

Upper School Course Guide 2017-18

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Registration Guidelines and Academic Planning

Registration Procedure

Course registration occurs during the scheduling conferences on March 2-3, 2017. The entire registration process consists of the following:

Step 1. Check progress toward graduation on page 8. Current eighth graders and their parents meet with the dean of studies during Registration Conferences on March 2-3. Current ninth graders will discuss their current progress toward graduation and course planning with their advisor. Current tenth and eleventh graders will schedule meetings with their college counselor as well as meet with their advisor to discuss graduation progress and course planning for the following school year.

Step 2. Develop a long-range plan on page 9. Students should complete this plan with their parents prior to the registration conference. As part of this process, parents and students should review this course guide and talk to the student's current teachers about course choices for next year.

Step 3. Complete the time management survey on page 16. Prior to the scheduling conference, parents and students should complete the Time Management Survey to evaluate the potential load for next year.

Please complete steps 1, 2 and 3 prior to the scheduling conference.

Step 4. Complete the registration form at the registration conference on March 2-3. At that conference students work with their advisors and parents to request a course load that takes into account all of the student's activities, responsibilities, abilities and goals.

Every effort is made to give students their choice of classes indicated on their registration form. The schedule is built to maximize the opportunities for all students.

The school reserves the right to cancel a course with insufficient enrollment.

Course Placement

Some courses require recommendation by the department offering the course; in those cases students are notified prior to the scheduling conference for which course they have been recommended. The student's academic advisor also gets a list of courses for which a student has been recommended. Students who question their placement should talk with the appropriate academic department head. Courses that require placement include modern language courses beyond level I, mathematics courses, honors and Advanced Placement courses, research and some visual and performing arts courses.

Note: Students in grades 9, 10 and 11 must have department head approval before taking more than one course in a discipline.

Minimum Course Load

Students must be registered for at least five classes per day in addition to the following classes:

Grade 9:	Health and Performance Physiology (one quarter each)
Grade 10:	World Religions II (one semester)
Grades 10, 11, 12:	Physical Education electives
Grade 12:	Religion elective (one semester)

All students taking Advanced Placement level classes are required to take the Advanced Placement exams in May (in lieu of the final exam for the course).

Off-Campus Programs/Study Abroad

Students who wish to participate in a program of study during the academic school year that would take them off-campus for an extended period of time must abide by the following guidelines:

- The student must be in good academic standing.
- The program must provide an academic curriculum that is compatible with the Breck course requirements.

Students are advised to consult with the dean of studies before applying to an off-campus program. All off-campus programs must be approved by the Upper School director.

Course Overload

Students often find themselves overloaded under the following circumstances:

1. Any student who registers for three or more Advanced Placement courses.
2. Any student who registers for two language classes plus two or more Advanced Placement courses.
3. Any student in grade 10, 11 or 12 who registers for seven classes.
4. Any student who is involved in two or more concurrent extracurricular commitments. Commitments that have caused concern in the past include:
 - participation on a Breck sports team
 - club president
 - theater production/musical
 - yearbook editor
 - newspaper editor
 - student council member
 - extensive participation in an athletic/theatrical program outside of Breck

If a student is considering a program that meets any of the criteria above, the advisor should give him/her special attention. Before accepting such a program, advisors should consider the student's previous academic performance, how the student handled the load in previous semesters and how the program fits into the student's four-year Upper School plan. In some cases the student may wish to postpone taking a class until a future semester when his/her schedule is lighter. The student, parent or advisor may wish to consult with the dean of studies about a plan that seems to be too overloaded.

Academic Support

Breck School is committed to helping students be successful by providing appropriate services needed to accommodate individuals with learning and cognitive-related disabilities. Our goal is to promote student independence and help students realize their full potential.

All academic accommodations for students with learning, attentional, psychiatric or other cognitive disabilities are based on the recommendations included in the documentation of disability provided by the student. Academic accommodations are intended to ensure access to educational opportunities for students with disabilities.

Breck's support services faculty members provide individual support, instruction in learning strategies and compensatory techniques, help with time management and organizational skills, and determination and arrangement of accommodations. Accommodations may include alternative testing arrangements such as readers, scribes, extended-time exams, access to taped textbooks and other adaptive technology and assistance from peer note takers.

Outside Work Intended to Change Placement

Students who intend to use non-Breck course work (typically done during the summer) in order to change course placement in mathematics or modern language must:

1. Consult with the relevant department head.
2. Complete the "Summer Work Intention" form.
3. Have department head approval prior to the end of the school year.
4. Receive department head approval of the placement change.

Dropping and Adding Courses

General Policy

Every effort is made to accommodate the courses requested by students at the scheduling conference. Because classes are carefully balanced for size, course changes occur only in special circumstances:

- The change is academically necessary as determined by the department head, dean of studies or Upper School director.
- The student made first and second choices for electives and received neither choice.
- A conflict in the schedule has prevented scheduling core academic courses.
- The schedule does not meet the minimum-load requirement or does not include courses needed for satisfactory progress toward graduation.

The following situations do not justify schedule changes:

- The student wishes to change teachers or course periods.
- The student has changed his or her mind regarding a course choice.
- The student did not receive a first choice but did not make alternate choices where indicated (history and English electives, visual or performing arts).

Student/Parent-Initiated Drop/Add Prior to the First Week of School

To make a schedule change prior to the beginning of the year, the student confers with the dean of studies. If the change is due to academic necessity, the concurrence of the department head may be required. Written parental permission is also required.

Students may not attend new classes until the drop/add procedure has been completed. All course changes must be completed by the second week of the course.

Student/Parent-Initiated Drop/Add Within the First Two Weeks

To drop or add a class during the first two-week drop period, the student:

- confers with the dean of studies and obtains a drop/add form;
- confers with his or her advisor;
- obtains all necessary signatures;
- gives the completed drop/add form to the dean of studies.

If the academic advisor, parent, teacher or department head does not think that the requested change is in the best interests of the student, he or she does not sign the form and a conference is held with the dean of studies.

Student/Parent-Initiated Withdrawal After the First Two Weeks

Withdrawal from a course after the first two weeks of a semester occurs only in unusual and compelling circumstances. Doing poorly in a course does not constitute a reason. A student who wishes to petition for such a withdrawal:

- confers with the Upper School administration and obtains a petition form;
- confers with his or her teacher and advisor;
- obtains all necessary signatures;
- submits the petition to the dean of studies for consideration.

If a student drops a year-long class at the end of the first semester the first semester grade is figured into the cumulative grade point average, but no graduation credit is given for the first semester work. Updated transcripts with letters of explanation are sent to colleges that have received previous transcripts.

School-initiated drops or adds may occur at any time and may not result in changes on the transcript.

Graduation Requirements

The academic program at Breck is firmly rooted in the Breck mission statement. Department course requirements provide students with a well-rounded basis that supports them as they move on to college. Elective courses allow a student to concentrate in areas of specific interest. All courses in this guide are listed on the transcript and figured into the student's grade point average (GPA).

Students are required to take a minimum of 44 semester credits for four years during the regular academic year in addition to completing May Program each year. These 44 semester credits must satisfy the specific departmental requirements described below.

English	8 semester credits including Grade 9 English, Grade 10 English and North American Literature Students must be enrolled in an English course each semester.
Visual Arts and/or Performing Arts	2 semester credits
Health and Performance Physiology	1 semester credit
History	6 semester credits including U.S. History or AP U.S. History
Mathematics	6 semester credits including Algebra I, Geometry and Algebra II
Modern Language	6 semester credits in the same language including the third year of that language.
Physical Education/Health	2 quarter credits <ul style="list-style-type: none">• Health (one quarter)• Performance Physiology (one quarter) Note alternative methods of satisfying the semester elective requirement are listed in this course guide.
Religion	2 semester credits including World Religions II (1 credit) and one of the following: Ethics, Bioethics or Religious Imagery in Film (1 credit each). Additional requirement: Grade 9 May Program World Religions I
Science	6 semester credits including Physics, Biology and Chemistry

The Service Program Requirement

Breck devotes weekly school time to off-campus community service for every student and teacher in the Upper School. The service program occurs during the middle of the day on Wednesdays and involves students and faculty traveling to sites near the school to interact and work with others outside the school bounds. In order to graduate, students must successfully meet the requirements of the service program each year that they attend Breck.

In addition, each student must complete a 72-hour service project during the May Program in either the junior or senior year. (See May Program Requirement below.)

School Service Requirement

Each student performs some school service each year. Students must do Breck-oriented service projects accumulating at least 20 total hours over four years, or averaging at least five hours per year in Upper School. Opportunities may include work at Special Olympics, participate in Tour Ambassadors, or taking advantage of a variety of volunteer services that arise throughout the school year. Projects are supervised and verified by an adult with verification turned in to the Service Coordinator.

Senior Speech Requirement

Every student, during the senior year, gives a four- to six-minute speech to the entire Upper School on a topic that is meaningful to all. Senior speeches are a chance for students to share something significant that they have learned or thought about and they are a key milestone in each Breck student's career. Speeches are prepared and graded in conjunction with the Bioethics, Ethics, or Religious Imagery in Film courses.

May Program Requirement

As part of the academic program, students complete May Program each year. Freshmen and sophomores take on-campus courses that include a combination of elective and required courses. Juniors and seniors engage in experiential learning opportunities, generally off-campus, which take the form of service projects, internships, and major independent projects.

May Program grades contribute to a student's cumulative grade point average. Each May Program is the equivalent of one semester course. If a student does not complete May program satisfactorily, he/she must arrange an acceptable alternative program through the Dean of Studies and/or the May Program Coordinator. A May Program course guide will be made available to freshmen and sophomore students each year prior to registration.

May Program grades are included in the cumulative grade-point average. Each year of May Program is the equivalent of one semester course. A student who earns an average grade of D or below for May Program courses during either the freshman or sophomore year is required to complete the full on-campus program during the junior or senior year. If a junior or senior does not complete the May Program satisfactorily, he or she must arrange an acceptable alternative program through the dean of studies. For complete information about the May Program, see the May Program registration guide.

Special Note

All schedules are subject to the approval of the Upper School director. Courses may be cancelled or added based on enrollment or staffing changes.

The First Three Steps of Registration

Step 1: Check Graduation Progress

Using your transcript (except incoming freshmen), place an 'x' in the boxes for each semester credit completed. Seniors must also complete the Senior Checklist that must be turned in to their advisor at the registration conference. This does not include May Program courses. Students who earn a D or lower in Math, English and/or World Religions during May Program must retake those courses

	Semesters							
	1	2	3	4	5	6	7	8
Health and Performance Physiology 1 semester credit								
Physical Education <ul style="list-style-type: none"> • 1 semester credit of PE classes, or • 3 years of participating in 2 seasons of Breck sports, or • 2 years of participating in 3 seasons of Breck sports, or • 2 years of participating in 2 seasons of Breck sports in addition to 1 quarter of a PE elective, or • 2 semesters of dance in addition to 2 semesters of Visual/Performing Arts. 								
Visual/Performing Arts 2 semester credits Visual or Performing Arts								
Religion 2 semester credits including World Religions I and II AND one of the three religion electives during senior year.								
History 6 semester credits including U.S. History or AP U.S. History								
Mathematics 6 semester credits including Algebra I, Geometry and Algebra II								
Modern Language 6 semester credits in the same language including the third year of that language								
Science 6 semester credits including Physic, Biology, Chemistry or Conceptual Chemistry								
English 8 semester credits including Grade 9 English, Grade 10 English and North American Literature								

Step 2: Develop a Long-Range Plan

Students in grades 9, 10 and 11 must have department head approval before taking more than one course in a discipline.

Grade 9: Courses	Sem 1	Sem 2	Total Sem Credits
1. Grade 9 English	1	1	2
2. Health/Physiology	Q1	Q3	1
3.			
4.			
5.			
6.			
7.			
8.			
9.			
Total Grade 9 Semester Credits			
Sports and Activities:			
Fall:			
Winter:			
Spring:			

Grade 11: Courses	Sem 1	Sem 2	Total Sem Credits
1. N. American Literature	1	1	2
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
Total Grade 11 Semester Credits Total Accumulated Credits			
Sports and Activities:			
Fall:			
Winter:			
Spring:			

Grade 10: Courses	Sem 1	Sem 2	Total Sem Credits
1. Grade 10 English	1	1	2
2. World Religions II	1		1
3.			
4.			
5.			
6.			
7.			
8.			
9.			
Total Grade 10 Semester Credits Total Accumulated Credits			
Sports and Activities:			
Fall:			
Winter:			
Spring:			

Grade 12: Courses	Sem 1	Sem 2	Total Sem Credits
1. 2 semesters English	1	1	2
2. Religion elective	1		1
3.			
4.			
5.			
6.			
7.			
8.			
9.			
Total Grade 12 Semester Credits Total Accumulated Credits			
Sports and Activities:			
Fall:			
Winter:			
Spring:			

Sample Four-Year Plan: Typical

These sample plans are for illustrative purposes only. Courses may be canceled due to insufficient enrollment and may not be scheduled as indicated.

Grade 9: Courses	Sem 1	Sem 2	Total Sem Credits
1. Grade 9 English	1	1	2
2. Health/Physiology		Q3/Q4	1
3. Physics	1	1	2
4. Geometry	1	1	2
5. Mod. World History	1	1	2
6. Spanish II	1	1	2
7. Chamber Players	1	1	2
8.			
9.			
Total Grade 9 Semester Credits			13
Sports and Activities:			
Fall: Soccer			
Winter: Basketball			
Spring: Baseball			

Grade 11: Courses	Sem 1	Sem 2	Total Sem Credits
1. N. American Literature	1	1	2
2. U.S. History	1	1	2
3. Func./Stat./Trig.	1	1	2
4. Spanish IV	1	1	2
5. Chemistry	1	1	2
6. Chamber Players	1	1	2
7.			
8.			
9.			
Total Grade 11 Semester Credits			12
Total Accumulated Credits			38
Sports and Activities:			
Fall: Soccer			
Winter: Basketball			
Spring: Baseball			

Grade 10: Courses	Sem 1	Sem 2	Total Sem Credits
1. Grade 10 English	1	1	2
2. Biology	1	1	2
3. Spanish III	1	1	2
4. U.S. History	1	1	2
5. Algebra II	1	1	2
6. Chamber Players	1	1	2
7. World Religions II		1	1
8.			
9.			
Total Grade 10 Semester Credits			13
Total Accumulated Credits			26
Sports and Activities:			
Fall: Soccer			
Winter:			
Spring: Baseball			

Grade 12: Courses	Sem 1	Sem 2	Total Sem Credits
1. AP Lang. and Comp.	1		1
2. Rel. Imagery in Film		1	1
3. Constitution	1		1
4. Political Theory/Utopia		1	1
5. Precalculus	1	1	2
6. Molecular Biology	1	1	2
7. Spanish V	1	1	2
8. Chamber Players	1	1	2
9.			
Total Grade 12 Semester Credits			12
Total Accumulated Credits			50
Sports and Activities:			
Fall: Fall Play			
Winter:			
Spring: Baseball			

Sample Four-Year Plan: Reduced Load

These sample plans are for illustrative purposes only. Courses may be canceled due to insufficient enrollment and may not be scheduled as indicated.

