# Brownell-Talbot
## Upper School Course Guide
### 2016-2017

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Brownell-Talbot
Curriculum for Upper School

The Upper School curriculum permits choice within a rigorous program. Graduation requirements are higher than any other secondary school in Nebraska. Students must complete a minimum of 250 credit hours including 45 credits of history, 40 credits of English, 40 credits of mathematics, 30 credits of science, 20 credits of the same world language, four semesters of physical education, and a minimum of one semester of fine arts each year.

Upper School students must successfully complete the required courses to fulfill graduation requirements. Brownell-Talbot also requires Upper School students to complete a minimum number of credits per year depending upon grade level. Freshmen complete a minimum of 68 credits. Sophomores complete a minimum of 66 credits. Juniors complete a minimum of 64 credits. Seniors complete a minimum of 56 credits.

For students who wish to obtain advanced standing in college, 12 Advanced Placement (A.P.) courses are offered: English (2), world languages (3), history (2), mathematics (3), and science (2). The Advanced Placement courses prepare students for the A.P. Examinations. Students enrolled in A.P. courses are required to take the corresponding AP exams. Sophomores may register for only one A.P. course. Juniors may register for a maximum of three A.P. courses. Seniors may register for a maximum of three A.P. courses. Any exceptions to these guidelines will require a parent conference with the A.P. course instructor, the Head of Upper School, and the student.

Brownell-Talbot Upper School students enrolled in approved courses may earn college credit through dual enrollment programs with the University of Nebraska at Omaha or Nebraska Wesleyan University. Students and parents receive information regarding this option at the beginning of each semester from UNO and NWU. The following courses are currently eligible for dual enrollment:

- A.P. Language and Composition (NWU)
- A.P. Literature and Composition (NWU)
- A.P. Biology (UNO)
- A.P. European History (UNO)
- A.P. United States History (UNO)
- World Religions (UNO)

Students interested in taking a course not offered at Brownell-Talbot may be allowed to enroll in an online course offered by an approved institution. Online courses will require an additional fee. See the Head of Upper School for more information.
The English program offers a framework in which students can master the spoken and written word. Great works of literature present the values and traditions of various societies and provide a model for the efficient and effective use of the English language. Vocabulary and grammar receive special attention. Several major compositions are assigned each year, and required summer reading is part of the curriculum. Four years of English are required.

**Classical Literature and Grammar — 9th Grade required**

*5 periods per week • 10 credits per year*

Classical and biblical texts introduce the origins of our culture, promoting discussion and thought. Grammar study includes sentence structure and diagramming. Vocabulary is studied both in context and in isolation. Readings include:

- *Greek Drama* – ed. Hadas
- *Anthem* — Rand
- *The Bible as in Literature* — ed. Ackerman
- *World Mythology* — ed. Rosenberg
- *The Odyssey* — Rause translation
- *Hamlet* — Shakespeare

**World Literature — 10th Grade required**

*5 periods per week • 10 credits per year*

This course explores world literature. Novels and short stories encourage the development of critical reading skills. Expository writing is founded in the continuing study of vocabulary and grammar. Frequent writing assignments, including the formal informative essay, the argumentative essay, and the research paper, are required of all students. In addition to *World Literature*, an anthology, readings include the following:

- *All Quiet on the Western Front* — Remarque
- *A Chronicle of Death Foretold* — Marquez
- *Things Fall Apart* — Achebe
- *The Woman Warrior* — Kingston

**American Literature — 11th Grade required**

*5 periods per week • 10 credits per year*

Selected works by American authors convey universal themes and a sense of lasting literary value. A study of literary techniques such as narrative style, symbolism, foreshadowing, and irony promotes an understanding of masterpieces. Vocabulary study and grammar and usage skills are integrated with the literature survey and are also treated independently as essentials of good writing. Writing assignments include major compositions, short essays, and a poetry project. Along with selections from *The American Tradition in Literature*, a college anthology, students read:

- *The Scarlet Letter* — Hawthorne
- *Catcher in the Rye* — Salinger
- *The Adventures of Huckleberry Finn* — Twain
- *My Antonia* — Cather
- *The Great Gatsby* — Fitzgerald
- *The Glass Menagerie* — Williams
British Literature — 12th Grade required
5 periods per week • 10 credits per year
A survey of British literature from 800 AD to the present, this course introduces universal themes in a historical context. Class work and homework involve advanced studies in vocabulary, grammar, and critical and expository writing. Writing assignments focus on analysis and explication of literature. In addition to *The Longman Anthology of British Literature*, readings include:
- *The Canterbury Tales* – Chaucer
- *Othello* – Shakespeare
- *Frankenstein* – Shelley
- *Wuthering Heights* – Bronté
- *Sons and Lovers* – Lawrence
- *To the Lighthouse* – Woolf

**Advanced Placement English: Language and Composition** — 11th or 12th Grade, elective
Prerequisite: Maintain an overall GPA in English classes of a B (3.0)
3 periods per week • 10 credits per year
This course is a seminar devoted to the intensive development of writing skills and to preparation for the Advanced Placement Examination. Compositions include argumentative, analytical, and creative essays. American and European prose provides a basis for stylistic analysis. The student text is:
- *The Language of Composition* – Shea, Scanlon and Aufses
Students will be required to take the national A.P. exam at the end of the school year.

**Advanced Placement English: Literature** — 12th Grade, elective
Prerequisite: Maintain an overall GPA in English classes of a B (3.0)
3 periods per week • 10 credits per year
By examining increasingly sophisticated literary works, students in this college-level seminar refine analytical and critical reading skills, and sharpen written and verbal abilities. Assignments include oral presentations, essays, and literary critiques. The following texts are required:
- *Macbeth* – Shakespeare
- *Pride and Prejudice* – Austen
- *Sound and Sense* – Perrine
- *The Stranger* – Camus
- *A Midsummer Night’s Dream* – Shakespeare
- *The Handmaid’s Tale* – Atwood
- *As I Lay Dying* – Faulkner
- *Mrs. Dalloway* – Woolf
- *Heart of Darkness* – Conrad
- *Dubliners* – Joyce
Students will be required to take the national A.P. exam at the end of the school year.

**Creative Writing** — 10th, 11th, 12th Grades, elective
One semester
2 periods per week • 2 credits per semester
This workshop based course explores how poetry, short stories, and creative nonfiction can express ideas and emotions. No experience is required but students must be self-motivated and enthusiastic about writing. Additionally, each student will develop a portfolio of creative work to be submitted at the end of the semester.
**Journalism**

**Beginning Journalism — 10th, 11th Grades, elective**  
2 periods per week • 4 credits per year

This course provides instruction in the fundamental skills of journalism, including reporting, interviewing, feature writing, layout, design, photography, digital imagery, and desktop publishing. Journalism students will be expected to contribute to the production of the school yearbook, *The Triangle*.

**Journalism — 11th, 12th Grades, elective**  
*Prerequisite: Beginning Journalism*  
2 periods per week • 4 credits per year

This course will provide the production staff for the school yearbook, *The Triangle*. Students enrolled in the class will use editing, writing, photography, design and layout skills to produce the yearbook and contribute to the school's literary magazine.

**FINE ARTS**

Fine Arts courses enrich a traditional college preparatory education by broadening perspectives and by developing useful skills. Classes in both the performing and the visual arts focus on methods and techniques, thus establishing the background necessary for individual expression. The teaching of the arts is discipline-based, stressing history, appreciation, criticism, and creative projects. All courses are electives, however, Upper School students are required to take at least one semester in the Fine Arts each year. Instruction is individualized, and courses may be taken for a semester or for a year. The fall play, spring musical, speech competitions, frequent art shows, choral performances, and the Head of School’s Rally for the Arts give students additional opportunities for expression.

