

# UPPER SCHOOL COURSE GUIDE



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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 40 credits of history, 40 credits of English, 40 credits of mathematics, 30 credits of science, 20 credits of the same world language (taken during the Upper School years), Healthy Living plus three 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 on grade level. Freshmen, sophomores, and juniors must complete at least 65 credits per year. Seniors complete a minimum of 55 credits.

## ADVANCED PLACEMENT / DUAL ENROLLMENT

For students who wish to obtain advanced standing in college through the College Board, 16 Advanced Placement courses are offered: English (2), world languages (3), fine arts (4), history (2), mathematics (3), and science (3). AP courses prepare students for the AP exams. **Students enrolled in AP courses are required to take the corresponding AP exams.**

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:

AP Language and Composition (NWU)	3 credits per year
AP Literature and Composition (NWU)	3 credits per year
AP Chemistry (NWU)	4 credits per year
AP French Language and Culture (UNO)	3 credits per year
AP Spanish Language and Culture (UNO)	3 credits per year

Students who have exhausted all course options within a particular department of study may be allowed to enroll in courses not offered at Brownell Talbot. This may be accomplished through the Malone School Online Network (see below), local colleges/universities, or approved online courses. College/university and online courses will require an additional fee. Prior approval is required for any student seeking to take classes at other institutions that would affect the sequence of their coursework at BT. See the Dean of Students for more information.

## MALONE SCHOOLS ONLINE NETWORK (MSON)

The Malone Schools Online Network provides upper level students at registered Malone Schools with a variety of superior online courses that enhance each member school's existing curriculum. These courses promote the values of the Malone Family Foundation and are conducted by teaching professionals who are experts in their fields, have experience with independent school education, and share a commitment to excellence, small class sizes, and personal relationships. Course offerings target the most talented high school students who demonstrate sufficient independence and commitment to succeed in a virtual discussion seminar setting.

Each course takes a blended approach, combining synchronous instruction – real-time video conferencing seminars – with asynchronous instruction including recorded lectures and exercises that students complete outside of the class. Each course has a maximum of 16 students, allowing for a virtual discussion seminar, and is delivered in high-definition classroom setups that allow students and teachers to see one another, interact throughout class, and form meaningful relationships.

The MSON Course Guide is shared with students each spring semester as soon as it is made available by the directors of the program. Students request admission to the MSON program and desired classes through the Brownell Talbot MSON Liaison.

## **ADVANCED COURSE LIMIT POLICY**

Brownell Talbot advanced course offerings include AP classes, select MSON classes, and Multivariable Calculus. Sophomores may take one advanced class. Juniors and seniors may take three advanced classes per year. This limit may be appealed if the student's course choices are restricted due to their standing in a particular subject – for example, if an AP course is the next progression in the sequence of math or language.

## **ENGLISH**

The English program challenges students to be critical thinkers, effective communicators, and insightful contributors in all circumstances – personal, academic, creative, professional, political, and more. Readings span the deep history and global reach of human cultural expression. Following Brownell Talbot's Standards of Excellence, all stages of the writing process are emphasized in each course, along with instruction in a wide range of modes and media. Four years of English are required, culminating in an ambitious and individualized Capstone project.

### **English 9: Foundations (Critical Reading and Writing)**

*Ninth grade (required)*

*Prerequisite: none*

*Year-long course: 5 credits per semester*

A primary objective of this class is for students to engage the foundational texts of human civilization, including the Homeric epics, Greek tragedy, *The Bhagavad Gita*, and sacred texts from around the world. This course also serves as an introduction to academic writing, with an emphasis on rhetorical analysis, while further reinforcing essential skills in grammar, usage, and vocabulary. A world literature anthology grants access to college-level translations of poetry, drama, and prose spanning 4,000 years of human cultural production.

### **English 10: Connections (Literature, World, and Self)**

*Tenth grade (required)*

*Prerequisite: English 9*

*Year-long course: 5 credits per semester*

Building on the foundations established in English 9, this class seeks to solidify student understanding of their place in the world and the infinite connections sustained through text and discourse. Frequent writing assignments include daily critical thinking responses, informative essays, literary analysis, and an

argumentative research essay. Course readings – a selection of contemporary novels, short stories, and poetry – reinforce literature as a global phenomenon that has influenced culture and identity in all corners of the world.

### **English 11: Explorations I (Personal Essay and Memoir)**

*Eleventh grade (required\*) or twelfth grade (elective)*

*Prerequisite: English 10*

*Year-long course: 5 credits per semester*

This junior year English class explores how the stories we tell and the words we write are the ultimate form of empowerment. Through the reading and writing of a wide range of mediums and genres stressing agency and self-actualization, coursework pushes students to develop original interpretations of assigned texts. Close reading, careful annotation, and vocabulary study contribute to preparation for college entrance exams, and an emphasis on the personal essay genre anticipates the written component of the college admission process.

\*This course, English 11: Explorations II (Creative Writing), or AP English: Language and Composition may be taken to satisfy the eleventh grade English requirement.

### **English 11: Explorations II (Creative Writing)**

*Eleventh grade (required\*) or twelfth grade (elective)*

*Prerequisite: English 10*

*Year-long course: 5 credits per semester*

This workshop-based course explores how poetry, drama, narrative fiction, and creative nonfiction not only enable unique expressions of ideas and emotions, but also help to develop proficiency in a wide range of communicative tasks students will encounter in high school, college, the workplace, and their personal lives. Students develop a portfolio of creative work to be submitted at the end of each semester, and may also pursue occasions for sharing their work in BT publications and in external contests, competitions, and publications.

\*This course, English 11: Explorations I (Personal Essay and Memoir), or AP English Language and Composition may be taken to satisfy the eleventh grade English requirement.

### **AP English Language and Composition**

*Eleventh (required\*) or twelfth grade (elective)*

*Prerequisite: English 9, English 10, an overall GPA in English classes of a B (3.0)*

*Year-long course: 5 credits per semester*

In this college-level writing course, students develop essential communicative skills that are used in a wide range of academic and professional discourses; a primary focus is on mastering the writing process, from brainstorming to publication, and enhancing proficiency in those modes most commonly encountered in post-secondary contexts: analysis, argument, research, and advocacy. Coursework prepares students for the AP Exam in the spring, while also granting room for autonomous exploration of occasions for writing and areas of study that are of most interest to each individual student.

Dual Enrollment with Nebraska Wesleyan University (English 1010: Writing and Language) allows students to receive 3 semester hours of college credit at a significantly reduced rate, while also satisfying the freshman writing requirement for many colleges and universities; dual-enrolled students are provided free access to NWU ACT Prep Workshops, as well as all resources available through NWU's Cochrane-Woods Library.

\*This course, English 11: Explorations in Creative Writing, or English 11: Explorations in Personal Essay and Memoir may be taken to satisfy the eleventh grade English requirement.

## **English 12: Capstone**

*Twelfth grade (required)*

*Prerequisite: English 11 or AP Language and Composition  
Year-long course: 5 credits per semester*

The final year of English study amplifies concepts and competencies developed in previous courses and empowers students to actualize core elements of BT's Mission and Portrait of a Graduate. Alongside challenging readings across a variety of genres, a sustained research project entailing multiple stages of development, drafting, and revision – led by English faculty with emphasis placed on interdisciplinary collaboration – accounts for a majority of coursework. An additional requirement asks students to extend their project beyond the classroom, which might include participating in service learning, engaging with community partners, and/or completing relevant fieldwork off campus. Successful completion of the course also includes contributing to a symposium in which students share projects with the school community.

