excellent study skills for the rigors of this college course. The scope of this course is similar to the regular statistics course (see above) but will cover topics in greater depth. For more information about the syllabus as established by the College Board, click here.

**Summer work:** *None required.*

**External exam:** *Students taking this course are required to take the Advanced Placement Statistics exam in May.*

AP Computer Science Principles

**Open to Classes II and I**

*This course is offered as an elective, and does not fulfill any of the mathematics requirements.*

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world. For more information about the syllabus as established by the College Board, click here.

**Summer work:** *None required.*

**External exam:** *Students taking this course are required to take the Advanced Placement Computer Science Principles exam in May.*
AP Computer Science A (Java)

Open to Classes II and I

*This course is offered as an elective, and does not fulfill any of the mathematics requirements.*

The AP Computer Science A course is an introductory course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and, when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course. The course is taught through the computer language Java. For more information about the syllabus as established by the College Board, [click here](#).

**Summer work:** None required.

**External exam:** Students taking this course are required to take the Advanced Placement Computer Science A exam in May.

AP Calculus AB

Open to Class I

*This course fulfills one year of the mathematics requirement (see also Calculus above and AP Calculus BC below).*

This course seeks to give superior students a substantial training in differential and integral calculus with sufficient application to bring out the meaning and importance of the subject. Topics that are covered include:

**Analytic Geometry:** Review and extension of the topics, rectangular coordinates, equations and graphs, distance and slope, straight lines, and conic sections;

**Differential Calculus:** Explicit and implicit differentiation, algebraic and transcendental functions, differentials, simple differential equations, Rolle’s Theorem, and Theorem of the Mean;

**Integral Calculus:** Antidifferentiation, the Fundamental Theorem of Integral Calculus, methods of integration, the Trapezoidal Rule, areas, average value of a function, and volume of revolution.

For more information about the syllabus as established by the College Board, [click here](#).

**Summer work:** Please see the Mathematics Program page for the required summer math packet.

**External exam:** Students taking this course are required to take the Advanced Placement Calculus AB exam in May.
AP Calculus BC

Open to Class I

This course fulfills one year of the mathematics requirement (see also Calculus and AP Calculus BC above).

This course seeks to give superior students a knowledge and appreciation of differential and integral calculus, with heavier emphasis on theory. In addition to those topics covered in Advanced Placement Calculus AB, this course covers vectors, sequences and series, Taylor series, and remainder, first order differential equations separable and linear, and slope fields. For more information about the syllabus as established by the College Board, click here.

Summer work: Please see the Mathematics Program page for the required summer math packet.

External exam: Students taking this course are required to take the Advanced Placement Calculus BC exam in May.

Multivariable Calculus and Linear Algebra

Open to Class I - only if following Sequence 4

This course fulfills one year of the mathematics requirement. AP Calculus BC is a prerequisite.

The course will treat the three major post-Calculus topics: Multivariable Calculus, Linear Algebra, and Differential Equations. Multivariable Calculus will extend the concepts of limit, differentiation, and integration to more than one independent variable. In Linear Algebra, topics covered will include vectors in the plane and space, systems of linear equations, matrices, determinants, vectors, vector spaces, linear transformations, inner products, eigenvalues, and eigenvectors. Differential Equations will include first-order and second-order differential equations, homogeneous equations with constant coefficients and other topics as time permits.

Summer work: none required
Modern Foreign Language

Graduation requirements

All students are required to take and pass four years of the same modern foreign language. For students who start BLS in Class VI, the first year is taken in Class V, and the requirement is completed in Class II.

In the table below, Sequence 1 is followed by students beginning BLS in Class IV, unless they have tested out of Language 1. Sequence 2 covers the majority of students. Sequence 3 is available to students testing into Language 2 for Class V.

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<tr>
<th>Class</th>
<th>Sequence 1</th>
<th>Sequence 2</th>
<th>Sequence 3</th>
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<tbody>
<tr>
<td>Class V</td>
<td>(not applicable)</td>
<td>Language 1</td>
<td>Language 2</td>
</tr>
<tr>
<td>Class IV</td>
<td>Language 1</td>
<td>Language 2</td>
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<tr>
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<td>Language 3</td>
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</tr>
<tr>
<td>Class II</td>
<td>Language 3</td>
<td>Language 4 *</td>
<td>AP Language</td>
</tr>
<tr>
<td>Class I</td>
<td>Language 4 *</td>
<td>AP Language **</td>
<td>AP Literature (Spanish only) **</td>
</tr>
</tbody>
</table>

* AP Language may be taken in lieu of Language 4 in some cases. The College Board recommends that students complete 3 to 5 years of study of the language before taking an AP class, and students must have at least a C in their previous class when signing up for AP.

** Optional if four years of language have already been completed

In the descriptions below, Classes IVB, IIIB, IIB, and IB refer to students following Sequence 1.

Students may choose a second language beginning in the Class II year, with the expectation that a second year of that language will be take in Class I. A second language serves as elective work apart from the Modern Foreign Language requirement.
Chinese 1

Open to Class V, Class IVB, and Class II

This course is required if Chinese is the language chosen for the four-year requirement, unless student successfully tested into Chinese 2. This course is also offered as an elective for Class II.

This course is an introduction to Mandarin Chinese language and culture for students with little or no prior knowledge of Mandarin Chinese. In alignment with the Massachusetts World Language Frameworks and the city of Boston World Language Curriculum Framework, the Chinese 1 course is designed to allow students to complete all Stage 1 activities in the six areas of the city curriculum: reading, writing, speaking, listening, culture, and connecting.

Students begin to acquire skills in reading, writing, listening and speaking while exploring links between the Chinese language and the cultures of China. The course aims for a proficiency approach with attention given to the three modes of communication: Interpersonal (two-way unreherssed communication between individuals), Interpretive (one-way communication via reading and listening), and Presentational (one-way communication using speaking and writing). Teachers are expected to conduct the class 90% of the time in the target language, using English when necessary for clarification. The proficiency target is Novice High on the ACTFL scale.

Chinese 2

Open to Class IV, Class III B, and Class I

This course is required if Chinese is the language chosen for the four-year requirement, and is also offered as an elective for Class I.

This course continues with skills acquired in Chinese 2. In alignment with the Massachusetts World Language Frameworks and the city of Boston World Language Curriculum Framework, the Chinese 2 course is designed to allow students to complete all Stage 2 activities in the six areas of the city curriculum: reading, writing, speaking, listening, culture, and connecting.