**Chamber Music — elective**  
2 periods per week • 4 credits per year

This course is designed to provide students with a performance opportunity in chamber music repertoire. Various ensembles will be arranged based on available personnel. Each section will meet once a week with the instructor during or after school (3:45-4:30) and twice independently. Students are encouraged to write their own music, but it is not required. Groups will seek performance opportunities at music festivals, contests, and public events. This class will also present an opportunity to prepare US students for the Rally for the Arts and District Music Contest.

**Music Technology — elective**  
2 periods per week • 4 credits per year

This course is designed to introduce students to the basic concepts, terminology, history, and practices of music amplification, recording, and editing. The first semester is dedicated to musical form, terminology, and basics of digital musical recording practices. The music notation software Finale will be introduced and several arranging/composition projects will be completed. The second semester focus is on recording techniques, sound editing, and recording projects. Student will use Garage Band and Audacity to gain experience recording and editing student performances at school concerts.

**Music Theory — 12th Grade, elective**  
2 periods per week • 4 credits per year

This course is designed for the advanced high school musician who is interested in developing a solid foundation in the theoretical foundations of music. Students will learn the fundamentals of rhythm, melody, scales, intervals, and triads while enjoying the opportunity to create music.
US Band I
This course meets with the other three levels of band. Prerequisites: minimum freshman standing, passing grade in 8th Grade Band.
3 periods per week • 6 credits per year
This course is designed to develop the instrumental skills necessary to perform high school-level jazz combo music of a variety of periods and styles, in large ensemble, small ensemble, and solo settings. Students registering must read music notation and play a traditional jazz instrument. Keyboard players, electric guitar players, and electric bass players must have the instructor's permission to register. The US Band performs each year at two school concerts, District Music Contest, at least one jazz festival, and numerous athletic pep band performances. Students also have the opportunity to perform solo or small ensemble works at chapel, contests, and Rally for the Arts.

US Band II
This course meets with the other three levels of band. Prerequisites: minimum sophomore standing, passing grade in US Band I.
3 periods per week • 6 credits per year
This course is designed to strengthen the instrumental skills learned in US Band I. In addition to the yearly concerts, contests, and pep band performances, students have the opportunity to audition for the All-State Band/Orchestra/Jazz Band, as well as many other honor ensembles.

US Band III
This course meets with the other three levels of band. Prerequisites: minimum junior standing, passing grade in US Band II.
3 periods per week • 6 credits per year
This course is designed to refine the instrumental skills learned in US Band II. In addition to the yearly concerts, contests, and pep band performances, students are strongly encouraged to audition for All-State and to prepare solo and small ensemble performances for District Music Contest and Rally for the Arts.

US Band IV
This course meets with the other three levels of band. Prerequisites: senior standing, passing grade in US Band III.
3 periods per week • 6 credits per year
This course is designed to perfect the instrumental skills learned in US Band III and to develop musical leadership. In addition to the yearly concerts, contests, pep band performances, honor bands, and Rally, students are strongly encouraged to audition for All-State and to prepare solo and small ensemble performances for Senior Christmas Chapel.

US Choir I
This course meets with the other three levels of choir. Prerequisites: minimum freshman standing, passing grade in Music 8 or audition with the Director.
3 periods per week • 6 credits per year
This course is designed to develop the vocal skills necessary to perform high school-level choral music of a variety of periods and styles, in large ensemble, small ensemble, or solo settings. Students registering must be able to match pitch at an audible volume. The US Choir gives annual performances at Homecoming, Conference Vocal Clinic, the Holiday Program, Middle School Forum, District Music Contest, Spring Concert, and Honors Day. Students have the opportunity to arrange voice lessons with the director, and will have quarterly vocal, aural, and music-reading skills assessments. Students also have the opportunity to audition for the Upper School Musical, or perform solo or small ensemble works at chapel, contests, and Rally for the Arts.

US Choir II
This course meets with the other three levels of choir. Prerequisites: minimum sophomore standing, passing grade in US Choir I or audition with the Director.
3 periods per week • 6 credits per year
This course is designed to strengthen the vocal skills learned in US Choir I. In addition to the yearly concert performances, quarterly skills assessments, and Upper School Musical, students have the opportunity to audition for
the All-State Chorus, as well as many other honor choirs.

**US Choir III**

*This course meets with the other three levels of choir. Prerequisites: minimum junior standing, passing grade in US Choir II or audition with the Director.*

*3 periods per week • 6 credits per year*

This course is designed to refine the vocal skills learned in US Choir II. In addition to the yearly concert performances, and quarterly skills assessments, students are strongly encouraged to audition for All-State, prepare solo and small ensemble performances for District Music Contest and Rally for the Arts, and volunteer to sing the National Anthem for home sporting events.

**US Choir IV**

*This course meets with the other three levels of choir. Prerequisites: senior standing, passing grade in US Choir III or audition with the Director.*

*3 periods per week • 6 credits per year*

This course is designed to perfect the vocal skills learned in US Choir III and to develop musical leadership. In addition to the yearly concert performances, quarterly skills assessments, Rally, and National Anthem, students are strongly encouraged to audition for All-State and to prepare solo and small ensemble performances for Senior Christmas Chapel.

**US Strings**

*3 periods per week • 6 credits per year*

This course is designed to develop the instrumental and theory skills necessary to perform standard orchestral string music from a variety of periods and styles. Standard orchestral stringed instruments include: violin, viola, cello, and string bass. String performance opportunities include: All State Orchestra Competition, Winter and Spring Instrumental Concerts, District Solo and Ensemble Contests, and Chapel Performance. Select groups may be chosen from the strings class for additional school and community performances.

**Academic Decathlon — 10th, 11th, 12th Grades**

*3 periods per week • 6 credits per year*

The Academic Decathlon class prepares students to compete in ten disciplines. The language arts segment focuses on critical reading of novels, plays, poems, and short passages. It also includes an analytical essay, impromptu speeches, and an interview. The social studies segment stresses study of a variety of events, places, and people from both ancient and modern times. Mathematics study covers basic math through trigonometry. Economics deals with basic principles, investing, market conditions under varying economies, macro and microeconomics. The fine arts and music segments examine different works and genres. The final area, the superquiz, examines a complex subject in depth.

**Modern Dance**

*May also qualify as Physical Education credit, but not simultaneously.*

*2 periods per week • 4 credits per year*

This class is for both beginner and seasoned dancers. Beginners learn basic skills, techniques, and combinations, while seasoned dancers continue to challenge and perfect their dance abilities. The class will include center technique, stretching, and cardio work along with learning jazz/hip hop combinations.

**Theatre and Forensics**

**Forensics I**

*2 periods per week • 4 credits per year*

This beginning speech class covers the fundamentals of speech communication. Units of study include declamation, inspirational, and impromptu speaking.
**Forensics II**  
*This course may be repeated.*  
2 periods per week • 4 credits per year  
The second year Forensics student will focus on preparation for various speech competitions. The contests challenge students to speak for a variety of purposes and to a variety of audiences. Student may participate in competitions sponsored by the Nebraska Schools Activity Association, National Forensics League, The Optimists Club, or the American Legion.

**Introduction to Theatre Arts — 7th, 8th, 9th 10th Grades**  
2 periods per week • 4 credits per year  
Introduction to Theatre Arts will provide an overview of all aspects of production as well as preparing students to be successful as actors and technicians. In this foundational course, students will be asked to demonstrate critical thinking skills while analyzing theatrical movements from various times in history and all over the world.

