

# UPPER SCHOOL COURSE GUIDE



# UPPER SCHOOL COURSE GUIDE

At Brownell Talbot, our Upper School program combines academic rigor with student choice. Our graduation requirements — the highest among Nebraska secondary schools — include:

- 250 total credit hours
- 40 credits each in history, English, and mathematics
- 30 credits in science
- 20 credits in a single world language
- Healthy Living course and three semesters of physical education
- Fine arts each academic year

Students must maintain minimum annual credit loads:

- Freshmen through juniors: 65 credits
- Seniors: 55 credits

This structure ensures both academic excellence and balanced course selection throughout the Upper School journey.

## ADVANCED PLACEMENT / DUAL ENROLLMENT

For students who wish to obtain advanced standing in college through the College Board, 22 Advanced Placement courses are offered: English (2), world languages (2), fine arts (4), history (2), mathematics (4), science (7), computer science (1). 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 English Language and Composition (NWU)   | 3 credits per year   |
| AP English Literature and Composition (UNO) | 3 credits per year   |
| AP Biology (UNO)                            | 4 credits per year   |
| AP Chemistry (UNO)                          | 4 credits per year   |
| AP Environmental Science (UNO)              | 4 credits per year   |
| AP Physics C (UNO)                          | 4-5 credits per year |
| AP Physics 1/2 (UNO)                        | 4-5 credits per year |
| AP Calculus BC (UNO)                        | 9 credits per year   |
| AP Calculus AB (UNO)                        | 5 credits per year   |
| AP Statistics (UNO)                         | 3 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 Schools 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 Upper School for more information.

## MALONE SCHOOLS ONLINE NETWORK (MSON)

MSON 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 Brownell Talbot's MSON liaison.

## ADVANCED COURSE LIMIT POLICY

Brownell Talbot advanced course offerings include AP classes, select MSON classes, and Multivariable Calculus. In mathematics, there are several required AP courses; students will follow the recommended course progression as advised by the math department. In addition to math courses, sophomores may choose to take one advanced class that is not required within their course sequence. Juniors and seniors may take three advanced classes per year (including any required by their course sequence). This limit may be appealed for the senior year schedule 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, and include instruction on a wide range of modes and media. Following Brownell Talbot's Standards of Excellence, all stages of the writing process are emphasized in each course, documented in a digital writing portfolio that maps student proficiency in academic, reflective, and creative writing. Four years of English are required, culminating in an ambitious Capstone project that asks students to develop and sustain a research project on a timely topic with which they have a strong personal connection.

### 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 contexts, 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.

### **Migration Narratives**

*Tenth, eleventh or twelfth grade (elective)*

*Prerequisite: English 9*

*Semester course: 5 credits*

This course approaches the vast field of world literature via the paradigm of migration and the figure of the migrant. By definition someone who transcends boundaries, the migrant, whether author or character, casts a radical and critical perspective on humanity informed by the unique assemblage of experiences that shape migrancy. This perspective, narrativized across novels, memoirs, film, and poetry, provides crucial insight into the human condition in anticipation of a globalized world defined by movement and mobility. Students will engage with a transnational archive of texts from Africa, the Caribbean, Southeast Asia, and North America created by migrant writers whose works, like the authors themselves, transcend national borders. Paralleling the experience of migration, the route that this course follows is nonlinear and tracks intersecting iterations of migrancy and literary themes that include departure and physical crossings of land and sea; the stasis of refugee encampment; disillusionment in narratives of return; debt in undocumented immigration; and futurity in speculative migrations.

## **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 may be repeated*

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 skills necessary to perform high school-level string orchestra music from a variety of periods and styles. Students must perform on a traditional orchestral string instrument (violin, viola, cello, or double bass). Emphasis is placed on developing left and right hand skills, playing posture, music reading, and aural skills through performance in large ensemble, small ensemble, and solo settings.

Students will perform in at least 2 school concerts, District Music Contest, and numerous community performances. Students are also expected to audition for honor orchestras, like All-State, and participate in solo and small ensemble events. Students also have the opportunity to perform solo or small ensemble works at chapel, contests, and Rally for the Arts.