## **AP English Literature and Composition**

*Eleventh or twelfth grade (elective)*

*Prerequisite: Maintain an overall GPA in English classes of a B (3.0)*

*Year-long course: 3 credits per semester*

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 daily writing and discussion exercises, oral presentations, essays, and literary critiques.

The class covers novels, plays, poems, and short stories that are chosen based on their ability to challenge students' interpretive skills, as well as expand both understanding of and appreciation for the highest levels of literary writing. Students will read from a class anthology, select and read at least one independent novel, and participate in reading circles.

Dual Enrollment with Nebraska Wesleyan University (English 1020: Writing and Literature) allows students to receive 3 semester hours of college credit at a significantly reduced rate, while also satisfying the freshman writing requirement for many colleges and universities; dual-enrolled students are provided free access to NWU ACT Prep Workshops, as well as all resources available through NWU's Cochrane-Woods Library.

## **FINE ARTS**

Fine arts courses enrich a traditional college preparatory education by broadening perspectives and developing 21st century skills: collaboration, communication, creativity, and critical thinking. Classes focus on methods and techniques, 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, and Upper School students are required to take at least one semester in the fine arts each year.

All courses in this department may be used to fulfill the Fine Arts requirement, and they may be repeated.

## **MUSIC**

### **Upper School Band**

*Ninth, tenth, eleventh, or twelfth grade (elective)*

*Prerequisite: passing grade in Eighth Grade Band or audition with the director*

*Year-long course: 2.5-5 credits per semester depending on schedule availability*

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, with an emphasis on improvisation. Students registering must read music notation and play a traditional jazz

instrument. The Upper School Band performs each year at two school concerts, District Music Contest, two jazz festivals, 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.

### **Upper School Choir**

*Ninth, tenth, eleventh, or twelfth grade (elective)*

*Prerequisite: passing grade in Music 8 or audition with the director*

*Year-long course: 2.5-5 credits per semester depending on schedule availability*

*This course may be repeated*

This course is designed to develop the vocal skills necessary to perform high school-level choral music of a variety of periods and styles. Students registering must be able to match pitch at an audible volume. The Upper School Choir gives annual performances at the Homecoming football game, Veterans Day assembly, Holiday Program, District Music Contest, Spring Concert, and other events. Students also have the opportunity to perform solo or small ensemble works at chapel, contests, and Rally for the Arts.

### **Upper School Strings**

*Ninth, tenth, eleventh, or twelfth grade (elective)*

*Prerequisite: passing grade in Eighth Grade Strings or audition with the director*

*Year-long course: 2.5-5 credits per semester depending on schedule availability*

*This course may be repeated*

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 performances. Select groups may be chosen from the strings class for additional school and community performances.

### **Music Theory / AP Music Theory**

*Tenth, eleventh, or twelfth grade (elective)*

*Prerequisite: Teacher approval*

*Year-long course: 2.5-5 credits per semester depending on schedule availability*

*This course may be repeated*

This course is designed for the advanced Upper School musician who is interested in developing a solid understanding of the theoretical foundations of music. Students

learn the fundamentals of rhythm, melody, scales, intervals, and triads while enjoying the opportunity to create music. Students taking this course for a second time may petition for AP credit, in which case they will take the AP exam in the spring.

## **THEATRE**

### **Acting**

*Ninth, tenth, eleventh, or twelfth grade (elective)*

*Spring semester only*

*Semester course: 5 credits*

*This course may be repeated*

The course focuses 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 have an opportunity to participate as actors or crew in all school productions. As students progress through the levels of Acting, they are asked to take on larger leadership roles and to work with more complex scripts and techniques. The more advanced students are expected to take responsibility for their own learning goals and outcomes through independent and directed projects. Students will also explore auditioning techniques, and they will create a theatre resume, portfolio, and website.

### **Creating the Character through Technical Theatre**

*Ninth, tenth, eleventh, or twelfth grade (elective)*

*Prerequisite: none*

*Semester course: 5 credits*

*This course may be repeated*

The focus of this course is to give students the opportunity to design and implement their designs for Brownell Talbot productions. In addition to the design process, students will also learn the techniques needed to construct costumes, wigs, prosthetics, and makeup special effects for productions. This class solely focuses on costumes, hair, and makeup for the stage. Additionally, students will learn how to create professional level run sheets for productions in preparation for opportunities beyond BT.

### **Directing**

*Eleventh or twelfth grade (elective)*

*Prerequisite: Technical Theatre, Acting, or teacher approval*

*Semester or year-long course: 2.5-5 credits per semester depending on schedule availability*

This course is designed for the advanced theatre student. They will learn all aspects of the

processes that go into directing and producing, including how to choose a show, the director's vision, staging a show, working with actors, casting a production, managing a production budget, working with the technical side of a production, setting a rehearsal schedule, and more. Students will work on mainstage productions and may be offered opportunities to direct productions for younger students.

### **Repertory Theatre**

*Ninth, tenth, eleventh, or twelfth grade (elective)*

*Fall semester or year-long course*

*Semester course: 5 credits*

*This course may be repeated*

In this class performers and technicians will work together to produce a one-act play each semester during class time. The class may participate in the Frontier Conference and District One-Act Play Production events in the fall semester. Students will collaborate to envision, design, reflect, revise, perform, and connect with each other and the community. Guided by the teacher, students will design and implement all technical aspects of the productions including lighting, sound, sets, costumes, hair and makeup, stage management, and house management.

### **Technical Theatre**

*Ninth, tenth, eleventh, or twelfth grade (elective)*

*Year-long course: 2.5-5 credits per semester depending on schedule availability*

*This course may be repeated*

This course encompasses all aspects of technical theatre: theatre safety, the design process, set construction and design, property design and implementation, sound design and implementation, costume design and construction, makeup/hair design and application, stage management, house management, marketing, and box office. Students will collaborate, connect, reflect, revise, synthesize, and cooperate with others to create examples of the design process in their respective areas, and execute their plan for production through their final product. Students will set goals for their learning opportunities with more advanced students able to create independent and self-directed projects.

## **VISUAL ART**

### **AP Portfolio (AP 2D-Design, AP 3D-Design, AP Drawing)\***

*Eleventh or twelfth grade (elective)*

*Prerequisite: completion of at least two upper school visual art courses with a grade of A or B, or teacher recommendation.*

*Year-long course: 5 credits per semester*

*This course may be repeated, but students must choose a different portfolio focus each time (2D Design, 3D Design, or Drawing).*

AP Portfolio is a rigorous course in which advanced students create individual portfolios of work. Student portfolios are self-directed with input from the teacher. Students choose to create either a 2D, 3D, or Drawing portfolio based on completion of previous courses. There are three sections to each portfolio: a sourcebook, Sustained Investigation, and Selected Works. The Sustained Investigation is completed during the first semester and the Selected Work during the second semester. The Selected Work includes the best overall five pieces. A significant amount of additional work is required to take Portfolio as an AP class (see teacher 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 submit their portfolios for scoring in May and give a presentation to their peers before exhibiting the work. A heavy emphasis is placed on concept development, technical skill, critical thinking, and compositional considerations.

### **Applied Design**

*Ninth, tenth, eleventh, or twelfth grade (elective)*

*Prerequisite: Drawing (recommended), Art 8, or portfolio review for teacher approval*

*Semester course: 5 credits*

*This course may be repeated*

Applied Design builds on the concepts taught in Drawing and introduces students to printmaking, weaving and jewelry making. Through hands-on exploration of these skills, students will develop their artistic abilities, creativity, and critical thinking as they engage in various projects and assignments.