**Acting**  
*Prerequisite: Introduction to Theater Arts  This course may be repeated.*  
2 periods per week • 4 credits per year  
The course will focus on the tools of the actor, character development, pantomime, improvisation, master acting teachers, Monologues, duet scenes, auditioning, staging, giving and receiving constructive criticism, and the actor’s role in theatrical production. Students will have an opportunity to participate as actors or crew in all school productions. As a student progresses through the levels of Acting he/she will be asked to take on larger leadership roles and to work with more complex scripts and techniques. The more advanced student will be expected to take responsibility for their own learning goals and outcomes through independent and directed projects.

**Technical Theatre**  
*Prerequisite: Intro to Theatre Arts  This course may be repeated.*  
2 periods per week • 4 credits per year  
This course will focus on all aspects of stagecraft; sets, props, lighting, sound, costumes, makeup, directing, stage management, advertising, and business. Students will develop skills in creative problem solving; focus on the process of developing a production through collaborative experience and research; learn to demonstrate their ideas in a written and visual medium; and finally learn how to execute those plans for productions.

**Directing and Design — 11th, 2th Grade**  
*Prerequisite: Technical Theatre or Acting*  
2 periods per week • 4 credits per year  
This course requires advanced students to create real directing plans and designs. It is a hands-on course that will culminate with staged scenes and model building to exhibit design and directing products. These projects may be directly related to the mainstage or other classroom productions.

**Visual Arts**  
**US Art Foundations**  
US Art Foundations is a class with a heavy focus on perceptual drawing, an exploration of color theory, and three-dimensional design. An emphasis is placed on critical thinking, creativity, craftsmanship and problem solving. This class is a prerequisite for all other art courses in Upper School.
**Painting**  
*Prerequisite: US Art Foundations*  
This class introduces students to the basic concepts of painting and explores the three classic genres of historical painting: still life, figurative work and landscape painting. Discussions will include painting within both the historical and contemporary context. A heavy emphasis will be placed on concept development, technical skill, critical thinking, and compositional considerations.

**Sculpture**  
*Prerequisite: US Art Foundations*  
This class builds on the basic concepts of sculpture studied in US Art Foundations. Both additive and subtractive methods will be discussed using a variety of three-dimensional materials. A heavy emphasis will be placed on concept development, technical skill, critical thinking and compositional considerations.

**Pottery**  
*Prerequisite: US Art Foundations*  
This class builds on basic concepts of working with clay studied in US Art Foundations. Both handbuilding and wheel-throwing methods will be discussed throughout the course. A heavy emphasis will be placed on concept development, technical skill, critical thinking, and compositional considerations.

**Portfolio**  
*Prerequisite: US Art Foundations and at least one of the following: Painting, Sculpture and/or Pottery*  
Portfolio is a rigorous course in which advanced students create individual portfolios of work. Student portfolios are self-directed with input from the instructor. Each student will choose to create either a 2D or 3D portfolio based on completion of previous courses. There are two sections to the portfolio: breadth and concentration. The breadth portion will be completed during the first semester and the concentration during the second semester. A minimum of six completed pieces will be required each semester. At the end of 2nd semester students will give a presentation of their portfolio and exhibit their work. A heavy emphasis will be placed on concept development, technical skill, critical thinking, and compositional considerations.

**Portfolio (AP 2D-Design, AP 3D-Design, AP-Drawing)**  
*Prerequisite: US Art Foundations and at least one of the following: Painting, Sculpture and/or Pottery.*  
Students have the option of taking Portfolio as an AP class and submit their work for AP credit at the end of the school year. Please note the different requirements associated with this as outlined below:

AP Portfolio is a rigorous course in which advanced students create individual portfolios of work. Student portfolios are self-directed with input from the instructor. Each student will choose to create either a Drawing, 2D, or 3D portfolio based on completion of previous courses. There are three sections to each portfolio: breadth, concentration, and quality. The breadth portion will be completed during the first semester and the concentration section during the second semester. The quality section includes the best overall five pieces. A significant amount of additional work will be required to take Portfolio as an AP class (see Mr. Wheelock for details). High quality work completed outside of class time can be included in the portfolio as long as it fits within the stated guidelines. Students will submit their portfolios for scoring in May and will give a presentation to their peers before exhibiting the work. A heavy emphasis will be placed on concept development, technical skill, critical thinking, and compositional considerations.

**Classes will be combined into one class on the schedule and includes both AP and non-AP students.**
WORLD LANGUAGES

The world languages curriculum, which includes courses of study in French, Latin, and Spanish, provides students with the means to explore various cultures and to master other languages. A minimum of two years of one world language is required in grades 9 through 12. World language courses must be taken in sequence unless prior approval is given by the Head of Upper School.

French I
5 periods per week • 10 credits per year
This course begins the study of the French language with emphasis on basic vocabulary acquisition and comprehension of fundamental grammar and structure of the language. Students reinforce grammar and vocabulary through input and oral expression and development of rudimentary skills in reading and writing in the target language. In addition, students explore the French-speaking world through readings, class discussions, and other supplementary materials. Successful completion of French I is the first key step as students advance through the sequence of classes that culminates with A.P. French and college-level French work.

French II
Prerequisite: French I or French 1A and French 1B.
5 periods per week • 10 credits per year
This course resumes the study of the French language with continued emphasis on vocabulary acquisition through input and oral expression, and fundamental grammar and structure. In addition, students will continue to develop skills in listening comprehension of fluent French, and reading comprehension of level-appropriate texts. French II students begin to write short essays which feature appropriate use of vocabulary and structures addressed in the textbook. Students will explore the French-speaking world through selected readings, class discussions, Internet research, video shorts, films, music, and other opportunities.

French III
Prerequisite: French II.
5 periods per week • 10 credits per year
French III continues with conversational and written expression in context augmented by more technical understanding of grammar. At the end of the course, students will have had exposure to all of the fundamental structures in French. The student’s basic need vocabulary benefits from more complex idiomatic expression, and students will be expected to perform 3-5 minute oral presentations with prior preparation. Students will complete short essay assignments where they respond to simple writing prompts with essays that show developing proficiency in grammatical accuracy, use of appropriate vocabulary and fluent expression of ideas. Students continue to develop reading skills through a full-length novel, extensive textbook readings, and electronic resources. Listening comprehension skills are reinforced through in-class exercises. Students continue the study of culture and civilization with a special focus on contemporary social issues in the Francophone world.

French IV
Prerequisite: a B (3.0) average in French III.
5 periods per week • 10 credits per year
This course serves as a review of the grammar introduced in French I-III with more attention given to depth and detail. The primary grammatical focus is to complete and reinforce the verbs system and all tenses, in order to help students recall and apply these structures with facility in spoken and written French. Vocabulary study moves beyond basic needs and simple situations to enhance comprehension and expression in fluent French. Writing assignments move from assigned topics to timed, in-class essays with no prior prompt. Students will perform several 3-5 minute oral presentations on a variety of topics. Listening comprehension skills are reinforced through classroom exercises and Internet generated activities. Students will read a full-length novel and a variety of other readings in French.
Advanced Placement French
Prerequisite: French I, II, III, IV with a B (3.0) average.
5 periods per week • 10 credits per year
This course resumes the study of the French language with continued emphasis on skills in speaking, understanding, reading, and writing the target language. Students will explore the French-speaking world through oral presentations, readings, class discussions, films, etc. Successful completion of this class will prepare students for the rigors of the A.P. French exam and college-level French work. There is a special focus on the Free-Response speaking and writing sections of the exam, but the dominant objective is to direct students on a path to fluency in French.