## **Music Theory I**

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

*Prerequisite: Teacher approval*

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

This course explores the building blocks of music, including basic notation, rhythm, scales, key signatures, and chord construction. Students will develop essential listening, reading, and analytical skills while composing simple melodies and harmonies. No prior musical experience is required, making it the perfect starting point for anyone eager to understand the language of music.

## **Music Theory II**

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

*Prerequisite: successful completion of Music Theory I (defined as earning a B or higher) or passing an entrance exam.*

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

Building on the foundation of Music Theory I, this course explores advanced concepts such as secondary dominants, modulation, and non-chord tones. Students will study more complex harmonic progressions, analyze classical and modern compositions, and engage in creative projects like composing short pieces and arranging music. Designed for those with a solid grasp of basic theory, this course bridges the gap between introductory concepts and college-level music studies.

## **AP Music Theory**

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

*Prerequisite: successful completion of Music Theory I (defined as earning a B or higher) or passing an entrance exam. Instructor approval is required.*

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

AP Music Theory is a college-level course for students serious about mastering music analysis, composition, and aural skills. This intensive program covers advanced topics, including figured bass, part-writing, sight-singing, and melodic dictation, while preparing students for the AP Music Theory exam. Whether aspiring to a career in music or seeking to enhance their performance and

understanding, students will gain a comprehensive skill set that opens doors to further musical study. A strong foundation in music theory is recommended.

## **THEATRE**

### **Acting**

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

*Prerequisite: none*

*Semester course (spring): 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.

### **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 or create their own theatrical touring production. 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, light design, 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.

## **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.

## **VISUAL ART**

### **Drawing**

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

*Semester course: 5 credits*

*This course may be repeated*

Drawing serves as the foundation of visual art, emphasizing fundamental techniques and skills. Students will develop core abilities such as accurately observing and depicting proportion, creating the illusion of three-dimensional form through an understanding of structure and value, and adding movement and expression to their work through gesture drawing.

The course begins with foundational exercises and gradually progresses to more complex assignments, enabling students to build confidence and refine their skills. Projects are designed to foster creative problem-solving and critical thinking, encouraging students to apply their learning in innovative and meaningful ways.

Whether students are new to art or building on prior experience, this course provides a comprehensive introduction to drawing while supporting individual artistic growth. The course culminates in the finishing of a portfolio.

### **Painting**

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

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

*Semester course: 5 credits*

*This course may be repeated*

Painting builds on the foundational concepts introduced in Drawing and introduces students to a variety of mediums, including oil-based paint, watercolor, acrylic, and potentially chalk or oil pastel. The course begins with an exploration of essential materials and techniques, helping students establish a solid technical foundation.

Through progressive exercises, students will refine their skills and apply them to more advanced assignments. Projects focus on solving artistic challenges within four historical genres of painting: still life, portraiture, figure painting, and landscape painting. Emphasis is placed on developing technical proficiency, creative problem-solving, and an understanding of composition, color theory, and visual storytelling.

Students without prior experience in Drawing must receive teacher approval to enroll. This course offers opportunities for both beginning and advanced painters to expand their artistic abilities while exploring their creative potential. The course culminates in the finishing of a portfolio.

### **Applied Design**

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

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

*Semester course: 5 credits*

*This course may be repeated*

Applied Design expands on foundational concepts introduced in Drawing and introduces students to various aspects of applied and product design. Projects may include exploring techniques in 3D printing and fabrication, printmaking, weaving, jewelry making, and other hands-on methods to create functional and decorative works of art.

Students will also engage with the principles of product design, including form, function, and aesthetics, to develop items such as wearable art, packaging, home goods, and prototypes for small-scale production. Emphasis is placed on problem-solving, material experimentation, and the iterative design process.

This course challenges students to think critically and creatively, enhancing their technical skills while preparing them to conceptualize and produce art that blends practicality with artistry.

Students will leave the course with a deeper understanding of how art and design intersect in real-world applications. The course culminates in the finishing of a portfolio.

## **Photography**

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

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

*This course may be repeated*

This course introduces students to the fundamentals of digital photography, focusing on four key areas: understanding how cameras work, mastering composition, utilizing lighting effectively, and editing images with photo editing software.