Grade 9: Courses	Sem 1	Sem 2	Total Sem Credits
1. Grade 9 English	1	1	2
2. Health/Physiology	Q1/Q2		1
3. Physics	1	1	2
4. Algebra IB	1	1	2
5. Spanish I	1	1	2
6. Mod. World History	1	1	2
7.			
8.			
9.			
Total Grade 9 Semester Credits			11
Sports and Activities:			
Fall: Soccer			
Winter: Basketball			
Spring: Track			

Grade 11: Courses	Sem 1	Sem 2	Total Sem Credits
1. N. American Literature	1	1	2
2. U.S. History	1	1	2
3. Adv. Algebra II w/Trig.	1	1	2
4. Spanish III	1	1	2
5. Concept. Chemistry	1	1	2
6. Creative Design	1		1
7. Beginning Ceramics		1	1
8.			
9.			
Total Grade 11 Semester Credits			12
Total Accumulated Credits			34
Sports and Activities:			
Fall: Soccer			
Winter: Basketball			
Spring: Track			

Grade 10: Courses	Sem 1	Sem 2	Total Sem Credits
1. Grade 10 English	1	1	2
2. World Religions II		1	1
3. Spanish II	1	1	2
4. U.S. History	1	1	2
5. Structure of Geometry	1	1	2
6. Biology	1	1	2
7.			
8.			
9.			
Total Grade 10 Semester Credits			11
Total Accumulated Credits			22
Sports and Activities:			
Fall: Soccer			
Winter: Musical			
Spring: Track			

Grade 12: Courses	Sem 1	Sem 2	Total Sem Credits
1. 21st Cent. Literature		1	1
2. Creative Writing	1		1
3. Astronomy	1		1
4. Environmental Science		1	1
5. Elem. Func. w/Dscr. Math	1	1	2
6. Second World War	1		1
7. Middle East in Mod. World		1	1
8. Ethics	1		1
9. Fiction to Film		1	1
Total Grade 12 Semester Credits			10
Total Accumulated Credits			44
Sports and Activities:			
Fall: Soccer			
Winter:			
Spring: Track			

Sample Four-Year Plan: Two Languages

These sample plans are for illustrative purposes only. Courses may be canceled due to insufficient enrollment and may not be scheduled as indicated.

Grade 9: Courses	Sem 1	Sem 2	Total Sem Credits
1. Grade 9 English	1	1	2
2. Health/Physiology		Q3/Q4	1
3. Physics	1	1	2
4. Algebra II	1	1	2
5. Mod. World History	1	1	2
6. Concert Choir	1	1	2
7. Spanish III	1	1	2
8.			
9.			
Total Grade 9 Semester Credits			13
Sports and Activities:			
Fall: Soccer			
Winter: Basketball			
Spring: Baseball			

Grade 11: Courses	Sem 1	Sem 2	Total Sem Credits
1. N. American Literature	1	1	2
2. AP Art History	1	1	2
3. Precalculus	1	1	2
4. Chemistry	1	1	2
5. Spanish V	1	1	2
6. Chinese II	1	1	2
7.			
8.			
9.			
Total Grade 11 Semester Credits			12
Total Accumulated Credits			38
Sports and Activities:			
Fall: Soccer			
Winter: Basketball			
Spring: Baseball			

Grade 10: Courses	Sem 1	Sem 2	Total Sem Credits
1. Sophomore English	1	1	2
2. World Religions II	1		1
3. Biology	1	1	2
4. Func./Stats./Trig.	1	1	2
5. U.S. History	1	1	2
6. Spanish IV	1	1	2
7. Chinese I	1	1	2
8.			
9.			
Total Grade 10 Semester Credits			13
Total Accumulated Credits			26
Sports and Activities:			
Fall: Soccer			
Winter: Musical			
Spring:			

Grade 12: Courses	Sem 1	Sem 2	Total Sem Credits
1. AP Lit. and Comp.	1	1	2
2. Economics I	1		1
3. Economics II		1	1
4. Bioethics		1	1
5. AP Calculus AB	1	1	2
6. AP Spanish	1	1	2
7. Chinese III	1	1	2
8. Engineering	1		1
9. Robotics		1	1
Total Grade 12 Semester Credits			12
Total Accumulated Credits			50
Sports and Activities:			
Fall: Fall Play			
Winter:			
Spring:			

Sample Four-Year Plan: Performing Arts Intensive

These sample plans are for illustrative purposes only. Courses may be canceled due to insufficient enrollment and may not be scheduled as indicated.

Grade 9: Courses	Sem 1	Sem 2	Total Sem Credits
1. Grade 9 English	1	1	2
2. Health/Physiology	Q1/Q2		1
3. Physics	1	1	2
4. Geometry	1	1	2
5. Chinese II	1	1	2
6. Symphonic Winds/Jazz	1	1	2
7. Breck Singers	1	1	2
8.	Note absence of history this year.		
9.			
Total Grade 9 Semester Credits			13
Sports and Activities:			
Fall: Fall Play			
Winter: Musical			
Spring:			

Grade 11: Courses	Sem 1	Sem 2	Total Sem Credits
1. N. American Literature	1	1	2
2. American Elections	1		1
3. African Am. Studies		1	1
4. Func./Stats./Trig.	1	1	2
5. Chinese IV	1	1	2
6. Chemistry	1	1	2
7. Symphonic Winds/Jazz	1	2	2
8. Acting II		1	1
9. PE Courses	Q1/Q2		1
Total Grade 11 Semester Credits			14
Total Accumulated Credits			41
Sports and Activities:			
Fall: Fall Play			
Winter: Musical			
Spring:			

Grade 10: Courses	Sem 1	Sem 2	Total Sem Credits
1. Grade 10 English	1	1	2
2. World Religions II		1	1
3. Biology	1	1	2
4. Chinese III	1	1	2
5. U.S. History	1	1	2
6. Symphonic Winds/Jazz	1	1	2
7. Algebra II	1	1	2
8. Acting I	1		1
9.			
Total Grade 10 Semester Credits			14
Total Accumulated Credits			27
Sports and Activities:			
Fall: Fall Play			
Winter: Musical			
Spring:			

Grade 12: Courses	Sem 1	Sem 2	Total Sem Credits
1. Women Writers		1	1
2. Lit. of Harlem Ren.	1		1
3. Ethics		1	1
4. Engineering	1		1
5. Robotics		1	1
6. Precalculus	1	1	2
7. Asia, Africa, Latin Am.	1		1
8. Middle East		1	1
9. Symphonic Winds/Jazz	1	1	2
10. Chinese V	1	1	2
Total Grade 12 Semester Credits			13
Total Accumulated Credits			54
Sports and Activities:			
Fall: Fall Play			
Winter: Musical			
Spring:			

Sample Four-Year Plan: Visual Art intensive

These sample plans are for illustrative purposes only. Courses may be canceled due to insufficient enrollment and may not be scheduled as indicated.

Grade 9:				Grade 10:			
Courses	Sem 1	Sem 2	Total Sem Credits	Courses	Sem 1	Sem 2	Total Sem Credits
1. Grade 9 English	1	1	2	1. Sophomore English	1	1	2
2. Health/Physiology		Q3/Q4	1	2. World Religions II		1	1
3. Physics	1	1	2	3. Biology	1	1	2
4. Algebra II	1	1	2	4. Chinese III	1	1	2
5. Chinese II	1	1	2	5. AP U.S. History	1	1	2
6. Draw/Paint I & II or Beg. Cer./Adv. Ceramics	1	1	2	6. Adv. Draw/Paint I & II or Studio Ceramics I	1	1	2
7. Mod. World History	1	1	2	7. Func./Stats./Trig.	1	1	2
8.				8.			
9.	Creative Design satisfied by 8th Grade Honors Art.			9.			
Total Grade 9 Semester Credits			13	Total Grade 10 Semester Credits			13
				Total Accumulated Credits			26
Sports and Activities:				Sports and Activities:			
Fall: Newspaper, Cross Country				Fall: Newspaper, Cross Country			
Winter: Newspaper				Winter: Newspaper			
Spring: Newspaper				Spring: Newspaper			
Grade 11:				Grade 12:			
Courses	Sem 1	Sem 2	Total Sem Credits	Courses	Sem 1	Sem 2	Total Sem Credits
1. N. American Literature	1	1	2	1. AP Lit. and Comp.	1	1	2
2. AP Art History	1	1	2	2. AP Calc. AB	1	1	2
3. Precalculus	1	1	2	3. Constitution	1		1
4. Chinese IV	1	1	2	4. Political Theory/Utopia		1	1
5. Chemistry	1	1	2	5. Chinese V	1	1	2
6. Studio Draw/Paint I or Studio Ceramics II	1	1	2	6. AP Draw/Paint or AP Ceramics	1	1	2
7. PE Courses		Q3/Q4	1	7. Religious Imagery	1		1
8.				8. Electronics		1	1
9.				9.			
Total Grade 11 Semester Credits			13	Total Grade 12 Semester Credits			12
				Total Accumulated Credits			51
Sports and Activities:				Sports and Activities:			
Fall: Newspaper, Cross Country				Fall: Newspaper, Cross Country			
Winter: Newspaper				Winter: Newspaper			
Spring: Newspaper				Spring: Newspaper			

Sample Four-Year Plan: Very Intensive Academic Program

These sample plans are for illustrative purposes only. Courses may be canceled due to insufficient enrollment and may not be scheduled as indicated.

Grade 9: Courses	Sem 1	Sem 2	Total Sem Credits
1. Grade 9 English	1	1	2
2. Health/Physiology	Q1/Q2		1
3. Physics	1	1	2
4. Honors Adv. Algebra	1	1	2
5. French III	1	1	2
6. Mod. World History	1	1	2
7. Concert Choir	1	1	2
8.			
9.			
Total Grade 9 Semester Credits			13
Sports and Activities:			
Fall: Fall Play			
Winter: Musical			
Spring:			

Grade 11: Courses	Sem 1	Sem 2	Total Sem Credits
1. N. American Literature	1	1	2
2. Beg. of WWII	1		1
3. WWII-Global Context		1	1
4. AP Calc. AB	1	1	2
5. French V	1	1	2
6. AP Biology	1	1	2
7. Acting I	1	1	1
8. Acting II		1	1
9. AP Lit. and Comp.	1	1	2
Total Grade 11 Semester Credits			14
Total Accumulated Credits			40
Sports and Activities:			
Fall: Fall Play			
Winter: Musical			
Spring:			

Grade 10: Courses	Sem 1	Sem 2	Total Sem Credits
1. Sophomore English	1	1	2
2. World Religions II	1		1
3. Chemistry	1	1	2
4. French IV	1	1	2
5. AP U.S. History	1	1	2
6. PE Courses		Q3/Q4	1
7. Honors Trig./Precalc./Stat.	1		1
8. Breck Singers	1	1	2
9.			
Total Grade 10 Semester Credits			13
Total Accumulated Credits			26
Sports and Activities:			
Fall: Fall Play			
Winter: Musical			
Spring:			

Grade 12: Courses	Sem 1	Sem 2	Total Sem Credits
1. AP Lit. and Comp.	1	1	2
2. Ethics	1		1
3. AP Physics or AP Chem.	1	1	2
4. AP Calc. BC	1	1	1
5. Adv. Research	1	1	2
6. Robotics		1	1
7. Economics I	1		1
8. Economics II		1	1
9.			
Total Grade 12 Semester Credits			11
Total Accumulated Credits			51
Sports and Activities:			
Fall: Fall Play			
Winter: Musical			
Spring:			

Step 3: Time Management Survey

1. Academic Time

Minutes per day	Subject	Minutes per day of homework
_____	English	30 minutes (45 minutes for AP)
_____	History	30 minutes (45 minutes for AP and research)
_____	Math	30 minutes (45 minutes for AP)
_____	Modern Language	30 minutes (45 minutes for AP)
_____	Science	30 minutes (45 minutes for AP and research)
_____	Fine Arts	30 minutes (45 minutes for AP)
_____	Religion	20 minutes
_____	Class time	45 minutes x number of classes
_____	Other	Your estimate of the daily average. This includes such items as tutors and non-Breck classes.
_____	Total minutes of academic work	

2. Sports and Activities

List the average amount of time you plan to spend on sports and/or extracurricular activities per day next year.

Minutes per day	Activity	Guides
_____	_____	Sports at least 90 minutes/day
_____	_____	Theater production 90 minutes/day
_____	_____	
Total minutes per day for sports and activities		

3. Total Academic and Activity Load

_____	Total minutes of academic work (from #1 above)
+ _____	Total minutes per day for sports and activities (from #2 above)
= _____	Total academic and activity load

4. The Real Total

_____	Total academic and activity load
+ _____	Living = Sleeping ___ + eating ___ + socializing ___ + hygiene ___ + relaxation ___ + transportation ___. Usually around 13-15 hours.
= _____	The Real Total. Does this add up to more than 24 hours? Does it have room for the unexpected or "spikes" of activity?

Computer Science

Courses offered in computer science are elective courses.

The school reserves the right to cancel a course with insufficient enrollment.

CS1 Introduction to Computer Science I

This course introduces students to computer-aided problem solving, algorithmic thinking and elementary data structures. For the student considering college studies in Computer Science, this course introduces the major concepts of computer science: Program and class design, data structures, algorithms, input and output and control. The class also looks at ethical issues in computer technology. Prerequisite: Concurrent enrollment in Functions, Statistics and Trigonometry (FST). (First-semester course)

CS4 Computer Science II: Web Apps

Web Apps is a second-level course in Computer Science for students who have successfully completed the introductory semester. Students will learn about the history of the world wide web, the markup languages HTML and CSS that create the look and feel of a website, and then spend the majority of the course learning Javascript and related modules that help create modern, dynamic websites. (Second-semester course)

CS5 Computer Science II: Mobile Apps

Mobile apps is a second-level course in Computer Science for students who have successfully completed the introductory semester. Students will learn about user interface design, the design thinking methodology, and object-oriented programming on iOS using xCode and the Swift programming language. (Second-semester course)

English

Graduation requirement: **8 semester credits** including Grade 9 English, Grade 10 English and North American Literature. In addition students must be enrolled in an English course each semester.

A special emphasis is placed on accountability of skills in all English courses, particularly in areas of writing and reading. An integrated speech program is in effect, as well as a vocabulary program in grades 9-11. The following courses are required for graduation:

- Grade 9: Grade 9 English
Grade 10: Grade 10 English
Grade 11: North American Literature
Grade 12: Seniors must take two semester-long electives.

First Semester

AP Literature and Composition
(year-long course)
AP Language and Composition
Twenty-First Century Literature
Women Writers
Creative Writing
Literature of the Harlem Renaissance

Second Semester

AP Literature and Composition
(year-long course)
AP Language and Composition
Twenty-First Century Literature
Fiction to Film
Creative Writing

The school reserves the right to cancel a course with insufficient enrollment.