This class is eligible for 3 college credits through UN-O dual enrollment.

Latin I
5 periods per week • 10 credits per year
Latin I introduces the basics of grammar and vocabulary. Emphasis is on translating primarily from Latin to English. The stories are based on the childhood and education of the poet Horace. Selections pertaining to the Iliad and the Aeneid are also translated. Proper pronunciation and basic oral conversation are emphasized along with derivatives and Roman history, culture, and mythology.

Latin II
Prerequisite: Latin I, or Latin 1A and Latin 1B.
5 periods per week • 10 credits per year
Latin II continues with more advanced grammar and syntax. As in Latin I, translating primarily from Latin to English is emphasized. The stories focus on Horace during his adolescent and adult life. The economic, political, social, and intellectual trends of the Roman republic are included to provide students with a historical perspective for the study of literature. Derivatives, mythology, and Roman history and culture continue to be emphasized.

Latin III
Prerequisite: Latin II.
5 periods per week • 10 credits per year
Latin III completes the study of all Latin grammar, syntax, and the translation of the stories dealing with the life of Horace. Students continue to delve deeper into mythology, derivatives, Roman life, history, and culture.

Latin IV
Prerequisite: Latin III with a B (3.0) average.
5 periods per week • 10 credits per year
Latin IV deals with the Golden Age of Latin Literature. The students translate representative selections from Cicero, Caesar, Catullus, Virgil, Livy, and Ovid. Some time is also spent on derivatives, mythology, Roman life, history, and culture.

Advanced Placement Latin
Prerequisite: Latin IV with a B (3.0) average.
5 periods per week • 10 credits per year
A.P. Latin exposes the students to an in-depth study of Virgil's Aeneid. Students must read and translate the selections required by the College Board to prepare for the A.P. Latin exam over Virgil in the spring. Students will also study and learn poetic structures, meter, and the historical context of the Aeneid.

Spanish I
5 periods per week • 10 credits per year
Spanish I emphasizes vocabulary, pronunciation, and basic grammar. Instruction is presented with emphasis on active learning through contextual usage of basic Spanish. The textbook series is Avancemos. It includes
a video series, internet exercises to supplement the text and classwork, and level-appropriate readings that reinforce traditional studies and appreciation of Hispanic culture. Emphasis is on basic, practical expression, and conjugations.

Spanish II
Prerequisite: Spanish I, or Spanish 1A and Spanish 1B.
5 periods per week • 10 credits per year
This course continues the study of Spanish, developing skills in listening, reading, writing, and speaking the target language. Students will explore the Spanish-speaking world through readings, class discussions, video clips, films, and other opportunities.

Spanish III
Prerequisite: Spanish II.
5 periods per week • 10 credits per year
This course continues the study of Spanish, developing skills in listening, reading, writing, and speaking the target language. Students will develop conversational skills and will be expected to perform 3-5 minute oral presentations with prior preparation. Students will complete short essay assignments. Students will read and discuss authentic literature. Students will continue the study of culture and civilization of the Spanish-speaking world.

Spanish IV
Prerequisite: Spanish III with a B (3.0) average.
5 periods per week • 10 credits per year
This course continues the study of Spanish, developing skills in listening, reading, writing, and speaking the target language. Students are expected to speak only Spanish in class. Students will perform oral presentations. Students will complete short essay assignments and timed writings. Students will read and discuss authentic literature. Students will continue the study of culture and civilization of the Spanish-speaking world.

Advanced Placement Spanish
Prerequisite: Spanish IV with a B (3.0) average.
5 periods per week • 10 credits per year
This course reviews grammar studied in Spanish I-IV. Vocabulary and grammar are studied in conjunction with reading and analyzing authentic literature and studying history, culture, and people of the Spanish-speaking world. Students will converse in Spanish and perform oral presentations. Students will complete short essay assignments and timed writings. Students will be required to take the national A.P. exam at the end of the school year.

This class is eligible for 3 college credits through UN-O dual enrollment.

HISTORY

Through the study of geography, history, government, and economics, students learn the meaning of citizenship, the origin and nature of cultures and governments, and the premises upon which the United States was founded. In addition, students develop an historical perspective that makes it possible to understand the past while preparing for the future. The use of primary and secondary sources, the compilation and analysis of data, and the formulation of oral and written arguments are all part of the program.

Methods of Historical Research — 9th Grade required (one semester)
5 periods per week • 5 credits per semester
This is a one-semester course composed of two parts. The first quarter will focus on historical research and the steps involved in writing a research paper. The second quarter will apply the research techniques learned the first quarter to an oral history interview. All written projects may be available for presentation to the public if the students so desire.
World History: Ancient to Renaissance — 9th Grade required  
5 periods per week • 10 credits per year
This course introduces social, economic, scientific, and intellectual developments from prehistoric times through the Renaissance. Continuity and change are evaluated within a framework of historical fact, cultural awareness, and current problems. Cooperative research and student presentations are stressed.

World History: Reformation to Modern — 10th Grade required  
5 periods per week • 10 credits per year
This course covers the political, economic, and cultural events that have shaped the world from the Reformation to the present. Important topics include populist revolutions, imperialism, and the two world wars. Contemporary issues and events are also addressed. Assignments include creative papers as well as traditional essays and reports.

United States History — 11th Grade required  
5 periods per week • 10 credits per year
United States History concentrates on social, political, and economic issues, with special emphasis on modern times. *The American Pageant* will cultivate in its readers the capacity for balanced judgment and informed understanding about American society by holding up to the present the mirror and measuring rod that is the past. The course's goal is not to reach the art of prophecy but the much subtler and more difficult art of seeing things in context, of understanding the roots and direction and pace of change, and of distinguishing what is truly new under the sun from what is not. The study of history, it has been rightly said, does not make one smart for the next time, but wise forever.

U.S. Government — 12th Grade required (one semester)  
5 periods per week • 5 credits per semester
The study of the United States government’s history and functions is designed to familiarize students with current government issues and provide the knowledge necessary for them to perform their responsibilities as informed citizens in our participatory form of government.

Economics — 12th Grade required (one semester)  
5 periods per week • 5 credits per semester
This course examines the forces and conditions which have shaped modern capitalism. Microeconomic principles are first mastered. Learned concepts are then expanded to the macroeconomics level as students relate general trends in economics to government policies. World economy topics such as international trade are also addressed.

World Religions — 11th and 12th Grades, elective  
5 periods per week • 10 credits per year
This course provides students the opportunity to gain an in-depth insight into the diversity of religions throughout the world. The two-semester course examines the Buddhist, Christian, Confucian, Hindu, Islamic, Jewish, and Shinto traditions. The student will learn to recognize and find meanings in a variety of religious expressions while discovering that misinterpretations of these religious expressions can lead to inaccuracies, stereotypes, and distortions. Attitudes of respect and appreciation for religious diversity are encouraged throughout the course. By studying the primary sources such as the Bible, Qur'an, Vedas, Tripitaka, and Torah, the student will begin to appreciate the complex history of each religion. Speakers of different religious sects will be called in from the community so students will hear a first-hand experience. This course, in itself, illustrates the practice of the religious freedom clauses of the First Amendment. The comparison of different religions will help students to synthesize the basic elements of all religions and the needs a religion fulfills in human nature. By the end of the course, students should have a better understanding and tolerance for the idiosyncrasies of the different religions and appreciate the people and cultures through which these religions are manifest.
Advanced Placement European History — 10th, 11th, or 12th Grade, elective, fulfills World History graduation requirement for 10th grade
Prerequisite: Maintain an overall GPA in previous history courses of a B (3.0) or higher.
5 periods per week • 10 credits per year
The history of Europe from the time of the Plague in the 1300s to the present day is taught through research, evaluation, class discussion and lecture. Major movements in politics, demographics, economics and sociology are analyzed. The course is designed to prepare students to take the Advanced Placement European History test in the spring. Students will be required to take the national A.P. exam at the end of the school year.