Students continue acquiring skills in reading, writing, listening, and speaking while exploring links between the Chinese language and the cultures of China. The course aims for a proficiency approach with attention given to the three modes of communication: Interpersonal (two-way unrehearsed communication between individuals), Interpretive (one-way communication via reading and listening), and Presentational (one-way communication using speaking and writing). Teachers are expected to conduct the class 90% of the time in the target language, using English when necessary for clarification. The proficiency target is Intermediate Low on the ACTFL scale.

Chinese 3

Open to Class III and Class IIB

This course is required if Chinese is the language chosen for the four-year requirement.

This course continues with skills acquired in Chinese 1 and 2. In alignment with the Massachusetts World Language Frameworks and the city of Boston World Language Curriculum Framework, the Chinese 3 course is designed to allow students to complete all Stage 3 activities in the six areas of the city curriculum: reading, writing, speaking, listening, culture, and connecting.

Students continue acquiring more advanced skills in reading, writing, listening, and speaking while exploring links between the Chinese language and the cultures of China. The course aims for a proficiency approach
Chinese 3, continued

with attention given to the three modes of communication: Interpersonal (two-way unrehearsed communication between individuals), Interpretive (one-way communication via reading and listening), and Presentational (one-way communication using speaking and writing). Teachers are expected to conduct the class 90% of the time in the target language, using English when necessary for clarification. Students are also expected to communicate in the target language as much as possible. The proficiency target is Intermediate Low to Mid on the ACTFL scale.

Chinese 4

Open to Class II and Class IB

This course may fulfill the fourth year of the language requirement, as can AP Chinese (see below).

This course continues with skills acquired in Chinese 1, 2, and 3. In alignment with the Massachusetts World Language Frameworks and the city of Boston World Language Curriculum Framework, the Chinese 4 course is designed to allow students to complete all Stage 4 activities in the six areas of the city curriculum: reading, writing, speaking, listening, culture, and connecting.

Students continue acquiring skills in reading, writing, listening, and speaking while exploring links between the Chinese language and the cultures of China. The course aims for a proficiency approach with attention given to the three modes of communication: Interpersonal (two-way unrehearsed communication between individuals), Interpretive (one-way communication via reading and listening), and Presentational (one-way communication using speaking and writing). Teachers are expected to conduct the class 90% of the time in the target language, using English when necessary for clarification. Students are also expected to communicate in the target language as much as possible. The proficiency target is Intermediate Mid on the ACTFL scale.

AP Chinese Language and Culture

Open to Class II and Class IB

This course may fulfill the fourth year of the language requirement, as can Chinese 4 (see above). AP Chinese may also be taken as an elective following Chinese 4.

In alignment with the Massachusetts World Language frameworks, the city of Boston World Language Curriculum Framework and the guidelines set forth by the Educational Testing Services regarding Advanced Placement language courses, the AP course is designed to allow students to operate at stage 4 of the activities listed in the six areas of the city curriculum: culture, connecting, listening, speaking, reading, and writing. The course is taught at the level of a fourth semester college class.

Throughout the course, students hone their language skills across the three communicative modes: Interpersonal, Interpretive, and Presentational. In so doing, they develop necessary knowledge of the Chinese language, including pronunciation, vocabulary, idiomatic expressions, grammatical structures, and written characters. Other content includes contemporary Chinese society, current events, significant persons, products, and themes in Chinese history, and the arts and China in an international context. Students are expected to communicate entirely in Chinese and the class is conducted exclusively in Chinese. The proficiency target is Intermediate High to Advanced Low on the ACTFL scale. For more information about the syllabus as established by the College Board, click here. (continued next page)
**AP Chinese Language and Culture, continued**

**Summer work:** This course requires a summer assignment, and can be found on the Modern Foreign Language Program page.

**External exam:** Students taking this course are required to take the Advanced Placement AP Chinese Language and Culture exam in May.

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**French 1**

**Open to Class V, Class IVB, and Class II**

This course is required if French is the language chosen for the four-year requirement, unless student successfully tested into French 2. This course is also offered as an elective for Class II.

This course is an introduction to French language and culture for students with little or no prior knowledge of French. In alignment with the Massachusetts World Language Frameworks and the city of Boston World Language Curriculum Framework, the French 1 course is designed to allow students to complete all Stage 1 activities in the six areas of the city curriculum: reading, writing, speaking, listening, culture, and connecting.

Students begin to acquire skills in reading, writing, listening and speaking while exploring links between the French language and the cultures of French-speaking countries. The course aims for a proficiency approach with attention given to the three modes of communication: Interpersonal (two-way unrehearsed communication between individuals), Interpretive (one-way communication via reading and listening), and Presentational (one-way communication using speaking and writing). Teachers are expected to conduct the class 90% of the time in the target language, using English when necessary for clarification. The proficiency target is Novice High on the ACTFL scale.

**External exam:** Participation in the Le Grand Concours, or the French national exam, is required, and fees are covered by the school.

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**French 2**

**Open to Class IV, Class IIIIB, and Class I**

This course is required if French is the language chosen for the four-year requirement, and is also offered as an elective for Class I.

This course continues with skills acquired in French 1. In alignment with the Massachusetts World Language Frameworks and the city of Boston World Language Curriculum Framework, the French 2 course is designed to allow students to complete all Stage 2 activities in the six areas of the city curriculum: reading, writing, speaking, listening, culture, and connecting.

Students continue acquiring skills in reading, writing, listening, and speaking while exploring links between the French language and the cultures of French-speaking countries. The course aims for a proficiency approach with attention given to the three modes of communication: Interpersonal (two-way unrehearsed communication between individuals), Interpretive (one-way communication via reading and listening), and Presentational (one-way communication using speaking and writing). Teachers are expected to conduct the class 90% of the time in the target language, using English when necessary for clarification. The proficiency target is Intermediate Low on the ACTFL scale. *(continued next page)*
French 2, continued

External exam: Participation in the Le Grand Concours, or the French national exam, is required, and fees are covered by the school.

French 3

Open to Class III and Class IIB

This course is required if French is the language chosen for the four-year requirement.

This course continues with skills acquired in French 1 and 2. In alignment with the Massachusetts World Language Frameworks and the city of Boston World Language Curriculum Framework, the French 3 course is designed to allow students to complete all Stage 3 activities in the six areas of the city curriculum: reading, writing, speaking, listening, culture, and connecting.