Grade 9

E1 Grade 9 English

This course, required for all ninth graders, builds upon the skills and curriculum studied in eighth grade with a particular focus on the core skills of reading and writing. As students read and study *To Kill a Mockingbird* (Lee), *The Curious Incident of the Dog in the Night-Time* (Haddon), *Oedipus the King* (Sophocles), *Of Mice and Men* (Steinbeck), *The Merchant of Venice* (Shakespeare), and a wide selection of poetry, they develop their ability to read between the lines and to recognize and understand symbolism and figurative language. During their study of the literature, much of which focuses on the theme of empathy, students engage in an ongoing exploration of what it means to look at the world from someone else's point of view. Students develop as writers in a number of ways. They improve their facility with the formal essay as they write a series of literary analyses that frequently include making some connection to their own experience. They improve their facility with writing clear, varied, and grammatically correct sentences as they review and practice using the phrases that were introduced in eighth grade and then begin to study and practice using clauses. Students also write frequent journal entries in which they respond to and reflect on a variety of prompts, such as commenting upon something they heard somebody say or responding personally to the reading. Students practice public speaking when they make a variety of formal presentations to the class and increase their vocabulary as they study and learn words that are drawn from the reading. (Year-long course)

Grade 10

E2 Grade 10 English

This course, required for all tenth graders, builds upon the skills and curriculum studied in ninth grade and continues to focus on the core skills of reading and writing. Grade 10 English is designed to give students the opportunity to explore a wide variety of literature, including *Lord of the Flies* (Golding), *American Born Chinese* (Yang), *Macbeth* (Shakespeare), *A Raisin in the Sun* (Hansberry), *Slaughterhouse-Five* (Vonnegut), short stories from *The Art of the Short Story* (Gioia and Gwynn) and a variety of poetry. Through essays, journals, projects, and discussions, students analyze and interpret a diverse range of experiences as portrayed in the literature. By reading, discussing, debating, and writing about the kinds of situations characters experience and the choices they make, students explore and analyze the role of the individual in society, which is the thematic fabric of this class. Students write several critical analyses as well as informal essays based upon their readings and their own life experiences. Students also have opportunities to explore texts through creative projects and responses. Furthermore, students continue to practice and build upon the writing, editing, and vocabulary skills that they have been working on for the past several years, as well as adding a variety of new skills that will enable them to become more sophisticated writers. (Year-long course)

Junior

E3 North American Literature

This course, required for all juniors, is designed to develop students' knowledge of many works in American literature, as well as involve them in a wide range of self-expression through the writing and discussion process. Although not a traditional survey, this course generally moves in chronological order as it emphasizes the evolution of American thought from colonial times to the present and as such builds upon and informs the juniors' American history class. The course explores various American voices and perspectives and has included works such as *The Scarlet Letter* (Hawthorne), *The Adventures of Huckleberry Finn* (Twain), selections from *The Autobiography of Frederick Douglass*, *O Pioneers!* (Cather), *Their Eyes Were Watching God* (Hurston), *The Great Gatsby* (Fitzgerald), and *The Things They Carried* (O'Brien). In addition, students read important American essays, such as "Self-Reliance" (Emerson) and "Civil Disobedience" (Thoreau). They study the poetry of Emily Dickinson and Walt Whitman, in particular, along with selections from others, and short stories by writers such as Ernest Hemingway and Louise Erdrich. At the end of the year, as students prepare to write their own ten-page memoir, the central and culminating assignment in this course, they read a variety of American memoirs by writers such as Maxine Hong Kingston, Sherman Alexie, Patricia Hampl, and Ralph Ellison. The continued development of reading, writing, critical thinking, and speaking skills, along with vocabulary growth, are essential components of the course. Students write formal literary analyses and informal personal responses, as well as their own stories and poems influenced by the literature. The practice of a variety of sentence constructions is another important element in the course. Major emphasis is placed on the revision of papers through multiple drafts. (Year-long course)

Year-Long Senior Elective

E4 AP Literature and Composition

This course, open only to qualifying seniors, is designed for students who have a strong interest in the study of literature, who have exceptional reading, writing, speaking, and literary analysis skills, and who are able and willing to read a large number of challenging books and to write frequent, longer essays. The focus of this course is on an in-depth discussion of major authors and important literary works in the genres of poetry, drama, fiction and nonfiction from a range of time periods, including many of the following: *Candide* (Voltaire), *The Metamorphosis* (Kafka), *Heart of Darkness* (Conrad), *Hamlet* (Shakespeare), *To the Lighthouse* (Woolf), *The Awakening* (Chopin), *As I Lay Dying* (Faulkner), *Song of Solomon* (Morrison), *Ceremony* (Silko), *The Plague* (Camus), *The Odyssey* (Homer), and *The Road* (McCarthy). There is a multicultural, gender-inclusive and global perspective interwoven throughout the reading curriculum. In addition to preparing students to take the AP examination in the spring, this seminar-style class is intended to be an intensive academic experience in which students can explore more challenging materials with other highly motivated students. Prerequisite: Minimum grade of B for first semester and a B+ for the second semester of North American Literature, the junior English course. An additional note: Students in this course are required to read an additional summer reading book to be announced before the end of the year. (Year-long course)

First Semester Junior and Senior Electives

E6 Women Writers

This course explores the relationship of women to fiction, to writing, to language, to genre, and to artistic expression. Students look at the way women tell stories across literary genres, historical periods, and geographical regions. Selected writers have included Virginia Woolf, Jane Austen, Isabel Allende, Margaret Atwood, Alice Walker, Beryl Markham, Laura Esquivel, Toni Morrison, Louise Erdrich, Leslie Marmon Silko, Sylvia Plath, Emily Dickinson, bell hooks, Nikki Giovanni, Judith Cofer, Ursula Le Guin, Lucy Tapahonso, and many others. As they produce written responses to the literature, students engage in the process of drafting, editing, conferencing, and revision. (Semester course)

E9 Creative Writing

This course encourages and guides students to express themselves creatively in writing. In this class students are taught that creative writing—the making of art objects through language— involves learning to pay close attention to the world and to human experience. In addition to writing, students also read and discuss a large and diverse selection of literary genres (prose, poetry, and drama) and types of writing (such as flash fiction, ghazals, and one-act plays). Using literary works as models and sources of inspiration, students create their own art objects that reflect and convey their own meaningful experiences and insights. The majority of class time is spent in a variety of writing activities, such as warm-up writing prompts, in-class writing practice, writer’s workshops, and activities designed to help students find their muse. Throughout the semester students gradually work toward completing a polished collection of the best writing they have produced during the course. (Semester course)

E13 AP English Language and Composition

This course, open to qualifying juniors and seniors, is a writing-intensive class that engages students in becoming skilled readers of nonfiction prose from a variety of time periods, disciplines, and rhetorical contexts. Students apply the techniques they study to their own prose, writing journals, and essays in a variety of modes, including narrative, expository, analytical, and argumentative. Students explore how the interactions among a writer's purpose, audience, subject, occasion, and other rhetorical conventions influence the effectiveness of a text. In addition to a composition textbook, students read a variety of articles and essays from *The Atlantic Monthly* magazine and many other sources. In preparation for the AP examination, students also take a number of practice tests and write many in-class essays. Two additional notes: [1] Students who take this course will be offered review sessions in the spring before the AP exam; [2] All students must read *Born to Run* before the class begins. Fall-semester students must read this during the summer; spring-semester students have the option of reading it during the summer and then reviewing it before the second semester begins, or of reading during winter break. Prerequisite: For seniors, a minimum grade of B for first semester and a B+ for the second semester of Junior North American Literature; for juniors, a minimum grade of A- for the second semester of Grade 10 English. (Semester course)

E15 Twenty-First Century Literature

This course focuses on the study of literature from a variety of genres, countries, and cultures written and published since the year 2000. The selected readings reflect new trends in literary forms and represent some of the best current fiction (short story, novel), non-fiction, and poetry available in English. As new works become available, the course readings change. One of the central thrusts of the course is to look closely at the way stories get told in the time of the Internet, what kind of stories get told, and how all of this affects our reading practices. Past reading lists have included *The Kite Runner* (Khaled Hosseini), *The Absolutely True Diary of a Part-Time Indian* (Sherman Alexie), *The Road* (Cormac McCarthy), *Persepolis* (Marjane Satrapi), *The Personal History of Rachel Dupree* (Ann Weisgarber), *Zeitoun* (Dave Eggers), *The Round House* (Louise Erdrich), *The Sisters Brothers* (Patrick deWitt). Seminar discussions, reader response journals, analytical essays, and a range of creative writing projects allow students to demonstrate their understandings in diverse ways. Students write responses to the literature in a variety of ways, including analytical essays that make meaningful arguments, cite accurate textual evidence as support, and demonstrate complex thinking. (Semester course)

E17 Literature of the Harlem Renaissance

This course explores the historical, literary, artistic, political, and cultural movement known as the Harlem Renaissance. It endeavors to find universal truths concerning the human condition that transcend time, culture, and race. Two essential questions fuel this course: [1] How does one read/view/listen/encounter a work that is situated in another space and time? [2] What do the works from the Harlem Renaissance say to us today? In addition, within a historical framework, students compare and contrast views of the Harlem Renaissance movement from two perspectives: [1] those who viewed the movement as a means to transmit positive propaganda to gain civil rights and fight against Jim Crow, lynching, and negative stereotypes of African Americans, and [2] those who viewed the movement as an artistic manifestation alone and favored the expression of individual artists. We will also listen to the music and examining the visual arts of the Harlem Renaissance to analyze their impact and contribution. Films, guest speakers, and field trips also enrich our experience. As a culminating project, students create original literary pieces representative a cultural movement reflective of their generation. (Semester course)

Second Semester Junior and Senior Electives

E9 Creative Writing

This course encourages and guides students to express themselves creatively in writing. In this class students are taught that creative writing—the making of art objects through language — involves learning to pay close attention to the world and to human experience. In addition to writing, students also read and discuss a large and diverse selection of literary genres (prose, poetry, and drama) and types of writing (such as flash fiction, ghazals, and one-act plays). Using literary works as models and sources of inspiration, students create their own art objects that reflect and convey their own meaningful experiences and insights. The majority of class time is spent in a variety of writing activities, such as warm-up writing prompts, in-class writing practice, writer’s workshops, and activities designed to help students find their muse. Throughout the semester students gradually work toward completing a polished collection of the best writing they have produced during the course. (Semester course)

E10 Fiction to Film

This course explores the literary, dramatic, and cinematic levels of film, with an emphasis on film adaptations. Students examine the grammar of film, developing understandings related to the collaborative nature of film, and the politics of production and distribution. Selected films are examined as works of art and as cultural artifacts. Films teach us about how to read and understand image, light, and sound as well as inform us about the historical and cultural contexts in which they are created. Students will “read” film and along with scholarly reviews and contemporary critiques on cinema. Writing assignments include effective film reviews, “close readings” on a number of film clips, keeping a film journal, and moving from image to print and print to image (adaptation). In the second half of the course, students apply their knowledge and skills, producing a “remake” of an approved scene, a storyboard, and a shot-by-shot book. (Semester course)

E13 AP English Language and Composition

This course, open to qualifying juniors and seniors, is a writing-intensive class that engages students in becoming skilled readers of nonfiction prose from a variety of time periods, disciplines, and rhetorical contexts. Students apply the techniques they study to their own prose, writing journals, and essays in a variety of modes, including narrative, expository, analytical, and argumentative. Students explore how the interactions among a writer’s purpose, audience, subject, occasion, and other rhetorical conventions influence the effectiveness of a text. In addition to a composition textbook, students read a variety of articles and essays from *The Atlantic Monthly* magazine and many other sources. In preparation for the AP examination, students also take a number of practice tests and write many in-class essays. Two additional notes: [1] Students who take this course will be offered review sessions in the spring before the AP exam; [2] All students must read *Born to Run* before the class begins. Fall-semester students must read this during the summer; spring-semester students have the option of reading it during the summer and then reviewing it before the second semester begins, or of reading during winter break. Prerequisite: For seniors, a minimum grade of B for first semester and a B+ for the second semester of Junior North American Literature; for juniors, a minimum grade of A– for the second semester of Grade 10 English. (Semester course)

2017-18 Summer Reading for AP English Classes

Additional summer reading is required for the two AP English courses. The reading list will be posted on the Breck website in May 2016. We will provide a link to the lists in the weekly email Bulletin Board (parents) and daily Mustang Minute (students).

History

Graduation requirement: **6 semester credits** including U.S. History or AP U.S. History

Course Sequence

Grade 9:	Modern World History
Grade 10:	United States History or AP United States History
Grade 11:	United States History or AP United States History
Grades 11 & 12:	Electives — semester or year-long

Year-long Junior and Senior Electives

AP Art History
AP United States History
Advanced History Research (grade 12 only)

Semester Electives

First Semester

The Constitution
Introduction to Economics I
The Beginnings of the Second World War: 1919-41
China 2.0
Caribbean History
International Relations and the U.N.
Justice: Modern Political Philosophy
Expansion of Religion

Second Semester

Introduction to Economics II
Political Theory and Utopia
20th Century American Social History
The Second World War: 1942-45
African American Studies
Caribbean History
International Relations and the U.N.
Television's Impact
Sports and American History
Immigrant Experience in the U.S.

The school reserves the right to cancel a course with insufficient enrollment.

Freshman

H2 Modern World History

This course introduces students to the study of history in the Upper School. Students begin by examining the question "What is history" and learning the importance of sources, the role of historians, and the importance of interpretation as our understanding of history changes over time. The course then examines major empires that dominated the Eurasian continent prior to Europe's Age of Exploration. It then analyzes the factors and developments that contributed to the "rise" of Europe as a global political and economic force. During the second semester, the interactions between regions of the world in the 19th and 20th centuries will be examined and analyzed. (Year-long course)

Sophomore or Junior

H3 United States History

This course covers important political, economic, social and intellectual developments of the United States from colonial times to the present. Among the topics to be studied are the Federalist Era, the Jacksonian Era, the Civil War and Reconstruction, Industrialization, World War I, the New Deal, World War II, the Cold War and Vietnam. Analysis of primary sources is emphasized, as well as an approach that encourages students to view discrete events from many perspectives. (Year-long course)

H4 AP United States History

This course addresses the major developments that shaped our nation. This course diverges from the survey course in the quantity and quality of readings, the heavier stress on historical analysis and the expectation that AP students develop a more sophisticated appreciation for and critical understanding of American History. Prerequisite: Recommendation of the History Department. (Year-long course)

Year-long Junior and Senior Electives

H24 AP Art History

This course is designed to give students the tools they need to be conversant about pieces of art they encounter throughout life while mastering how to approach a work of art, the vocabulary and analytical methods with which to discuss it and the knowledge of how the piece fits into the general sweep of art historical periods and styles. Students work toward achieving an understanding of the interconnectedness of art with other aspects of world cultures. By studying artists from around the world and from unfamiliar cultures, this course aims to develop a broad perspective about and appreciation for both European-based and non-Western art. (Year-long course)

H4 AP United States History

This course addresses the major developments that shaped our nation. This course diverges from the survey course in the quantity and quality of readings, the heavier stress on historical analysis and the expectation that AP students develop a more sophisticated appreciation for and critical understanding of American History. Prerequisite: Recommendation of the History Department. (Year-long course)

H38 Current History Seminar I and II

Motivated Students are invited to enroll in a course that will examine the global dynamic of the 21st Century. This class will introduce students to the issues and conflicts facing our world today. It will examine global events through three separate lenses: Students will learn the historical context that is the foundation for each of the conflicts studied; they will examine contemporary foreign, domestic, and doctrinal policies in order to understand multiple perspectives for each conflict; and they will develop their own policy positions regarding the best course of action for addressing the sectarian divisions and regional power struggles that currently impact global stability.

This is a headline driven class. We will be engaged in ongoing research and scholarly conversations about the world in which we live. Each student will specialize in at least one issue/conflict per semester. They will research and share their expertise with the class by helping to provide resources that will allow us all to see both the historical context and current complexity of each region or issue. Additionally, all students will be expected to engage in the daily conversations about all regions. As we move through the year, a sense of a global dynamic will develop, and with it, an understanding of the interconnectedness of the issues facing the world today.

H39 Modern World History 2

This course is designed for juniors and seniors who previously have not taken Modern World history. In the first semester students will learn about the leading states/empires that thrived in different parts of the world before 1500 and then examine and analyze how the evolving and new contact between those empires and Europe altered the relative global political and economic power structure up through the 18th century. In the second semester students will learn how developments in Europe led to the "Age of Imperialism;" how both internal and external events impacted societies in other parts of the world; and then examine how resistance to European colonization and global events such as the World Wars and the Cold War led to current governments in places such as China, India, Africa, and the Middle East. The course will utilize the research skills students have developed in their previous history course and will emphasize small group collaboration and presentation skills. Students may take this course for the entire year or as a single fall or spring semester elective.