Advanced Placement United States History — 11th or 12th Grade, elective; fulfills U.S. History graduation requirement
Prerequisite: Maintain an overall GPA in previous history course of a B (3.0) or higher.
5 periods per week • 10 credits per year
The history of the United States from early European exploration and settlement to the present is taught through research, evaluation, class discussion and lecture. Major movements in politics, demographics and economics are analyzed. This course is designed to prepare students to take the Advanced Placement United States History test in the spring. Students will be required to take the national A.P. exam at the end of the school year.

MATHEMATICS

Mathematics classes from a sequential course of study are designed to develop logical and analytical thought, build proficiency in fundamental skills, and expand the student’s appreciation for mathematical systems and applications. Calculator and computer applications are integrated into the curriculum. Four years of mathematics are required in grades 9 through 12 with Algebra I or Algebra I Plus a requirement leading to Geometry and Algebra II. Students taking courses during the summer will still be required to pass Brownell-Talbot’s final for the course. Students accelerating this sequence must have a B+, or permission of the instructor to move on to the next class.

Algebra I Plus — 9th Grade required
No Prerequisite.
5 periods per week • 10 credits per year
This is a continuation of 8th Grade Algebra I Plus and must be completed in order to move on to Geometry. Algebra I Plus introduces students to basic algebraic concepts. Course work promotes logical patters of thought and improves problem-solving skills. Studies include the structure and the properties of the real number system, first and second degree equations, inequalities, graphing techniques, function notation, radical expressions, polynomials, and problem solving.

Geometry — 9th or 10th Grade required
Prerequisite: 8th Grade Algebra I or Algebra I Plus.
5 periods per week • 10 credits per year
This course, which further develops logical thought patterns, places special emphasis on geometric proofs, mathematical methods, and problem solving skills. Topics include lines, angle relationships, planes, trigonometry, area, volume, coordinate geometry, and polygons.

Algebra II — 9th or 10th Grade required
Prerequisite: Algebra I or Algebra I Plus.
5 periods per week • 10 credits per year
Algebra II builds on the principles introduced in Algebra I and places increased emphasis on reasoning and problem solving. Topics include systems of real numbers, polynomial expressions and functions, analytic geometry, linear functions, algebraic fractions, quadratic functions, logarithms, combinations and permutations, trigonometry, and conics.
Advanced Algebra with Trigonometry — elective
Prerequisite: Algebra II.
5 periods per week • 10 credits per year
Advanced Algebra with Trigonometry strengthens the student's algebraic skills and understanding to prepare them for Mathematical Analysis and/or college mathematics. Special focus is given to the graphical representations of polynomial, rational, logarithmic, and trigonometric functions. Applications of each type of function are also explored. Additional topics include sequences and series, data analysis, linear systems and matrices, trigonometry and probability.

Mathematical Analysis with Trigonometry — elective
Prerequisite: Algebra II or Advanced Algebra with Trigonometry.
5 periods per week • 10 credits per year
Mathematical analysis prepares students for calculus and college mathematics by covering topics and concepts that grow out of intermediate algebra. Topics include a unit circle introduction to trigonometry, the theory of equations, matrices and vectors, sequences and series, exponential and logarithmic functions, conics, polar coordinates, complex numbers, probability, and parametric equations.

Advanced Placement Calculus AB — elective
Prerequisite: Math Analysis and departmental approval.
5 periods per week • 10 credits per year
Studies in calculus concentrate on three areas: formal differentiation, formal integration, and their applications. Topics include limits, the definition of the derivative, continuity, Newton's Method, maxima and minima problems, points of inflection, the Mean Value Theorem, the area under the curve, surface areas on a rotated curve about an axis and derivation and integration of trigonometric functions. Students will solve problems numerically, graphically and analytically. It is understood that all students taking this class will take the A.P. test in the spring.

Advanced Placement Calculus BC — elective
Prerequisite: Math Analysis and departmental approval.
5 periods per week • 10 credits per year
Calculus BC includes all of the concepts for Calculus AB, but also includes the following topics: l'Hôpital's rule, integration by parts, Series and Taylor Polynomials, differentials, and parametric, polar, and vector functions. This class is for students that have been highly successful in Algebra 2 and Analysis. Students should have earned an A average in both Algebra 2 and Analysis classes. It is understood that all students taking this class will take the A.P. test in the spring.

Advanced Placement Statistics — elective
Prerequisite: Algebra II.
5 periods per week • 10 credits per year
A.P. Statistics offers the basic statistical methods and prepares the student to take the A.P. test. Strict statistical analysis will be used. Topics covered are exploring data, planning a study (deciding what and how to measure), anticipating patterns (using probability and simulation) and statistical inference (confirming models). Students will be required to take the national A.P. exam at the end of the school year.

Competition Math — elective
1 period a week • 2 credits per year
This course is open to any student who wants to learn higher-level mathematics, learn the tricks that will help in competitions, and learn concepts that are not covered in a traditional mathematics class. The basics of mathematics' courses are reviewed and then the following topics are considered: number theory, set theory, transformations,
counting principles, and induction. Students also prepare for upcoming competitions. All students are required to participate in two competitions during the year.

**COMPUTER SCIENCE**

Technology is an integral part of modern life and education. Introductory courses familiarize students with the capabilities of computers in a wide range of practical applications. Programming courses stress computer logic and problem-solving techniques. Each student shall demonstrate or acquire proficiency in keyboarding and computer applications.

**Technology: Upper School Orientation — 9th Grade required**

*1 period a week • fall semester • no credit.*

This course is a basic introduction to the use of laptops as a daily learning tool in the classroom. Students will receive a brief look at Microsoft Office 2007 and OneNote. Evaluation of students’ computer skills are conducted through observation and labs.

**Engineering**

**Engineering I — elective**

*Recommended 9th grade*

*2 periods per week • 4 credits per year*

In this course students will apply basic engineering principles including mechanical principles such as gearing, torque, speed, and power. Students will participate in hands-on, project-based lessons which include activities in robotics and 3D printing.

**Engineering II — elective**

*Recommended 10th, 11th or 12th grade*

*Prerequisites: Recommended Algebra II and Engineering Science, or Engineering I, or approval by Technology Department*

*3 periods per week • 6 credits per year*

In this course students will experience opportunities to utilize skills in math, science, and engineering to design solutions for a variety of real-world problems through open-ended projects. Students will work both independently and in teams to develop and document design solutions and learn technical representation using current 3D modeling software.

**Computer Programming**

**Computer Programming I — elective**

*Recommended 9th grade*

*2 periods per week • 4 credits per year*

In this course students will be introduced to the world of computer based programming. Students will use multiple interactive project based learning techniques to look at coding in both blockly programing and visual basics to program Spheros and Rolling Spider minidrones.