Students will begin with foundational instruction, demonstrations, and examples of desired outcomes. They will then apply these skills by completing photography assignments, often working outside the classroom to capture images based on specific learning objectives. Classroom critiques play a central role, allowing students to review and analyze their work, identify successful techniques, and learn from challenges.

The course culminates in the creation of a digital portfolio or website as a final capstone project, showcasing each student's growth and best work. Photography is designed for beginners and repeat students alike, offering opportunities to develop technical skills, refine artistic vision, and explore the creative possibilities of photography. The course culminates in the finishing of a portfolio.

## **Pottery**

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

*Semester course: 5 credits*

*This course may be repeated*

Pottery introduces students to the art of working with clay to create functional and sculptural works of art. The course emphasizes skill development through a combination of structured exercises and assignments that evolve in complexity as students progress. Techniques include both hand-building methods and wheel-throwing practices.

Early assignments focus on mastering foundational techniques, while later projects encourage creativity and individual expression. Throughout the course, students will engage in critical thinking and creative problem-solving, exploring the artistic process from concept to finished piece.

Pottery provides a dynamic and hands-on experience, offering opportunities for students of all skill levels to develop technical proficiency

and explore their artistic potential. The course culminates in the finishing of a portfolio.

## **Sculpture**

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

*Semester course: 5 credits*

*This course may be repeated*

Sculpture provides students with a strong foundation in basic sculptural techniques, emphasizing creativity, technical skill, and problem-solving. Students will begin by exploring essential materials and methods, gradually advancing through progressively more complex assignments.

The course covers a variety of sculptural approaches, that could include modeling with oil-based clay, casting, carving, and assemblage. Students who have taken Pottery 1 may incorporate wheel-throwing into their sculptural projects and further develop their clay-working skills in advanced assignments.

Through hands-on projects, students will engage with three historical genres of sculpture while learning to balance conceptual development with craftsmanship. The course culminates in the portfolio.

This course is designed for both beginners and returning students, offering opportunities to explore new materials, refine techniques, and express individual creativity.

## **Printmaking**

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

*Prerequisite: Drawing (recommended) or demonstration of skill for teacher approval*

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

Printmaking is an exploratory, hands-on course designed for students to create a personalized body of work using diverse printmaking techniques, including plexiglass engraving, linoleum block carving, and styrofoam relief printing. Students will develop technical skills in printmaking processes, experiment with different materials, and refine their conceptual ideas through three key components:

- **Sustained Investigation (SI):** Students will explore a central theme or concept of personal interest and develop prints that delve into this idea across multiple projects.
- **Materials, Processes, and Ideas (MPI)/ Sourcebook:** Students will document their artistic research, experimentations, and conceptual development in a sourcebook. This will include sketches, material testing, process



notes, and reflective entries to track their progress and creative growth.

- **Final Print Collection:** Students will curate a cohesive collection of prints showcasing their technical skill, creative exploration, and conceptual growth.

Students will gain proficiency in:

- Engraving, carving, and relief printing techniques.
- Inking and printing processes using hand tools, brayers, and printing presses.
- Layering colors and textures to create dynamic compositions.
- Developing unique editions and one-of-a-kind prints.

Students are expected to complete a series of prints, participate in group critiques, and submit their work for a final semester exhibition. High-quality prints completed outside of class may be included in the final collection if they adhere to course standards.

This course emphasizes critical thinking, technical skill development, and creative problem-solving. It is ideal for students seeking a comprehensive introduction to printmaking or looking to enhance their artistic repertoire with specialized techniques.

## Portfolio

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

*Prerequisite: Passing grade in Art 8 or demonstration of skill for teacher approval; passing of two upper school art classes is recommended.*

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

*This course may be repeated (with a different portfolio focus)*

Portfolio is a self-directed course designed for students to develop a personalized body of work in their chosen focus area, such as 2D design, 3D design, drawing, or photography. Students will explore a theme of their own interest, with guidance and input from the teacher, and will develop their portfolio through three key components:

1. **Sustained Investigation (SI):** A focused exploration of a theme or idea.
2. **Materials, Processes, and Ideas (MPI)/ Sourcebook:** Documentation of artistic research, experimentation, and concept development.
3. **Final Portfolio:** A curated collection of work demonstrating technical skill, creativity, and growth.

