UPPER DIVISION CURRICULUM GUIDE

2020-2021
I. This Curriculum Guide is effective for the 2020-2021 school year. Any revisions during the school year will be communicated through the academic deans and indicated on the website.

II. GRADUATION REQUIREMENTS - All parts of the stated curriculum are required.

A. Departments

<table>
<thead>
<tr>
<th>Departments</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 (years)</td>
</tr>
<tr>
<td>+History and World Religions</td>
<td>4@</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Personal Fitness/Health</td>
<td>1</td>
</tr>
<tr>
<td>Activity Course</td>
<td>1</td>
</tr>
<tr>
<td>Science (Lab Courses)</td>
<td>3</td>
</tr>
<tr>
<td>Visual and Performing Arts (VAPA)</td>
<td>2</td>
</tr>
<tr>
<td>*Academic Elective</td>
<td>2 or more</td>
</tr>
<tr>
<td>World Language</td>
<td>3 or 4#</td>
</tr>
</tbody>
</table>

24 # or more

*An academic elective is defined as any credit or half-credit course, offered in English, Foreign Language, History and World Religions, Mathematics, or Science beyond what is required for graduation. Any course offered at the Advanced Placement level that is not fulfilling a credit requirement as outlined above is also considered an academic elective course. The elective requirement for graduation can be completed in any combination of full year or semester course offerings that equals the total requirements of two full credits.

All students are required to complete the ½ credit, semester World Religions course prior to the start of grade eleven and complete the ½ credit, semester Ethics course after the completion of grade ten and prior to graduation.

#Students are required to complete through level three of the language of their choice unless they complete this requirement in the ninth grade. Students who successfully complete a level three in the ninth grade will be required to take a level four course in tenth grade to complete their BPS World Language diploma requirement.

Students must also meet the following requirements in order to graduate:

1. Service project - 76 hours total for four years
2. Participation in freshman seminar
3. Religious Studies Curriculum

Berkeley students graduate with the courses required for entrance into the Florida state university system.

For the Florida Bright Futures Scholarship program, the Florida Academic Scholars award level requires a total of 100 hours of community service over the four years of high school. The Florida Medallion Scholars award level requires a total of 75 hours over the four years of high
school; all Berkeley students will meet this hour requirement as Berkeley requires 76 cumulative hours for graduation. Students interested in completing the requirements for the Academic Scholars award must submit documentation of the additional 24 hours required to meet the 100 hour requirement. These additional hours must be completed during the student’s time in the Upper Division (between September of the freshman year and May of the senior year). These hours, if submitted in grade 12 after the community service deadline, should be submitted to the College Counseling Office.

B. Global Scholars Program

Global Studies Director: Tim Torkilsen

The Global Scholars (GS) program seeks to provide a rigorous international education that develops each student’s potential to become a responsible and effective global citizen. We will graduate students who are well informed on issues of global importance, whose actions can make a positive difference on issues of global significance, who have an understanding of diverse cultures, who are skilled in the art of inter-cultural collaboration and global leadership, and who can who can effectively communicate in at least one non-native second language.

The GS program is a three-year elective course of study that revolves around four key components: curricular, extra-curricular, international service, and cross-cultural exchange.

Curricular Requirements:

The following courses will be required of all global scholars students:

**World Languages:** Students will complete a course of study in Spanish, French, Chinese or Latin through their junior year. If the student does not reach the level IV or equivalent course by the end of their junior year, they must continue in their world language through their senior year. Students must complete the level IV or equivalent of their chosen language in order to complete the GS program.

* Completion of Level 4 is required to complete the program.
* Students must take a language through the junior year.
* A language course beyond level IV taken in the senior year will count as one of the two required GS electives.

A student who is enrolled in two world languages can get GS elective credit for the second world language, but must still complete the level IV or equivalent class (or through junior year) in one of their world language choices.

**History:** World History and two (2) semester length Contemporary Global Issues courses.

**CONTEMPORARY GLOBAL ISSUES** 1/2 credit

The Contemporary Global Issues course will focus on current global issues and their historical context from a region of the world. The regions change each semester rotating through the sequence listed below. During the 2020-2021 school year, the first semester will examine South Asia and semester two will focus on the countries of the former Soviet Republic. Global issues will be examined from multiple perspectives with the goal of fostering a deeper understanding of the cultural, economic, political, religious, and social issues facing the world today. Skills relating to global citizenship will be stressed to include writing and oral com-
munication; research; evaluation of theories; concepts, and arguments surrounding global events; global activism and advocacy; and cross-cultural collaboration. Students will also research and develop a social action project during the semester.

470 Central and South America
471 Asia and Oceana
472 Sub-Saharan Africa
473 North Africa & the Middle East
474 South Asia
476 Europe
477 Former Soviet Republics
478 Southeast and East Asia

PREREQUISITE: Priority will be given to students enrolled in the Global Scholars Program. All other sophomore, junior, or senior students can enroll if space is still available.

Religion: World Religions.

Capstone Project: This culminating project is designed to demonstrate a student’s expertise on a globally significant issue. It will be completed with the help and guidance of voluntary faculty advisors and through seminars and individual meetings with the global studies director. The project will culminate with a public defense of the work in the second semester of the student’s senior year.

A student must also take at least 2 elective credits from the following globally focused courses.

English: Rhetoric; Understanding Modern Man (S); Voices of Resistance

World Languages: One level beyond the level IV or equivalent course, unless that course is taken during a student’s junior year. Elective credit will be given in World Language only after the core requirement is met.

History/Religious Studies: Honors International Relations; AP European History; AP Macroeconomics; AP Comparative Government; The Rise of Fascism and the Second World War (S); The Great War and its Global Legacy (S); Modern China (S); Cultural History-Global Perspective; International Civil Rights (S); Poverty: The Global Epidemic(S); Contemporary Global Religions (S); Anthropology (S); Civil Rights—Global Focus (S); The Spirit World (S); Global Leadership for the 21st Century

Science: Oceanography (S); Marine Biology (S); AP Environmental Science; Microbes and Man; Microbiology; Criminalistics and Forensic Science

Extra-Curricular Requirements:

Students will participate in at least two (2) distinct activities from the following list and acquire a minimum of thirty (30) points throughout the course of each year in the Global Scholars Program. Point values for each activity are based upon the global relevance of the activity and the time commitment required for the activity.