**Computer Programming II — elective**

*Recommended 10th, 11th, or 12th grade*

*Prerequisite: Computer Programming I*

*2 periods per week • 4 credits per year*

In this course students will explore the use of Apple xcode and the Swift programming language. Using these tools students will learn the key terms of iOS programming and the process of creating iOS apps, as well as, employing Apple development tools. Students will plan prepare and build an iOS apps.
Digital Media — elective
Recommended 9th - 12th grade
2 periods per week * 4 credits per year
This course will focus on creating and editing digital video recordings. Students will learn recording and editing techniques to create video projects. Projects that include video and photography for the school-wide digital signage boards, and ScoreVision score boards in the gym. Students begin with how to properly record events, scenes, and interviews, and continue with publishing and presenting their productions.

Web Design — elective
Recommended 9th - 12th grade
2 periods per week * 4 credits per year
This course gives an overview of design elements of Web sites including layout, schemes, and html coding. Students will create Web sites with a variety of purposes and learn to create pages that reach a target audience.

PHYSICAL EDUCATION

Healthy Living — 9th Grade, one semester required
5 periods per week • 5 credits per semester
This course is designed to introduce students to a variety of contemporary health issues. Topics include stress, sexuality, healthy relationships, alcohol/tobacco/drug use, personal safety, nutrition, fitness, and mental health. Students are responsible for setting their own personal wellness goals and assessing their progress throughout the semester.

Team Sports/Officiating — 10th, 11th, or 12th Grade
3 periods per week • 3 credits per semester
This course focuses on teaching the rules of various team sports and officiating techniques. Skill development in these team sports will also be addressed. NSAA rules and regulations of certain sports will be covered during lectures in the classroom.

American Red Cross Lifeguard Training Class — elective
Prerequisites: Student must pass the American Red Cross swim test prior to beginning class and be 15 years old by the completion of the course.
2 credits per semester
Using an integrated curriculum of emergency skills, students are trained to protect life or prevent further injury until EMS arrives. American Safety & Health Institute CPR/AED Pro for the Professional Rescuer, Basic First Aid, Bloodborne Pathogens, and Emergency Oxygen are built into this course. The course consists of an online self-study course and instructor-led water sessions and competency assessment.

Aerobics — elective
2 periods per week • 2 credits per semester
A class which includes high and low impact aerobics. Students can take this class two different semesters for physical education credit.

Strength and Conditioning — elective
2 to 4 periods per week • 2 to 4 credits per semester
Students will learn proper and safe methods for lifting free weights and for using weight machines. Proper stretching techniques and realistic goal setting will be taught as students strive to increase both muscular strength and endurance. Students help develop their own strength program. Periodic testing will help ensure their effectiveness.
Yoga — elective
2 periods per week • 2 credits per semester
The course incorporates strength building and flexibility enhancing exercises in preparation for hatha yoga asanas (postures) that have healthful physical and mental benefits. Breathing exercises and stress reductions are also practiced. Included is an introductory study of the Yoga Sutras of Patanjali, the classical basis for yoga.

Athletic Competition — elective
4 credits per semester
Successful completion of a sports season counts as a one-time physical education credit. Attendance at practice and competition is mandatory and monitored.

Modern Dance — elective
May also qualify as a Fine Arts credit, but not simultaneously.
2 periods per week • 4 credits per year
This class is for both beginner and seasoned dancers. Beginners learn basic skills, techniques, and combinations, while seasoned dancers continue to challenge and perfect their dance abilities. The class will include center technique, stretching, and cardio work along with learning jazz/hip hop combinations.

SCIENCE
Science courses promote an understanding of the physical world and scientific inquiry. Students benefit from concrete learning experiences to reinforce abstract science concepts. Laboratory work, an important part of all classes, provides training in scientific processes such as asking questions, measuring, formulating hypotheses, drawing conclusions, and analyzing results. Problem-solving, critical thinking skills, and reinforcement of math skills are important components of each course. A minimum of 30 hours of science are required in grades 9 through 12, with Biology and Chemistry required of all Upper School students.

Recognizing our students have different goals and aspirations for college and beyond, the Science Department offers these recommendations for taking science electives:

• Students interested in pursuing careers in medicine should take, at a minimum, physics, A.P. biology, and A.P. chemistry. Additional science electives such as physiology are helpful.
• Students interested in pursuing careers in engineering should take physics, A.P. chemistry or A.P. biology, and then additional science credits as scheduling allows. These students should also have course work with a heavy emphasis in math.
• All other students are encouraged to take physics as to complete the cycle of the basic sciences of biology, chemistry and physics. Other science electives are encouraged based upon the interest of the student.

Note on semester electives (designated by * before class title): Each semester elective is offered once every two years and is capped at one section of twenty students. Priority is given to seniors and juniors signing up for the elective.

*Aerodynamics and Astronautics — 10th, 11th or 12th Grade
Offered Spring 2017, 2019
3 periods per week • 3 credits per year
The science behind human flight and space travel will be examined. Topics will range from buoyancy of hot air balloons to propulsion systems to problems encountered in protecting humans during space flight. Labs and computer projects will be a major component of the course work.
Biology — 9th Grade required
5 periods per week • 10 credits per year
Biology follows a phylogenetic approach in its organization of the study of living things. Emphasis is placed on
the themes: evolution, energy, homeostasis, cell reproduction, protein synthesis and surface-to-area volume so that
students may make connections among the major ideas and concepts. Modern developments in biology, applications
in students’ lives, and consequences in society are also stressed.

*Biotechnology — 10th, 11th or 12th Grade
Offered Fall 2017, 2019
3 periods per week • 3 credits per year
This course provides students with the fundamental concepts of genetic engineering and its application in areas
such as agriculture and medicine. Topics include micro-cultures, cloning, stem cells, and genetically modified
organisms, and use in industry, agriculture, and medicine. Students evaluate the implications of biotechnological
advances for individuals and for society.

Chemistry — 10th Grade required
5 periods per week • 10 credits per year
Chemistry touches on each of the six areas of chemistry: inorganic, organic, physical, nuclear, analytical, and
biochemistry. Topics include nomenclature, chemical reaction equations, stoichiometry, vesper theory, and kinetic
theory of matter. A heavy emphasis is placed on mathematical applications in problem solving.

*Engineering Science — 10th, 11th or 12th Grade
Offered Spring 2016, 2018, 2020
3 periods per week • 3 credits per year
Engineering Science is a course designed to help introduce students to the various fields in engineering and techniques
used in these fields. Students will have the opportunity to talk with engineers and complete three different builds
through the course of the year. An example of one build is the creation of an 8x8x8 RGB LED cube.

*Environmental Science — 10th, 11th or 12th Grade
Offered Spring 2016, 2018, 2020
3 periods per week • 3 credits per year
Environmental science will explore the concepts of global use resources and human impact and provide students
opportunities for analysis of environmental issues and efforts to address them at the local, regional, and global
levels. Students will be exposed to the economic, political and social factors that influence environmental change.

*Forensic Science — 10th, 11th or 12th Grade
Offered Spring 2017, 2019
3 periods per week • 3 credits per year
Forensic science is the study and application of science to the processes of collection, examination, evaluation,
and interpretation of evidence. The course will stress scientific concepts, processes, and themes in each areas of
science, biology, chemistry, earth science, and physics with an emphasis on problem-solving.