### **Drawing**

*Ninth, tenth, eleventh, or twelfth grade (elective)*

*Prerequisite: None*

*Semester course - 5 credits*

*This course may be repeated*

Drawing forms the foundation of visual art and focuses on building fundamental skills related to making marks on paper. Students gain basic skills such as seeing proportion accurately, creating the illusion of three-dimensional form through an understanding of structure and value, and adding movement and life to their work by incorporating gesture. Students begin with simple exercises and progress to more advanced assignments, allowing students to engage in creative problem solving and critical

thinking while applying the skills taught in class.

## **Painting**

*Ninth, tenth, eleventh, or twelfth grade (elective)*

*Prerequisite: Drawing (recommended), Art 8, or portfolio review for teacher approval*

*Semester course: 5 credits*

*This course may be repeated*

Painting builds on the concepts taught in Drawing and introduces students to working with oil-based paint, watercolor, acrylic, and possibly chalk pastel. Students begin by learning about the basic materials and techniques, then build their skill set by completing various exercises that progress to more complex assignments. Students apply fundamental skills to solve challenges within three historical genres of painting: the still life, portraiture, painting the figure, and landscape painting. Any student requesting to take Painting without previously passing Drawing must have teacher approval.

## **Photography**

*Ninth, tenth, eleventh, or twelfth grade (elective)*

*Prerequisite: None*

*Semester course: 2.5-5 credits depending on scheduling availability*

*This course may be repeated*

This course covers the fundamentals of digital photography. Four areas of instruction will be emphasized: How the cameras work, how composition works, how lighting works, and how to use photo editing software. Students will, generally, receive basic instruction, and demonstration, and see samples of the desired outcomes. They will be allowed to go outside the classroom and shoot assignments, based on their learning. Students will make digital portfolios or websites as a final capstone. Perhaps the most useful part of classroom instruction will be reviews of photos students have shot the previous day(s). They will see what makes a successful photo and what does not.

## **Pottery**

*Ninth, tenth, eleventh, or twelfth grade (elective)*

*Prerequisite: None*

*Semester course: 5 credits*

*This course may be repeated*

Pottery incorporates the use of clay to create functional works of art. Students build skills through exercises and assignments incorporating both hand-building and wheel-throwing techniques. Assignments at the beginning of the course are structured and involve basic techniques, and they become more open-ended

as students gain skills. Critical thinking and creative problem solving are emphasized as well as the artistic process.

## **Portfolio**

*Tenth, eleventh, or twelfth grade (elective)*

*Prerequisite: Passing grade in Art 8 or demonstration of skill for teacher approval; recommended to have passed two Upper School art classes*

*Semester or year-long course: 5 credits per semester*

*This course may be repeated, but students must choose a different portfolio focus each time. The student transcript can reflect the focus area of each term, with instructor approval.*

Student portfolios are a self-directed theme with input from the teacher. Students choose to create a portfolio in an interest focus such as 2D, 3D, Drawing, or Photography, based on personal artistic interests and experience. There are three sections to each portfolio: SI (Sustained investigation), MPI (Materials, Processes, Ideas or Sourcebook) and the final Portfolio. High quality work completed outside of class time can be included in the portfolio as long as it fits within the stated guidelines. Students submit their portfolios at the end of each semester and give a presentation to their peers before exhibiting the work. A heavy emphasis is placed on concept development, technical skill, critical thinking, and compositional considerations in the Sourcebook. This course is available for students who wish to complete a survey study in visual art and/or continue their work in Drawing, Pottery, Sculpture, or Painting without the creation of the College Board AP submission.

## **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 9-12. World language courses must be taken in sequence unless prior approval is given by the Dean of Students and the department chair. Many students elect to study more than one world language during Upper School.

### **French I**

*Prerequisite: None*

*Year-long course: 5 credits per semester*

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 culminate with AP French and college-level French work.

## **French II**

*Prerequisite: French I or French 1A and French 1B*

*Year-long course: 5 credits per semester*

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 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 that feature appropriate use of vocabulary and structures addressed in the textbook. Students explore the French-speaking world through selected readings, class discussions, internet research, video shorts, films, music, and other opportunities.

## **French III**

*Prerequisite: French I, II*

*Year-long course: 5 credits per semester*

French III continues with conversational and written expression in context augmented by more technical understanding of grammar. At the end of the course, students have had exposure to all of the fundamental structures in French. The student's basic vocabulary benefits from more complex idiomatic expression, and students are expected to perform 3-5 minute oral presentations with prior preparation. Students 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. All French III students will take the AAPPL test of oral proficiency in order to gain a better understanding of individual progress in

speaking ability.

## **French IV**

*Prerequisite: French I, II, III with a B (3.0) average*

*Year-long course: 5 credits per semester*

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 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 read a full-length novel and a variety of other readings in French.

## **AP French**

*Prerequisite: French I, II, III, IV with a B (3.0) average*

*Year-long course: 5 credits per semester*

This course resumes the study of the French language with continued emphasis on skills in speaking, understanding, reading, and writing the target language. Students explore the French-speaking world through oral presentations, readings, class discussions, films, etc. Successful completion of this class prepares students for the rigors of the AP 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. All students taking this class are required to take the AP exam in the spring. All AP French students will take the AAPPL test of oral proficiency in order to gain a better understanding of individual progress in speaking ability.

This class is eligible for 3 college credits through UNO dual enrollment.

## **Latin I**

*Prerequisite: None*

*Year-long course: 5 credits per semester*

Latin I introduces the basics of grammar and vocabulary. Emphasis is on translating 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*

*Year-long course: 5 credits per semester*

Latin II continues with more advanced grammar and syntax. As in Latin I, translating 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 I, II*

*Year-long course: 5 credits per semester*

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 derivatives, mythology, Roman life, history, and culture.

## **Latin IV**

*Prerequisite: Latin I, II, III with a B (3.0) average*

*Year-long course: 5 credits per semester*

Latin IV introduces students to reading sustained prose passages in the original Latin from various authors and genres across a vast span of time and being able to delineate authors' styles and vocabulary. Authors include Eutropius, Caesar, Cicero, and Cornelius Nepos among others, even progressing into selections from the Latin Vulgate (the Latin translation of the Scriptures) and Medieval Latin. Students will also spend a good deal of time learning to compose sustained passages in Latin prose taking into consideration stylistic traits of the authors read in class.

## **Latin V**

*Prerequisite: Latin I, II, III, IV with a B (3.0) average*

*Year-long course: 5 credits per semester*

This course exposes the students to an in-depth study of the Roman epic genre in general, learning its meter and its inner workings. Students will learn to read aloud in meter. Authors include Vergil, Ovid, Catullus, Statius, Ennius, Claudian and even some of the Christian Epic of Prudentius. Students will read and translate the selections as literally as possible, but they will learn to make their

translations idiomatic as well. Students will spend much time on refining the renderings from Latin into English and comparing various translations already published to determine their pros and cons. Students will be encouraged, but not required, to render English passages into epic meter.

## **Spanish I**

*Prerequisite: None*

*Year-long course: 5 credits per semester*

Spanish I emphasizes vocabulary, pronunciation, and basic grammar. Instruction is presented with emphasis on active learning through contextual usage of basic Spanish. The textbook 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 conjugation.

## **Spanish II**

*Prerequisite: Spanish I or Spanish 1A and Spanish 1B*

*Year-long course: 5 credits per semester*

This course continues the study of Spanish, developing skills in listening, reading, writing, and speaking the target language. Students explore the Spanish-speaking world through readings, class discussions, video clips, films, and other opportunities.