· Model United Nations (15 points per conference)
· Debate (15 points per tournament)
· Diversity Program Team (15 points)
· Participation in Regional (5 points), State (10 points) or National (15 points) Latin Forum
· Participation in Spanish Competition or Chinese Competition (5-10 points)
· Participation in regional (10 points) and national (15 points) History Bowl competitions
· Active participation in Spanish, French, Latin or Chinese club (5 points)
· Active participation in Cultural Appreciation club (5 points)
· Attendance at a pre-approved global speaker event (5-10 points)
· Presentation in convocation on a pre-approved internationally relevant topic (5 points)
· Active participation in the Diversity club (5 points)
· Participation in an international reading group session (10 points)

Any global speaker event that is not hosted by Berkeley Preparatory School must receive pre-approval through the Global Studies Director’s office in order to count toward this requirement.

**International Service:**
Global Scholars students will complete eight (8) hours of internationally focused service in 10th, 11th and 12th grade for a total of 24 international service hours. A student can complete this requirement at any time during the years they are enrolled in the GS program. These community service hours are in addition to Berkeley Preparatory Schools’ required community service requirements for graduation. Students can meet their entire international service learning requirement by attending one pre-approved international service learning trip. All international service learning trips that are not organized through Berkeley Preparatory School need to receive pre-approval through the Global Studies Director’s office.

**Cross-Cultural Exchange:**
Global Scholars students must complete at least one (1) of the following opportunities during their upper division years. Ideally, this requirement will be met through international travel, but alternative accommodations can be made through the Global Studies Director’s office for those families that demonstrate need.

1. Participation in a Berkeley sponsored exchange program.
2. Participation in an international service learning trip.
3. Participation in a Berkeley sponsored educational trip.
4. Any other significant educational international travel experience upon prior approval of the Director of Global Studies.
5. In home hosting of a student from abroad (at least 2 weeks). Additional local intercultural activities will be required of those students who choose this option.

**C. BPS Community Service Requirement**

The purpose of community service is to foster responsibility, commitment, and community spirit while learning about oneself and the world around us. It is expected that the student will find a volunteer position performing service directly in the community. The expectation is that the volunteer opportunity results in an activity that is both interesting and rewarding, and that the student will realize the value of contributing to the community. The goal for each student is to perform “luminous” community service, an act which demonstrates charity and a genuine caring for humanity.

Each student in the upper division is required to complete and submit documentation for community service hours. Students in grades 9 through 11 are required to complete at least 22
hours of community service. Students in grade twelve are required to complete at least 10 hours of community service. Further, students in grades 11 and 12 are required to complete at least one half of their required hours at a non-Berkeley agency. Students and parents should refer to the Student Handbook for a cumulative list of deadlines for community service hours for each academic year or consult the Community Service webpage (available on the BPS website in the libguides) to verify the beginning date of service learning and the last date for submission of hours each year. The students will also be reminded of the deadlines during the school year via email.

As stated previously, for the Florida Bright Futures Scholarship program, the Florida Academic Scholars award level requires a total of 100 hours of community service over the four years of high school. The Florida Medallion Scholars award level requires a total of 75 hours over the four years of high school; all Berkeley students will meet this hour requirement as Berkeley requires 76 cumulative hours for graduation. Students interested in completing the requirements for the Academic Scholars award must submit documentation of the additional 24 hours required to meet the 100 hour requirement. These additional hours must be completed during the student’s time in the Upper Division (between September of the freshman year and May of the senior year).

D. Freshman Seminars

Each freshman student is assigned to attend one seminar per four-day rotation during their first semester. The seminar has three objectives:

1. To provide instruction in the use of study skills, which may improve the students’ academic success. Units are offered in improving organization and time management, learning to listen, taking careful notes, reading more effectively, improving memory, preparing for essay and objective tests, and working within personal learning styles.

2. To acquaint students with the opportunities and responsibilities of Berkeley’s upper division. Discussions include leadership possibilities; opportunities for social interaction; participation in co-curricular organizations; service-project requirements; academic counseling; and review of the Student Handbook.

3. To provide a forum for the discussion of personal concerns. Topics introduced by the facilitator include self-esteem; risk behaviors, such as alcohol and drug use, the use of tobacco, and excessive dieting; sexual ethics/social skills and manners. Students are encouraged to initiate discussions of other issues of personal concern.

Participation, although required, does not earn academic credit.

E. Academic Accommodations for Students with Learning Differences

UPPER DIVISION LEARNING SUPPORT SPECIALIST: Dr. Ceni Tavarez

Statement of Policy for Students with Learning Differences
It is the policy of Berkeley Preparatory School to offer reasonable academic accommodations to students with documented learning differences.
Comprehensive documentation from a neuro-psychological or psycho-educational evaluation must be on file in the office of the Upper Division Learning Support Specialist and must contain the following:

- Clearly stated diagnosis.
- Current information (previously diagnosed or reconfirmed within three academic years of the date of the request)
- Educational, developmental, and medical history.
- The diagnosis is supported.
- The functional limitation is described (limitations to daily activities).
- Recommended accommodations are justified and there is a rationale explaining how these specific accommodations address the substantial limitations and alleviate the impact of the learning difference when taking a timed assessment.
- Evaluators’ professional credentials are established.

Students Approved for 50% Extended Time to Complete Classroom Assessments
Students with approved 50% extended time are asked to contact their teacher the day before the classroom assessment to invoke use of additional time. The student must complete the classroom assessment during his/her next study hall period, lunch, or in after-school study hall, and this takes precedence over practices, rehearsals, and/or extra-curricular meetings. The assessment must be completed before the student leaves for the day unless other arrangements have been made between the student and the classroom teacher. Students should not be allowed to remain in the classroom after another class begins. Students are not permitted to review test material prior to the completion of the assessment in progress; doing so will be considered an honor violation. Berkeley Preparatory School does not provide the full range of special education services offered at your local public school and is not obligated to honor an IEP or 504 Plan. If your child has an IEP or 504 Plan from his/her local public school, please provide a copy to the Upper Division Learning Support Specialist for review.

Extended Time to Complete Semester Examinations
Approved students are allowed to remain in the examination room and continue working until the 50% extended-time limit is announced by the proctor.