*Geology — 10th, 11th or 12th Grade
Offered Fall 2016, 2018
3 periods per week • 3 credits per year
Geology is designed to introduce students to the physical workings of Earth. Along with learning about the history
of Earth, students will study structural geology and land formation. Topics also include plate tectonics, identification
of minerals and rocks, earthquakes and volcanic activity, water’s role in weathering and erosion, and oceanography.
**Meteorology — 10th, 11th or 12th Grade**
"Offered Fall 2017, 2019  
*3 periods per week • 3 credits per year*

Meteorology is the interdisciplinary study of the atmosphere. This course will examine microscale events such as fog, mesoscale events such as tornadoes, and synoptic scale events such as air masses. Students will learn how to use skew-T diagrams and upper air data to help with the analysis of weather. The semester will culminate in the examination of climate and how it is changing.

**Physics — 11th or 12th Grade**
"Offered Fall 2017, 2019  
*5 periods per week • 10 credits per year*

Physics is the study of energy and motion. The first semester centers upon classical physics. Topics include vectors, forces, simple harmonic motion, and projectile motion. Second semester focuses upon modern physics. Topics include heat, sound, light, electromagnetic, and nuclear energy. A mathematical application in problem solving is heavily emphasized with trigonometry being used extensively.

**Physiology — 10th, 11th or 12th Grade**
"Offered Fall 2016, 2018  
*3 periods per week • 3 credits per year*

This course provides students with a solid foundation in human anatomy and physiology. Emphasis is placed on how organ systems work and maintain homeostasis as well as associated diseases and disorders. Topics include up-to-date analysis of disease prevention, control, and treatment.

**Advanced Placement Biology**
*Prerequisite: Biology and Chemistry.*
"Offered Fall 2017, 2019  
*7 periods per week • 12 credits per year*

The A.P. Biology course is designed to be the equivalent of a college introductory biology course and thus covers the topics identified by the College Board. Students in A.P. Biology will be given the opportunity to learn and experience Biology. Emphasis is placed on the role of technology and how the development of technology, especially in molecular biology, allows us to investigate questions at a deeper level in the 21st century. Students in A.P. Biology will gain personal experience in scientific inquiry; recognition of four big ideas that integrate major topics of biology; and an application of biological knowledge and critical thinking to environmental and social concerns. The four big ideas are:

1) The process of evolution drives the diversity and unity of life.  
2) Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.  
3) Living systems store, retrieve, transmit, and respond to information essential to life processes.  
4) Biological systems interact, and these systems and their interactions possess complex properties.

**Advanced Placement Chemistry**
*Prerequisite: 11th or 12th Grade or completion of Chemistry and all math courses with at least a B (3.0) average.*
"Offered Fall 2017, 2019  
*7 periods per week • 12 credits per year*

A.P. Chemistry is an extremely fast-paced course. Topics covered in Chemistry will be reviewed and expanded with greater attention to molecular orbital theory and intermolecular forces, and mathematical treatment of information. The lab work requires extensive writing and pre-lab work. Students will be required to take the national A.P. exam at the end of the school year.

**Independent Science Research — 10th, 11th or 12th Grade**
*Offered Fall 2017, 2019  
*1 period a week • 2 credits per year*

The purpose of this course is to provide students with opportunities for in-depth exploration of an area of interest.
in science. Students will conduct research and experimentation, and prepare a project to be presented at the Metro Science and Engineering Fair or the Greater Nebraska Science and Engineering Fair. Students will meet independently with their assigned mentors to develop their plans for completing the project.

**COLLEGE COUNSELING**

The college counseling curriculum at Brownell-Talbot School is designed to help each student take full advantage of the educational, extracurricular, and personal opportunities afforded by the School. With solid college counseling, each student will be ready at the appropriate time to make intelligent choices and wise decisions on gaining admission to the college or university of his or her choice. Throughout the Upper School program, students are alerted to the long-term impact of early educational decisions, and are encouraged to keep all their educational options open until they are ready to make an informed choice.

In the Upper School, students meet with the college counselors in regularly scheduled small groups to discuss topics appropriate to the students’ needs at each grade level.

**Academics and Extracurricular Involvement: Upper School Orientation — 9th Grade required**

*1 period a week • 4th quarter only • no credit*

The fourth quarter orientation will reinforce the importance of academics and extracurricular involvement in order to have a successful high school career. The students will become familiar with the Upper School curriculum and the impact of cumulative and semester GPAs, academic rigor, and course selection on the college application process. Class discussions will focus on leadership and highlight extracurricular and community involvement. Freshmen will be introduced to *Naviance's Family Connection* and begin utilizing the software program to track activities to build a resume as well as research colleges, summer enrichment programs, and scholarships. Through individual and small group activities, students will recognize their strengths and challenges in the areas of academics and extracurricular involvement and develop ways to achieve their goals throughout their high school career.

**Career and Personal Development — 10th Grade required**

*1 period a week • 1st & 3rd quarters only • no credit*

This course provides an introduction to career planning and interest exploration in preparation for college. Preparation is provided for the College Board PSAT/NMSQT® and the American College Testing Program examinations, with explanations of how to use the results of these tests in personal educational and career planning. During the third quarter, students will navigate the *Naviance's Family Connection* where they will discover their strengths and interests; learn about their personality type; and explore careers, majors, and colleges. Students will complete a career exploration day at the conclusion of the third quarter. The curriculum will emphasize resume building, electronic college resources, and career and college exploration.

**College Exploration and Preparation — 11th Grade required**

*1 period a week • 1st & 2nd semesters • no credit*

Throughout the school year, weekly group activities guide the students through the process of college inquiry, application, and choice. Topics include self-assessment, goals and decision making, post-secondary options and institutions, compilation and evaluation of on-line information and resources, factors influencing a college list, college entrance examinations, college applications and essays, resumé writing, visits and interviews, factors in the admission decision, paying for college, and elements of college life.
College Choice — 12th Grade required
1 period a week • 1st semester • no credit
During the final year of Upper School, small group activities continue throughout the first semester. Classroom activities include: narrowing your college list, preparing a personal statement and college essays, completing online applications, and polishing resumés. The emphasis shifts to personal contact and personal action. The student, family, and College Counselors together work through the process of application for admission and scholarships, making a final decision, and initiating a successful transition from secondary to higher education.
A variety of additional activities supplement these courses each year:

❖ Test Preparation/Testing
All sophomores take a practice ACT test. Sophomores and juniors take the College Board PSAT/NMSQT©. Juniors and seniors take the SAT Reasoning©, SAT© Subject Tests (as appropriate), and the ACT©.

❖ College Representatives visiting Brownell-Talbot
Juniors and seniors are encouraged to take advantage of opportunities to meet with admission counselors from colleges and universities across the nation who visit Brownell-Talbot each year to speak with students and explain programs and requirements. The Greater Omaha College Fair, held in the fall each year, provides an added opportunity to meet with representatives from a wide range of institutions and programs.

❖ College Visits
Visits to a student’s primary college choices can be an important part of the decision making process. Students and their parents are encouraged to visit college campuses beginning with the spring semester their 11th grade year and continuing through their 12th grade year. Juniors and seniors will be granted reasonable excused absences from school for scheduled college visits in accordance with the absence policy in the Student/Parent Handbook.

❖ College Planning Workshops
Evening workshops for parents and students are scheduled throughout their high school curriculum. Topics include: college exploration and planning, Naviance Family Connection training, college application process, Upper School curriculum, and financial aid and scholarships.

The entire college preparatory milieu of Brownell-Talbot School is itself an exceptionally valuable resource, serving to enhance and reinforce the goals of the college counseling program beginning even in the earliest grades.
Brownell-Talbot enrolls students with a wide range of interests, talents, and financial resources. The institutions that best meet the needs of each, that offer the most hope of a successful and fulfilling college experience will vary greatly. Parents are encouraged to participate with their students in helping them to explore options and set challenging and realistic goals. The college admission process is educational in itself. Through it, young people move toward independence. They learn to look at themselves, to evaluate options, to make decisions, to take appropriate risks, and to set goals. Brownell-Talbot offers the college counseling program as the culmination of the college preparatory education.