## **Spanish III**

*Prerequisite: Spanish I, II*

*Year-long course: 5 credits per semester*

This course continues the study of Spanish, developing skills in listening, reading, writing, and speaking the target language. Students develop conversational skills and are expected to perform 3-5 minute oral presentations with prior preparation. Students complete short essay assignments. Students read and discuss authentic literature. Students continue the study of culture and civilization of the Spanish-speaking world. All Spanish III students will take the AAPPL test of oral proficiency in order to gain a better understanding of individual progress in speaking ability.

## **Spanish IV**

*Prerequisite: Spanish I, II, III with a B (3.0) average.*

*10 credits Year-long course: 5 credits per semester*

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 perform oral presentations. Students complete short essay assignments and timed writings. Students read and discuss authentic literature. Students continue the study of culture and civilization of the Spanish-speaking world.

### **AP Spanish**

*Prerequisite: Spanish I, II, III, IV with a B (3.0) average  
Year-long course: 5 credits per semester*

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 converse in Spanish and perform oral presentations. Students complete short essay assignments and timed writings. All students taking this class are required to take the AP exam in the spring. All AP Spanish students will take the AAPPL test of oral proficiency in order to gain a better understanding of individual progress in speaking ability.

This class is eligible for 3 college credits through UNO 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 a global 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.

### **World History: Ancient to Renaissance**

*Ninth grade (required)*

*Prerequisite: none*

*Year-long course: 5 credits per semester*

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 reflection on how the past still affects modern day realities. Cooperative research and student presentations are stressed.

### **World History: Reformation to Modern**

*Tenth grade (required\*)*

*Prerequisite: none*

*Year-long course: 5 credits per semester*

This course covers the political, economic, and cultural events that have shaped the world from the Reformation to the present. Important topics include the age of populist revolutions, imperialism, and the two world wars. Contemporary issues and events are also addressed. Assignments include group projects and activities as well as traditional essays.

\*World History: Reformation to Modern or AP European History fulfills the second year of the World History graduation requirement.

### **AP European History**

*Tenth (required\*) or eleventh, twelfth grade (elective)*

*Prerequisite: World History: Ancient to Renaissance,*

*Maintain a minimum GPA in previous history courses of a B (3.0) or higher and departmental approval*

*Year-long course: 5 credits per semester*

The history of Europe from the time of the Renaissance to the present day is taught through research, evaluation, class discussion, and lecture. Major movements in politics, demographics, economics, and sociology are analyzed. All students taking this class are required to take the AP exam in the spring.

\*World History: Reformation to Modern or AP European History fulfills the second year of the World History graduation requirement.

### **United States History**

*Eleventh grade (required\*)*

*Prerequisite: none*

*Year-long course: 5 credits per semester*

United States History concentrates on social, political, and economic issues, with special emphasis on modern times. Curriculum for this course will focus on the 20th century to the present. The course cultivates 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.

\*United States History or AP United States History will fulfill the United States History requirement.

### **AP United States History**

*Eleventh (required\*) or twelfth grade (elective)*

*Prerequisite: Maintain a minimum GPA in previous history courses of a B (3.0) or higher and departmental approval*

*Fulfills U.S. History graduation requirement*

*Year-long course: 5 credits per semester*

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. All students taking this class are

required to take the AP exam in the spring.

\*United States History or AP United States History will fulfill the United States History requirement.

## **Economics**

*Twelfth grade (required)*

*Prerequisite: none*

*Semester course: 5 credits*

This course examines the forces and conditions that have shaped modern capitalism.

Microeconomic principles are first mastered.

Learned concepts are then expanded to the macroeconomic level as students relate general trends in economics to national and global economic policies.

## **United States Government**

*Twelfth grade (required)*

*Prerequisite: none*

*Semester course: 5 credits*

The study of the United States government's history and functions is designed to familiarize students with the current structure and processes of our government. Students will be required to regularly analyze and discuss current political issues. The course is designed to provide students with knowledge necessary for them to perform their responsibilities as informed citizens in our participatory form of government.

## **Social Studies Seminar**

*Ninth, tenth, eleventh or twelfth grade (elective)*

*Prerequisite: none*

*Semester courses: 5 credits*

The History Department will offer 1-2 topical seminar courses each year as (elective) options for students in grades 9-12. For the 2024-2025 school year the following topics will be offered:

Dictators: Past & Present - Lessons Learned, Legacies & Impact

The Modern Middle East: From Cairo to Kabul and Everything In-Between

## **MATHEMATICS**

Mathematics classes from a sequential course of study are designed to develop logical and analytical thought, build proficiency in fundamental skills, and expand students' appreciation for mathematical systems and applications. Calculator and computer applications are integrated into the curriculum. Four years of mathematics are required in grades 9-12. Algebra I, Geometry, and Algebra

II must be completed prior to subsequent math courses.

Students desiring to advance a level in math by taking a course during the summer must obtain prior approval of the math department. Students accelerating this sequence must have a B+ average on all prior math courses. If approved in advance, the student must still pass Brownell Talbot's final for the corresponding course in order to skip a course level.

## **Algebra I**

*Prerequisite: Pre-Algebra or Elements of Algebra*

*Year-long course: 5 credits per semester*

Algebra I introduces students to basic algebraic concepts. Coursework promotes logical patterns 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**

*Prerequisite: Algebra I*

*Year-long course: 5 credits per semester*

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**

*Prerequisite: Algebra I and Geometry*

*Year-long course: 5 credits per semester*

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, analytical geometry, linear functions, algebraic fractions, quadratic functions, logarithms, combinations and permutations, trigonometry, and conics.

## **Advanced Algebra with Trigonometry**

*Prerequisite: Algebra II*

*Year-long course: 5 credits per semester*

Advanced Algebra with Trigonometry strengthens students' algebraic skills and understanding to prepare them for Pre Calculus, Statistics, 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.

## **Pre Calculus: Introduction to Math Analysis**

*Prerequisite: Algebra II or Advanced Algebra with Trigonometry with a grade of 90% of higher  
Year-long course: 5 credits per semester*

Pre Calculus 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, exponential and logarithmic functions, conics, polar coordinates, complex numbers, and parametric equations.

## **Statistics**

*Prerequisite: Algebra II  
Year-long course: 5 credits per semester*

This is a general, introductory statistics course based on the investigation of real world data. It is not taught at the AP level and therefore does not require the completion of the AP exam in the spring. This class uses a concept-driven approach and places more emphasis on why statistics is important in the real world and less emphasis on probability than does AP Statistics. The class has the following components: how to produce data to provide answers to properly posed questions to appreciate how probability helps one understand randomness in real life, how to choose appropriate descriptive and inferential methods for analyzing data and drawing conclusions, how to communicate the conclusions of statistical analyses clearly, and how to understand the limitations of most research.

## **AP Statistics**

*Prerequisite: Algebra II and departmental approval  
Year-long course: 5 credits per semester*

AP Statistics offers the basic statistical methods and prepares the student to take the AP test. Strict statistical analysis is 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). All students taking this class are required to take the AP exam in the spring.

## **AP Calculus AB**

*Prerequisite: Pre Calculus and departmental approval  
Year-long course: 5 credits per semester*

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 solve problems numerically, graphically, and analytically. All students taking this class are required to take the AP exam in the spring.