Students continue acquiring more advanced skills in reading, writing, listening, and speaking while exploring links between the French language and the cultures of French-speaking countries. The course aims for a proficiency approach with attention given to the three modes of communication: Interpersonal (two-way unrehearsed communication between individuals), Interpretive (one-way communication via reading and listening), and Presentational (one-way communication using speaking and writing). Teachers are expected to conduct the class 90% of the time in the target language, using English when necessary for clarification. Students are also expected to communicate in the target language as much as possible. The proficiency target is Intermediate Low to Mid on the ACTFL scale.

External exam: Participation in the Le Grand Concours, or the French national exam, is required, and fees are covered by the school.

French 4

Open to Class II and Class IB

This course may fulfill the fourth year of the language requirement, as can AP French (see below).

This course continues with skills acquired in French 1, 2, and 3. In alignment with the Massachusetts World Language Frameworks and the city of Boston World Language Curriculum Framework, the French 4 course is designed to allow students to complete all Stage 4 activities in the six areas of the city curriculum: reading, writing, speaking, listening, culture, and connecting. Emphasis is placed on literature, reading, writing, and speaking at a more advanced level with grammar review as needed.

Students continue acquiring skills in reading, writing, listening and speaking while exploring links between the French language and the cultures of French-speaking countries. The course aims for a proficiency approach with attention given to the three modes of communication: Interpersonal (two-way unrehearsed communication between individuals), Interpretive (one-way communication via reading and listening), and Presentational (one-way communication using speaking and writing). Teachers are expected to conduct the class 90% of the time in the target language, using English when necessary for clarification. Students are also expected to communicate in the target language as much as possible. The proficiency target is Intermediate Mid on the ACTFL scale.

External exam: Participation in the Le Grand Concours, or the French national exam, is required, and fees are covered by the school.
AP French Language and Culture

Open to Class II and Class IB

This course may fulfill the fourth year of the language requirement, as can French 4 (see above). AP French may also be taken as an elective following French 4.

In alignment with the Massachusetts World Language frameworks, the city of Boston World Language Curriculum Framework and the guidelines set forth by the Educational Testing Services regarding Advanced Placement language courses, the AP course is designed to allow students to operate at stage 4 of the activities listed in the six areas of the city curriculum: culture, connecting, listening, speaking, reading, and writing. Tasks are divided into the following four categories: Interpersonal Speaking, Interpersonal Writing, Presentational Writing, and Presentational Speaking. The course is taught at the level of a fifth or sixth semester college class.

The AP French Language course is arranged by 6 thematic units with overarching questions using short stories, articles, and poetry combined with a thorough review of grammar topics and vocabulary. Themes include Global Challenges, Personal and Public Identities, Science and Technology, Families and Communities, Contemporary Life, and Beauty and Aesthetics. Students are expected to communicate entirely in French and the class is conducted exclusively in French (except for when grammar needs to be explained). The proficiency target is Intermediate High to Advanced Low on the ACTFL scale. For more information about the syllabus as established by the College Board, click here.

**Summer work:** This course requires a summer assignment, and can be found on the Modern Foreign Program page.

**External exam:** Students taking this course are required to take the Advanced Placement French Language and Culture exam in May. Participation in the Le Grand Concours, or the French national exam, is also required.

German 1

Open to Class V, Class IVB, and Class II

This course is required if German is the language chosen for the four-year requirement, unless student successfully tested into German 2. This course is also offered as an elective for Class II.

This course is an introduction to German language and culture for students with little or no prior knowledge of German. In alignment with the Massachusetts World Language Frameworks and the city of Boston World Language Curriculum Framework, the German 1 course is designed to allow students to complete all Stage 1 activities in the six areas of the city curriculum: reading, writing, speaking, listening, culture, and connecting.

Students begin to acquire skills in reading, writing, listening, and speaking while exploring links between the German language and the cultures of German-speaking countries. The course aims for a proficiency approach with attention given to the three modes of communication: Interpersonal (two-way unrehearsed communication between individuals), Interpretive (one-way communication via reading and listening), and Presentational (one-way communication using speaking and writing). Teachers are expected to conduct the class 90% of the time in the target language, using English when necessary for clarification. The proficiency target is Novice High on the ACTFL scale.

**External exam:** Participation in National German Exam is required, and fees are covered by the school.
German 2

Open to Class IV, Class IIIB, and Class I

This course is required if German is the language chosen for the four-year requirement, and is also offered as an elective for Class I.

This course continues with skills acquired in German 1. In alignment with the Massachusetts World Language Frameworks and the city of Boston World Language Curriculum Framework, the German 2 course is designed to allow students to complete all Stage 2 activities in the six areas of the city curriculum: reading, writing, speaking, listening, culture, and connecting.

Students continue acquiring skills in reading, writing, listening, and speaking while exploring links between the German language and the cultures of German-speaking countries. The course aims for a proficiency approach with attention given to the three modes of communication: Interpersonal (two-way unrehearsed communication between individuals), Interpretive (one-way communication via reading and listening), and Presentational (one-way communication using speaking and writing). Teachers are expected to conduct the class 90% of the time in the target language, using English when necessary for clarification. The proficiency target is Intermediate Low on the ACTFL scale.

External exam: Participation in National German Exam is required, and fees are covered by the school.

German 3

Open to Class III and Class IIB

This course is required if German is the language chosen for the four-year requirement.

This course continues with skills acquired in German 1 and 2. In alignment with the Massachusetts World Language Frameworks and the city of Boston World Language Curriculum Framework, the German 3 course is designed to allow students to complete all Stage 3 activities in the six areas of the city curriculum: reading, writing, speaking, listening, culture, and connecting.

Students continue acquiring more advanced skills in reading, writing, listening, and speaking while exploring links between the German language and the cultures of German-speaking countries. The course aims for a proficiency approach with attention given to the three modes of communication: Interpersonal (two-way unrehearsed communication between individuals), Interpretive (one-way communication via reading and listening), and Presentational (one-way communication using speaking and writing). Teachers are expected to conduct the class 90% of the time in the target language, using English when necessary for clarification. Students are also expected to communicate in the target language as much as possible. The proficiency target is Intermediate Low to Mid on the ACTFL scale.