Year-long Senior Elective

H23 Advanced History Research

This course is designed for the seriously interested history student to participate in an original research experience. Participants work on a unique, local Minnesota historical topic with the assistance of local experts. Students work in both an intensively collaborative and significantly independent environment over the summer for a minimum of four weeks (160 hours). Students do not arrange their own projects. In the fall, students attend the daily Advanced History Research seminar class and write research papers that they submit to relevant publications suggested by their mentor and to the Minnesota Distinguished Scholars Competition. The students develop a formal presentation, including a PowerPoint presentation and a DVD. Presentations are conducted throughout the spring and at a formal seminar at Breck. Prerequisites: Students must be rising seniors and recommended by the History Department. (Year-long course)

First Semester Junior and Senior Electives

H8 The Constitution

This course examines the birth and development of the Constitution and the Supreme Court of the United States. Its aim is to survey the historical and theoretical foundations of our federal structure of government and the ways in which the Constitution has shaped, and been shaped by, historical events. Because the Supreme Court is chiefly responsible for "saying what the Constitution says," in the words of former Chief Justice Charles Evans Hughes, close and critical attention will be paid to the operations and personnel associated with this influential judicial institution. (First-semester course)

H9 Introduction to Economics I

This course combines elements of both microeconomic and macroeconomic concepts. Traditional economic theories, fiscal and monetary policy, the role of the Federal Reserve, the budget deficit and the national debt are issues that comprise the macroeconomic section of the course. The microeconomic elements include analysis of the laws of supply and demand, marketing techniques, the organization of business firms and the stock market. Discussion and evaluation of the economic and political implications of these concepts are major components of this course. (First-semester course)

H25 China 2.0: The Rebirth of an Empire

Few nations have gone through more change in the last 200 years than China. This course will examine the history of China from 1800 to the present. Beginning with the arrival of Europeans in China, students study the fall of the Qing Empire, the Nationalist Movement, World War II and the resistance to Japan, the rule of the Communist Party through the Four Modernizations and the rise of China today. Students analyze the clash of the common people and the ruling classes and their respective roles in these eras. Students gain an understanding of the policies and events that helped shape the last two centuries of Chinese history. (First-semester course)

H29 The Beginnings of the Second World War: From 1919-1941

This course is offered as an introductory study of the decisions and circumstances that produced World War II. Students will examine European developments in the wake of the First World War and the wide-ranging effects of the Bolshevik revolution in Russia, the rise of nativist totalitarian regimes in Europe and Asia, and the train of events that erupted in warfare across the globe in the years 1937 to 1941. Students can expect concentrated attention to the emergence of fascism and the rise of Adolf Hitler's Third Reich, the economic conditions that enabled military provocations, as well as the aspirations and activities of a revitalized and militarized Japan. This semester study concludes with the German invasion of the Soviet Union, the "miracle at Midway," and the Japanese attack on Pearl Harbor. (First-semester course)

H32 Caribbean History

This course examines the political, economic, and social history of Caribbean Island nations - such as Haiti, Jamaica, Cuba, Dominican Republic, and Puerto Rico - during the 19th and 20th centuries. Students will examine the conditions that led to revolutions and efforts at independence and their subsequent development as independent states or dependent territories. The role of the United States in these events will be an ongoing theme of the course but will not be the primary perspective used in understanding events. Similarities and differences in political and economic development will be examined in the context of varying social structures and racial composition. The course will conclude with students doing in depth research on specific islands and their recent history. Among the questions this course will seek to answer are: How has the Caribbean's past shaped its present and future? What common political themes can we identify across the region? Why do specific countries follow or deviate from those themes? In what ways has the United States interacted with Caribbean basin nations over the decades, both to the benefit and detriment of its neighbors? (Semester Course).

H33 International Relations and the U.N.

International Relations and the U.N.

This course provides a student-driven and interactive look at international relations. In the first section, students examine some of the theories that underlie how different countries approach world issues as well as study the history, design and procedures of the United Nations. In the second half of the class, student become "country experts" in order to represent their assigned country in two extensive United Nations simulations, each one grappling with a different contemporary world event. As delegates for their assigned country, students represent their nation's unique perspective on the issues. Ultimately, the class will both individually and collaboratively write policy papers, debate the issues, form working groups and draft resolutions addressing the topic under discussion. Throughout the class, students will be expected to both increase their geo-literacy in order to appreciate the interconnectedness of the global community and track the events impacting their assigned countries. (Semester Course)

H34 Justice: Modern Political Philosophy

This is a course about how societies choose; it is about the values underpinning the state, politics and the law in modern societies. The course will search for and assess the concept of justice using three main approaches: utilitarian, liberal and communitarian. Students will attempt to relate some of the biggest questions in political philosophy to some of the most difficult issues of our era: bank bailouts, unemployment and underemployment, equality and inequality, taxes, immigration, affirmative action, the role of markets, national service, same-sex marriage, and many others, the whole way approaching the question "What is justice?" The philosophical foundations of our society—and of this class—will come from the ideas of Aristotle, Jeremy Bentham, Immanuel Kant, John Stuart Mill, Robert Nozick and John Rawls. Students will try to approach these thinkers in ways and through means that will make these philosophers' ideas accessible. This course will bring students face-to-face with the concepts that underpin our conflicts and reveal the essences of the divisions within Western societies: not only between left and right, liberal and conservative, but perhaps more importantly – and more accurately – between those who value above all else individual right and choices, and those who insist on a 'politics of the common good'. This course will be a discussion-based, student-driven, collaborative experience. (Semester Course)

ID02 Expansion of Religion throughout History

This interdisciplinary course will examine religion and history through the themes of expansion and interaction. Students will examine four main religions and regions, exploring what factors lead to their success. Students will study the rise and spread of Islam through the 600s and 700s in North Africa into Spain. From there, students will examine the destruction of the Jewish temple and the first diaspora which brings the Jews into Spain, where we will examine the cross cultural experience of Jews, Christians and Muslims through the Spanish Inquisition. Following this, we will study the rise of the Episcopal Church and its spread from England to the United States. Finally, we will explore the rise of the only true American religion, Mormonism. We'll research the elements that went into the founding and movement of the Church, ending in Salt Lake City. This course may fulfill either a history or religion requirement. If taken as a religion course, students will write their senior speech. (Semester Course)

Second Semester Junior and Senior Electives**H11 Introduction to Economics II**

This course continues to analyze the major economic concepts presented during the first semester while emphasizing current economic issues. Students begin by examining the growing economic interdependence between nations, globalization and free trade versus isolationism and protectionism, emerging economies among LDC's and LDC's that are declining into fourth world status, and America's role in the world economy. In the second half of the semester students create their own business plan that examines what it takes to open a business including financing, marketing, real estate, employee benefits, insurance and a cost analysis of the various facets of their business proposal. Prerequisite: Introduction to Economics I. (Semester Course).

H22 Political Theory and Utopia

This course is designed as an introduction to the study of both real and imagined utopian societies. Students will examine the actual historical specimens from alternative (intentional) communities as well as those that never left the theoretical soil of the printed page. This material provides an opportunity to explore the history of a powerful idea. It will also focus on the visionaries responsible for designing and implementing plans for a better world order. The cast of utopian thinkers considered in this study include Sir Thomas More, Charles Fourier, George Ripley, John Humphrey Noyes and Charlotte Perkins Gilman. The communal movement of the 1960s counterculture will also figure into this course. (Semester Course)

H28 Twentieth-Century American Social History

This course requires students to analyze social developments in the United States during the 20th century. We will begin with the study of social history of the United States in the last decade (students' lifetime) to introduce students to the wide variety of social issues that are considered in group projects, including developments in music, art, literature, films, advertising, and technology; and key events and social movements that affect important segments of society such as immigrant groups, socioeconomic classes, race relations, gender and generational issues, and the rights of various minority groups. Students use skills developed in previous history classes to investigate these topics in group projects. Students use inquiry, research, writing, presentations, collaboration, and synthesis to present their findings. This is a student-driven experience, where students initiate the learning and share results beyond the classroom walls. (Semester Course)

H30 The Second World War in Global Context: 1941–1945

This course examines the course and current of warfare in its regional theaters from the bombing of Pearl Harbor to the Japanese surrender in Tokyo Bay. Students will examine the slog of battle of a world on fire as fought on all fronts—from the waters of the Atlantic and Pacific to the skies above the continents of the world—attention will be directed at the campaigns of North Africa and the Eastern Front, warfare along the Chinese and Indian borders, and the opening of the European Second Front. In addition, students will consider the competition for new weaponry, the battle for intelligence, and the diplomatic efforts of both Allied and Axis powers to coordinate plans for victory. The Holocaust of European Jewry — Hitler's Final Solution to the Jewish Problem — will be explored. While designed as a continuation of its first semester companion course, this class stands alone and may be taken by students who did not take the fall offering. (Semester Course)

H31 African American Studies: History, Culture and Music of the 20th and 21st Centuries

African American history is filled with stories of triumph and tragedy and the story continues to change to this day. This course will examine four major time periods and places in African American history. Students will examine Delta life in the early 1900s (1900s-1920s), the Great Migration and the evolution of life in Chicago and New York City (1930s-1960s), the Civil Rights Movement (1960s-1980s) and post Rodney King America (1990s-present). Along with the history, we will look at the role music played during each era, studying blues, jazz, gospel, rock and roll, soul and rap music, and how it influenced and was influenced by the events occurring in the United States. (Semester Course)

H32 Caribbean History

This course examines the political, economic, and social history of Caribbean Island nations - such as Haiti, Jamaica, Cuba, Dominican Republic, and Puerto Rico - during the 19th and 20th centuries. Students will examine the conditions that led to revolutions and efforts at independence and their subsequent development as independent states or dependent territories. The role of the United States in these events will be an ongoing theme of the course but will not be the primary perspective used in understanding events. Similarities and differences in political and economic development will be examined in the context of varying social structures and racial composition. The course will conclude with students doing in depth research on specific islands and their recent history. Among the questions this course will seek to answer are: How has the Caribbean's past shaped its present and future? What common political themes can we identify across the region? Why do specific countries follow or deviate from those themes? In what ways has the United States interacted with Caribbean basin nations over the decades, both to the benefit and detriment of its neighbors? (Semester Course).

H33 International Relations and the U.N.

This course provides a student-driven and interactive look at international relations. In the first section, students examine some of the theories that underlie how different countries approach world issues as well as study the history, design and procedures of the United Nations. In the second half of the class, students become “country experts” in order to represent their assigned country in two extensive United Nations simulations, each one grappling with a different contemporary world event. As delegates for their assigned country, students represent their nation’s unique perspective on the issues. Ultimately, the class will both individually and collaboratively write policy papers, debate the issues, form working groups and draft resolutions addressing the topic under discussion. Throughout the class, students will be expected to both increase their geo-literacy in order to appreciate the interconnectedness of the global community and track the events impacting their assigned countries. (Semester Course)

H35 Television’s Impact on U.S. History

This class takes a cultural approach to television's evolution, considering television as a system of storytelling and myth-making. The course is designed to expand students’ knowledge of American television from the 1940s to the present by exploring the social and cultural significance of American television. While television programs will be surveyed in terms of chronology, the course will also consider television programs as cultural artifacts which comment on class, race, gender, consumerism, and national identity. This course will help students develop a critical framework for understanding television as a cultural, economic, and political institution, and it will encourage students to become more critically informed television viewers. (Semester Course)

H36 Sports and American History

The rivalries, multimillion-dollar television contracts, and the explosion of fantasy leagues reveal that sports and athletic competition have become a defining cultural experience in the United States. Peeling away the hype and hoopla, students will discover that sports reveal much about American identity, history, politics and culture. This course will examine and interpret the role and importance of sports such as baseball, boxing, football, and basketball at the professional and amateur levels in American history and their reflection of American social values as well as how they have been vehicles for social advancement. Students will read stories about athletes and competitions and how issues of class, race, gender, industrialization, nationalism, foreign policy, religion, economics and patriotism affected those. The course will require students to investigate through different perspectives, to consider the context of time and place, and to question common narratives. (Semester Course)

H37 The Immigrant Experience in the U.S.

This course examines the idea that the United States is a nation of immigrants by investigating the history of immigration in the United States, particularly to cities and urban areas. We will begin with the symbolism and ideals embedded in the Statue of Liberty and Ellis Island to introduce students to the social, philosophical and practical rationale for immigration before surveying broad immigration trends in US history and, eventually, how these were lived and experienced locally. It will consider causes of immigration, the adaptation of immigrant groups and impact on American society. The course will use Minnesota and the Twin Cities as a local case study and source of guest speakers. Students use skills developed in previous history classes to investigate these topics and will use inquiry, research, writing, presentations and collaboration to present their findings. (Semester Course)

Library / Media

Courses offered in library/media are elective courses.

The school reserves the right to cancel a course with insufficient enrollment.

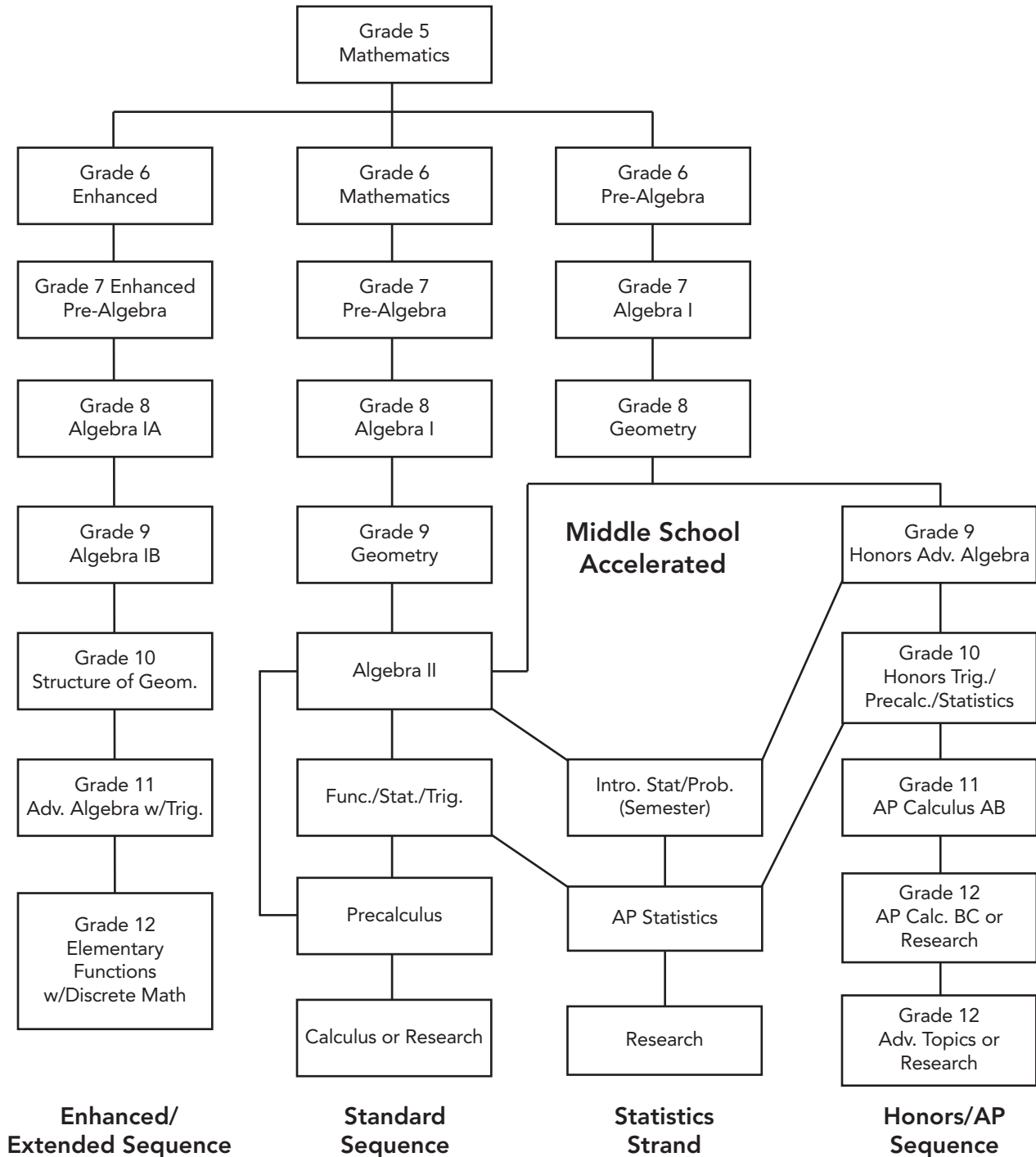
L1 **Media Theory and Design**

This course focuses on the power of media to shape perspectives and beliefs. Beginning with a theoretical study of mass media and message critique methods, students practice skillful reading and writing of a wide range of message forms and examine relationships between media and audiences, information, and power. As part of these analyses, students address issues of gender, race, class, and power. Ultimately, students partner with local non-profits with missions focused on issues of equity in the community. Students apply their learning to designing new media projects on behalf those organizations. Through active participation in creating "issue-focused" messages, students meaningfully contribute to civic dialogue. (Semester course)

Mathematics

Graduation requirement: **6 semester credits** including: Algebra I, Geometry and Algebra II

The Upper School mathematics program consists of Enhanced/Extended, Standard, and Honors/Advanced Placement courses, as well as a Statistics Strand. Some typical sequences through the program are shown below:



The school reserves the right to cancel a course with insufficient enrollment.