Extended Time and Other Accommodations for Standardized Testing (College Board and ACT)
Application for accommodations on national standardized tests must be submitted directly to the specific testing agency for review by the Upper Division Learning Support Specialist when requested by the parent and/or student. The decision process takes approximately 5-7 weeks after the request and documentation are submitted.

F. Senior Year Requirements for Graduation

1. Every senior must be enrolled in, and complete for credit, a minimum of four academic courses per semester in order to graduate.

2. Each senior must pass all senior courses in order to graduate.

3. As noted previously, ten hours of community service are required in grade 12; at least five hours must be completed at a non-Berkeley, off-campus agency.

4. As noted previously, successful completion of the semester Ethics course in grade 11 or 12.
III. COURSE SCHEDULES, CHANGES, AND FAILURES

Scheduling:

Any combination of courses beyond what is currently considered to be a normal load (i.e., four academic, one physical education, and one visual and performing arts or five academic and either one physical education or one visual and performing arts) must be recommended by the student’s academic dean and approved by the Director of Academic Counseling.

To take five academic courses, a visual and performing arts course and a physical education course, permission must be obtained from the academic dean.

Incoming freshmen may be scheduled as follows:

1. Four academic courses (if an academic course credit has been received in summer school)
   Visual and performing arts course and/or personal fitness/health

2. Five academic courses
   Visual and performing arts course and/or personal fitness/health

Upon review of previous academic performance and scheduling opportunities, the academic deans for 9th grade will advise students on the choice of the above named options.

A list of students approved for honors and Advanced Placement courses (based on department criteria) will be given to the academic deans prior to scheduling. Final decisions will be made by the appropriate Department Chair at the end of the school year.

A requested overload of six academic courses must be recommended by the academic dean and approved by the Director of Academic Counseling.

The administration reserves the right to determine whether or not an elective course has sufficient student interest to be taught in any given year.

Students enrolled in college preparatory courses may not be permitted to do supplementary work in order to receive credit for honors courses or to receive honors points.

Students enter the honors track by departmental approval

Course Changes:

Course changes cannot be guaranteed and are dictated by the existing schedule. Course changes, including level changes, requested after June 15th of the scheduling year are contingent upon the space available in existing sections. Space may be unavailable in the newly requested course or in other course(s) in the student’s schedule that would make the requested change impossible to implement. Course changes, if available, may also necessitate a change in instructor. Class sections will not be extended beyond the predetermined capacity to accommodate a schedule change.
Important fall deadlines:

- The last day to add a class will be designated in the school calendar (approximately three weeks after the start of the semester).
- Course changes prior to October 1st: If a student chooses to change levels within a course by October 1st, the grades from the previous course will not be transferred to the new course; only grades earned in the new course will be used in the first marking period calculation. As such, moving to a new course prior to October 1st will result in the student’s cumulative grade being comprised of fewer assessments than students who are enrolled in the course for its entirety.
- Course changes after October 1st: The last day to drop a class or change levels will be designated in the school calendar and will be within two weeks of the second snapshot grade. If a student chooses to change levels within a course after October 1st, grades from the initial course will transfer to the new course and will be included in the calculation of the first marking period grade. Students choosing to make schedule changes after the beginning of the year accept the possibility that grades could be impacted by such a move. Moves made after the last day to add a new course will result in the student’s ineligibility to receive the book award in the new course.

An incomplete makes a student ineligible for consideration for dean’s or headmaster’s list or other honors. Once incomplete work is completed and the grade is assigned, the student’s honor roll designation will be reassessed.

When a student withdraws from a course by the deadline stated in the school calendar and adds a new course, by the specified date, only the new course is shown on the transcript. As stated previously, if a student moves from one course to another prior to October 1st, the grades from the previous course will not travel to the new course.

When a student withdraws from a course by the deadline stated in the school calendar and does not add a new course, the dropped course does not appear on the transcript.

Students may withdraw from a course during the drop/add period. The last day to add a new course and the last day to drop a course without penalty are clearly shown on the school calendar. Traditionally, the last day to add a new course will fall within the first three weeks of semester 1. The last day to make a level change without the transference of initial grades will be October 1st. The window of time to drop a class without penalty, but with the transference of grades, is traditionally within two weeks of the second snapshot grade of the first semester.

The next opportunity to withdraw from a course will be at the completion of the first semester. At that time, WP (Withdrawn Passing) or WF (Withdrawn Failing) will appear on the transcript depending upon the first semester grade. Grades from the first semester course will transfer to the new course. The student’s year-end grade will be the average of the first semester grade in the initial course and the second semester in the new course. The credit and grade will appear in association with the second semester course.
Failures:

Freshmen or sophomores who are deficient in two or more credits must earn missing credits in summer school before the fall semester of the sophomore or junior year. Juniors who are deficient in credits will not advance to the senior year until the necessary credits are earned.

If a student fails a course and repeats it in summer school or during the following year, the transcript will indicate both entries for the course. Both grades will be used in the calculation of the GPA.

Students who have failed sequential courses or other designated courses for the year may not take make-up examinations, but must repeat the course in summer school or the following year. Repeating and passing the course in summer school does not remove the failure from the transcript but does give credit for the repeated course.

With the exception of seniors, students may take make-up examinations in non-sequential courses at the end of summer school or at the end of August. Seniors may take a make-up examination in June. The make-up examination is calculated with the marking period 2 grade (marking period 2 grade 75% and make-up exam 25%) to determine the spring semester grade. If the calculation of the make-up examination score and the other grades is not sufficient to pass the student, the course must be repeated. Seniors must repeat the course in summer school. Both the original course grade and course grade after the make-up examination will be indicated on the transcript. If a student takes a make-up examination in order to pass a course, the highest course grade possible for the course is a 60, (C-) and the transcript will indicate “passed by exam.”

A senior who fails a required English course for the year must obtain credit for that course before receiving a diploma, by passing a review course in Berkeley’s summer program under the following conditions:
  1) The student can reasonably be expected to cover the skills and assignments not mastered during the regular academic year
  2) The classroom teacher, with the department chair, designs the course and its requirements
  3) The classroom teacher, or an instructor approved by the department chair, is available to offer the six-week course over the summer

Students enrolled in college preparatory courses may not be permitted to do supplementary work in order to receive credit for honors courses or to receive honors points.