## **AP Calculus BC**

*Prerequisite: Pre Calculus and departmental approval  
Year-long course: 5 credits per semester*

AP Calculus BC includes all of the concepts for AP Calculus AB, but also includes the following topics: l' Hopital's rule, integration by parts, Series and Taylor Polynomials, differentials, and parametric, polar, and vector functions. Students should have earned an A average in both Algebra II and Pre Calculus classes. All students taking this class are required to take the AP exam in the spring.

## **Multivariable Calculus**

*Prerequisite: AP Calculus BC and departmental approval*

The mathematics of three dimensions is the emphasis of this college-level course. Multivariable Calculus will explore the geometry of three-dimensional space, including vector arithmetic. It will also explore three-dimensional surfaces, using the tools of derivatives and integrals expanded into multiple dimensions. A robust unit on differential equations will allow students to review the topics of single-variable calculus. The emphasis throughout the course will be on problem-solving and on real-world applications of the tools students learn in fields such as economics, astronomy, physics, engineering, and medicine.

## **Competition Math**

*Ninth, tenth, eleventh, twelfth (elective)  
Prerequisites: advanced math placement and departmental approval  
Year-long course: 1 credit per semester*

This course is open to any student who wants to learn higher level mathematics, the tricks that help in competitions, and 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 expected to participate in as many competitions as possible and are required to take

part in UNL's Math Day and the AMC Test. This class will be listed on the official transcript as Pass/Fail, meaning it will not factor into the student's GPA.

## TECHNOLOGY & 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. Digital Media allows for real-world application of design, storytelling, and social media presence. Students in the Digital Media classes collaborate with the athletic and advancement departments by filming and live streaming games, widening our game audiences immensely. Engineering courses introduce students to problem-solving skills and applications from an engineering mindset. Multiple opportunities for collaboration are available as students in the engineering classes work with students in the theater on set design and construction.

### Technology: Upper School Orientation

*Ninth grade (required)*

*Year-long seminar: no credit, alternating days with College Counseling 9*

This course is a basic introduction to the use of laptops as a daily learning tool in the classroom. Students spend time learning and discussing different aspects of digital citizenship as well as proper ways to use their laptops to enhance their Upper School experience. Evaluation of students' computer skills is conducted through observation and labs.

### Engineering I

*Recommended ninth grade (elective)*

*Semester course: 5 credits*

In this course students apply basic engineering principles including mechanical principles to understand the design process. Students use the design process to create solutions to problems while investigating different areas of engineering careers.

### Engineering II

*Recommended tenth, eleventh, or twelfth grade (elective)*

*Prerequisite: Recommended Algebra II and Engineering I, or departmental approval*

*Semester course: 5 credits*

In this course students 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 work both independently and in teams to develop and document design solutions and learn technical representation using current 3D modeling software.

### Engineering III

*Recommended eleventh or twelfth grade (elective)*

*Prerequisite: Recommended Algebra II, Engineering I, Engineering II, or departmental approval*

*Semester course: 5 credits (may be repeated)*

Engineering III is a student-driven, research-based engineering course with practical application. Students choose a real problem and prototype engineering solutions to that problem. With help from faculty and mentors in the community, the students work to find solutions to real world problems.

### Computer Programming I

*Ninth, tenth, eleventh, or twelfth grade (elective)*

*Semester course: 5 credits*

In this course students are introduced to the world of computer-based programming. Students use multiple interactive project-based learning techniques to look at coding in Swift programming language on both iOS and OSX in the context of app development.

### Computer Programming II

*Ninth, tenth, eleventh, or twelfth grade (elective)*

*Prerequisite: Computer Programming I*

*Semester course: 5 credits*

In this course students explore the use of Apple xcode and the Swift programming language. Using these tools students learn the key terms of iOS programming and the process of creating iOS apps, as well as employing Apple development tools. Students plan, prepare, and build iOS apps.

### Digital Design

*Ninth, tenth, eleventh, or twelfth grade, after school (elective)*

*Semester course: 5 credits, may be repeated*

Students enrolled in Digital Design work to create content and perform administrative tasks on the BT App. Students are responsible for all aspects of running the app, and learn valuable skills in content creation, promotions, team management, and fundraising. This course requires time and commitment outside of class time.

### Robotics I

*Ninth or tenth grade, after school (elective)*

*Year-long course: 5 credits per semester, may be repeated*

This introduction to robotics course allows students to explore the current and future

use of automation technology and everyday use through the VEX Robotics Competition Program as an extracurricular activity. Students work collaboratively to problem solve and design a functional robot that will design, build, program and drive a robot that will compete in the assigned game for each year. Students document and discuss all aspects of the challenge with judges and other competitors.

This course will be pass/fail, meaning credits earned do not factor into the GPA.

## **Robotics II**

*Ninth or twelfth grade, after school (elective)  
Year-long course: 5 credits per semester, may be repeated*

This advanced robotics course is designed as the continuation of studying robotic systems and the subsystems that comprise them while engaging in a robotics platform through the VEX Robotics Competition Program as an extracurricular activity. This course provides further exploration for students who have an interest in Engineering, Manufacturing, Programming, or other Computer Sciences.

This course will be pass/fail, meaning credits earned do not factor into the GPA.

## **Web Design**

*Ninth, tenth, eleventh, or twelfth grade (elective)  
Semester course: 5 credits, may be repeated*

This course gives an overview of design elements of websites including layout, schemes, and html coding. Students create websites with a variety of purposes and learn to create pages that reach a target audience.

# **PHYSICAL EDUCATION**

The philosophy of the Physical Education Department at Brownell Talbot is that activity is critical to the development and maintenance of good health. The goal of the Physical Education Department is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Regular physical activity in childhood and adolescence is essential for promoting lifelong health and well-being and preventing various health conditions. The school follows the Nebraska Physical Education Standards and the National Health Education Standards.

## **Healthy Living**

*Ninth grade (required)  
Year-long course: 2.5 credits per semester*

This course is designed to introduce students to a variety of contemporary health issues.

Topics include stress management, sexuality, healthy relationships, alcohol/tobacco/drug use, personal safety, introduction to driving, nutrition, fitness, and mental health.

## **Strength and Conditioning**

*Ninth, tenth, eleventh, or twelfth grade (elective)  
Year-long course: 5 credits per semester*

This course is designed to introduce students to strength training and conditioning. They'll learn safe techniques for training with free weights. This includes a variety of lower and upper body movements, jumping and landing techniques, and mobility exercises. This course is designed to help students understand training, why certain movements are performed, and how to train for their goals. Students will build a foundation for a lifetime of safe and effective training.

## **Swimming**

*Ninth, tenth, eleventh, or twelfth grade (elective)  
2.5 credits*

Students will be provided a guided swimming workout program and must complete a minimum of 40 hours of supervised swimming to earn PE credit. \*This is NOT a "learn to swim" class. Students may complete their pool hours during any approved swim times posted by the aquatics director, including outside of normal school hours.

## **Team and Individual Sports**

*Tenth, eleventh, or twelfth grade (elective)  
Semester course: 2.5 - 5 credits depending on scheduling availability*

This course focuses on teaching the skills and rules of various team sports and officiating techniques coinciding with the varsity sports offered as part of the Brownell Talbot athletic program (football, volleyball, basketball, golf, and tennis). Skill development in these team sports are also addressed. NSAA rules and regulations of certain sports are covered in the classroom.

## **Yoga**

*Ninth, tenth, eleventh, or twelfth grade (elective)  
Semester course: 2.5 - 5 credits, depending on scheduling availability*

The course incorporates strength-building and flexibility-enhancing exercises that have both physical and mental benefits. Breathing exercises, meditations, and stress reduction techniques are also practiced.