High-quality work completed outside class may be included if it adheres to the stated guidelines. Throughout the course, students will emphasize concept development, technical proficiency, critical thinking, and compositional strength, particularly within the Sourcebook.

Students submit their completed portfolios at the end of each semester, present their work to peers, and participate in an exhibition of their artwork. This course is ideal for students seeking a comprehensive survey in visual art or wishing to further develop their skills in drawing, pottery, sculpture, or painting without creating a College Board AP submission.

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

*Eleventh or twelfth grade (elective)*

*Prerequisite: Successful 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 select a new portfolio focus each time (2D Design, 3D Design, or Drawing).*

This rigorous course is designed for advanced visual art students to develop self-directed portfolios, with guidance from the teacher. Students choose a portfolio focus—2D Design, 3D Design, or Drawing—based on prior coursework. Each portfolio includes three key components:

1. **Sourcebook**
2. **Sustained Investigation** (completed in the first semester)
3. **Selected Works** (finalized in the second semester, showcasing the five strongest pieces)

Students must meet high standards in concept development, technical skill, critical thinking, and composition. The AP Portfolio requires significant work outside of class. High-quality pieces created independently may be included, provided they align with the portfolio guidelines.

Portfolios are submitted for scoring in May. Students will also present their work to peers and participate in an exhibition. Those pursuing the AP designation should consult the teacher for additional requirements.

## 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 Upper School 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.

## 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 United States 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 2026-2027 school year the following topic(s) will be offered:

### **World Religions**

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

*Prerequisite: none*

*Semester courses: 5 credits*

The elective World Religions course provides the opportunity for the student to gain an in-depth insight into the diversity of religions throughout the world. This one-semester course examines the Hindu, Buddhist, Jewish, Christian, and Islamic traditions. The student will learn to recognize and find meanings in a variety of religious expressions while discovering that misinterpretations of these religious expressions can lead to inaccuracies, stereotypes and distortions.

### **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.

## **Precalculus**

*Prerequisite: Completion of Algebra II.*

*Year-long course: 5 credits per semester*

Precalculus is a comprehensive course that bridges the gap between Algebra II and Calculus, preparing students for success in advanced mathematics. Topics include: polynomial and rational functions, exponential and logarithmic functions, trigonometry, polar and parametric functions,

sequences and series, and vectors. Emphasis is placed on mastery of algebraic manipulation, graphing, problem-solving, and application.

## **AP Precalculus**

*Prerequisites: Students should have earned an A average in Algebra II.*

*Year-long course: 5 credits per semester*

AP Precalculus is a rigorous course designed for students planning to take AP Calculus AB or AP Calculus BC the following year. Topics include: polynomial and rational functions, exponential and logarithmic functions, trigonometric and polar functions, and functions involving parameters, vectors, and matrices. Emphasis is placed on developing procedural and symbolic fluency, translating mathematical information across graphical, numerical, analytical, and verbal forms, and effectively communicating conclusions using precise language and clear reasoning. All students taking this class are required to take the AP exam in the spring.

This class is eligible for 6 college credits (three each semester) through UNO dual enrollment.

## **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.



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

### **AP Calculus AB**

*Prerequisite: AP Precalculus 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.

This class is eligible for 5 college credits through UNO dual enrollment.

### **AP Calculus BC**

*Prerequisite: AP Precalculus 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 Precalculus classes. All students taking this class are required to take the AP exam in the spring.

This class is eligible for 9 college credits through UNO dual enrollment.

### **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 students who want 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 communications 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 course: 1 credit per semester*

This introductory course develops students' abilities to analyze, evaluate, and react upon technologies such as computer hardware, computer software, networking, and security. Students will learn the fundamentals of programming, build computational thinking skills, and reflect on the impact of computing on society. This course uses web-based content that includes units in Cybersecurity, Cryptography, System Administration, IT Concepts, IT Infrastructure and Computer Programming. *This course meets the graduation requirement for Computer Science in the state of Nebraska.*