IV. GRADING SYSTEM

A. Academic and Effort Grades

Two grades are provided on the report card for each class. Academic grades are from (0 to 100) and an effort grade (1 to 5).

In the table below, academic numeric grades are translated into the letter grades used on the transcript.
Students who receive an incomplete must complete missing work within two weeks of the end of the marking period.

The second grade on the report card is the effort grade in each course. All upper division faculty members will determine effort grades according to the following guidelines:

Effort grades are determined using the following guideline:
5 = Excellent
4 = Good
3 = Satisfactory
2 = Needs Improvement
1 = Unsatisfactory

The average score for effort or meets expectations in course = 3

B. Academic Consequences of Dishonesty in Completing Assessments

Given the importance Berkeley places in guiding and educating its students about academic honesty, and given the role played by integrity in both the school’s mission and motto, a student found to be cheating will receive a “zero” (0%) on the assessment, regardless of the assessment’s weight or nature. Students will not have the opportunity to re-take the assessment, and the academic consequence will be imposed in addition to any disciplinary actions or recommended counseling that result from the incident. This policy will also apply to students enrolled in our summer courses. This policy, without modification, will apply even when its application may result in the student’s failure of the course.

C. Eligibility for Headmaster’s and Dean’s Lists and Athletics

Headmaster’s and Dean’s list membership is calculated using the average of numeric grades, of credit bearing courses, at the end of semester 1 and at the end of the year.

When calculating the average, a grade in an Honors Course is multiplied by 1.06, an AP Course grade is multiplied by 1.12 and selected Visual and Performing Arts classes by 1.03.

The average is equal to the sum of the grades divided by the total credits.
Example:

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Multiplier</th>
<th>Credit</th>
<th>Grade to be Averaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Preparatory English</td>
<td>90</td>
<td>1.00</td>
<td>1</td>
<td>90.000 grade</td>
</tr>
<tr>
<td>Honors Mathematics</td>
<td>90</td>
<td>1.06</td>
<td>1</td>
<td>95.400 grade *1.06</td>
</tr>
<tr>
<td>AP Science</td>
<td>90</td>
<td>1.12</td>
<td>1</td>
<td>100.800 grade *1.12</td>
</tr>
<tr>
<td>AP History Semester Course</td>
<td>90</td>
<td>1.12</td>
<td>.5</td>
<td>50.400 (grade<em>1.12)</em>.5</td>
</tr>
<tr>
<td>Selected VAPA Course</td>
<td>90</td>
<td>1.03</td>
<td>1</td>
<td>92.700 grade *1.03</td>
</tr>
<tr>
<td>Semester Elective</td>
<td>90</td>
<td>1.00</td>
<td>.5</td>
<td>45.000 grade*.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5.0</strong></td>
<td></td>
<td></td>
<td><strong>474.300</strong></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>94.860</strong></td>
</tr>
</tbody>
</table>

Headmaster’s List includes students with an 89.500 average or higher. Dean’s List includes students that fall in the range of 77.500 to 89.499. An incomplete grade or a failing grade excludes a student from inclusion on either list. Once an incomplete grade is changed to a numeric grade the student’s average is re-calculated.

The same calculation is used to determine the eligibility of students for the Cum Laude Society and National Honor Society.

**Athletic eligibility** is calculated according to specific [FHSAA guidelines and grading scale](#). Detailed information can be found in the Athletic Handbook and the Student Handbook and should be reviewed carefully by student athletes to ensure a clear understanding of the calculation process.

D. Honors and Advanced Placement Performance

Whenever students are required to maintain a certain average to remain in an honors or Advanced Placement course (see individual course descriptions), official notes will be sent if the student’s average is not being maintained.

V. EXAMINATIONS

A. Examination and Makeup Examination Policy

A semester exam or alternative assessment is required in each credit bearing academic course. Semester exams or an alternative assessment is weighted as 25% of the semester grade.

**Alternative Assessment Guidelines**

An alternative assessment may be assigned in lieu of a semester exam under the following conditions:

- The same or very similar alternative assessment is offered in all sections of the same course
- The department chair has approved the final draft of the alternative assessment **at least six weeks** in advance of the end of the semester marking period.
- Students have received detailed information regarding the alternative assessment **after** it has been approved by the chair and **at least four weeks** before the assessment is administered or is due.
• A mid-assessment check point must be established to be sure that students are making appropriate progress on the alternative assessments and to allow time for communication if the student is not progressing as expected.

• Alternative assessments should be due no later than noon of the scheduled departmental exam day.

• The final due date of the Alternative Assessment must be included on the individual class assignment calendar on myBerkeley at least four weeks before the assessment.

• The alternative assessment is weighted as 25% of the semester grade

An alternative assessment in a course may not be exempted.

For Advanced Placement courses see section VI.

The semester exam grade or alternative assessment is included in the calculation of the semester grade. The year-end grade is the average of the semester grades.

Students who have failed sequential courses or other designated courses for the year may not take make-up examinations, but must repeat the course in summer school or the following year. Repeating and passing the course in summer school does not remove the failure from the transcript but does give credit for the repeated course.

With the exception of seniors, students may take make-up examinations in non-sequential courses at the end of summer school or at the end of August. Seniors may take a make-up examination in June. The make-up examination is averaged with marking period two grades to determine the spring semester grade. If the average of the make-up examination score and the other grades is not sufficient to pass the student, the course must be repeated. Seniors must repeat the course in summer school. Both the original course grade and course grade after the make-up examination will be indicated on the transcript. If a student takes a make-up examination in order to pass a course, the highest course grade possible for the course is a 60, (C-) and the transcript will indicate “passed by exam.”

Students and parents may review the examinations with the teacher, but all examinations are the property of the school and no copies will be distributed.

In order for students to be eligible to take semester examinations, all obligations and requirements in all areas of the school must be met by the student and/or the parents.

B. Senior Examination Exemption Requirements

EXCESSIVE ABSENCES/EXAMINATION EXEMPTION FOR SENIORS

Seniors who have excessive absences (more than four per marking period) in a course during Semester II will not qualify for a final examination exemption in that course.

Senior Examination Exemption Requirements:

In the first semester, seniors are not eligible to exempt the exam of any course.