External exam: Participation in National German Exam is required, and fees are covered by the school.
German 4

Open to Class II and Class IB

*This course may fulfill the fourth year of the language requirement, as can AP German (see below).*

This course continues with skills acquired in German 1, 2, and 3. In alignment with the Massachusetts World Language Frameworks and the city of Boston World Language Curriculum Framework, the German 4 course is designed to allow students to complete all Stage 4 activities in the six areas of the city curriculum: reading, writing, speaking, listening, culture, and connecting. Emphasis is placed on literature, reading, writing and speaking at a more advanced level with grammar review as needed.

Students continue acquiring skills in reading, writing, listening and speaking while exploring links between the German language and the cultures of German-speaking countries. The course aims for a proficiency approach with attention given to the three modes of communication: Interpersonal (two-way unrehearsed communication between individuals), Interpretive (one-way communication via reading and listening), and Presentational (one-way communication using speaking and writing). Teachers are expected to conduct the class 90% of the time in the target language, using English when necessary for clarification. Students are also expected to communicate in the target language as much as possible. The proficiency target is Intermediate Mid on the ACTFL scale.

**External exam:** Participation in National German Exam is required, and fees are covered by the school.

AP German Language and Culture

Open to Class II and Class IB

*This course may fulfill the fourth year of the language requirement, as can German 4 (see above). AP German may also be taken as an elective following German 4.*

In alignment with the Massachusetts World Language frameworks, the city of Boston World Language Curriculum Framework and the guidelines set forth by the Educational Testing Services regarding Advanced Placement language courses, the AP course is designed to allow students to operate at stage 4 of the activities listed in the six areas of the city curriculum: culture, connecting, listening, speaking, reading, and writing. Tasks are divided into the following four categories: Interpersonal Speaking, Interpersonal Writing, Presentational Writing, and Presentational Speaking. The course is taught at the level of a fifth or sixth semester college class. Students are required to take the Advanced Placement exam offered in May.

The AP German Language course is arranged by 6 thematic units with overarching questions using short stories, articles, and poetry combined with a thorough review of grammar topics and vocabulary. Themes include Global Challenges, Personal and Public Identities, Science and Technology, Families and Communities, Contemporary Life, and Beauty and Aesthetics. Students are expected to communicate entirely in German and the class is conducted exclusively in German (except for when grammar needs to be explained). The proficiency target is Intermediate High to Advanced Low on the ACTFL scale. For more information about the syllabus as established by the College Board, [click here](#).

**Summer work:** This course requires a summer assignment, and can be found on the Modern Foreign Language Program page.

**External exam:** Students taking this course are required to take the Advanced Placement German Language and Culture exam in May. Participation in National German Exam is also required.
Italian 1

**Open to Class V, Class IVB, and Class II**

This course is required if Italian is the language chosen for the four-year requirement, unless student successfully tested into Italian 2. This course is also offered as an elective for Class II.

This course is an introduction to Italian language and culture for students with little or no prior knowledge of Italian. In alignment with the Massachusetts World Language Frameworks and the city of Boston World Italian Language Curriculum Framework, the Italian 1 course is designed to allow students to complete all Stage 1 activities in the six areas of the city curriculum: reading, writing, speaking, listening, culture, and connecting.

Students begin to acquire skills in reading, writing, listening, and speaking while exploring links between the Italian language and the cultures of Italy. The course aims for a proficiency approach with attention given to the three modes of communication: Interpersonal (two-way unrehearsed communication between individuals), Interpretive (one-way communication via reading and listening), and Presentational (one-way communication using speaking and writing). Teachers are expected to conduct the class 90% of the time in the target language, using English when necessary for clarification. The proficiency target is Novice High on the ACTFL scale.

Italian 2

**Open to Class IV, Class IIIB, and Class I**

This course is required if Italian is the language chosen for the four-year requirement, and is also offered as an elective for Class I.

This course continues with skills acquired in Italian 1. In alignment with the Massachusetts World Language Frameworks and the city of Boston World Language Curriculum Framework, the Italian 2 course is designed to allow students to complete all Stage 2 activities in the six areas of the city curriculum: reading, writing, speaking, listening, culture, and connecting.

Students continue acquiring skills in reading, writing, listening, and speaking while exploring links between the Italian language and the cultures of Italy. The course aims for a proficiency approach with attention given to the three modes of communication: Interpersonal (two-way unrehearsed communication between individuals), Interpretive (one-way communication via reading and listening), and Presentational (one-way communication using speaking and writing). Teachers are expected to conduct the class 90% of the time in the target language, using English when necessary for clarification. The proficiency target is Intermediate Low on the ACTFL scale.

Italian 3

**Open to Class III and Class IIIB**

This course continues with skills acquired in Italian 1 and 2. In alignment with the Massachusetts World Language Frameworks and the city of Boston World Language Curriculum Framework, the Italian 3 course is designed to allow students to complete all Stage 3 activities in the six areas of the city curriculum: reading, writing, speaking, listening, culture and connecting. (continued next page)
Italian 3, continued

Students continue acquiring more advanced skills in reading, writing, listening, and speaking while exploring links between the Italian language and the cultures of Italy. The course aims for a proficiency approach with attention given to the three modes of communication: Interpersonal (two-way unrehearsed communication between individuals), Interpretive (one-way communication via reading and listening), and Presentational (one-way communication using speaking and writing). Teachers are expected to conduct the class 90% of the time in the target language, using English when necessary for clarification. Students are also expected to communicate in the target language as much as possible. The proficiency target is Intermediate Low to Mid on the ACTFL scale.

Italian 4

Open to Class II and Class IB

This course may fulfill the fourth year of the language requirement, as can AP Italian (see below).

This course continues with skills acquired in Italian 1, 2 and 3. In alignment with the Massachusetts World Language Frameworks and the city of Boston World Language Curriculum Framework, the Italian 4 course is designed to allow students to complete all Stage 4 activities in the six areas of the city curriculum: reading, writing, speaking, listening, culture and connecting.

Students continue acquiring skills in reading, writing, listening and speaking at a more advanced level while exploring links between the Italian language and the cultures of Italy. Emphasis is placed on using literature to explore Italian culture, and grammar is reviewed as needed. The course aims for a proficiency approach with attention given to the three modes of communication: Interpersonal (two-way unrehearsed communication between individuals), Interpretive (one-way communication via reading and listening) and Presentational (one-way communication using speaking and writing). Teachers are expected to conduct the class 90% of the time in the target language, using English when necessary for clarification. Students are also expected to communicate in the target language as much as possible. The proficiency target is Intermediate Mid on the ACTFL scale.