- M1 Algebra I**
This course develops standard first-year algebra topics while making connections with geometry, probability, and data analysis. Content includes properties of real numbers, solving and graphing linear equations and inequalities, and exponents. Exponential, quadratic, polynomial, and rational equations and functions also are studied. (Year-long course)
- M2 Geometry**
This course addresses geometric relationships and applications in a context of reasoning and proof. Topics include parallel and perpendicular lines, congruence and similarity of triangles, and right triangle properties. Other areas of emphasis include quadrilaterals, transformations, properties of circles, and measurement of two- and three-dimensional objects. Prerequisite: Algebra I. (Year-long course)
- M27 Algebra II**
This course emphasizes facility with algebraic expressions and forms, with emphasis on linear, quadratic, polynomial, rational, and exponential and logarithmic functions. Topics include matrices and transformations, advanced factoring techniques, and an introduction to trigonometry. Prerequisite: Algebra I. (Year-long course)
- M28 Functions, Statistics and Trigonometry (FST)**
This course integrates statistical and algebraic concepts. Students use graphing calculators as tools for function graphing, data analysis and simulation. A transformation-oriented approach is used to study data and the equations and graphs of exponential, logarithmic, trigonometric and other functions. Descriptive and inferential statistics, elementary combinatorics and probability are included. Prerequisite: Algebra II. (Year-long course)
- M29 Precalculus**
This course prepares students for the study of calculus. Topics include transformations to graphs of functions, and properties of polynomial, rational, exponential, logarithmic, and trigonometric functions and their graphs. Students study linear systems and matrices, sequences and series, and topics in two- and three-dimensional analytical geometry, including polar and parametric representations. Limits are explored as an introduction to calculus. Graphing calculators are used extensively. Prerequisite: Functions, Statistics and Trigonometry, or Algebra 2 and teacher recommendation. (Year-long course)
- M31 Calculus**
This course addresses topics from first-year calculus, including limits, derivatives and integrals, elementary differential equations, and applications of these ideas. Conceptual understanding is emphasized; procedural fluency is developed over a subset of AP Calculus methods and function types. Review and development of pre-calculus topics is embedded. *This course does not prepare students for the AP Calculus exams, nor for AP Calculus BC.* Prerequisite: Honors Trigonometry/Precalculus/Statistics or Precalculus and recommendation of the Mathematics Department. (Year-long course)

Extended Sequence

The Extended Sequence is designed to enable deliberate learners of mathematics to complete Algebra I, Geometry and Algebra II, together with topics in counting, probability, data analysis, and trigonometry. Students may be advised to take this sequence based on standardized testing, performance in previous mathematics courses and teacher recommendation. Students following the extended sequence must complete Advanced Algebra with Trigonometry in order to satisfy the graduation requirement in mathematics.

M23 Algebra IB

This course covers the second half of a first-year algebra course. A brief review of prior material is followed by study of systems of equations and inequalities, polynomials and factoring, quadratic equations and functions, radicals, and rational equations and functions. A unit on probability and data analysis is included. Connections with Geometry are explored. Prerequisite: Enhanced Algebra and recommendation of the Mathematics Department. (Year-long course)

M24 The Structure of Geometry

This course involves the study of angles, polygons and polyhedra, transformations to geometric figures, triangle congruence and similarity, parallel lines, perimeter and area, the Pythagorean Theorem, circles, area and volume of prisms, and right triangle trigonometry. Problem-solving applications of geometric relationships are emphasized. Geometric reasoning is stressed, but formal proof is de-emphasized. Prerequisite: Algebra or Algebra IB. (Year-long course.)

M25 Algebra II with Trigonometry

This course continues the study of topics in high school algebra. Content includes equations and inequalities, linear equations and functions, linear systems and matrices, quadratic equations and advanced factoring techniques, rational exponents and radicals, triangle trigonometry and trigonometric identities. Prerequisite: Geometry or Structure of Geometry or equivalent. (Year-long course.)

M26 Elementary Functions with Discrete Math

This course presents elements of high-school algebra, precalculus, trigonometry, and discrete mathematics. Topics include polynomials and polynomial functions, exponential and logarithmic functions and their applications, rational functions, counting and probability, sequences and series, and trigonometric graphs, functions and equations. Other topics in discrete mathematics are addressed as time permits. Prerequisite: Algebra 2 with Trigonometry or equivalent. (Year-long course)

Honors/Advanced Placement Sequence

Honors and Advanced Placement (AP) mathematics courses serve those students who find insufficient challenge in Breck's demanding regular curriculum. These students typically share these traits and abilities:

- They grasp new material easily and quickly and can maintain pace with a rapid curriculum;
- They independently make connections among mathematical ideas and apply previous knowledge to new situations;
- They persevere in the face of difficult problems or concepts and independently draw upon a wide variety of strategies in seeking solutions;
- Because of their interest in the study of mathematics, they commit more time and effort to their coursework than is typical.

Because one purpose of the sequence is to prepare students for the AP examinations in calculus, each course emphasizes facility with algebraic manipulation to a greater degree than in the regular curriculum.

Enrollment in the Honors/AP sequence is appropriate for those students who demonstrate the characteristics for success listed above. Exceptional standardized test scores, success in previous courses (especially accelerated ones) teacher recommendation and level of interest are all ways of assessing these characteristics. Departmental placement tests may also be used to evaluate candidates for Honors/AP work. Continuation in the sequence requires the recommendation of the current teacher and an average grade of at least B in the previous course. The department head makes final placement decisions.

M10 Honors Advanced Algebra

This course moves students from the less formal mathematics of the Middle School to the rigors of the Upper School Honors/Advanced Placement sequence. The pace is rapid and students are expected to develop independence and flexibility as problem solvers and learners of mathematics. The course emphasizes facility with algebraic forms, especially linear and quadratic equations and systems, powers and roots and functions based on these concepts. Logarithmic, polynomial and other special functions are also studied. Links with geometry, including transformations and conic sections, are included. Graphing calculators are used to explore the relationship between algebraic relations and graphs. Prerequisite: Algebra, Geometry and recommendation of the Mathematics Department. (Year-long course)

M11 Honors Trigonometry/Precalculus/Statistics

The trigonometry/precalculus portion of this course covers fundamental trigonometric and precalculus concepts. Exponents and logarithms are reviewed. Sequences and series, complex numbers, polar coordinates, some college algebra topics and a section on graphing rational functions are included. The statistics portion integrates concepts in probability with descriptive and inferential statistics. Probability topics include counting and basic probability, independence, probability distributions and Monte Carlo simulation. Statistics topics include descriptive statistics, least-squares modeling, hypothesis testing and confidence intervals in the context of the binomial, normal and other distributions. The Central Limit Theorem is developed informally. Graphing calculators are used extensively. Prerequisite: Honors Advanced Algebra or Algebra II and recommendation of the Mathematics Department. (Year-long course)

M13 AP Calculus AB

This course covers topics in the Advanced Placement (AP) Calculus AB syllabus, including limits, differentiation and integration, elementary differential equations and applications of these topics. Central concepts are developed and proved formally. This course prepares students for the AP Calculus AB exam. Prerequisite: Honors Trigonometry/Precalculus/Statistics or Precalculus and recommendation of the Mathematics Department. Students are cautioned that strong proficiency with prerequisite content is assumed. (Year-long course)

M14 AP Calculus BC

This course briefly reviews major elements of AP Calculus AB before moving on to traditional Calc 2 subject matter. Additional topics include improper integrals, infinite series (including Taylor series), topics in analytic geometry, polar coordinates and parametric equations and differential equations. Technology is used extensively. This course prepares students for the AP Calculus BC exam. Prerequisite: AP Calculus AB and recommendation of the Mathematics Department. (Year-long course)

M16 AP Statistics

This course addresses major statistical concepts and tools for collecting, analyzing and drawing conclusions from data. Four conceptual themes organize the material: Exploratory data analysis and description, sampling and experimentation, probability and simulation, and statistical inference. Topics include statistical graphing, summary statistics, regression and correlation, randomness and probability, experimental design, sampling distributions and the Central Limit Theorem, confidence intervals and hypothesis testing. Students complete at least one major project. Prerequisite: Functions, Statistics and Trigonometry, or Introduction to Statistics and Probability, or Honors Trigonometry/Precalculus/Statistics, or departmental permission. Students are urged to consult with their math teacher for advice before registering for this course. (Year-long course)

M30 Community-Based Research in Mathematics

This course, an offering in the Breck Advanced Research program, offers promising math students an opportunity to perform research in the community. Each student is placed in the position of consulting mathematician, working with a host organization to identify and solve real problems. Students collaborate with host organization personnel to identify an area of inquiry. Students then determine appropriate research and analytical methods, gather data, analyze results and make specific recommendations. Ultimately students compile their findings into a report and presentation materials for their individual organizations. They also present their findings to community and school-based audiences, and prepare a paper for publication through Breck, and for possible submission to journals and competitions. There is a minimum commitment of 160 hours during the summer, with additional on-site time during the school year. Students may begin their summer work during May Program. Prerequisite: Department approval based on application, recommendations and interview. Minimum Course Prerequisite: Completion of Functions, Statistics and Trigonometry, or Introduction to Statistics and Probability, or Honors Trigonometry/Precalculus/Statistics. (Summer and year-long course)

M32 Advanced Topics in Mathematics

This course allows students with a strong background in one-variable calculus to explore advanced topics in multivariable calculus, differential equations, and linear algebra. Advanced topics in statistics and geometry may be included. Prerequisite: AP Calculus BC. AP Statistics recommended. (Year-long course)

M33 Introduction to Probability and Statistics

This semester course serves as an introduction to descriptive and inferential statistics and principles of probability. The descriptive statistics strand includes graphing, summary statistics, and linear and nonlinear modeling. Probability concepts include counting principles, conditional-probability and independence, and probability distributions including the binomial and normal. Hypothesis testing and confidence intervals are addressed. Students who have taken or plan to take Honors Trigonometry/Precalculus/Statistics or Functions, Statistics & Trigonometry should not take this course due to overlap of content. Prerequisite: Algebra 2 or Honors Advanced Algebra or Elementary Functions with Discrete Math. (Semester course.)

Modern Language

Graduation requirement: **6 semester credits** in the same language including the third year of that language.

Courses are offered in Chinese, French and Spanish.

Repeating courses. Some students are required to repeat a level when they fail to gain the required proficiency for promotion to the next level. Grades for repeated language courses appear on the student transcript and count toward the student's GPA.

Changing placement. Work outside of class for a placement change (e.g., summer programs or tutors) must receive pre-approval from the Modern Language department head. Additionally, the student must pass the proficiency examination for the level that is to be skipped.

Additional languages. Students may take a second foreign language. Such a schedule should be carefully planned as it constrains other choices. Seniors are not allowed to register for the first year of a language.

Chinese

C1 Chinese I

This course begins with an introduction and an overview of both the phonetic and writing system of Mandarin Chinese. After extensive drill of the phonetic system, listening and speaking skills are cultivated through the acquisition of vocabulary, memorization of dialogues of natural speech and extensive drill of pattern structures. Learning to read the traditional form of characters and to write the simplified form of characters begins only after an oral foundation has been established. By the end of the first year, students will have learned approximately 200-250 characters. Chinese computer software skills are also introduced at this time. Appreciation of Chinese culture is cultivated through readings from history, newspaper articles, Chinese movies, the celebration of traditional holidays and interactions with guest artists and speakers. (Year-long course)

C2 Chinese II

This course is the Upper School entry-level class for students who have completed the Grade 8 Chinese course in Middle School, and students who have completed Upper School Chinese I. At this point, students are introduced to college-level Chinese by using the text Chinese Primer from Princeton University. This course builds on the goals of the first year course with more integration of oral and written skills. Class is principally conducted in the Chinese language and students are expected to use Chinese in their daily class routine and when conversing. The goal of the course is to double students' knowledge of vocabulary, pattern structures and characters, as well as improve their comfort level in the language. A survey of Chinese history is also presented and additional aspects of Chinese culture are introduced through readings, films, speakers and direct participation. (Year-long course)

C3 Chinese III

This course is the Upper School entry-level class for advanced students who have completed Grade 8 Chinese and students who have completed two years of Upper School Chinese. This course begins at the same starting point as Chinese II, but advances at a much faster pace and covers twice as much content. This course builds on the goals of the second-year course with more integration of the oral and written skills. Class is principally conducted in the Chinese language and students are required to use Chinese in their daily routine and when conversing. Students' knowledge of vocabulary, pattern structures and characters increases in volume and proficiency, as a result comfort level in the language improves to a conversant level. A survey of Chinese history is also presented and additional aspects of Chinese culture are introduced through readings, films, speakers and direct participation. (Year-long course)

C4 Chinese IV

This course continues to expand students' oral and written skills by increasing vocabulary, characters and combinations, as well as mastery of more complex patterns of speech. In addition to memorizing dialogues, students are also required to make oral presentations, maintain a diary and write compositions on a variety of topics. Chinese history and culture are further explored through authentic texts, discussion with native speakers, and Chinese films. Additionally, excerpts of Chinese literature are also introduced to reinforce reading and writing of skills. (Year-long course)

C5 Chinese V

At the end of the first semester of this course, students complete all the essentials of basic Chinese. With this foundation, students are at the same proficiency level as college Intermediate Chinese. In the fall, students are eligible to take the SAT Chinese Subject exam. The second semester is devoted to the reading of a Chinese novel. Chinese culture is introduced through the study of proverbs and traditional short stories. Skills such as learning to write formal and informal letters, cursive script and longer essays are also presented. (Year-long course)

C6 Chinese VI

This college-level course is aimed at students who not only have acquired all of the essentials of Chinese vocabulary and grammar but who have also acquired mastery of at least 1,250-1,500 characters; students at that stage of language acquisition in Chinese are working towards full literacy and proficiency. College texts of modern Chinese, classical Chinese and newspaper reading are used to reinforce reading and writing skills. This course focuses on students working to be independent learners in order to produce extemporaneous oral and written material. Focus on modern Chinese history and current events are conducted principally in Chinese, and students are required to converse exclusively in Chinese. (Year-long course)

French**F1 French I**

This course introduces students to the basics of the French language by learning phonetics, verb conjugations, vocabulary, grammatical differences between French and English. This course also helps students to build an awareness of the French-speaking cultures. The class is conducted principally in French, and students are expected to understand and use spoken and written French appropriate to this level. Students are introduced to authentic Francophone texts and are trained to conduct research on French-Speaking website to build their literacy skills in a foreign language. The basic communicative skills of reading, writing, listening, and speaking French are developed through activities including writing short paragraphs, discussing movies, playing online games, and practicing role-play. (Year-long course)

- F2 French II**
This yearlong course incorporates and strengthens the basic skills taught in French I, and builds on the use of practical vocabulary and more complex grammatical concepts such as object pronouns, past tenses as well as the introduction to future and conditional tenses. Students are expected to speak, write and read the language appropriately for their level, and the class is conducted principally in French. Students expand on their understanding of the French-speaking world through discussions about culture, reading of authentic texts, and role-playing of authentic tasks such as asking directions, asking for help in a store, or ordering items online. Students are expected to conduct research on authentic French-speaking web sites and present projects to the class in French. (Year-long course)
- F3 French III**
This course builds on mastery of increasingly complex grammatical concepts such as past conditional and the introduction to the subjunctive mood. This course also builds on relevant and practical vocabulary so as to develop more ease and spontaneity in speaking and writing. This course develops reading skills through written versions of authentic French works and improves creative writing skills through guided exercises. The culture of people in French-speaking countries is an integral part of the material of each unit, as well as improving students' awareness of the global world through current events and research in the target language. (Year-long course)
- F4 French IV**
This course is a continuation of the literacy skills build in French III, and an expansion of the speaking, writing and reading skills developed in previous years of French. Students review general verb tenses and grammar concepts, and expand their knowledge of the intricacies of the language with advanced structures such as past infinitive, si clauses, gerund, and past subjunctive. Through the development of their literacy skills, students are expected to write essays and read advanced-level Francophone texts. Students are also expected to be conversational in their speaking skills to be able to have a debate or discuss extemporaneous topics. Expanded vocabulary and strategies of linguistics are acquired through a study of social issues, Francophone literature, and essential questions. (Year-long course)
- F5 French V**
This course reinforces and refines previously acquired skills. There is an extensive review of the language structures while expanding vocabulary and idioms on varied topics related to students' life, current events, literature, or essential questions. Students engage in dialogues and debates, give exposes, write essays, research self-guided topics about the French-speaking world, and read authentic literary works including poetry, short stories, film scripts and a full-length novel. This course is conducted exclusively in French, and students are expected to speak the target language exclusively in class. (Year-long course)
- F6 French VI AP French Language and Culture**
AP French Language and Culture is comparable in content and in difficulty to a course in French Composition and Conversation at the third-year college level. Students who enroll in AP French Language and Culture should already have a good command of French grammar and vocabulary. Students enrolled in this course should therefore be prepared for the rigors of college work. This course involves the reading, study and discussion of authentic French documents, such as articles from magazines and newspapers, texts from songs, as well as Francophone literature. Authentic movies and podcasts are also studied to reinforce listening skills and vocabulary building. The course is conducted in exclusively French, and develops advanced literacy skills through the three modes of communication: interpersonal, interpretive, and presentational. It also includes an intensive grammar review. Students who complete this course are required to take the A.P. exam for possible college credit. This course has been approved by and follows the AP guidelines stated by the CollegeBoard. (Year-long course)