In order to be exempt from the semester two examination in a yearlong course, seniors must earn an 80 for the first semester, including passing the mid-term examination. In addition, sen-
iors must have an 80 or better for the marking period 2 grade during the second semester.

Seniors are required to take a semester exam in all semester only courses or complete the alternative assessment if assigned in lieu of the semester exam.

Seniors must also meet the class attendance requirement as outlined in the Student Handbook. An alternative assessment in a course may not be exempted.

Seniors who are in Advanced Placement courses must follow the examination policy as outlined below in Section VI. Exemptions from Berkeley exams in an AP course are not grade-related.

C. Advanced Placement Examination Policy

Enrolling in the course includes a commitment to take the Advanced Placement examination at Berkeley. The deadline for ordering AP exams for full-year courses is November 15th; as such, AP exam fees will be charged to the student’s account in November of the academic year for full-year courses. Spring semester AP exams must be ordered by March 1st and may be billed in the fall for students planning to take a semester 2 AP elective course. Students and parents are responsible for all fees charged by College Board for individual AP exams, including late exam fees.

1. All students completing an AP course will take the AP examination in the corresponding subject. Any student receiving an effort grade below a three during the second marking period will take the final course examination in addition to the AP examination.

2. A student who is not taking an Advanced Placement course may be permitted to sit for the Advanced Placement examination at the discretion of the respective department chairman, but that student may not receive Advanced Placement credit or Advanced Placement points for the course. The request to sit for the exam must be made to the Department Chair and to the AP Coordinator by November 1st due to the fall ordering deadline. Berkeley will not provide authorization or permission for BPS students to take an AP exam at another school.

3. Students who have Advanced Placement examinations scheduled in either the morning or afternoon are expected to attend scheduled classes where possible. Exceptions to this policy should be cleared through the Upper Division Director.

D. Exemptions from Junior Exams

To recognize those 11th Grade students who have maintained a high level of academic achievement throughout the academic year, as well as offer an additional incentive to pursue academic excellence, any Junior who meets the following requirements in each of his or her classes will be exempt from taking a final exam in that class:

- A grade of 93% or better at the end of marking period 1 and at the end of marking period 2
- A grade of 93% or better on the midterm exam
- An effort of 3 or more each marking period
• No delinquent projects, term papers or major assignments by the end of the last marking period
• Has not appeared and been cited by the Honor Council while in Upper Division
• Juniors are required to take a semester exam in all semester only courses
• Where alternative assessments are being offered, students are required to complete these.

E. Examination Schedule

1. See the calendar for exact examination dates for the current school year.
2. Specific examination schedules and information will be distributed one month prior to the time of examinations.

F. Second Examinations

Note summer school policy in Section IX.

VI. CALCULATION OF SEMESTER, YEAR-END AVERAGES & GRADE POINT AVERAGES (GPA)

A. Calculation of Semester and Year-End averages (0-112 points)

A semester grade will be comprised of a semester marking period grade and the semester exam / alternative assessment.

First Semester Grade (1 SG) =
\[ \text{Semester Marking Period Grade (1MP) \times 0.750} + \text{Semester 1 Exam (1SME) \times 0.250} \]

Second Semester Grade (2 SG) =
\[ \text{Semester Marking Period Grade (2MP) \times 0.750} + \text{Semester 2 Exam (2SMEX) \times 0.250} \]

Year-End Grade =
\[ \text{First Semester Grade (1 SG) + Second Semester Grade (2 SG)} / 2 \]

1. All year-end, unweighted grades received will be listed on the transcript. Summer school courses and grades will be listed as such and will not replace year-end grades.

2. Summer school grades will not be used in calculating year-end averages. They will be used to determine eligibility for induction into the Cum Laude Society and National Honor Society for the following year.

3. Grades received as a result of make-up examination will be noted on the transcript.

4. Grades will be recorded on the transcript in letter grades equivalent to the number grade on the report card (see Section IV).

5. Honors and Advanced Placement courses

A. Honors, Advanced Placement, and VAPA multipliers will be used in the following manner:
1. All Advanced Placement course grades will be multiplied by 1.12
2. All academic honors course grades will be multiplied by 1.06.
3. The following specific VAPA courses will be multiplied by 1.03:
   A) Advanced art
   B) Advanced drama workshop

6. A sample calculation is available on page
7. Questions regarding the calculation of year end averages should be directed to the Registrar’s office.

B. Calculation of Grade Point Average

1. GPAs will be calculated at the end of the school year at all grade levels. In addition, senior GPAs will be calculated at the end of the first semester. All GPAs will be calculated on an unweighted 4.0 scale (A=4, B=3, C=2, F=0)

2. A student's GPA reflects only upper division work at Berkeley; other course work and transcripts are attached to the Berkeley transcript.

C. Calculation of GPA for the College Application Process

1. GPAs will be calculated by the College Counseling Office for use in the college application process.

2. As stated in the Berkeley Preparatory School profile that is mailed with each transcript, each GPA calculated for the application process is cumulative, unweighted, and computed on a 4.0 scale. Although transcripts for work completed in grades 9, 10, and/or 11 from another high school will be included in the submission of transcript documents, the reported GPA will include only coursework completed in the Upper Division at Berkeley Preparatory School.

   The unweighted, cumulative GPA includes any course on the student’s transcript for which a full credit or half credit has been earned, including summer school courses and grades earned at Berkeley in grades 9 through 12. The unweighted, cumulative GPA will be reported to each college and/or university to which a student applies.

3. The College Counseling Office will compute an unweighted, cumulative GPA for each senior and report this GPA to colleges when requested. The GPA will be posted in the student’s Naviance account or available by request.

4. If a grade of F is received in a course and the student repeats the course and receives a passing grade, both grades will be calculated in the unweighted, cumulative GPA reported to the colleges/universities.

5. At the end of semester 1, a second transcript that includes a letter grade from each course completed in semester 1 is sent to each college or university to which the senior has applied. A mid-year GPA is calculated and reported at this time using .5 credit for each course completed in semester one.
Questions regarding the calculation of the GPA for the college process should be directed to the College Counseling office.