External exam: The Italian National Exam is not offered at BLS.

AP Italian Language and Culture

Open to Class II and Class IB

This course may fulfill the fourth year of the language requirement, as can Italian 4 (see above). AP Italian may also be taken as an elective following Italian 4.

In alignment with the Massachusetts World Language frameworks, the city of Boston World Language Curriculum Framework and the guidelines set forth by the Educational Testing Services regarding Advanced Placement language courses, the AP course is designed to allow students to operate at stage 4 of the activities listed in the six areas of the city curriculum: culture, connecting, listening, speaking, reading, and writing. Tasks are divided into the following four categories: Interpersonal Speaking, Interpersonal Writing, Presentational Writing, and Presentational Speaking. The course is taught at the level of a fifth or sixth semester college class.

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AP Italian Language and Culture, **continued**

The AP Italian Language course is arranged by 6 thematic units, with overarching questions using short stories, articles, and poetry combined with a thorough review of grammar topics and vocabulary. Themes include Global Challenges, Personal and Public Identities, Science and Technology, Families and Communities, Contemporary Life, and Beauty and Aesthetics. Students are expected to communicate entirely in Italian and the class is conducted exclusively in Italian (except for when grammar needs to be explained). The proficiency target is Intermediate High to Advanced Low on the ACTFL scale. For more information about the syllabus as established by the College Board, [click here](#).

**Summer work:** This course requires a summer assignment, and can be found on the Modern Foreign Language Program page.

**External exam:** Students taking this course are required to take the Advanced Placement Italian Language and Culture exam in May.

### Spanish 1

**Open to Class V, Class IVB, and Class II**

*This course is required if Spanish is the language chosen for the four-year requirement, unless student successfully tested into Spanish 2. This course is also offered as an elective for Class II.*

This course is an introduction to Spanish language and culture for students with little or no prior knowledge of Spanish. In alignment with the Massachusetts World Language Frameworks and the city of Boston World Language Curriculum Framework, the Spanish 1 course is designed to allow students to complete all Stage 1 activities in the six areas of the city curriculum: reading, writing, speaking, listening, culture, and connecting.

Students begin to acquire skills in reading, writing, listening, and speaking while exploring links between Spanish language and the cultures of various Spanish-speaking countries. The course aims for a proficiency approach with attention given to the three modes of communication: Interpersonal (two-way unrehearsed communication between individuals), Interpretive (one-way communication via reading and listening), and Presentational (one-way communication using speaking and writing). Teachers are expected to conduct the class 90% of the time in the target language, using English when necessary for clarification. The proficiency target is Novice High on the ACTFL scale.

**External exam:** Participation in National Spanish Exam is required, and fees are covered by the school.

### Spanish 2

**Open to Class IV, Class IIIIB, and Class I**

*This course is required if Spanish is the language chosen for the four-year requirement, and is also offered as an elective for Class I.*

This course continues with skills acquired in Spanish 1. In alignment with the Massachusetts World Language Frameworks and the city of Boston World Language Curriculum Framework, the Spanish 2 course is designed to allow students to complete all Stage 2 activities in the six areas of the city curriculum: reading, writing, speaking, listening, culture, and connecting.

*(continued next page)*
**Spanish 2, continued**

Students continue acquiring skills in reading, writing, listening and speaking while exploring links between Spanish language and the cultures of various Spanish-speaking countries. The course aims for a proficiency approach with attention given to the three modes of communication: Interpersonal (two-way unrehearsed communication between individuals), Interpretive (one-way communication via reading and listening), and Presentational (one-way communication using speaking and writing). Teachers are expected to conduct the class 90% of the time in the target language, using English when necessary for clarification. The proficiency target is Intermediate Low on the ACTFL scale.

*External exam:* Participation in National Spanish Exam is required, and fees are covered by the school.

**Spanish 3**

**Open to Class III and Class IIB**

*This course is required if Spanish is the language chosen for the four-year requirement.*

This course continues with skills acquired in Spanish 1 and 2. In alignment with the Massachusetts World Language Frameworks and the city of Boston World Language Curriculum Framework, the Spanish 3 course is designed to allow students to complete all Stage 3 activities in the six areas of the city curriculum: reading, writing, speaking, listening, culture, and connecting.

Students continue acquiring more advanced skills in reading, writing, listening and speaking while exploring links between Spanish language and the cultures of various Spanish-speaking countries. The course aims for a proficiency approach with attention given to the three modes of communication: Interpersonal (two-way unrehearsed communication between individuals), Interpretive (one-way communication via reading and listening), and Presentational (one-way communication using speaking and writing). Teachers are expected to conduct the class 90% of the time in the target language, using English when necessary for clarification. Students are also expected to communicate in the target language as much as possible. The proficiency target is Intermediate Low to Mid on the ACTFL scale.

*External exam:* Participation in National Spanish Exam is required, and fees are covered by the school.

**Spanish 4**

**Open to Class II and Class IB**

*This course may fulfill the fourth year of the language requirement, as can AP Spanish (see below).*

This course continues with skills acquired in Spanish 1 and 2. In alignment with the Massachusetts World Language Frameworks and the city of Boston World Language Curriculum Framework, the Spanish 3 course is designed to allow students to complete all Stage 4 activities in the six areas of the city curriculum: reading, writing, speaking, listening, culture, and connecting. There is more of a focus on literature, writing, and speaking with reviews of grammar as needed in level 4.

Students continue acquiring skills in reading, writing, listening, and speaking while exploring links between Spanish language and the cultures of various Spanish-speaking countries. The course aims for a proficiency approach with attention given to the three modes of communication: Interpersonal (two-way unrehearsed communication between individuals), Interpretive (one-way communication via reading and listening), and
Spanish 4, continued

Presentational (one-way communication using speaking and writing). Teachers are expected to conduct the class 90% of the time in the target language, using English when necessary for clarification. Students are also expected to communicate in the target language as much as possible. The proficiency target is Intermediate Mid on the ACTFL scale.

External exam: Participation in National Spanish Exam is required, and fees are covered by the school.

AP Spanish Language and Culture

Open to Class II and Class IB

This course may fulfill the fourth year of the language requirement, as can Spanish 4 (see above). AP Spanish may also be taken as an elective following Spanish 4.