F8 French VII Literature and Culture of the Francophone Modern World

This course will examine some of the major literary and cultural movements of the Francophone Modern World through the eyes of leaders in literature, cinema, and cartoons. The body of work studied will challenge students to analyze texts and images that presented at the time of their creation a transition with an era. In this course, students will be able to discover some of the events and voices that have marked the modern Francophone history from Césaire to Beauvoir and Kassovitz, and will be able to establish parallels between the material studied, their own lives and our current world. Through project-based learning, research projects or debates, students will have opportunities to develop their language proficiency in French across the three modes of communication: interpersonal, interpretive and presentational, with special attention to critical reading and analytical writing. (Year-long course)

Spanish**SP1 Spanish I**

This course is an introductory-level course aimed at developing students' proficiency in basic concepts of speaking, writing, reading and understanding of the Spanish language. A cultural awareness of Spanish-speaking countries is introduced through thematic units, emphasizing the appreciation for learning a foreign language and culture by comparing one's own perspective to that of Spanish-speaking countries. Topics introduced include greetings, hobbies, describing people, telling time, daily schedules, numbers, describing classes, meals and food, family, and shopping. Areas of primary emphasis are simple sentence structure such as Spanish articles, subject pronouns, possessive adjectives, comparing people, as well as verb constructions in the present tense. (Year-long course)

SP2 Spanish II

This course continues to build on the skills develop in Spanish 1 and to emphasize speaking, writing, reading and understanding of the Spanish language with more extensive development of conversational skills. This course is conducted primarily in Spanish, and students are expected to use Spanish when conversing. Language skills are developed through topics of contemporary civilization including shopping at the market as well as health and wellness. Specific areas of study include an introduction to past tenses and object pronouns. (Year-long course)

SP3 Spanish III

This course is conducted primarily in Spanish, and students are expected to converse and write in Spanish. More advanced readings are introduced and discussed, including The fundamental elements of grammar are completed, and students are expected to write short essays and discuss current events. Students discuss and compare their own community to that of the Spanish-speaking countries to develop a better understanding of the global world. The geography and culture of Spanish-speaking countries continues to be emphasized with topics such as camping, nature, family relationships, volunteer activities, environmental concerns, and general social awareness. Language skills are expanded through areas of study including major verb tenses such as the future tense, imperfect and preterit tenses, and present subjunctive, as well as the review of object pronouns. (Year-long course)

SP4 Spanish IV

This course is conducted exclusively in Spanish, and students are expected to converse exclusively in Spanish. This course is aimed at refining students' written and oral proficiency skills, and includes a review of major grammatical concepts such as future tense and present subjunctive. Students make oral presentations, create dialogues with a partner on topics such as the busi-

ness world, and more advanced vocabulary is introduced through thematic units such as debating the importance of sport in life and discussing social issues in our modern society. Students continue to build on their understanding on Spanish-speaking culture with short readings, films or songs. (Year-long course)

SP5 Spanish V

This course is an advanced level language course conducted entirely in Spanish. The focus of first semester is the history and culture of Spain and Mexico. Second semester is spent reading contemporary Spanish and Latin American short stories and laying the foundation for discussion of styles and literary analysis. Students will increase their reading ability, gain greater insight into grammatical structure through the study of gender and agreement, hone the present subjunctive and learn the imperfect subjunctive and spend time learning the formal rules of syllabification. Students will view two contemporary films that deal with the themes of postcolonial Mexico and the issues of immigration. (Year-long course)

SP6 Spanish VI

The focus of this intermediate to advanced course is the development of conversation and composition. Students will increase their oral proficiency as well as their reading, writing and listening skills through a variety of sources: newspaper and internet articles, news videos, current events, contemporary films, short stories, a novel and possibly play. By increasing their cultural awareness students will strengthen their speaking skills by preparing two-minute presentations on current events as well as more formal presentations. Students will write informally in their journals on such themes as school and current events and write formal essays on contemporary or classic films that will be viewed in class. (Year-long course)

SP7 AP Spanish Language and Culture

This Advanced Placement course stresses speaking and reading skills, composition, the development of vocabulary and grammar accuracy. The yearlong course is the equivalent of a third-year college course in advanced Spanish composition and conversation. The course emphasizes the use of active communication and develops the ability to comprehend formal and informal spoken Spanish; the ability to express ideas with accuracy and fluency is a necessity at this level. Students focus on the acquisition of vocabulary and the understanding of language structures through the study of thematic units to be able to effectively read, write, and speak the language. The course is conducted exclusively in Spanish, and develops advanced literacy skills through the three modes of communication: interpersonal, interpretive, and presentational. Students who complete this course are required to take the A.P. exam for possible college credit. This course has been approved by and follows the AP guidelines stated by the CollegeBoard. (Year-long course)

SP8 Spanish VII Introduction to Hispanic Studies

This course will examine the 20th century literature produced by the Hispanic diaspora in the United States, compared with Latin-America literature. The goal of the course is to have students generate comparisons between the literature that is produced by both groups of Hispanic writers. These comparisons will be based on the many different interpretations the authors present on identity, race, diversity, ethnicity, immigration and the construction of nation and communities. This exploratory course will yield a deeper understanding of Latin American literature and will survey how the concept of nation and communities has been constructed over time through the study of a body of texts that will cover social and political problems as well as gender issues. The course will provide opportunities for students to develop their proficiency in Spanish across the three interpersonal, interpretive and presentational modes of communication, with special attention to critical reading and analytical writing. (Year-long course)

Performing Arts

Graduation requirement: **2 semester credits** of Performing and/or Visual Arts

Year-long Courses

Breck Singers
Symphonic Winds/Jazz Ensemble
Chamber Players
Dance Repertory
Performance and Social Change
AP Music Theory

First Semester

Concert Choir
Acting Technique I
Dance I
Music Theory I
Theatrical Design: Lighting and Sound
Music Psychology

Second Semester

Concert Choir
Acting Technique II
Dance II
Music Theory II
Theatrical Design: Scenery
Music Psychology

The school reserves the right to cancel a course with insufficient enrollment.

PA1 Concert Choir

This course prepares students for performances in Chapel and other school functions through regular rehearsals and other performances. Students gain confidence in performing in front of their peers, school community and larger audiences. Students in this group review rehearsal and vocal technique, performance skills and musical concepts learned earlier and build upon these sequentially, develop a love and knowledge of music history and choral literature, gain knowledge of vocal health, develop efficient sight-reading skills and gain the desire to continue lifelong participation in choral groups. This course is open to all male and female singers who wish to sing. This course may be repeated for credit. (First- and second-semester course)

PA5 Breck Singers

This course is intended to challenge the advanced vocal student through the singing of quality choral literature of various styles and time periods and by providing frequent performing opportunities. Students in this group review vocal skills, performance skills and musical concepts learned previously. As the students work to achieve excellence in their individual vocal technique, they also discover how to blend their voices within a section. Students develop efficient sight-reading skills, foreign language diction, work on their ability to sing their part independently, and the desire to continue lifelong participation in choral groups. Audition required or teacher approval. (Year-long course)

PA6 Symphonic Winds/Jazz Ensemble

This course is designed to meet the needs of the aspiring instrumental music student by imparting knowledge and experience through ensemble performance. The weekly schedule includes rehearsal and performance of a diverse range of materials and styles featuring standard and contemporary concert band and chamber music literature. During the first semester, one day per week is designated as "Jazz Day," where students learning standards and improvisation. Second semester focuses primarily on jazz music as the band prepares for our spring concert, "Jazzfest." This course presents the "real world" of the practicing professional musician in a controlled atmosphere. Prerequisite: Open to all Upper School instrumental music students who have had three years of Middle School band, or instructor permission. (Year-long course)

PA32 Intermediate String Orchestra

The seventh through high school advanced string orchestra is geared for the advanced Middle School string student and the Intermediate High School student who has achieved moderately advanced technical and musical skills. This allows the student to focus on further developing their technical and orchestral skills. Class will consist of learning good practice and rehearsal techniques, rhythm, sight-reading, basic music theory, and how to follow a conductor. Music will be chosen to reflect the ability level of the ensemble. Private instruction is strongly recommended. Required performances will be Winterfest in December and Stringfest in April. More concert opportunities may become available as the year progresses. (Year-long course)

PA7 Chamber Players

This class is considered one of Breck's "distinctive courses" and enables students to study and perform literature from all historical periods at a high artistic level. There are sectional coachings with the Minnesota Orchestra once or twice a year and guest conductors are invited to come in and work with the orchestra. There are numerous opportunities for performance throughout the school year, including Winterfest, Stringfest and chapel. Prerequisite: Audition and teacher approval. Note: Open to all students who play a string instrument and have the ability to perform advanced, unedited string orchestra repertoire. Prior participation does not ensure placement. (Year-long course))

PA8 Acting Technique I

This course introduces students to the major Western approaches to the theater performance discipline. Students are guided as individuals and as members of an artistic ensemble. They develop internal and external techniques to freshness and spontaneity in performance. Much of the work is improvisational and stresses the development of the actor objective, counter-objective, independent activity and process change. (First-semester course)

PA9 Acting Technique II

This course focuses on texted scene study from the classic and contemporary stage utilizing and expanding on the improvisational techniques covered in Acting Technique I. Prerequisite: Acting I or teacher approval. At the discretion of the instructor, a particularly gifted student may be granted entry into this class without completing the requirement of Acting Technique I. (Second-semester course)

PA25 Dance I

In this course students learn basic dance techniques, which increases flexibility, strength, balance and a sense of body awareness. Students focus on modern dance and fundamental ballet with an exposure to jazz, African styles and hip-hop. Students also become familiar with dance history, traditions and vocabulary. Students develop creativity and imagination, and have the opportunity to create their own dances. This course is a movement class requiring daily participation. (First-semester course)

PA26 Dance II

This course is a continuation of Dance I. Students further develop dance techniques, which increases flexibility, strength, balance and sense of body awareness. A greater emphasis is placed on learning the methods of dance composition. Students explore and investigate various approaches to choreographing dances that depict both storytelling and complex movement phrases. (Second-semester course)

PA27 Dance Repertory

This course is the most advanced dance course at Breck. Students hone dance technique including movement proficiency in ballet, modern, jazz and hip-hop. Students develop creativity and imagination, and are challenged to further develop their choreographic skills. Dancers in this class have the opportunity to experience what it is like to be in a dance company. As a member of a community-based class, each dancer is one of a whole, dedicated to a "team" attitude while also being encouraged to grow and develop as a individual artist. Prerequisite: Audition (Year-long course)

PA40 Theatrical Design: Lighting and Sound

This course focuses on the elements of theatrical lighting and sound. Students study theatrical design procedures and create both lighting and sound designs for the fall dance concert. The skills covered are transferrable to any design project a student may encounter in his or her future. The course is repeatable and affords new challenges as materials change and technologies develop.

PA41 Theatrical Design: Scenery

This course focuses on the elements of theatrical scenery. Using the techniques covered, students create both a scenic and properties design plot for our Upper School musical. The skills are designed to be transferable to any design project a student may encounter in his or her future. The course is repeatable and affords new challenges as materials change and technologies develop.

PA28 Music Theory and Composition

This course shows you how to compose, analyze, create and produce music. It is geared toward the mindful student with little or no prior musical training, but who is interested in exploring the inner workings of music. Students create and compose music (both live and electronic) in a variety of styles that include: string quartet, hip hop production, wind band, jazz ensemble, marimba band and more. Students are introduced to the building blocks of music - rhythm, melody, harmony and form - by exploring music from all styles including Classical, Hip Hop, Jazz, Baroque. Differentiation allows this course to be taken multiple times. (Offered both first and second semesters)

PA29 Music Theory II

This course builds on knowledge gained from Foundations of Music: Theory I. The goal is to integrate aspects of melody, harmony, texture, rhythm, form, musical analysis, history and style as students mature in their understanding of theory. Students work to develop more sophisticated compositional skills beginning with two-part writing and continuing on to four-part writing. Musicianship skills such as dictation and other listening skills, sight-singing and keyboard harmony are considered an important part of this course. This course is dependent on self-motivated students willing to put consistent work into daily practice, being mindful of neat handwriting skills for musical notation and a keen musical ear. Prerequisite: Completion of Foundations of Music: Theory I and/or permission of instructor. (Year-long course)

PA31 Performance and Social Change

This course focuses on participation in the Children's Theatre Neighborhood Bridges program. Students undertake philosophical training that covers skill building, scholarly framing, and reflections on the process of becoming a teaching artist, using the work of Paulo Freire and Augusto Boal and the Theater of the Oppressed. Students enrolled in this course perform their Breck service at the Neighborhood Bridges Program where they use theater techniques to teach younger students about critical literacy. The course is modeled on one of the same name that is taught at the University of Minnesota and will offer the same content. (Year-long course)

PA42 Music Psychology

In Music Psychology we examine music through the lenses of psychology, neuroscience, physics and mathematics. We investigate questions such as: What is music and why does it exist? Is music an evolutionary adaptive trait that has helped our species to survive? Why does music make us feel emotion? What is the cognitive basis for acquiring music? Through an interdisciplinary and often hands-on approach, we try to make sense of the most mysterious human obsession: music. (Offered both first and second semesters)

Physical Education and Health

Graduation requirement: Health, Performance Physiology and one semester credit of PE electives.

The school reserves the right to cancel a course with insufficient enrollment.

Grade 9: Health and Performance Physiology

Health and Performance Physiology is scheduled in the same semester.