VII. STUDENT RECORDS & TRANSCRIPTS

A. Viewing student record:

In order to view student records, the following process is followed:

1. Parents and/or student make a formal request to the appropriate counselor or division director
2. The school sets up a meeting within a reasonable time of the request
3. Parents and/or student review the student record in the presence of the counselor or the division director
4. Parents must sign an Information Release Form to authorize the release of transcripts, teacher recommendations, behavioral, academic integrity, attendance or disciplinary information.
5. The student record is returned intact

Corrections may be requested in writing, accompanied by appropriate substantiating material, and the school will reply in writing within 14-days.

No copies are allowed except for an unofficial transcript. All official transcripts are mailed directly to institutions.

All counseling and testing information is the property of the school.

B. Information Release Authorization:

Parents must sign an Information Release Form prior to fulfilling any student/family request to send documents from a student’s record to an outside school or agency. This includes proof of enrollment, transcript, letter(s) of recommendation, schedule information, standardized testing results, or any other items requested by the student or by an outside agency that are on file at Berkeley. The Information Release Authorization requires the signature of both parents and can be obtained from the Registrar’s office or on Edline.

The Information Release Authorization states:

Berkeley Preparatory School, Inc., together with its officers, Headmaster, trustees, administrators, counselors, teachers or other representatives (hereinafter collectively “BPS”) is hereby authorized to release its information, transcripts, grades, attendance data, opinions, facts or judgment whether same be related to academic, behavioral, academic integrity, or disciplinary matters (hereinafter collectively the “Information”), about (NAME OF INDIVIDUAL), a (CURRENT/FORMER) student in its (LOWER/MIDDLE/UPPER) Division, to any and all other schools, colleges or universities, or prospective employers inquiring about the student’s prior record with BPS. It is the policy of BPS that all recommendations written by Berkeley faculty or administrators are confidential and will not be available to students or parents.
By executing below, (NAME OF PARENTS) as parents and legal guardians of (NAME OF STUDENT), hereby authorize the release of the Information and expressly hereby generally release BPS from any and all liability of whatsoever kind or nature, whether known or unknown, legal or equitable, whether now or hereafter existing, which either arises from or in any way relates to the release of the Information.

This document may be executed in multiple counterparts and via facsimile, which when taken together shall be treated as an original for all purposes and treated as one document.

____________________________________

(INsert parent name)

DATE: ____________________________

____________________________________

(INsert parent name)

C. Transcripts:

Official Transcript:
The official transcript is a certified statement of a student’s Upper Division academic record at Berkeley. Information includes: identification, academic history, and academic summary.

Once the Student Information Release form has been signed and submitted to the Registrar’s office, official transcripts will be mailed directly from the Registrar’s office to such institutions as the student/family may designate. Students are cautioned that most institutions will only accept official transcripts which come directly from the school. To request that a transcript be sent please contact the registrar’s office or your academic dean.

In the college process for seniors, each transcript sent in semester 1 includes the year-end letter grade (including pluses and minuses) from courses completed at Berkeley in the 9th, 10th and 11th grades and in summer school. At the end of semester 1, a second transcript that includes the letter grade from each course completed in the fall semester is sent to each college or university to which the senior has applied. The transcript also includes a complete list of courses in which the student is enrolled for senior year.

All final grades received for a full year or semester class will be listed on the transcript. Summer school courses and grades will be listed as such and will not replace year-end grades.

Grades received as a result of make-up examination will be noted on the transcript.

Grades will be recorded on the transcript in letter grades equivalent to the number grade on the report card.

VIII. SUMMER SCHOOL GRADES AND CREDITS

A. Any student taking course work at any summer school other than at Berkeley must have that course approved for make-up credit or enrichment credit by the appropriate department chair
at Berkeley before taking the course. Information for obtaining this permission is in the College Counseling Office.

B. Summer school courses at Berkeley in subjects not previously taken will be added to a student's transcript; such courses may be used to meet graduation requirements.

C. Approved Berkeley summer school courses taken to repeat a course will be added to the transcript.

D. If a student does summer work at another school in a course not previously taken, the course, grade and credit will be attached to the student's transcript at Berkeley and may be used to meet graduation requirements (if approved as outlined in A above.)

E. Any grade received in summer session at any other school will not be included in the calculation of a student's GPA or year-end average.

F. A senior who fails a required English course for the year must obtain credit for that course, before receiving a diploma, by passing a review course in Berkeley’s summer program under the following conditions:

1). The student can reasonably be expected to cover the skills and assignments not mastered during the regular academic year
2). The classroom teacher, with the department chair, designs the course and its requirements
3). The classroom teacher, or an instructor approved by the department chair, is available to offer the six-week course over the summer

G. Courses taken and grades earned in Berkeley’s summer international studies program are recorded on the student’s official transcript.

**Summer School Policies and Procedures:**

Summertime provides an opportunity for students to devote themselves to a favorite subject or better manage the demands of the upcoming school year. Berkeley Summer Programs offers upper division credit courses in a variety of disciplines. Online classes and flex classes (a combination of in-class and online instruction) are also available. Only one full-credit, academic class may be taken during the summer program per summer. Students may get permission to pursue a combination of an academic class and a PE or Visual/Performing Art course. For a full description of the below summer courses, please consult the respective department section in this Curriculum Guide.

**Full-Credit Courses:** World History, American Government/Economics, U.S. History, Cultural History of Western Civilization, Biology, Chemistry, Physics, Honors Neuroscience, Criminalistics & Forensic Science, Geometry, Media, Golf, Spanish 1; Personal Fitness/Health.

**Half-Credit Courses:** World Religions; Ethics

*Students must meet with your academic dean prior to registering for a summer academic or review course, as some departmental restrictions may apply and future year scheduling may be impacted by summer choices.*

Standard Monday-Thursday Berkeley dress code applies for all academic courses.
Classes are Monday-Friday. There will be no classes the week of July 4. Please plan your summer vacations accordingly, as summer classes have strict attendance policies. Please be aware of each course's start and end date. For non-online courses, students are required to be on campus for their final exam.

**ATTENDANCE:** For academic credit courses, four absences for a full-credit, six-week academic course will result in no credit being received for the course. Two absences for a half-credit, three-week course will result in no credit being received. Students must receive permission from the Summer Programs Director to miss any classes of a three-week religion course. **For academic credit classes, there are no refunds after the first five days of classes.** For review classes, there are no refunds after the first three days of classes. A student who chooses to drop a six-week summer class prior to the beginning of week 3 can do so without the course appearing on the student’s transcript. If the student drops the class prior to the beginning of week 4, WP (withdrew passing) will appear on the transcript. After week 4, courses must be completed.