## AP Computer Science A

*Tenth, eleventh, or twelfth grade (recommended in tenth grade) (elective)*

*Prerequisite: Computer Science I and Algebra I*

*Year-long course: 5 credits per semester*

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

## Engineering I

*Ninth, tenth, eleventh and twelfth (recommended ninth grade) (elective)*

*Prerequisite: Algebra I*

*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

*Tenth, eleventh, or twelfth grade (recommended tenth) (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

*Eleventh or twelfth grade (elective)*

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

*Semester course: 5 credits*

*This course 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 Science I

*Prerequisite: Algebra I*

*Year-long course: 5 credits per semester*

The course utilizes a blended classroom approach. The content is fully web-based, with students writing and running code in the browser. Teachers utilize tools and resources provided by CodeHS to leverage time in the classroom and give focused 1-on-1 attention to students. Each unit of the course is broken down into lessons. Lessons consist of video tutorials, short quizzes, example programs to explore, and written programming exercises, adding up to over 100 hours of hands-on programming practice in total. Each unit ends with a comprehensive unit test that assesses students' mastery of the material from that unit.

## Computer Science II (coding with Python)

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

*Prerequisite: Computer Science I*

*Year-long course: 5 credits per semester*

Introduction to Python Programming introduces students to the fundamentals of computer programming, with an emphasis on helping students develop logical thinking and problem-solving skills. Students begin by learning to design, code, and test their programs while applying mathematical concepts. Students then move to more advanced programming concepts and learn to create more powerful programs using functions, strings, data structures, le i/o operations, and objects.

## Digital Design

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

*Semester course: 2.5 credits, may be repeated*

Students enrolled in Digital Design work to create content and perform administrative tasks creating dynamic web content; learn valuable skills in social media content creation, promotions, and team management. This course requires time and commitment outside of class time.

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

## Robotics I

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

*Year-long course: 5 credits per semester*

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. This class/ these credits can be taken once during the freshman or sophomore year.

## **Robotics II**

*Eleventh or twelfth grade, after school (elective)*

*Year-long course: 5 credits per semester*

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. This class/ these credits can be taken once during the junior or senior year.

## **Web Design**

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

*Semester course: 5 credits*

*This course 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 may be repeated*

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*

*This course may be repeated*

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.

## **Yoga**

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

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

*This course may be repeated*

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*

Students may complete one (of four total required) physical education class requirements by successfully completing a full athletic season at Brownell Talbot or with a Brownell Talbot cooperative team. Mandatory attendance at

practices and competitions will be 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 (Fitness for Life or Swimming)**

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

*30 hours participation = 2 credits*

*45 hours participation = 3 credits*

*This course may be repeated*

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 30 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 credits 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 AP Physics 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 (both semesters) 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. This course is dual-enrolled through UNO and is a great choice for students interested in pursuing medicine or other STEM-based careers. All students taking this class are required to take the AP exam in the spring.

## **Biology**

*Eleventh or twelfth grade (required\*)*

*Year-long course: 5 credits per semester*

*Prerequisite: None*

This course is intended as an introductory course to the scientific study of life. Students will study organisms, their evolution, the processes that keep them alive, and the molecules that compose them. Like any field of science, biology relies on important methods of inquiry: questioning, hypothesizing, making inferences, testing and controlling variables, collecting, synthesizing, and communicating data. Activities in the class will range from traditional lectures to cooperative group activities, laboratory exercises, and independent projects and assessment preparation.

\*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 both semesters; or a B in both Biology and Chemistry*

*Year-long course: 5 credits per semester*

The AP Biology course is designed to be the equivalent of a college Biology course and thus covers the topics identified by the College Board. Students in AP Biology will be given the opportunity to learn and experience Biology. This course is designed to challenge students to improve their skills in all areas of scientific inquiry - experimental design, data collection and analysis, synthesis and communication of results - within the context of various fields of the life sciences ranging from molecular biology to evolution to ecology and many others in between.

This course is dual-enrolled through UNO and is a great choice for students interested in pursuing medicine or other STEM-based careers. 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.

This course will be dual-enrolled through UNO.