HTH Health

This course is a requirement for all freshmen. It focuses on topics and concerns that are of importance to adolescents. Areas that are covered are emotions, family structure, friendship, trust, decision-making, sexuality, chemicals and nutrition. Students are encouraged to think about themselves, their values, how they make decisions and how they interact and communicate with others. (Quarter course)

PE9 Performance Physiology

This course is a requirement for all freshmen. It focuses on the components of health and performance fitness and the physiology of exercise. Students study exercise, nutrition, metabolism and the three principal systems related to physical activity: Cardiovascular, respiratory and musculoskeletal. Students practice, monitor, develop, lead and evaluate activity and exercise. (Quarter course)

PE10 Project Adventure

This course centers on the Project Adventure curriculum where students participate in community building as participants and researchers. Then, students teach Project Adventure to educational community partners during the Wednesday morning service block. This class begins with a traditional Project Adventure experience through which students explore their comfort zone and challenge themselves to test their own boundaries. Students design and practice their own icebreakers, new games, trust activities, initiatives, and ropes course elements. Students then examine leadership development in the context of adventure education. They practice strong community building skills and ways to facilitate respectful and strong interpersonal connections, especially between individuals from different backgrounds. Students also learn how to adjust expectations, teaching methods, and lesson plans according to participants' abilities and engagement. Finally, students adopt the role of facilitator as they provide Project Adventure education to outside school groups. Open to students in grades 9-12. (First-semester course)

Physical Education Electives

PE12 Body Management

This course enables students to design and implement their own personal fitness programs. Elements of the program include cardiovascular conditioning, strength training, conditioning for sports, flexibility, general wellness and the use of the latest technology in fitness. (Quarter course)

PE13 Leadership Development through Adventure Education: Upper School Project Adventure

This course centers on the Project Adventure curriculum where students participate in community building as participants and researchers. Then, students teach Project Adventure to educational community partners during the Wednesday morning service block. This class begins with a traditional Project Adventure experience through which students explore their comfort zone and challenge themselves to test their own boundaries. Students design and practice their own icebreakers, new games, trust activities, initiatives, and ropes course elements. Students then examine leadership development in the context of adventure education. They practice strong community building skills and ways to facilitate respectful and strong interpersonal connections, especially between individuals from different backgrounds. Students

also learn how to adjust expectations, teaching methods, and lesson plans according to participants' abilities and engagement. Finally, students adopt the role of facilitator as they provide Project Adventure education to outside school groups. Open to students in grades 9-12. (First-semester course)

PE16 Yoga Fusion

This quarter length course is designed to encourage students to build core muscle strength, increase body alignment and balance, improve confidence, and learn about the breathing techniques, relaxation, and meditation and positive thinking associated with Yoga. Students will study the benefits of stretching, moving and breathing freely as they relieve built up stress, learning to relax, and ultimately gain more out of everyday life. The fusion aspect may include strength training, resistance work, cardiovascular activity, and elements of range of motion. In addition, providing flexibility challenges and the breath work of yoga while also offering overall toning, muscle-building and/or fat-burning activities. (Quarter course)

PE17 Lifeguard Training

This course is designed to provide students with the ability to earn American Red Cross Lifeguarding and First Aid Certification. The course will provide entry-level lifeguard participants with the knowledge and skills to prevent, recognize and respond to aquatic emergencies and to provide care for breathing and cardiac, injuries and sudden illnesses until emergency medical services (EMS) personnel take over. The course content and activities will prepare participants to make appropriate decisions about the care to provide in an aquatic emergency and a medical emergency.

Physical Education Elective Alternatives

The following activities may alternatively fulfill the physical education requirement:

- 3 years of participating in 2 seasons of Breck sports, or
- 2 years of participating in 3 seasons of Breck sports, or
- 2 years of participating in 2 seasons of Breck sports in addition to 1 quarter of a PE elective
- 2 semesters of dance in addition to 2 semesters of Visual/Performing Arts

Note: Participation in non-Breck sports and dance activities does not count toward the completion of the one-semester physical education requirement.

Religion

Graduation requirement: **2.332 semester credits** as described below:

- Grade 9: World Religions I (taken during May Program; hence, 0.332 semester credits)
Grade 10: World Religions II
Grade 12: Ethics
Biblical Studies
Buddha, Jesus, Muhammad
Bioethics
Religious Imagery in Film
The Islamic World
Expansion of Religion Throughout History

The school reserves the right to cancel a course with insufficient enrollment.

RS5 World Religions II

This course reviews the basic world views and vocabulary of the world's religions. Then, by means of films, discussions and guest speakers, students learn to apply the key concepts and understand the key ceremonies of each religion. All the while, they reflect on their own personal answers to significant spiritual questions of meaning, being and value. (Semester course)

RS2 Ethics

This course enables students to focus on the values that shape their behavior. Students study definitions and examples of "the good person" presented in philosophy, film and biographies, and construct a philosophy of their own. Students take one test, write one paper, give their senior speech in Chapel and debate controversial issues including suicide, mercy killing, capital punishment and racial ethics. Students discuss real-life ethical dilemmas of their own choosing and then make solo presentations of their personal ethical philosophies. (Semester course)

RS3 Biblical Studies

In this course, students read the Bible in a totally different way. They discover why certain books were put in the Bible and why others were banned. The course focuses on what makes something sacred, and students read the greatest stories in the Old and New Testaments, have a look at other religions like Buddhism and Daoism, view the Bible and study some controversial issues including sex, gender, ethnocentrism, money and violence.

RS4 Buddha, Jesus, Muhammad

This course is an advanced course in world religions open to seniors and juniors. Students examine the lives and ethical teachings of the founders of Buddhism, Christianity and Islam, the three largest religions of the world. This course fulfills the religion requirement. In addition to the historical and religious material, students are expected to make clear their own ethical philosophy, in response to the teachings of these three men. Students examine the essential ethical issues of modern life, such as lying, sexual morality, abortion, war and peace, materialism and religious diversity. Students do projects in film, sculpture, poetry or other media to illustrate the life or wisdom of each. Seniors also give their senior speech. (Semester course)

RS5 Bioethics

This course immerses students in discussions on controversial issues in science and medicine, including abortion, fertility treatment, stem cell research, euthanasia, genetic testing, the right to privacy, and health care. The class begins with an overview of general moral reasoning, then focus on each issue's history, rise to the forefront of ethics, related scientific concepts and related laws. Most importantly, students investigate the morality of each issue, looking at the opinions of bioethicists as well as refining their own opinions. Course objectives are to:

- Guide students as they examine multiple perspectives and help them gain the historical, scientific, and legal perspectives necessary to informed decisions and informed discussions.
- Give students time to carefully think about their opinion on the morality of various bioethics topics and to reflect on the opinions of their classmates.
- Help students articulate not only what they believe, but also why they believe it.
- Help students gain an understanding of how ethical thinking can be used to solve practical problems and encourage them to approach problems with an open mind.

This course fulfills the one-semester senior year religion requirement. (Semester course)

RS6 Religious Imagery in Film

This course examines how the intricate practices of religion are illustrated in the art form of film. Students will also study basic film composition and structure, and create their own short films. This course fulfills the one-semester senior year religion requirement. Open to juniors and seniors. (Semester course)

RS8 The Islamic World

This course will help you understand the diverse perspectives and challenges facing the Muslim world. We'll look at religion, of course, and history, but also geography, architecture, music, language, and culture. The Islamic World includes 50 countries and 1.7 billion people. In light of recent events, knowledge of Islam's 1300-year history and its current struggles is essential. Coursework will include readings and quizzes, a research project in an area of the student's interest, the senior speech, debates and presentations, and trips to an area restaurant, mosque, and Muslim school. This course fulfills the religion requirement and is open to juniors and seniors. (Semester course)

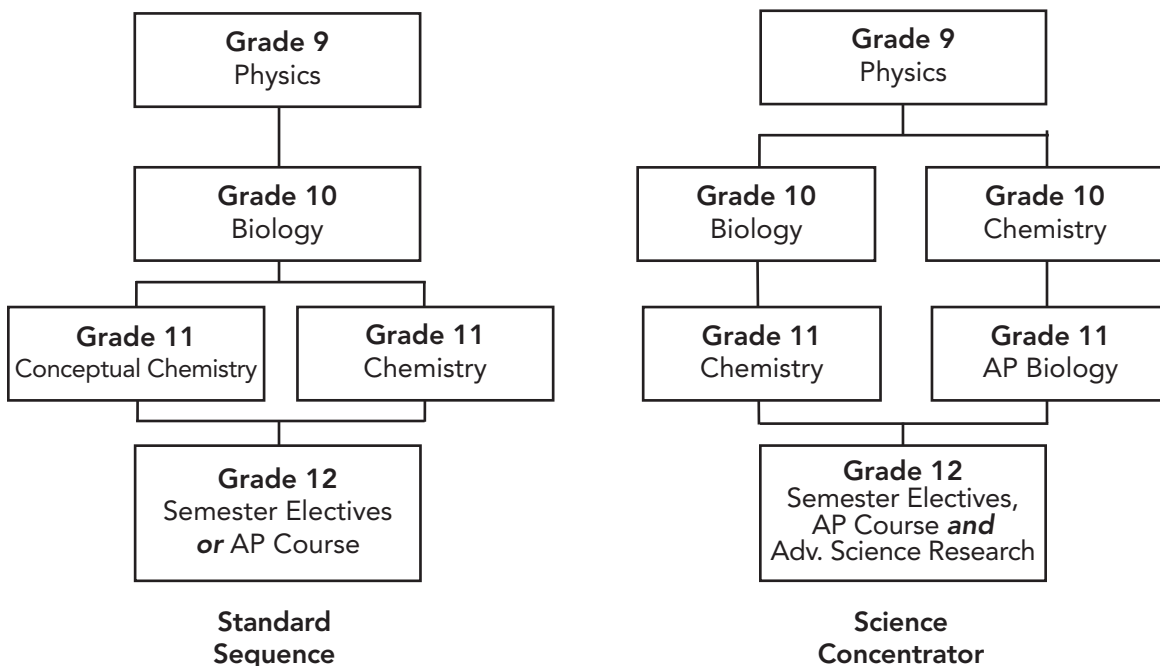
ID02 Expansion of Religion Throughout History

This interdisciplinary course will examine religion and history through the themes of expansion and interaction. Students will examine four main religions and regions, exploring what factors lead to their success. Students will study the rise and spread of Islam through the 600s and 700s in North Africa into Spain. From there, students will examine the destruction of the Jewish temple and the first diaspora which brings the Jews into Spain, where we will examine the cross cultural experience of Jews, Christians and Muslims through the Spanish Inquisition. Following this, we will study the rise of the Episcopal Church and its spread from England to the United States. Finally, we will explore the rise of the only true American religion, Mormonism. We'll research the elements that went into the founding and movement of the Church, ending in Salt Lake City. This course may fulfill either a history or religion requirement. If taken as a religion course, students will write their senior speech. (Semester course)

Science

Graduation requirements: Physics, Biology and Chemistry or Conceptual Chemistry.

Upper School 2017-18 Science Sequences



Year-long Courses

Physics
 Biology
 Molecular Biology and Biotechnology
 Chemistry
 Conceptual Chemistry
 AP Biology
 AP Chemistry
 AP Physics I
 AP Physics C
 Advanced Science Research I
 Advanced Science Research II
 Advanced Science Research III

First-Semester Electives

Astronomy
 Engineering

Second-Semester Electives

Environmental Science
 Robotics

The school reserves the right to cancel a course with insufficient enrollment.

- S17 Physics**
This course is an introduction to physics with a college-preparatory focus, designed to enable students to apply concepts of physics to everyday activities. The emphasis is on understanding concepts supported by algebra-based computations. The course serves as an introduction and provides a framework for quantitative work. Laboratory experiments, demonstrations, and learning cycles are emphasized whenever possible. Prerequisite: Completion of Algebra. (Year-long course)
- S2 Biology**
This course is an introduction to biology with a college-preparatory focus. The course is designed for students to gain an appreciation for their role as interactive occupants of the biosphere. Important themes of ecology and molecular biology are addressed to provide basic biological frameworks so that students become better informed decision-makers in a global society. The subject matter is approached primarily through inquiry-based, hands-on laboratory and field experiences that emphasize a cooperative team-learning approach. Inquiry is supported by lecture, readings, and literature research. Prerequisite: Completion of Physics. (Year-long course)
- S24 Conceptual Chemistry**
This year-long course is an introduction to chemistry with a college-preparatory focus and is designed for students who are enrolled in the Extended mathematics sequence. The course covers the structure of matter, quantum mechanics, types and properties of chemical substances, chemical reactions, and acid-base chemistry. Emphasis is placed on presenting the chemical concepts through laboratory work, hand-on applications, and societal issues. Prerequisite: Concurrent enrollment in the Extended mathematics sequence. (Year-long course)
- S6 Chemistry**
This year-long course is an introduction to chemistry with a college-preparatory focus. The course covers structure of matter, quantum mechanics, types and properties of chemical substances, basic organic chemistry, chemical reactions, and acid-base chemistry. Emphasis is placed on laboratory work, practical applications, and societal issues. Students undertake a six-week chemistry research project at the end of the year. Prerequisites: Completion of Algebra II. (Year-long course)
- S9 AP Physics I**
This course is for students who have an interest and aptitude in the physics and mathematics. The year-long course is designed to provide a strong foundation for continued work in physics. The course covers kinematics & dynamics; work & energy; momentum & collisions; rotational motion & torque; electrostatics and circuits; and mechanical waves and sound. Laboratory experiments and demonstrations are used whenever possible to illustrate concepts. Prerequisite: Completion of Physics and completion of FST or permission of instructor. (Year-long course)
- S5 AP Biology**
This course is for students who have an interest and aptitude in biology. The course is designed to provide a strong foundation for continued work in biology. The course covers the biochemical basis for biological functions, a survey of organism structure and functioning and population biology, including genetics and evolution. Exposure to investigation of problems is included in the laboratory. Prerequisite: Completion of Biology and completion of Chemistry with a grade of A- or A. (Next offered in the 2017-18 school year.) (Year-long course)

S32 AP Physics C

This calculus-based course includes a comprehensive coverage of mechanics and electricity & magnetism, each corresponding to approximately a semester of college-level work. In mechanics, students study kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum unit; circular motion and rotation; and oscillations and gravitation. In electricity & magnetism, students study electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism. The course also includes a hands-on laboratory component comparable to an introductory college-level physics laboratory where students complete a lab notebook to write comprehensive laboratory reports. Prerequisite: Completion of AP Calculus AB (Year-long course)

S7 AP Chemistry

This course is for students who have an interest and aptitude in chemistry. The course covers stoichiometry, thermochemistry, atomic structure, periodic properties of the elements, chemical bonding, the behavior of gases, liquids and solids, kinetics, acid-base equilibrium, solution equilibrium, thermodynamics, electrochemistry, nuclear chemistry, biochemistry and organic chemistry. Problem solving and laboratory work are stressed as a means of understanding chemical concepts. Prerequisites: Completion of Chemistry with a grade of A- or A, departmental recommendation and completion of or concurrent enrollment in Honors Trigonometry/Precalculus/Statistics. (Year-long course)

S11 Astronomy

This course enables students to investigate the universe while applying tools and concepts from various branches of science, math and technology. Star formation and stellar evolution form the basis for this inquiry-based space course. Astronomical observations and measurements are acquired through class camping trips. Digitized telescope images are analyzed using image-processing software to determine concepts such as the diameter of Jupiter's moons and the discovery of supernova explosions. Authentic research focuses on current topics such as pulsars, star-forming regions, and active galactic nuclei. Prerequisite: Completion of Chemistry or Conceptual Chemistry. (First-semester course)

S15 Environmental Science

This course familiarizes students with global environmental problems associated with biological resources. Students investigate environmental problems and issues related to energy and environmental contamination, such as air pollution and solid waste management. The relationships between environmental problems and other aspects of society, such as economics and public policy, are also explored. Sustainability is a dominant theme. Prerequisite: Completion of Chemistry or Conceptual Chemistry. (Semester course)

S20 Molecular Biology and Biotechnology

This course is a sophisticated college-preparatory course designed for students who are interested in cutting-edge molecular biology. The course is designed to review the structure and function of nucleic acids, expanding on what students learned in tenth-grade biology. That knowledge serves as the foundation for discussion of control of gene expression, genetic engineering, and applications to biotechnology. In the first semester, students focus on molecular background and on lab work, including plasmid mapping electrophoresis, bacterial transformation and protein purification from engineered bacteria. During second semester, students examine extensively the history and techniques of genomics, and the technology and societal significance of genetic modification of organisms. PCR technology is used during a major project to examine some foods to determine if they contain genetically modified products. Recently discovered tools, such as CRISPR, and influence of the environment on genes (epigenetics) will be addressed as areas of future study and potential advancements in biotechnology. Prerequisite: Completion of Chemistry with an A- or A. (Year-long course)

S21 Engineering

This course covers concepts common to all engineers and perform case studies as individuals and teams. Students learn introductory 2-D and 3-D modeling using Vectorworks. They are also introduced to basic circuitry, principles of mechanics and to materials science. Students then apply these concepts to their own engineering designs, which might include making a slingshot to project a 55-gallon drum, designing a passive solar home, engineering a high mileage vehicle, or creating a mobile suitcase for the physically challenged. In case studies, students consult with professional engineers and experts in the field of engineering as well as test the models they make using a variety of instruments, including computers. Field trips to universities and businesses and guest speakers are included in the course. Prerequisite: Completion of Physics. (First-semester course)