Berkeley Summer Programs reserves the right to cancel a course due to insufficient enrollment. In this event, a full refund will be issued.

Please consult the Berkeley Upper Division Handbook on school policies related to violating Berkeley’s Honor Code with regard to cheating, plagiarism, unacceptable network use, bullying, and other offenses (pages 54-58). Additionally, faculty members teaching any summer course will provide updated class policies at the beginning of the course which specifically state their policies on assessments (tests, papers, quizzes, etc.), technology usage, homework, etc.

IX. **AFTER SCHOOL STUDY HALL**

Teachers and/or academic deans assign after school study hall to students who do not complete classroom or homework assignments. Academic deans may also assign after school study hall to students who are in academic difficulty. Study halls are scheduled daily, 3:30 – 4:30 p.m. in Doster Study Hall (Gries 201). Make-up tests may be taken during after school study halls. Students must remain in after school study hall for 30 or 60 minutes, as assigned by the teacher. Unless the after school study hall form specifically states that a student may use the computer, no computer work is allowed during after school study hall.

X. **ACADEMIC PROBATION**

A student may be placed on academic probation as a result of one of the following:

1. Two or more course grades below a 65 in a semester.
2. A recommendation to the Division Director from the academic deans as a result of unsatisfactory performance (as indicated by frequency of official notes, effort grades, etc. in one or more academic subjects). Specific and significant concerns about attendance can also lead to a recommendation for academic probation.

Since lack of attendance has a detrimental effect on academic performance, students who are placed on academic probation are expected to avoid excessive absences. These students may be restricted from taking school-related trips that conflict with academic class time.
A student on academic probation will be required to attend scheduled guided study halls with Berkeley’s Transition Counselor. Students on academic probation will have their performance reviewed regularly by their academic dean. Parents will receive information regarding this review.

Lack of progress will lead to more serious action and could result in the recommendation of a mid-year transfer (for a student on probation during the first semester of the year) or a non-renewal of the student’s contract.

XI. STANDARDIZED TESTING - SAT/SAT SUBJECT TESTS/ACT/PSAT/PLAN

All students will take the Pre-ACT test in the spring semester of their sophomore year. The Pre-ACT is designed by American College Testing (ACT) and the content is closely tied to that of the ACT assessment which is broadly used for college entrance and placement.

All students will take the PSAT test in the fall semester of both their sophomore and junior year. The junior test will automatically enter each student in the National Merit Scholarship program competition.

Students should initially take the SAT examination in the spring of their junior year.

The SAT Subject Tests, if needed, should be taken in May to coincide with Advanced Placement and final exams. Typically, these tests are best taken at the completion of a specific course. Any questions concerning the necessity of the SAT Subject Tests should be directed to the College Counseling Office.

Both the SAT I Reasoning and the Subject Tests are also administered in June.

The American College Test (ACT) is recommended for many juniors. Most colleges accept either the SAT or ACT for admission purposes and do not have a preference between the two tests. The taking of the ACT may serve as a substitute for the SAT Subject Tests in selected cases. Any questions concerning the ACT examination should be directed to the College Counseling Office.

Standardized test scores (SAT, ACT, and/or AP exam scores) are not included on the student transcript unless specifically requested by the student. Students who wish to have SAT, ACT, and/or AP scores included on the transcript must submit a written request to the College Counseling Office.

XII. REPORTING OF DISCIPLINARY VIOLATIONS IN THE COLLEGE PROCESS

Berkeley’s Motto is Disciplina, Diligentia, Integritas and in accordance with our motto, we will report all disciplinary actions that have resulted in a suspension from serious honor violations, such as lying, cheating, stealing, and/or other unethical behavior. We will also report all suspensions that are a result of behavior that is inappropriate within our community such as drinking, drug use, fighting or harassment. In the senior year, all suspensions will be reported to colleges, regardless of the time of year in which they occur. If a student’s situation changes at any time during the senior year, the colleges will be notified by us and by the student. Each report will be written in a statement separate from the letter of recommendations written by the coun-
XIII. LIBRARY, INFORMATION, AND RESEARCH SKILLS

Details of the upper division library research skills curriculum of the Jean Ann Cone Library will be found within the course listings of the designated departments, where the teaching of skills is integrated into subject assignments. In addition, the upper division librarian works closely with teachers of all subjects to design research assignments that are meaningful and relevant to the course. Teachers are encouraged to plan assignments based on use of library resources.

In general, the library curriculum covers research skills such as online searching of the databases and the Internet, knowledge of the fiction and non-fiction collections, newspapers and periodicals, and how to search the library’s catalog for books and websites. Specialized subject sources are emphasized. Students are taught how to evaluate websites. Each year's library curriculum is based upon and develops the curriculum of earlier years and is current with what is being taught nationally and with the latest technology available.

All research papers must follow the format designated by the style manual adopted by the school, which is currently the MLA Style Manual. At all levels students are taught to avoid plagiarism and to follow the tenets of intellectual honesty and academic integrity -- in particular, the use of materials without violating copyright laws. Where designated, a research paper is a course requirement. No student will pass a course without meeting the requirement of the research paper.

XIV. APPLICATION FOR STUDY ABROAD OR EXCHANGE PROGRAMS

Berkeley's stated purpose of preparing its students for higher education is achieved primarily through a very carefully planned and integrated curriculum. The school recognizes that its students periodically enroll in summer programs of competent institutions of learning. On occasion a student may decide to study abroad for an extended period of time. While Berkeley does not encourage participation in academic programs other than during the summer, it does value such experiences.

The following guidelines govern petitions for study abroad:

1. It is recommended that study abroad take place during the student's junior year.

2. A petition to participate in an academic program abroad must be filed with the Upper Division Director one year in advance; said petition must be accompanied by all available information pertaining to the program of study.

3. A committee of Academic Deans analyzes the curriculum of the institution involved to ensure recognition of credits toward Berkeley graduation; said committee consults with the curriculum committee for advice.