In alignment with the Massachusetts World Language frameworks, the city of Boston World Language Curriculum Framework and the guidelines set forth by the Educational Testing Services regarding Advanced Placement language courses, the AP course is designed to allow students to operate at stage 4 of the activities listed in the six areas of the city curriculum: culture, connecting, listening, speaking, reading, and writing. Tasks are divided into the following four categories: Interpersonal Speaking, Interpersonal Writing, Presentational Writing, and Presentational Speaking. The course is taught at the level of a fifth or sixth semester college class. Students are required to take the Advanced Placement exam offered in May.

The AP Spanish Language course is arranged by 6 thematic units with overarching questions using short stories, articles, and poetry combined with a thorough review of grammar topics and vocabulary. Themes include Global Challenges, Personal and Public Identities, Science and Technology, Families and Communities, Contemporary Life, and Beauty and Aesthetics. Students are expected to communicate entirely in Spanish and the class is conducted exclusively in Spanish (except for when grammar needs to be explained). The proficiency target is Intermediate High to Advanced Low on the ACTFL scale. For more information about the syllabus as established by the College Board, click here.

Summer work: This course requires a summer assignment, and can be found on the Modern Foreign Language Program page.

External exam: Students taking this course are required to take the Advanced Placement Spanish Language and Culture exam in May. Additionally, participation in National Spanish Exam is required.

AP Spanish Literature and Culture

Open to Class I

It is strongly recommended that a student take and pass the AP Spanish Language course before taking this course.

In alignment with the Massachusetts World Language frameworks, the city of Boston World Language Curriculum Framework and the guidelines set forth by the Educational Testing Services regarding Advanced Placement language courses, the AP course is designed to allow students to operate at stage 4 of the activities listed in the six areas of the city curriculum: culture, connecting, listening, speaking, reading, and writing.

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AP Spanish Literature and Culture, continued

The AP Spanish Literature and Culture course is designed to introduce students to the formal study of a representative body of literature, written in Spanish, from Spain, Latin America, and the United States. The works studied encompass various forms of literature, including poetry, prose, and drama. Nineteen works are from Spain, and nineteen works are from Latin America.

Students will be encouraged to reflect on the many voices and cultures represented. Media will be used to present audio and audiovisual resources, as well as artistic representations. The literature will be presented in the context of six thematic units: Societies in Contact, Dualities of Being, the Construct of Gender, Interpersonal Relationships, Literary Creation, and Time and Space. Students are expected to communicate entirely in Spanish and the class is conducted exclusively in Spanish. The proficiency target is Intermediate High to Advanced Low on the ACTFL scale. For more information about the syllabus as established by the College Board, click here.

**Summer work:** This course requires a summer assignment, and can be found on the Modern Foreign Language program page.

**External exam:** Students taking this course are required to take the Advanced Placement Spanish Literature and Culture exam in May. Additionally, participation in National Spanish Exam is required.
Graduation requirements

Though there are art and music requirements for the middle grades, participation in the Visual and Performing Arts program is optional within the high school years. That said, engaging in the arts is helpful in fulfilling the last part of the school’s mission statement: “a rewarding life.” The arts make us more human.

All Class VI students are required to take Visual Art and General Music, which meet once and twice per six-day cycle, respectively. All Class V students are required to continue their experience in the arts, choosing among suitable levels of performance art. These include drama, chorus, band, and strings.

Visual Arts

Seventh Grade Visual Art

Required for Class VI

This course meets twice per six-day cycle.

We cover a broad and significant amount of information. The visual arts classes have been designed to give the student the opportunity to explore different mediums and techniques used in making art and learn the ways that the creative arts can intersect with and inform their more academic pursuits. Students will discover these mediums and techniques through the study of art history, aesthetics, and constructive criticism. A famous artist or architect’s work will be the basis of each unit. The goal of Term I is to learn and begin identifying and expressing the elements and principles of art through units on perspective, the color wheel and painting. In Term II, students use texture, proportions, and positive/negative space to complete their use and understanding of the elements and principles of art. Different materials will be used in Term 3 such as clay, scratchboard, and collage. In Term IV, students will work on printmaking, stenciling and pointillism.

During all four terms, students will be writing vocabulary and drawing in their sketchbooks.

Grading in this class is not based on talent. It is based on fulfilling assignment objectives, following directions, keeping a clean work area, work presentation, class participation, and the completion of class and homework assignments.

Graphic Arts

Open to Classes II and I

This course is offered as an elective and meets daily. There are no prerequisites.

This course will cover the fundamentals of Graphic Design. Students will learn how to communicate visually in order to create brands and logos, utilize typography effectively, use photography in design, and develop a
Graphic Arts, continued

portfolio of work. Students will gain exposure to the design process and design problems, careers in design, as well as important designers and movements throughout history that shaped the design world. Students will generate effective designs utilizing both traditional and contemporary techniques, including the use of Adobe Photoshop and Illustrator.

Foundation in Visual Arts
Open to Classes II and I

This course is offered as an elective and meets daily. There are no prerequisites.

This course is an entry level visual arts class. It is offered to any student who has an interest in visual art. Students will explore the elements of art (line, shape/form, color, texture, proportion and subject matter) and the principles of design (balance, variety, harmony, emphasis, proportion, movement, and rhythm) through the understanding and application of various media, techniques and processes. Using hands-on activities, students will challenge their potential to think creatively, solve problems and communicate ideas, feelings and experiences in two and three dimensional works. Students will research and study visual images from various cultures, historic times, and discuss the characteristics of these images as they pertain to their own works and the works of others. Students will be encouraged to use their personal experiences and research to design original works. Students are required to exhibit selected products in school, system-wide, and community exhibits.

AP Studio Art
Open to Class I

This class is a continuation of the art portfolio which begins in Foundations of Visual Arts (see above), which is considered a prerequisite. Exceptions may be granted by the approval of the teacher based on a portfolio review.

Advanced Placement Studio Art offers exemplary visual art students intensive, focused advanced study, and studio appreciation, reflection, methods, peer and expert critique and assessment. Students must develop a thesis portfolio reflective of their mastery of skills, their understanding of the elements of arts, design, and visual communication in several mediums. Students will use advanced knowledge of a wide variety of media, application techniques, and historical context to express their ideas and historical context to express their ideas and creativity. Students will work independently (with teacher facilitation) to analyze and interpret art works in relation to form, context and purpose. Research techniques, including technology, will be applied. Students must submit a portfolio for examination. For more information about the syllabus as established by the College Board, click here.
Theater Arts

Drama Class

Open to Class V

This course is offered as an elective and meets three times per six-day cycle. There are no prerequisites.