## Athletic Competition

*Tenth, eleventh, or twelfth grade (elective)*

*Semester course: 4 credits*

Successful completion of a full NSAA sports season may count as a **one-time physical education credit**. Attendance at practice and competition is mandatory and monitored.

This class will be listed on the official transcript as Pass/Fail, meaning it will count toward the PE graduation requirement but not factor into the student's GPA.

## Summer PE Credit

*Ninth, tenth, eleventh, twelfth grade (elective)*

*2 - 4 credits*

Students can earn one semester of PE credit over the summer months. Course options include **Fitness for Life** and **Swimming**. Students will be provided guided workout programs and must complete a minimum of 40 hours of supervised fitness activity to earn PE credit. Information regarding the opportunity to obtain PE credit during the summer will be shared in the spring. Students must **register and pay for either summer course** by the last day of the spring semester.

This course will be listed on the student transcript as Pass/Fail meaning it will count toward the PE graduation requirement but not factor into the student's GPA.

## American Red Cross Lifeguard

### Training Class

*Ninth, tenth, eleventh, twelfth grade (elective)*

*Prerequisite: Students must pass the American Red Cross swim test prior to beginning class and be 15 years old by the completion of the course. An additional course fee (Red Cross fees) is required for this class.*

*2.5 credits*

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 teacher-led water sessions and competency assessment. Students successfully completing this course through an outside, local agency may petition for credit by contacting the Dean of Students.

This course will be listed on the student transcript as Pass/Fail meaning it will count toward the PE graduation requirement but not factor into the student's GPA.

## 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, and reinforcement of math skills are important components of each course. A minimum of 30 hours of science is required in grades 9-12. All Upper School students must complete the cycle of the basic sciences of Physics, Chemistry, and Biology.

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, AP Biology and AP Chemistry. Students interested in pursuing careers in engineering should take Physics with Calculus and AP Chemistry or AP Biology. These students should also have coursework with a heavy emphasis in math.

## Physics 9

*Ninth grade (required)*

*Year-long course: 5 credits per semester*

All ninth grade students will take our introductory Physics course. Physics is the study of energy and motion. The first semester centers on classical physics - motion, forces, and energy. The second semester will focus on modern physics, including sound, light, and electricity. While math will be used frequently, concepts will be taught along the way to ensure that all students are able to follow along. In addition to physical science concepts, students will also cover important topics in scientific writing and laboratory design and analysis.

## Chemistry

*Tenth grade (required)*

*Year-long course: 5 credits per semester*

Chemistry is a course designed to cover the basic topics of introductory inorganic chemistry. Throughout the year the course makes extensive use of laboratory investigations where students work cooperatively to design and implement experiments, analyze results, and communicate findings. Particle models of increasing complexity will be used to answer questions

about how we view matter, how it behaves, and how energy is involved in the changes matter undergoes. Mathematical applications in problem solving will also be utilized throughout this course. The first semester focuses on the particle nature of matter, kinetic molecular theory, and phases of matter. In the second semester, students learn about the structure of matter, chemical reactions, and stoichiometry. There is a heavy emphasis on scientific writing in this course, including a research project during the second semester.

## **AP Chemistry**

*Eleventh or twelfth grade (elective)*

*Prerequisite: B average or better in Chemistry and Algebra II*

*Year-long course: 5 credits per semester*

AP Chemistry covers the first 2 semesters of a standard college chemistry curriculum while preparing students for the AP Chemistry examination. It is an extremely fast-paced course that builds on concepts and lab skills addressed in Chemistry. The course includes a deeper study of the topics covered in Chemistry and introduces new topics in thermodynamics, bonding, structure, quantitative kinetics, equilibrium applications, and electrochemistry. The lab work emphasizes experiments of longer duration, greater student independence, and extensive writing/pre-lab work. All students taking this class are required to take the AP exam in the spring.

This course does qualify for dual enrollment credit (Chemistry 1110 and Chemistry 1110L, 4 credit hours) with Nebraska Wesleyan University.

## **Biology 11/12**

*Eleventh or twelfth grade (required\*)*

*Year-long course: 5 credits per semester*

*Prerequisite: None*

The course will take a phylogenetic approach for the instruction of the Upper School biology curriculum. Students will be taken through a “tour of life;” the year will begin with an overview of the mechanisms of evolution to establish a foundation for the year before moving on to viruses, bacteria, and other unicellular organisms, next focusing on eukaryotes and multicellular organisms such as fungi and plants, and then ending our year with a focus on invertebrate and vertebrate animals, including some basics of human anatomy and physiology. Students should be prepared to experience a variety of laboratory experiments, lecture sessions, discussion topics,

and other various activities as we explore our understanding of life on our planet.

\*This course or AP Biology may be taken to satisfy the Biology requirement. Students may take both courses if desired.

## **AP Biology\***

*Eleventh or twelfth grade (elective)*

*Prerequisite: B average or better in Chemistry and departmental permission*

*Year-long course: 5 credits per semester*

The AP 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 AP Biology are 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 AP Biology 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:

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

All students taking this class are required to take the AP exam in the spring.

\*This course or Biology may be taken to satisfy the Biology requirement. Students may take both courses if desired.

## **AP Environmental Science**

*Eleventh or twelfth grade (elective)*

*Prerequisite: Biology or AP Biology (can be concurrent) and Chemistry*

*Year-long course: 5 credits per semester*

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships

within the natural world. The course requires that students identify and analyze natural and anthropogenic environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, chemistry, and geography. All students taking this class are required to take the AP exam in the spring.

### **\*Physics with Calculus**

*Tenth, eleventh or twelfth grade (elective)*

*Prerequisite: Completion of AP Calculus AB or BC (or co-enrollment in AP Calculus BC)*

*Year-long course, 1 credit per semester*

For those students who have a foundation in calculus, this supplemental, flex-period course is an opportunity to explore the topics of kinematics, mechanics, electricity, and magnetism through the lens of calculus. Students will use a framework of calculus to solve problems involving motion, forces, and electrostatics.

**\*Please note that this course is being offered tentatively depending on student interest and schedule limitations.**

### **Introduction to Epidemiology**

*Eleventh or twelfth grade (elective)*

*Prerequisites: Physics 9 and Chemistry (completed);*

*Biology or AP Biology (completed or concurrent)*

*Semester course: 5 credits*

This course offers an opportunity to step into the shoes of disease detectives and unravel the mysteries of how diseases emerge, spread, and devastate populations. Through interactive outbreak simulations and real-world case studies this introductory course provides students with the opportunity to identify core investigative tools used by epidemiologists to collect data, identify transmission patterns, track disease spread, and implement containment measures. Whether discussing the latest science around evolving pathogens, the social and ethical considerations that arise in response to epidemics, or careers in medicine and public health, students will come away with a deeper understanding of infectious disease transmission principles and how we can work together as informed citizens to protect community health.

### **Introduction to Forensic Science**

*Tenth, eleventh, or twelfth grade (elective)*

*Prerequisite: Physics 9 and Chemistry (Chemistry may*

*be concurrent)*

*Semester course: 5 credits*

This course integrates concepts from physics, chemistry and biology to develop scientific reasoning and observation skills relevant to the study of forensic science. Through case-studies, hands-on lab activities, and crime scene analysis students will learn techniques used in forensic investigations. The students in class will drive the content, choosing topics such as fingerprints, ballistics, DNA analysis, blood spatter, arson, toxicology, entomology and forensic anthropology. Students will strengthen their individual skill in scientific reasoning and observation to evaluate crime scene evidence, understand its limitations, and communicate findings.