POLICIES AND INFORMATION

COURSE DROP/ADD POLICY
Brownell-Talbot School offers a wide variety of course options for all students. The goal of the School is to appropriately challenge every student through various required classes and elective course offerings. Implementation of this goal requires communication between the School and student’s home. Students, advisors, and parents plan together to choose courses that will best meet the needs and desires of the student, while fulfilling the graduation requirements of the School. In some circumstances, a student may begin a class and realize the situation is not appropriate for his/her desired educational plan at the School. The student should immediately begin a dialogue with his/her advisor and parents regarding possible resolutions to the situation. This may include dropping a class and/or adding a replacement class to the student’s schedule.
Students must obtain a “Drop/Add Form” from the Head of Upper School. The Drop/Add Form provides detailed instructions for the student to complete the form and return it to the Head of Upper School. Please note that strict deadlines will be enforced in the Drop/Add process at Brownell-Talbot.

**Deadlines and Policies**

**Drop**
- First semester deadline for dropping a course is the Friday after parent conferences.
  - No grade is issued for the course.
  - The course is not reflected on official transcripts.
  - Any course dropped after the deadline IS reflected on official transcripts with “W” to indicate a withdrawal.

Second semester deadline for dropping a course is the first week of classes (although not encouraged, as most classes are yearlong).
  - Semester one grades are reported on official transcripts.
  - No grade is issued for semester two of the course.
  - The second semester is not reflected on official transcripts.
  - Any course dropped after the deadline IS reflected on official transcripts with “W” to indicate a withdrawal.

**Add**
- The deadline for adding a class is the first week of each semester unless transferring within in the same academic area (i.e. A.P. U.S. History to U.S. History).

**SERVICE LEARNING**

All Upper School students are expected to be involved in service to the community. The expectation of the School is that students will volunteer 10 hours per school year in service to the community. Community service may be completed during the entire year including the summer months with proper verification. Service learning is a vital component of a complete Brownell-Talbot education and students will have many opportunities to complete their service commitment.

Four specific service learning opportunities exist within the School. Each of the following opportunities earns hours toward the 10-hour service learning requirement.

**Cross-Age Helping**
- The cross-age helper program is administrated through the National Honor Society and its advisor. Teachers at all levels are given the opportunity to have Upper School students aid them with their classes. Upper School students work in centers, one-on-one, read with the younger students, and play games.

**Office Aide**
- Students serving as office aides work with the administrative support team in the front office. Students make deliveries on campus during a non-academic free period or study hall. Students earn up to six service hours for office aide.

**Student Ambassadors**
- Student Ambassadors provide outreach to prospective students and their families. They give campus tours while discussing the Brownell-Talbot School, its history and traditions, and its offerings for quality education.

**First Mates**
- The First Mates Program is a cooperative interaction between Upper School and Middle School students. Social activities are planned throughout the year in which 8th grade students have the opportunity to mix and mingle with Upper School sophomores. These activities allow the 8th grade students to gain a sense of the culture of the upper school and ask questions about what it is like in the BT Upper School. Students wishing to be a First Mate must apply during the spring of their freshman year.
HOUSE SYSTEM

The House System is designed to encourage closer relationships between the students of the House and the House Dean (faculty sponsor), as well as increased school spirit across the campus. Each House has a leader selected from the senior class. Each House will be single gender, with a brother/sister partner House of the opposite gender. Other notable changes from the previous advisory program include the commitment to having time each week to meet as a House, and a planned points system that will earn one House the House Cup to be awarded at the end of the school year.

EXTRA-CURRICULAR ACTIVITIES

Upper School Athletics

Brownell-Talbot School is dedicated to its tradition of excellence in all School programs. This tradition of excellence is the basis for our athletic philosophy. Development of the strong student athlete is in keeping with our dedication to enhancing the minds, bodies, and spirits of the students. A successful athletic program is important to the life of the School in the building of community and School spirit among the students, alumni, and the wider community.

Competition and the pursuit of excellence influence the athletic program. Brownell-Talbot provides a well-rounded program of interscholastic athletics affording opportunity for all students. Opportunities for participation in the athletic program vary according to the sport and level of competition. At the non-varsity levels, emphasis is on skills development and participation. At the varsity level, performance and team success become more primary objectives.

Students benefit from the development of physical fitness, leadership, teamwork, good sportsmanship, self-discipline, respect, and integrity. Brownell-Talbot’s athletic program will provide competitive opportunities for the development of the student’s athletic capabilities while promoting these ideals of athletic excellence.

Brownell-Talbot School is a member of the Frontier Conference. The conference comprises six other schools that vary from Class C2 to D2. Sports offered and the levels of competition appear below.

**Fall**
- **Boys Tennis – Class B**; *Cross-Country (boys/girls) – Class B; Volleyball – Class C2;
- Football – Class C2; Girls Golf – Class C
- *** Softball (girls) – Class B

**Winter**
- Basketball (boys/girls) – Class C2; ****Swimming (boys/girls) – Class A

**Spring**
- Track (boys/girls) – Class C; ****Baseball – Class B; *****Girls Soccer – Class B;
- **** Boys Soccer – Class B; Girls Tennis – Class B; Boys Golf – Class C2

* Indicates cooperative team with Roncalli Catholic High School.
** Indicates cooperative team with Concordia Lutheran High School.
*** Indicates cooperative team with Mercy Catholic High School.
**** Indicates cooperative team with Roncalli Catholic High School and Concordia Lutheran High School.
***** Indicates cooperative team with Roncalli Catholic High School, Concordia Lutheran High School, and Mercy High School.
****** Indicates cooperative team with Concordia Lutheran High School and D.C. West
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<td>64</td>
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### English
- 4 years required
- Elective: AP English: Language and Composition
- Classical Literature and Grammar
- World Literature
- American Literature
- British Literature
- Elective: AP English: Literature

### Fine Arts
- 1 semester required/year
- Courses: 1, 2, 3, 4

### World Language
- 2 years required
- Courses: 1, 2, 3, 4

### History
- 4.5 years required
- World History: Ancient-Renaissance and Historical Research (1 sem.)
- World History: Reformation-Modern or AP European History
- US History or AP US History
- Electives: AP European History, AP US History, or World Religions

### Mathematics
- 4 years required
- Algebra I-P, Geometry, Algebra II, Math Analysis, or Advanced Algebra w/ Trig
- Geometry, Algebra II, Math Analysis, AP Calculus AB, or AP Stats
- Advanced Algebra w/ Trig

### Physical Education
- 4 semesters required
- Healthy Living

### Science
- 3 years required
- Biology, Chemistry
- AP Biology, AP Chemistry, Physics, or *Science elective if desired: See Course Guide for Options*

### College Counseling
- Required each year for College Counseling, College Exploration and Preparation, Career and Personal Development, Academic and Extra-curricular Interest, and College Choice
- College Exploration and Preparation
- Career and Personal Development
- Academic and Extra-curricular Interest
- College Choice
- Electives

Please complete your four-year plan below using the Upper School Course Guide as a reference for course descriptions, credits offered, and any prerequisites. Please consult your counselor or the head of the subject of study when selecting courses. Make sure you meet the minimum credits for your grade level. Special requests for taking classes not in sequence must be approved by the Department Chair and the Head of Upper School. Ensure that you have a well-rounded academic program.