S22 Robotics

This course is focused on mechanical and programming design of robots. Students experience an in-depth study of robotic systems using Lego NXT. Students learn about structure, motion, power, sensors, control, logic, and programming systems while using an engineering problem-solving model. Students begin by studying functions for robots and learning basic robotic programming. Students then design their own programs and build robots to complete given tasks. Students develop teamwork, problem solving, ideation, and project-management and communications skills. The final robot project developed in this course is displayed publicly at the end of the course in a 'BotFest. Prerequisite: Completion of Physics. (Second-semester course)

S10 Advanced Science Research I

This course is designed for students who are gifted/seriously interested in science. The course gives students an opportunity to participate in graduate-level research experiences at university laboratories. Students complete the research component of the course during the summer. During first semester, students write a publication-quality research paper that they submit to the INTEL Science Talent Search and present their work to a Lower or Middle School science class. During second semester, students submit their papers to the Siemens Science Competition and Minnesota Academy Junior Science Symposium, Minnesota Scholar of Distinction competition, complete a poster, give a presentation to an Upper School science class, present a formal seminar presentation, and participate in the regional and state science and engineering fairs. Selection for the course is through written application and formal interview. Prerequisite: Recommendation of the Science Department. (Year-long course with summer expectation)

S13 Advanced Science Research II

This course is a second-year continuation of Advanced Science Research and is limited to highly gifted science students. The course gives students an opportunity to participate in graduate-level research experiences at university laboratories over a second summer. In addition to pursuing their own research, Advanced Science Research II students take on a leadership role in the course, serving as the co-teacher of the Advanced Science Research course. During first semester, students submit a publication-quality papers to the Siemens Science Competition and present their work to a Lower or Middle School science class. During second semester, students submit their papers to the Minnesota Academy Junior Science Symposium, Minnesota Scholar of Distinction competitions in science and in leadership, complete a poster, give a presentation to an Upper School science class, present a formal seminar presentation, and participate in the regional and state science and engineering fairs. Prerequisite: Advanced Science Research I. (Year-long course with summer expectation)

S23 Advanced Science Research III

This course is a third-year continuation of Advanced Science Research and is limited to one or two highly gifted science students. The course gives students an opportunity to participate in graduate-level research experiences at university laboratories over a third summer. In addition to pursuing their own research and serving as the “leader of leaders in the science research class, Advanced Science Research III students undertake an independent study in science research leadership with the intention of submitting their work to the Scholar of Distinction in Leadership competition. During first semester, students submit a publication-quality paper to the Siemens Science Competition and to the INTEL Science Talent Search and present their work to a Lower or Middle School science class. During second semester, students submit their papers to the Minnesota Academy Junior Science Symposium, Minnesota Scholar of Distinction competitions in science and in leadership, complete a poster, give a presentation to an Upper School science class, present a formal seminar presentation, and participate in the regional and state science and engineering fairs. Prerequisite: Advanced Science Research II. (Year-long course with summer expectation)

Visual Arts

Graduation requirement: **2 semester credits** of Performing and/or Visual Arts

Semester Courses

Creative Design
Drawing and Painting I
Drawing and Painting II
Advanced Drawing and Painting I
Advanced Drawing and Painting II
Beginning Ceramics
Advanced Ceramics
Digital Photography I
Digital Photography II
Documentary Filmmaking

Year-long Courses

Studio Drawing and Painting I
Studio Drawing and Painting II
AP Studio Drawing and Painting
Studio Ceramics I
Studio Ceramics II
Studio Ceramics III
AP Studio Ceramics

AP Art: Students who intend to take AP Studio Art (Painting **or** Ceramics) generally enroll in art classes every semester in order to complete the prerequisites. Students interested in this path should meet with the Visual Arts department head to plan their art course sequence.

Placement: Placement in art courses is based on completion of prerequisites OR teacher approval. Students may not skip courses in the sequence without teacher approval.

The school reserves the right to cancel a course with insufficient enrollment.

A1 Creative Design

This course prepares students to create and learn the theory of design principles, and to apply these concepts as they draw, paint and sculpt in preparation for more advanced art courses in the Upper School. Students then choose Drawing and Painting and/or Ceramics courses. Students have sketchbooks for assignments as they further their design skills. This course is a prerequisite for taking other visual art courses. Eighth-Grade Creative Design students have fulfilled this requirement. (Semester course)

Drawing and Painting Courses

A2 Drawing and Painting I

This course introduces students to a fundamental approach in drawing and painting that enables them to further their ability to see and to develop their own creative process. Students learn to create successful compositions while developing the skills of contour, gesture and value. Students work with a variety of drawing and painting materials and keep a weekly sketchbook to hone drawing skills and stimulate creativity. Prerequisite: Creative Design. (Semester course)

- A3 Drawing and Painting II**
This course enables students to bring personal expression more fully into play as they continue to hone the basic skills that were introduced in Drawing/Painting I. Work from observation is emphasized as well as inventive usage of materials. Students keep a weekly sketchbook to hone drawing skills and stimulate creativity. Prerequisite: Drawing and Painting I or teacher approval. (Semester course)
- A4 Advanced Drawing and Painting I**
This course enables students who have demonstrated a working knowledge of contour, gesture and value continue to hone their technical skills as they develop more complex personal imagery in their work. Projects in both drawing and painting are expanded, integrating advanced techniques and concepts. Students keep a weekly sketchbook to hone drawing skills and stimulate creativity. Prerequisite: Drawing and Painting II and/or teacher approval. (First-semester course)
- A5 Advanced Drawing and Painting II**
This course further develops a student's ability to conceive and create works that have integrity of material, concept and process. Students begin to organize work to develop a portfolio for presentation to post-secondary institutions. Students keep a weekly sketchbook to hone drawing skills and stimulate creativity. Prerequisite: Advanced Drawing and Painting I and/or teacher approval. (Second-semester course)
- A6 Studio Drawing and Painting I**
This course is designed for students with a strong technical background in drawing and painting who are ready to develop in-depth projects. Concept and process are emphasized in the development of personal imagery. Students broaden and refine their visual literacy as they become more familiar with both art history and contemporary art. Students keep a weekly sketchbook to hone drawing skills and stimulate creativity. Students continue to develop a portfolio for presentation to post-secondary institutions. Prerequisite: Advanced Drawing and Painting II and teacher approval. (Year-long course)
- A14 Studio Drawing and Painting II**
This course prepares students to create an in-depth body of work revolving around a chosen theme suitable for presentation to post-secondary institutions. This advanced course is similar to AP Studio Drawing and Painting but does not require the AP Portfolio. Prerequisite: Studio Drawing and Painting I and teacher approval. (Year-long course)
- A11 AP Studio Drawing and Painting**
This course is designed for students who are seriously interested in the practical experience of art. Final evaluation of this course is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. The instructional goals of the AP Studio Drawing and Painting program includes encouraging creative as well as systematic investigation of formal and conceptual issues, emphasizing making art as an ongoing process that involves the student in informed and critical decision-making, developing technical skills and familiarizing students with the functions of the visual elements. Prerequisite: Previous studio experience and permission. (Year-long course)

Ceramics Courses

A7 Beginning Ceramics

This course is designed to introduce students to working with clay. Students incorporate and expand on the elements of creative design. Students study ceramic forms and vessels from a cross-cultural and historical perspective. Basic techniques of ceramic construction and forming are taught. Nature's designs and forms are applied to large nonfunctional, coil-built forms. A unit is devoted to wheel throwing. Cultural studies are applied to a unit of mask making. This course is a prerequisite for Advanced Ceramics. Prerequisite: Creative Design. (Semester course)

A8 Advanced Ceramics

This course is designed to enhance the student's previous knowledge of ceramics. Integrity of material, function and form are stressed. Advanced techniques are taught and utilized. Students become acquainted with the works of some distinguished local potters including Mackenzie, Christianson and Oestriech. A unit devoted to the alternative firing technique used by the San Ildefonso Pueblo Potters of New Mexico is offered. Students make and fire their own blackware. Prerequisite: Beginning Ceramics. (Semester course)

A9 Studio Ceramics I

This course is designed for students with technical backgrounds to conceptualize assignments that involve creative problem solving. Raku, low-fire salt and blackware firing processes are the focus. Students become acquainted with the renaissance going on in ceramic art today. Students continue to develop a portfolio for presentation to post-secondary institutions. Prerequisite for Studio Ceramics I: Advanced Ceramics and teacher approval. (Year-long course)

A12 Studio Ceramics II

This course is designed for students with a strong technical background in ceramics who are ready to develop in-depth projects. Concept and process are emphasized in the development of personal imagery. Students broaden and refine their visual literacy as they become more familiar with both art history and contemporary art. Students continue to develop a portfolio for presentation to post-secondary institutions. Prerequisite: Studio Ceramics I and teacher approval, with level placement at the discretion of the teacher. (Year-long course)

A23 Studio Ceramics III

This course is designed for students to create an in-depth body of work revolving around a chosen theme suitable for presentation to post-secondary institutions. This advanced course is similar to AP Ceramics but does not require the AP Portfolio. Prerequisite: Studio Ceramics II and teacher approval. (Year-long course)

A13 AP Studio Ceramics

This course is designed for students who are seriously interested in the practical experience of art. AP Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. The instructional goals of the AP Studio Ceramics program include encouraging creative as well as systematic investigation of formal and conceptual issues, emphasizing making art as an ongoing process that involves the student in informed and critical decision-making and developing technical skills and familiarizing students with the functions of the visual elements. Prerequisite: Previous studio experience and teacher approval. (Year-long course)

A30 Digital Photography I

This course enables students to explore the art of digital photography and the essential ways in which photography is embedded into our society. Students begin by learning technical skills for operating a camera, including shutter speed, use of different lenses, camera angles, lights, and composition. They complete a series of projects to demonstrate mastery of essential concepts in photography. They then learn a powerful artistic skill using Adobe Photoshop to manipulate photographic media in a thoughtful, purposeful way. Their individual work is evaluated by peer critique and displayed for the community. Students also learn about different photographic styles and then complete a presentation on the work of a given photographer that includes slides and oral analysis of the work. Prerequisite: Creative Design (Semester course)

A33 Documentary Filmmaking

This course enables students to explore the methods and tools employed by modern filmmakers. They study the nature and history of documentary filmmaking and then learn skills in motion-photography, lighting, sound, effects, composition, and editing. Students create a documentary film as a final project where they interview Breck alumni and create a film highlighting their work in the world. Documenting the real world from a definable perspective engages us as individuals and as a community involved in developing a more comprehensive understanding of each other. In this course, students learn to critically evaluate how images affect people, how these images are effectively constructed, and in this process become artists in crafting stories they want to tell others. Prerequisite: Creative Design. (Semester course)

A34 Digital Photography II

Building on what they learned in Digital Photography I, Students will continue to explore photography as an expressive art form. Emphasis will be placed on the composition, value, clarity, and presentation of each photograph. Students will create a personal theme based portfolio, and explore various experimental photographic techniques. Registrants for this course will be expected to provide a digital single lens reflex camera with manual operation capability. Prerequisite: Photography I (Semester course)

Interdisciplinary Courses

These courses offer an interdisciplinary learning experience. All courses are electives.

The school reserves the right to cancel a course with insufficient enrollment.

SL1 Servant Leadership

This course engages students in the principles and philosophy behind servant leadership. Students examine the concept of servant leadership through the writings of Robert Greenleaf as well as study other leadership models that propose turning the usual leadership pyramid — with the leaders at the top—upside down. Students explore how community service, religion, - and multicultural education are intertwined in servant leadership. Other major components of the course engage students in working on group and individual projects and listening to and interacting with a range of speakers from the profit and non-profit world on the topics of leadership and serving others through their vocation. As a culmination to the course, students identify their own leadership traits and skills and create their own leadership model. The course is open to students in grades 9-12. (First- and second-semester course)

LM1 Media Theory and Design

This course focuses on the power of media to shape perspectives and beliefs. Beginning with a theoretical study of mass media and message critique methods, students practice skillful reading and writing of a wide range of message forms and examine relationships between media and audiences, information, and power. As part of these analyses, students address issues of gender, race, class, and power. Ultimately, students partner with local non-profits with missions focused on issues of equity in the community. Students apply their learning to designing new media projects on behalf those organizations. Through active participation in creating “issue-focused” messages, students meaningfully contribute to civic dialogue. (Semester course)

CS1 Introduction to Computer Science I

This course introduces students to computer-aided problem solving, algorithmic thinking and elementary data structures. For the student considering college studies in Computer Science, this course introduces the major concepts of computer science: Program and class design, data structures, algorithms, input and output and control. The class also looks at ethical issues in computer technology. Prerequisite: Concurrent enrollment in Functions, Statistics and Trigonometry (FST). (First-semester course)

CS4 Computer Science II: Web Apps

Web Apps is a second-level course in Computer Science for students who have successfully completed the introductory semester. Students will learn about the history of the world wide web, the markup languages HTML and CSS that create the look and feel of a website, and then spend the majority of the course learning Javascript and related modules that help create modern, dynamic websites. (Second-semester course)

CS5 Computer Science II: Mobile Apps

Mobile apps is a second-level course in Computer Science for students who have successfully completed the introductory semester. Students will learn about user interface design, the design thinking methodology, and object-oriented programming on iOS using xCode and the Swift programming language. (Second-semester course)

ID02 Expansion of Religion Throughout History

This interdisciplinary course will examine religion and history through the themes of expansion and interaction. Students will examine four main religions and regions, exploring what factors lead to their success. Students will study the rise and spread of Islam through the 600s and 700s in North Africa into Spain. From there, students will examine the destruction of the Jewish temple and the first diaspora which brings the Jews into Spain, where we will examine the cross-cultural experience of Jews, Christians and Muslims through the Spanish Inquisition. Following this, we will study the rise of the Episcopal Church and its spread from England to the United States. Finally, we will explore the rise of the only true American religion, Mormonism. We'll research the elements that went into the founding and movement of the Church, ending in Salt Lake City. This course may fulfill either a history or religion requirement. If taken as a religion course, students will write their senior speech.

ID03 The "Other"

Now, more than ever before, exploring the concept of identity construction seems essential. The contested nature of identity makes it a fertile site for study. Every 10 years the United States Census Bureau takes a survey of the American population; there have been 22 held decennially since the first in 1790. This information – provided for in the US Constitution – impacts federal funding and Congressional representation and influences federal policies. It is also intended to provide a snapshot into American society and its view on identity. Ten census surveys have included the category of "Other."

This course will explore how identity has shaped and influenced the lived experience and its expression in American culture and history. Each individual is a constellation of identities with each identity also having a collective experience and expression. These social categories or constructions shape our ideas about who we think we are, how we want to be seen by others, and the way we view the world. We will examine how identity is defined, negotiated, resisted, and revised using sociological, judicial, cultural, and historical frameworks to provide context. Content areas include class, race, ethnicity, gender, sexual orientation, country of origin, geography, and language among others with readings and films to provide frameworks for discussion and academic explorations. (Semester-long course)

PA42 Music Psychology

In Music Psychology we examine music through the lenses of psychology, neuroscience, physics and mathematics. We investigate questions such as: What is music and why does it exist? Is music an evolutionary adaptive trait that has helped our species to survive? Why does music make us feel emotion? What is the cognitive basis for acquiring music? Through an interdisciplinary and often hands-on approach, we try to make sense of the most mysterious human obsession: music.

ID04 Affective Neuroscience and Learning

This semester-long course focuses on understanding the interactions of brain, behavior, emotions and learning. We will explore learning and the brain, the emotional life of the brain, the ways the brain and body communicate, and how these shape behavior and experience. Harnessing current neurological research, students will be expected to consider practical applications of neuroscience to their lives, learning, and interacting with the world. While there is no science prerequisite, a willingness to wrestle with scientific writing is important. Additionally, students are expected to engage with and integrate course material on cognitive, social-emotional, and personal levels. (Semester-long course offered both semesters)