### **Science Olympiad**

*Ninth, tenth, eleventh, or twelfth grade (elective)*

*Prerequisite: none*

*Year-long course: 1 credit per semester for each day the class meets weekly; may be repeated*

This class will be devoted to practice and preparation for the State (and hopefully National) Science Olympiad competition. Students in this class will need to commit to the announced date of the regional competition, which tends to be in April. Students will choose their events (23 to choose from) in September and spend the remainder of the year preparing for the competition by building devices, investigating lab techniques, and gathering information. There will be optional invitational competitions in February and March. For a list of past events or information about the organization go to [www.soinc.org](http://www.soinc.org) and click on the B/C events tab. (High School is C division)

This course will be pass/fail, meaning credits earned do not factor into the GPA.

### **Independent Science Research**

*Tenth, eleventh, or twelfth grade (elective)*

*Prerequisite: Permission of Science Department Chair*

*1-5 credits per semester, dependent on verifiable time logged in the laboratory*

The purpose of this course is to provide students with opportunities for in-depth exploration of an area of interest in science. Students 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 meet independently with their assigned mentors to

develop plans for completing the project. This course will be listed on the student transcript as Pass/Fail.

## **INTERDISCIPLINARY COURSES**

### **Academic Decathlon**

*Ninth, eleventh, or twelfth grade (elective)*

*Prerequisite: none*

*Year-long course: 2.5 - 5 credits per semester depending on schedule availability*

*This course may be repeated*

The Academic Decathlon class prepares students to compete in 10 disciplines revolving around an overall topic, which changes from year to year. 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 SuperQuiz segment stresses the historical study of the era of time of the overall topic. Mathematics study covers basic math through trigonometry. Economics deals with basic principles, investing, and market conditions under varying economies, macro and microeconomic theories. The art and music segments examine different works and genres while Science explores a specific topic in that field related to the overall topic of the year.

This course will be Pass/Fail, meaning credits earned do not factor into the GPA.

### **Dance for the Stage: The Evolution of Musical Theatre Dance!**

*Ninth through twelfth grade (elective)*

*Prerequisite: none*

*Semester course: 5 credits*

*This course may be repeated*

In this course, students explore the history of musical theatre choreography, its origin and evolution, and its varied musical styles. Students will learn how to discern different genres of musical theatre and perform and choreograph in various styles to suit each genre. There will be both a written component and a performance/creative project component in this course.

This course may be used to fulfill the fine art requirement **or** the PE requirement (but not simultaneously).

### **Digital Media**

*Ninth, tenth, eleventh, or twelfth grade (elective)*

*Semester course: 5 credits, may be repeated*

This course focuses on creating and editing digital video recordings. Students learn recording and editing techniques to create video projects. Projects include video and photography for the school-wide digital signage boards and ScoreVision scoreboards in the gym. Students begin with how to properly record events, scenes, and interviews, and they continue with publishing and presenting their productions.

This course may be used to fulfill the fine arts requirement.

### **Emerging Technologies and the Future of Work**

*Eleventh or twelfth grade (elective)*

*Prerequisite: none*

*One semester course: 5 credits*

This course explores various new technologies that are reshaping the US labor landscape, including artificial intelligence (AI), large language models (LLMs), robotics, and the gig economy. We will start with understanding the mechanics and applications of these technologies, followed by an in-depth analysis of their influence on employment patterns and strategies to enhance career adaptability. The program includes educational field trips and guest lectures from pioneers in the industry, offering firsthand perspectives on technological trends and professional guidance for today's learners. This course will be at the college level and requires reading outside of the classroom.

### **Journalism**

*Ninth through twelfth grade (elective)*

*Prerequisite: None*

*Year-long course: 2.5 credits per semester*

*This course may be repeated*

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 are expected to contribute to the production of the student newspaper, *Verbatim*.

This course may be used to fulfill the Fine Arts requirement.

### **Technology in Music**

*Ninth, tenth, eleventh, or twelfth grade (elective)*

*Year-long course: 2.5 - 5 credits per semester depending on schedule availability*

*This course may be repeated\**

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 is introduced and several arranging/composition projects are completed. The second semester focus is on recording techniques, sound editing, and recording projects. Students use GarageBand, Ableton Live, and Audacity to gain experience recording and editing student performances at school concerts.

\*This course may be repeated once for a stronger focus on music production, electronic genres & techniques, and Ableton Live.

This course may be used to fulfill the Fine Arts requirement.

### **Yearbook I**

*Ninth through twelfth grade (elective)*

*Prerequisite: none*

*Year-long course: 2.5 credits per semester*

*This course may be repeated*

This course provides the production staff for the school yearbook, *The Triangle*. Students enrolled in the class use editing, writing, photography, design, and layout skills to produce the yearbook, *The Triangle*.

This course may be used to fulfill the Fine Arts requirement.

### **Yearbook II**

*Eleventh or twelfth grade (elective)*

*Prerequisite: Yearbook I and English Department Approval*

*Year-long course: 2.5 credits per semester*

*This course may be repeated*

This course provides the leadership team for the school yearbook, *The Triangle*. Students who have successfully completed Yearbook I may apply for leadership and editor roles in the production staff for the school yearbook.

This course may be used to fulfill the Fine Arts requirement.

## **COLLEGE COUNSELING**

The college counseling curriculum 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 seek out and apply to colleges of good fit that will fulfill their personal and intellectual goals. Throughout the

Upper School program, students are alerted to the long-term impact of early educational decisions, and they are encouraged to keep all their educational options open until they are ready to make an informed choice.

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

### **CC-9 Academics and Extracurricular Involvement: Upper School Orientation**

*Ninth grade (required)*

*Year-long seminar: no credit, alternating days with Technology: Upper School Orientation*

Upper School orientation reinforces the importance of academics and extracurricular involvement in order to have a successful

Upper School career. Students 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 focus on leadership and highlight extracurricular and community involvement. Freshmen are introduced to *Soir* and begin utilizing the software program to research colleges; we also discuss summer enrichment programs and scholarships. Through individual and small group activities, students recognize their strengths and challenges in the areas of academics and extracurricular involvement and develop ways to achieve their goals throughout their Upper School career.

### **CC-10 Career and Personal Development**

*Tenth grade (required)*

*Year-long seminar: No credit*

This course provides an introduction to career planning and interest exploration in preparation for college. Students take a practice PSAT in preparation for the College Board PSAT/NMSQT® and the American College Testing (ACT) Program examinations, with explanations of how to use the results of these tests in personal educational and career planning. In addition, students navigate *Soir* to explore careers, majors, and colleges and to learn about their aptitudes and interests.. The course includes a variety of interest and personality assessments to help students start thinking about the career paths that may fit them best. The curriculum emphasizes extracurricular exploration and methods to complete online

college and career research. One of the highlights of this course is the Career Speaker Series, when students learn from community volunteers about their career path and advice.

## **CC-11 College Exploration and Preparation**

*Eleventh grade (required)  
Year-long seminar: No credit*

Throughout the school year, weekly group activities guide students through the process of college inquiry, application, and choice. Topics include self-assessment, goal setting and decision-making, post-secondary options and institutions, compilation and evaluation of online 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. By the end of this course, students will have drafted multiple college essays and will have started their college application. A highlight of this course is the junior family meetings, where students and families meet with their college counselor to discuss their college list, testing strategy, and their personal next steps in the college process.