## **AP Physics 1 and 2**

*Tenth, eleventh or twelfth grade (elective)*

*Prerequisite: Co-enrollment in Precalculus or Instructor Permission*

*Year-long course, 5 credits per semester*

This algebra-based, college-level physics class will give students a deeper understanding of



physics, including both additional topics and more rigorous math than our introductory physics course. Based on the College Board's AP Physics 1 and AP Physics 2 curricula, the course covers a wide range of topics within both mechanics (such as motion, force, energy, and momentum) and electricity and magnetism (including circuits, electrostatic forces, and magnetism). This course is dual-enrolled through UNO and is a great choice for students interested in pursuing medicine or other STEM-based careers. All students taking this class are required to take the AP exam in the spring.

## **AP Physics C**

*Tenth, eleventh or twelfth grade (elective)*

*Prerequisite: AP Calculus AB or Co-enrollment in AP Calculus BC*

*Year-long course, 5 credits per semester*

This calculus-based, college-level physics class provides the most rigorous, in-depth study of physics on campus. Based on the College Board's AP Physics C: Mechanics and AP Physics C: Electricity & Magnetism curricula, the course offers a detailed, abstract approach to topics in both classical and modern physics, including motion, forces, energy, electromagnetism, and Gauss' Law. This course is dual-enrolled through UNO and is most appropriate for students interested in pursuing engineering or other mathematical fields. All students taking this class are required to take the AP exam in the spring.

## **Anatomy and Physiology**

*Eleventh or twelfth grade (elective)*

*Prerequisite: Chemistry or and Biology (Biology may be concurrent)*

*Semester course: 5 credits*

Anatomy and Physiology is a course that explores the structure (anatomy) and function (physiology) of the human body. Students will study major organ systems, including the skeletal, muscular, circulatory, respiratory, digestive, nervous, and endocrine systems. Students will look at how various cell types and different organs play a role in maintaining human life. Dissection, models, and hands-on activities provide opportunities to observe and investigate physiological processes.

## **Botany**

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

*Prerequisite: none (must be taken concurrently with a year-long science course in grades 10 and 11)*

*Semester course: 5 credits*

Botany is the study of plants and their structure, function, growth, and reproduction. Students will explore plant diversity with an emphasis on native plants, gardening and houseplants. The course covers plant anatomy, plant life cycles, and the ecological roles of plants. Working in the garden and field studies will give students practical experience observing and investigating plant biology.

## **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.

## **Introduction to Materials Science**

*Tenth, eleventh or twelfth grade (elective)*

*Prerequisite: Physics 9 and Chemistry (Chemistry may be concurrent)*

*Semester course: 5 credits*

This semester-long course explores materials at the intersection of biology, chemistry, and physics (magnetic ferrofluids that respond to fields, to polymers, biofilms, and encapsulation technologies inspired by living systems). Through hands-on lab work, students will analyze nanomaterials, engineer polymers, culture biofilms, create micro-encapsulation systems, test traditional materials properties, and discover how materials at the smallest scales produce extraordinary effects we can see and use. Perfect for students interested in biotechnology, nanotechnology, materials engineering, or the future of medicine and advanced manufacturing.

## **Introduction to Organic Chemistry**

*Eleventh or twelfth grade (elective)*

*Prerequisite: AP Biology or AP Chemistry (may be concurrent with AP Chemistry)*

*Semester course (spring): 5 credits*

This hands-on semester course introduces students to organic chemistry through safe

laboratory experiments using microscale techniques. Students will explore the structure, properties, and reactions of carbon-based compounds while synthesizing real-world products including esters, aspirin, and organic dyes, extracting caffeine from beverages, and learning systematic approaches to naming organic molecules. Students will develop essential laboratory skills in synthesis, purification, and analysis while discovering the connections between organic chemistry and everyday life, from medicines to synthetic materials.

### 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*

*This course 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*

*This course may be repeated*

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 pass/fail, meaning credits earned do not factor into the GPA.

## INTERDISCIPLINARY COURSES

### Academic Decathlon

*Tenth, 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.

### Brownell Talbot Summer Session Abroad

*Tenth eleventh, or twelfth grade (elective)*

*Prerequisite: varies depending on the trip*

*Summer course: 3 credits*

*This course may be repeated*

Brownell Talbot Summer Session Abroad (BTSSA) is a dynamic, interdisciplinary summer travel course that has been offered regularly to Brownell Talbot students since 2018. Key features of BTSSA include a cross curricular collaboration between two departments (for example, World Language and History), lessons designed around experiential learning activity and academic credit awarded for an individual student project. BTSSA is a popular choice for World Language students who seek language immersion experience, but there are BTSSA trips that don't require language study. Previous destinations include France, Italy, Greece, the British Isles and Peru.