This is an entry-level theater class where students will practice and begin to develop the tools of the actor—voice, body, and imagination, through participation in classroom activities. Personal responsibility, commitment to the creative process and respect for social, cultural and ethnic diversity in thoughts and actions will be stressed. Students will study the basic fundamentals of how scene design, sound, costumes, properties, and lighting are used in the theater. Students will improvise scenes and initiate script writing.

Students will observe and analyze the comparisons and connections of dance, music, visual art, radio, television, video, and film. Theater and theater-related career paths will be introduced in tandem with how theater arts were used throughout history and exists in today’s society.

Theater Arts

Open to Classes II and I

This course is offered as an elective and meets daily. There are no prerequisites.

This course provides a rigorous study in theater practice, theory, and history. The class will cover the purpose of theater, theatrical techniques, playwriting, technical theater and plays from throughout history. Units of study include Greek Theatre and Voice Work, Elizabethan Theatre/Commedia dell’Arte and Physical Work, World Theatrical Traditions, Contemporary Theatre, and Playwriting.

Music Theory

General Music

Required for Class VI

This course meets twice per six-day cycle.

This course is designed to introduce beginning concepts of music theory, ear training, sight singing, tonality, tempo, and rhythm. Students will learn to read and write notes in two basic clefs, understand simple and compound time signatures, and learn basic key signatures. Students will explore Baroque, Renaissance, Classical, and 20th Century styles in music.
Music Theory I

Open to Classes II and I

This course is offered as an elective and meets daily. While there are no prerequisites, some musical experience is suggested.

Curriculum includes reading, writing, and hearing notes in treble, bass, alto, and tenor clefs; reading, writing, and hearing major and minor scales and key signatures; writing and hearing triads and basic seventh chords in root position and inversion; realizing figured bass; basic four part voice-leading; melodic, harmonic, and rhythmic dictation; and basic sight-singing. The course will be made up of classroom instruction, personalized ear training in the Mac lab, and instrumental performances. Musical experience is recommended but not required. Successful completion of this course should enable juniors to pass the entrance exam into AP Music Theory.

AP Music Theory

Open to Classes II and I

This course is offered as an elective, and prerequisites can be fulfilled by Music Theory 1 (see above) or the approval of the teacher and program director.

This course is geared to a very specific purpose: preparation for the Advanced Placement Music Theory Exam given in May. Since this is a one-year course, the vast majority of our class work will focus on the test. The exam consists of several sections including, multiple choice questions (50%), four part voice leading (15%), composition (15%), sight singing (5%), melodic dictation (5%), harmonic dictation (10%). This is a very difficult exam even for those who have had previous music theory experience. Ear training, dictation, and sight singing are perhaps the most difficult aspects of the test; students are expected to work on these skills throughout the year. For more information about the syllabus as established by the College Board, click here.

External exam: Students taking this course are required to take the Advanced Placement Music Theory exam in May.

Music Performance, Choral

Seventh Grade Chorus

Open to Class VI

This course is offered as an elective and meets twice per six-day cycle. There are no prerequisites.

This course offers an introduction to vocal ensemble for middle school students. Emphasis will be on acquiring ensemble skills, technical proficiency, and performance experience with musical styles from the Renaissance period to the present day. These include baroque, classical, romantic, impressionistic, contemporary, pop, jazz, world music, and other genres. Rehearsals and performances outside of class time are part of this course. Students enrolled are expected to attend all rehearsals, concerts, and contests. All students are expected to honor ensembles, musical productions, and other performance opportunities and to audition for city and regional performance and scholarship opportunities.
Eighth Grade Chorus

*Open to Class V*

*This course is offered as an elective and meets twice per six-day cycle.*

This course offers an introduction to vocal ensemble for middle school students. Emphasis will be on acquiring ensemble skills, technical proficiency, and performance experience with musical styles from the Renaissance period to the present day. These include baroque, classical, romantic, impressionistic, contemporary, pop, jazz, world music, and other genres. Rehearsals and performances outside of class time are part of this course. Students enrolled are expected to attend all rehearsals, concerts, and contests. All students are expected to honor ensembles, musical productions, and other performance opportunities and to audition for city and regional performance and scholarship opportunities.

Concert Choir

*Open to all students at this performance level*

*This course is offered as an elective, and meets twice per six-day cycle. Entry into this course can be satisfied by audition or departmental approval.*

This course is an advanced level vocal ensemble. Emphasis will be on developing ensemble skills, technical proficiency, and performance experience with musical styles from the Renaissance period to present day. These include baroque, classical, romantic, impressionism, contemporary, pop, jazz, world music, and other genres. Rehearsals and performances outside of class time are part of this course. Students enrolled are expected to attend all rehearsals, concerts, and contests. All students are expected to honor ensembles, musical productions and other performance opportunities and to audition for city and regional performance and scholarship opportunities.

Music Performance, Band

Beginning Band

*Open to all students at this performance level*

*This course is offered as an elective, and meets twice per six-day cycle. There are no prerequisites, just a desire to learn is all we ask.*

This course is an introduction to the basic pedagogy and rudiments of instrumental music. Students will be encouraged to develop healthy breathing, posture and mechanics of an instrument, leading to consistent sound production. Students will participate in learning activities that introduce and begin to refine musical concepts, vocabulary and skills. Students will be active participants (musicians) learning through practice and repetition of songs, activities, and musical games. Listening, analyzing, and describing music will be integral in all lessons.
Eighth Grade Band

Open to all students at this performance level

This course is offered as an elective and meets twice per six-day cycle.

This course is an introduction to band performance and repertoire for the middle school student. Students will review basic pedagogy and the rudiments of instrumental music and continue to develop their skills and gain experience. Emphasis remains consistent on basic principles of healthy breathing, correct posture, and consistent sound production. Students further develop musical concepts, vocabulary, and skills through a growing repertoire of music. Rehearsals and performances outside of regular class time are part of this course and are mandatory.

Concert Band, Purple and White

Open to all students at this performance level

This course is offered as an elective and meets three times per six-day cycle.