## **CC-12 College Choice**

*Twelfth grade (required)  
Year-long seminar: 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 and submitting college applications, and polishing resumés. The emphasis shifts to personal contact and personal action. Together, the student, family, and college counselors work through the process of application for admission and scholarships, making a final decision, and initiating a successful transition from secondary to higher education. One of the many highlights of this course is the Adulting 101 series, when volunteer professionals and alums speak to the seniors about various aspects of the college transition.

## **Supplemental Activities**

A variety of additional activities supplement these courses each year:

## **Test Preparation/Testing**

All freshmen and sophomores take the PreACT test. Sophomores and juniors take the College

Board PSAT/NMSQT®. These exams are offered at Brownell Talbot during the school day. Juniors and seniors take the SAT Reasoning® and/or the ACT® at an offsite location.

BT provides numerous opportunities to prepare for standardized testing throughout the upper school years within the college counseling curriculum in collaboration with faculty content area experts.

## **College Representatives visiting Brownell Talbot**

Upper school students 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. College counselors also publicize local college fairs, which provide added opportunities 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 the spring semester of their eleventh grade year and continuing through their twelfth 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*. A two-week notice is requested prior to missing school for a college visit.

## **College Planning Workshops**

Evening workshops for parents and students are scheduled throughout the Upper School curriculum. Topics include college exploration and planning, *Scor* training, college application process, Upper School curriculum, and financial aid and scholarships. In addition to yearly grade-level parent workshops, the college counseling department has hosted additional programming including alumni insight panels, mock college application review, mock interviews, mini college fair, and college admission panels.

The entire college preparatory milieu of Brownell Talbot 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 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 the student's home. Students, advisors, and parents plan together to choose courses that best meet the needs and desires of the student, while fulfilling the graduation requirements of the school. In some circumstances, students may begin a class and realize the situation is not appropriate for their desired educational plan at the school. Students should immediately begin a dialogue with their advisor and parents regarding possible resolutions to the situation. This may include dropping a class and/or adding a replacement class to students' schedules.

Students must obtain a "Drop/Add Form" from the main office. The Drop/Add Form provides detailed instructions for the student to complete the form and return it to the Dean of Students. Please note that strict deadlines will be enforced in the Drop/Add process at Brownell Talbot.

### Drop

**First semester** deadline for dropping a course is the 25th day of the semester.

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 fifth day of the semester (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 10th class day of each semester unless transferring within the same academic area (e.g. AP U.S. History to U.S. History).

### Independent Study Coursework

If a student's interests extend beyond the published course offerings, the student should discuss additional opportunities with Mrs. Harms and Mrs. Vander Vorst, including independent study, community programs, or coursework at nearby colleges. Approval is required before registering if the course or program may affect Brownell Talbot course load or sequencing.

### 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 have many opportunities to complete their service commitment.

Three 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 administered 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 school, its history and traditions, and its offerings for quality education.

## **HOUSE SYSTEM**

The House System is designed to encourage closer relationships between the students of the House and the House Dean (faculty advisor), as well as increase school spirit across campus. Each House has a leader selected from the senior class. Houses earn points throughout the year through participation, contests, service, and the House Olympics. The House Cup is awarded to the House that earned the most points at the end of the year.

## **EXTRACURRICULAR ACTIVITIES**

### **Upper School Athletics**

Brownell Talbot 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 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 primary objectives.

Students benefit from the development of physical fitness, leadership, teamwork, good sportsmanship, self-discipline, respect, and integrity.

Brownell Talbot's athletic program provides competitive opportunities for the development of the student's athletic capabilities while promoting these ideals of athletic excellence.

Brownell Talbot is a member of the Frontier Conference. The conference comprises eight other schools that vary from Class C1 to D2. Sports offered include:

### **Fall**

\*\*Boys Tennis – Class B  
\*Cross-Country (boys/girls) – Class B  
Volleyball – Class C1  
\*\*\*\*Football – Class C1  
Girls Golf – Class C

### **Winter**

Basketball (boys/girls) – Class C1 for girls / C2 for boys  
\*\*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 C  
\* Indicates cooperative team with Roncalli Catholic High School.  
\*\* Indicates cooperative team with 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 Omaha Christian Academy  
\*\*\*\*\*Indicates a cooperative team with Cornerstone Christian School and Quest Forward Academy

### **Upper School Activities**

Activities Banquet  
Baccalaureate and Commencement  
Career Shadowing  
Clubs (varies by year and interest–current clubs include Board Games, Crafts, Culture, GSA-Gender & Sexuality Alliance, Politics, Science Olympiad, Fellowship of Christian Athletes and Sports Clubs)  
Fall Musical  
Rally for the Arts  
Homecoming: Crowning King and Queen  
One Act Play  
Robotics  
Science and Art Fair  
Service Learning Project  
“Pirate Radio” Pop A Cappella Ensemble  
Spring Prom Dinner and Dance  
Spring Play  
Winter Dance

## **Upper School Honor Societies**

National Honor Society  
International Thespian Society  
National Art Honor Society

## **Upper School Inter-School Activities**

Academic Decathlon Competitions  
Art Contests  
Math Competitions  
Metro Science Fair

Music Clinics/Contests  
Science Olympiad  
Speech Competitions  
Quiz Bowl

## **Upper School Student Government**

Head of School Advisory Council  
Upper School Honor Council  
Upper School Student Council

## **BROWNELL TALBOT GRADUATION REQUIREMENTS**

Brownell Talbot School requires students to earn a minimum of 250 credits to graduate. Following is a list of minimum requirements/required courses by department.

### **College Counseling**

- 9: Academics and Extracurricular Involvement
- 10: Career and Personal Development
- 11: College Exploration and Preparation
- 12: College Choice

### **English - 40 credits required**

- English 9
- English 10
- English 11 or AP Language and Composition
- English 12: Capstone

### **Fine Arts - 4 courses required**

- One Fine Arts class is required each year

### **History - 40 credits required**

- Ancient History
- World History: Reformation to Modern or AP European History

- United States History or AP United States History

### **Economics and United States Government**

#### **Math - 40 credits required**

- Four years of math instruction taken in the Upper School

### **Physical Education - 4 courses**

- Healthy Living
- Three additional semesters

### **Science - 30 credits**

- Physics 9
- Chemistry
- Biology or AP Biology

### **Technology**

- Technology: Upper School Orientation

### **World Languages - 20 credits required**

- Two consecutive years in the same world language taken in Upper School

## **SAMPLE SCHEDULE**

### **Ninth Grade**

- English 9
- World History: Ancient to Renaissance
- Physics 9
- Math Class
- World Language Class
- Fine Art Class
- Healthy Living
- College Counseling 9/Technology: Upper School Orientation
- Other Elective Classes (recommend to take at least 1 semester of PE)

### **Eleventh Grade**

- English 11 Explorations or AP English Language and Composition
- United States History or AP United States History
- Biology or AP Biology
- Math Class
- World Language Class (elective in grades 11 and 12)
- Fine Art Class
- College Counseling 11
- Other Elective Classes (recommend to complete PE graduation requirement this year)

### **Twelfth Grade**

- English 12: Capstone
- Economics/United States Government
- Math Class
- Science Class (elective in grade 12)
- World Language Class (elective in grade 12)
- Fine Art Class
- College Counseling 12
- Other Elective Classes

### **Tenth Grade**

- English 10
- World History: Reformation to Modern or AP European History
- Chemistry
- Math Class
- World Language Class
- Fine Art Class
- College Counseling 10
- Other Elective Classes (recommend to take at least 1 semester of PE)



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