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

*Ninth, tenth eleventh, or 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 both simultaneously).

## **Digital Media**

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

*Semester course: 5 credits*

*This course 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.

## **Democracy and Tragedy**

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

*Prerequisite: English 9 and World History: Ancient to Renaissance*

*One semester course: 5 credits*

This course will focus on the confluence of democracy as an emerging political ideology and tragedy as a predominant form of cultural expression in Athens during the 5th c. B.C.E. Readings will include historical overviews and analyses of Athenian democracy alongside iconic plays of three tragedians whose lives and work influenced and were influenced by the political circumstances of the time and place in which they wrote. Mr. Smith (History) and Dr. Low (English) will co-teach the class, and it will be held in the spring semester prior to a Summer Session Abroad trip to Greece and Italy. Registration to attend the 2027 summer session abroad trip is not required to take this course; however, those planning to participate in summer session abroad are highly encouraged to participate in this class prior to the trip.

## **Journalism**

*Ninth, tenth, eleventh, or 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.

## **Introduction to Philosophy**

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

*Prerequisite: None*

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

This is a course designed to introduce the fundamental questions of human existence. What is philosophy, and what is its purpose? At its core, philosophy seeks to understand how we should live as human beings, constantly probing the “why” behind our existence and our actions. This course will delve into the key concepts and historical developments of philosophical thought, examining the ideas of influential thinkers from diverse cultures and time periods. We will journey from the cradle of Western philosophy in ancient Greece to the mystical traditions of China and the Near East, from the rigorous intellectualism of German philosophy to the more nuanced approaches of French thought.

## **Music Technology I**

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

*Prerequisite: none*

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

This course introduces students to the fundamentals of music production, including audio recording, editing, live sound reinforcement, and mixing using industry-standard software. Students will learn about MIDI, synthesizers, audio gear, and digital audio workstations while creating their own tracks and experimenting with sound design. Students will also gain hands-on experience using audio equipment to assist with theatre and music performances. Perfect for aspiring producers, composers, or anyone curious about the technical side of sound and music, this course provides the skills to bring creative ideas to life.

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

## **Music Technology II (Music Production)**

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

*Prerequisite: Teacher approval or successful completion of Music Technology I (defined as earning a B or higher).*

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

*This course may be repeated.*

Music Technology II is a course that takes a deeper dive into advanced recording techniques, sound engineering, and electronic composition. There is a heavier emphasis on performance and creating music than in level 1. Students will explore topics like sampling, effects processing, mastering, and collaborative production workflows. By the end of the course, students will have a portfolio of original projects showcasing their abilities in creating, arranging, and producing in multiple genres. Prior experience with music technology or completion of Music Technology I is strongly recommended.

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

## **Theatre History**

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

*Prerequisite: none*

*Semester course (spring): 5 credits*

*This course may be repeated*

This course provides a comprehensive study of the history and evolution of theatre from its earliest origins to the present day. Students will examine major theatrical periods, movements, and traditions, including Ancient Greek theatre, Medieval and Renaissance drama, Restoration theatre, Romanticism, Realism, Modernism, and Contemporary theatre, as well as selected global theatre traditions.

The course emphasizes historical context and analysis rather than performance. Students will explore how theatre has been shaped by social, political, religious, and cultural forces throughout history. Study topics include influential playwrights, theatre practitioners, theorists, and historians; the development of dramatic literature; changes in theatre architecture and staging conventions; and the evolution of acting styles and audience expectations over time.

Students will engage primarily in reading, discussion, research, and writing. Assignments may include historical research projects, timeline creation, script and production analysis from a historical perspective, and comparative studies of

theatrical movements. As students progress, they will be expected to conduct more independent research and to synthesize historical information in written and presentation formats, developing a deeper understanding of theatre's role in reflecting and shaping human culture.