This is the advanced performance ensemble for high school band students. Emphasis will be on mastery and display of ensemble skills and technical proficiency. Heavy emphasis is placed on performance experience with a wide variety of repertoire. Rehearsals and performances outside of class time are part of this course. Students enrolled are expected to attend all rehearsals, concerts, and contests. All students are expected to participate in honor ensembles, festivals, musical productions and other performance opportunities, and to audition for state, regional and national performance and scholarship opportunities.

Senior Band and Wind Ensemble

Open to all students at this performance level

This course is offered as an elective and meets three times per six-day cycle. Entry into this course can be satisfied by audition or departmental approval.

This is the major performance ensemble for band students. Students will continue to develop their skills and experience with still greater emphasis on ensemble playing, technical proficiency, and performance experience in an increasingly demanding repertoire. Heavy emphasis is placed on performance experience with a wide variety of band music. Emphasis remains consistent on basic principles of healthy breathing, correct posture and consistent sound production. Students further refine their mastery of musical concepts, vocabulary, and skills through a growing repertoire of music. Rehearsals and performances outside of regular class time are part of this course and are mandatory. All students are expected to participate in festivals, honor ensembles, musical productions and other school performance opportunities and to audition for state, regional, and national performance and scholarship opportunities.
Music Performance, Strings

Beginning Strings

Open to all students at this performance level

This course is offered as an elective and meets twice per six-day cycle. There are no prerequisites, just a desire to learn is all we ask.

This course is an introduction to string performance and repertoire for the middle/high school student. Students will review basic pedagogy and the rudiments of instrumental music and continue to develop their skills and experience. Emphasis remains consistent on basic principles of healthy bow technique, correct posture, and consistent sound production. Students further develop musical concepts, vocabulary, and skills through a growing repertoire of music. Scheduled rehearsals and performances outside of regular class time are mandatory.

Training Strings

Open to all students at this performance level

This course is offered as an elective and meets three times per six-day cycle.

This course explores string performance at the intermediate level for the middle/high school student. Students will continue to develop their skills and experience with greater emphasis on ensemble playing. Emphasis remains consistent on basic principles of healthy bow technique, correct posture, and consistent sound production. Students further develop musical concepts, vocabulary and skills through a growing repertoire of music. Scheduled rehearsals and performances outside of regular class time are mandatory.

Repertory Orchestra, Purple and White

Open to all students at this performance level

This course is offered as an elective and meets three times per six-day cycle.

This course explores string performance at an intermediate level for high school students. Students will continue to develop their skills and experience with greater emphasis on ensemble playing, technical proficiency, and performance with musical styles from the Renaissance period to the present day. Students will explore more difficult repertoire. Emphasis also remains consistent on basic principles of healthy bow technique, correct posture, and consistent sound production. Scheduled performances outside of regular class time are mandatory.
Philharmonic Orchestra, Purple and White

Open to all students at this performance level

This course is offered as an elective and meets three times per six-day cycle.

This course explores string performance at an advanced intermediate level for high school students. Students will continue to develop their skills and experience with greater emphasis on ensemble playing, technical proficiency, and performance with musical styles from the Renaissance period to the present day. Students will explore a more advanced and difficult repertoire. Emphasis also remains consistent on basic principles of healthy bow technique, correct posture, intonation, articulation, and consistent sound production. Scheduled performances outside of regular class time are mandatory.

Concert String Orchestra

Open to all students at this performance level

This course is offered as an elective and meets three times per six-day cycle. Entry into this course can be satisfied by audition or departmental approval.

This course explores string performance at an advanced level for high school students. Students will continue to develop their skills and experience with greater emphasis on ensemble playing, technical proficiency, and performance with musical styles from the Renaissance period to the present day. Students will explore solo repertoire. Emphasis also remains consistent on basic principles of healthy bow technique, correct posture, and consistent sound production. Scheduled rehearsals and performances outside of regular class time are mandatory.
Interdisciplinary Senior Capstone

Graduation requirements

Participation in the Interdisciplinary Senior Capstone is entirely optional.

Interdisciplinary Senior Capstone

Open to Class I

This course is offered as an elective, and application is required to take the course. An applicant will be asked to describe an anticipated project, the skills they need to complete the project, and the key questions that would drive their research. The application for Senior Capstone 2019-2020 may be found here.

This challenging course for highly motivated seniors enables students to develop advanced research, writing, and presentation skills, while grappling with essential questions that span disciplines. It will pull together and further refine the skills that students have developed and advanced in all courses during their Boston Latin School education. It will culminate in the creation of a truly interdisciplinary investigation and Capstone project that students conceive and execute with the support of faculty mentors throughout the school.

To be successful in the Senior Capstone course necessitates that a student:

- have a genuine passion for sustaining and producing an independent project
- be willing to conduct deep research, using traditional research materials as well as visiting sites
- be open to conducting surveys, interviews, and conversations with individuals and groups who could contribute to the project
- be capable of allocating time adequately to allow ample time to complete the chosen project
- have strong organizational skills
- have an ability and creativity to think “outside the box” and do whatever it takes to produce a powerful project
- exhibit a desire to prioritize the work on this project over a long period of time
- have a keen interest in working collaboratively with fellow students engaged in parallel projects is important.

During the first part of the academic year, students will engage in inquiry-based, self-driven authentic learning while researching, collecting, analyzing, evaluating, and presenting information from a variety of sources, all focused around their chosen topic. Coursework will also focus on delivering engaging and informative presentations that persuasively advocate for a particular point of view or perspective. As part of the coursework in the first half of the year, students will be developing and receiving feedback and approval on an essential question, a series of primary and secondary research questions, and a proposal for their final Capstone projects as well as building a website and blogging on their weekly research and work progress.

The class will culminate in a student-designed and faculty-advised interdisciplinary project. The project may take multiple forms—some examples might be (but are not limited to) projects such as: building a vehicle, writing (and possibly performing) a play, creating a significant work of art, creating a mobile app, planning...
and testing a new course, producing a documentary film, conducting and documenting a laboratory investigation, and writing a manual or plan for community action.

This project will require students to formulate a sophisticated research question on an academic, artistic, cultural, sociological, scientific, technological, or community-based topic of deep personal interest. Students plan and conduct an independent, inquiry-based research project that results in an innovative product that takes a form appropriate to the nature of their research question, reflecting the thinking and skills they have both acquired cumulatively during their time at the school and refined in the course. All of these projects will be presented by the students to the entire school community in the form of a series of individual 18-minute TEDx-style talks delivered over three days in the spring (in 2019, from May 20-22).

To visit the website for the Capstone course, click here.