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

## **Yearbook I**

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

*Prerequisite: none*

*Year-long course: 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*

This course 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 *Scoir* 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)*

*Second semester 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 *Scoir* 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)*

*First semester 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 resumé. 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 Adulthood 101 series, when volunteer professionals and alumni 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 on the date of their choosing during their junior year.

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, *Scoir* 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 Upper School. 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 year-long).

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).

## **Advanced Placement Exam Registration Policy**

AP exam prices are set by the College Board; after November 15, students are charged an additional \$40 on top of their exam fee, due to College Board's late registration policy/fee structure.

Students are responsible for registering for their AP exams by using the AP Classroom join codes for each of their AP classes within their College Board student accounts.

AP exam dates are set by the College Board, and are posted in advance of each academic year. If a situation arises where a student needs to miss the scheduled AP exam (in a circumstance that is not related to a school-sponsored activity or illness documented by a doctor's note), the student will be billed an additional \$100 to cover the cost of staffing a late exam opportunity.

If a grade 10-12 student is interested in pursuing an AP exam for a course that is not offered at Brownell Talbot, the student is required to meet with the Dean of Upper School and counselor to discuss the following items in order to secure approval for BT to be a host site for that exam:

- The student's intellectual curiosity and interest in the subject matter.
- The student's study plan/AP class information to prepare for the exam.
- The student's goal and intent for taking the exam.

This meeting must be scheduled by the end of September of the academic year in which the test will be completed. Please note:

- The school may limit the number of AP exams they will host for a student in the interest of balance
- Students must have permission from their parents to register for additional AP exams, and will be charged all applicable College Board fees for any additional exams hosted at BT.

## **Independent Study Coursework**

If a student's interests extend beyond the published course offerings, the student should discuss additional opportunities with the Dean of Upper School or counselor, 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**

### **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

\*\*\*\*\*Softball - Class B

Cheerleading

## Winter

Basketball (boys/girls) – Class C1 for girls / C2 for boys

\*\*Swimming (boys/girls) – Class A

Powerlifting

## 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

\*\*\*\*\*Indicates a cooperative team with Mercy High 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

## Honor Societies

National Honor Society

International Thespian Society

National Art Honor Society

## Inter-School Activities

Academic Decathlon Competitions

Art Contests

Math Competitions

Metro Science Fair

Music Clinics/Contests

Science Olympiad

Speech Competitions

Quiz Bowl

## 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                    | <ul style="list-style-type: none"> <li>• 9: Academics and Extracurricular Involvement</li> <li>• 10: Career and Personal Development</li> <li>• 11: College Exploration and Preparation</li> <li>• 12: College Choice</li> </ul>                          |
| English - 40 credits required         | <ul style="list-style-type: none"> <li>• English 9</li> <li>• English 10</li> <li>• English 11 or AP Language and Composition</li> <li>• English 12: Capstone</li> </ul>  |
| Fine Arts - 4 courses required        | <ul style="list-style-type: none"> <li>• One Fine Arts class is required each year</li> </ul>   |
| History - 40 credits required         | <ul style="list-style-type: none"> <li>• Ancient History</li> <li>• World History: Reformation to Modern or AP European History</li> <li>• United States History or AP United States History</li> <li>• Economics and United States Government</li> </ul> |
| Math - 40 credits required            | <ul style="list-style-type: none"> <li>• Four years of math instruction taken in the Upper School</li> </ul>  |
| Physical Education - 4 courses        | <ul style="list-style-type: none"> <li>• Healthy Living</li> <li>• Three additional semesters</li> </ul>  |
| Science - 30 credits                  | <ul style="list-style-type: none"> <li>• Physics 9</li> <li>• Chemistry</li> <li>• Biology or AP Biology</li> </ul>   |
| Technology                            | <ul style="list-style-type: none"> <li>• Technology: Upper School Orientation</li> </ul>  |
| World Languages - 20 credits required | <ul style="list-style-type: none"> <li>• Two consecutive years in the same world language taken in Upper School</li> </ul>  |

## 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)

### **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)

### **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





**Brownell Talbot College Preparatory School**

400 N. Happy Hollow Blvd.

Omaha, NE • 68132-2198

Phone 402.556.3772 • Fax 402.553.2994

[brownell.edu](http://brownell.edu)