4. If the application for study abroad is approved, the student plans his/her senior schedule with the counselor prior to leaving the United States. At this time the student also pays Berkeley a
fee equal to 10% of the year's tuition in order to maintain an active class status as well as to defray administrative expenses resulting from his/her study abroad.

5. Study abroad during the school year may affect the student's position of leadership as well as his/her selection for membership in honor societies.

6. Please consult Mr. Tim Torkilsen, Director of International Studies, for more information.

XV. EARLY GRADUATION

The purpose of the Berkeley Preparatory School is to enable its students to achieve academic excellence in preparation for higher education and to instill in them a strong sense of morality, ethics, and social responsibility so that they may eventually attain their highest potential as human beings. This purpose is achieved over long-term exposure to many carefully planned and integrated curricular and co-curricular influences culminating in the pre-college experience of the senior year.

The following criteria apply for early graduation:

A. Early graduation is reserved for those students who have high academic standing.

B. Students should have an exceptional reason for graduating early.

C. A request for early graduation must be initiated through the Upper Division Director. The request must be made in writing. It is advised that this be done by March 1 of the sophomore year in order to make adequate planning possible.

D. A committee will accept or reject the proposal for early graduation.

E. All Berkeley graduation requirements must be fulfilled before a Berkeley diploma will be awarded.

XVI. FLORIDA BRIGHT FUTURES PROGRAM

Each member of the senior class will complete the Florida Bright Futures application process in January of the senior year. If you have specific questions about the Florida Bright Futures program, please contact the College Counseling Office.

For the Florida Bright Futures Scholarship program, the Florida Academic Scholars award level requires a total of 100 hours of community service over the four years of high school. The Florida Medallion Scholars award level requires a total of 75 hours over the four years of high school; all Berkeley students will meet this hour requirement as Berkeley requires 76 cumulative hours for graduation. Students interested in completing the requirements for the Academic Scholars award must submit documentation of the additional 24 hours required to meet the 100 hour requirement. These additional hours must be completed during the student’s time in the Upper Division (between September of the freshman year and May of the senior year). These hours, if submitted in grade 12 after the community service deadline, should be submitted to the College Counseling Office.
XVII. PLACEMENT TESTS - World Language and Mathematics

The World Language and Mathematics Departments routinely test every incoming student's previously acquired knowledge in a World Language or Mathematics. Given the sequential nature of the courses and the demanding curricula of these departments, no incoming student may enroll in a second or third level of a World Language, sequential Mathematics course or Honors course without diagnostic testing, regardless of marks earned in previous coursework at another school. Placement commensurate with the student's knowledge will lessen undue pressure on the student, allow for a smooth transition, and minimize the possibility of less than satisfactory performance being reflected on the student's permanent record.

Other placement tests may be required as necessary.
ENGLISH DEPARTMENT

Department Chair: Susan Alexander

The English Language Arts curriculum, Pre-K through 12, is designed as a continuum of experience and practice that enables students to use the English language with growing success and skill at each developmental level.

Language as thought and behavior, as the spoken and written word, as a tool of analysis and persuasion, as a medium of imagination and memory, as a record of history and culture, and as the common coin of human communication -- each and all of these uses and manifestations of discourse are the continual subjects of the English Language Arts curriculum.

The curriculum is joined in links shaped primarily by age-appropriate skill development; the training offered six, twelve, and eighteen-year-olds is equally challenging, rich, and stimulating.

The goals of the curriculum are that students will learn to read with accuracy and awareness, think critically, identify particular audiences and purposes for communication, and express themselves with precision and confidence. (Matters of standard usage are always of importance, and Berkeley graduates master the accompanying skills.)

Students are required to take one core English class each year of Upper Division; credits must include English 9 and English 10. Students may continue this track with English 11 and English 12. Or in the junior year, students may qualify for Honors English 11 or AP English Language. In the senior year, students may qualify for Honors English 12; AP English Language; and/or AP Literature.

110 ENGLISH 9

This class provides an accessible literary framework, The Hero's Journey, for the study of foundational English skills. To gain a growing critical awareness of craft and significance, students read a variety of fiction, nonfiction, drama, and poetry that represents a diverse collection of voices and experiences. Literature explored serves as a springboard for strengthening writing and speaking skills that address particular audiences and purposes. Students write expository, analytical, persuasive, and creative paragraphs and essays that reinforce the recursive nature of the writing process (from idea and thesis development through revision). The reading and writing instruction in this course develop the following critical skills: inference, logic, organization, thesis formation with supporting evidence, awareness of word choice, development of voice, and detail development.

Required of all ninth-grade students

120 ENGLISH 10

This course intensifies and advances the study and practice of the skills from English 9. Students learn to read and think critically, to ask appropriate questions of texts across multiple media, and to write with clarity for a variety of audiences. Works are chosen both for their literary merit and global representation. Major works of literature studied in the course include classic novels such as The Catcher in the Rye and Frankenstein as well as an engaging, challenging array of short stories, plays, poems, and nonfiction. Class discussion nurtures skills in higher-order thinking with an emphasis on articulate self-expression. Premised on a variety of models, students practice writing expository, analytical, narrative, and persuasive essays.
Required of all tenth-grade students

PREREQUISITE: English 9

130 ENGLISH 11

1 Credit

English 11 emphasizes critical reading and writing skills through guided study and discussion of American Literature. Students discuss and analyze themes such as the meaning and validity of the American dream, the relationship between the individual and his or her community, and the tension between idealism and materialism. Students develop analytical, reflective, descriptive, and persuasive writing skills and express their voices for various purposes and audiences. Multi-modal projects encourage independent thinking and innovative self-expression. Through independent and group practice, students continue to build a college-ready lexicon.

PREREQUISITE: English 9 and 10.

131 HONORS ENGLISH 11

1 Credit

This course is intended to challenge the dedicated and advanced English student. The primary focus is the development of a keen personal but critical response to literature through reading, writing, and discussion. The length and number of readings and the amount of writing are demanding. The focus of each semester is based upon essential questions which can be answered through the consideration of a variety of texts, both canonical and contemporary. 1 Credit

PREREQUISITE: English 9 and 10. (Admission requires all three of the following: An 84.5 or higher final grade in English 10; a 31 or higher on the reading sub-score of the Evidence-Based Reading and Writing section on the PSAT; and a Grade 10 English teacher recommendation.) Students who do not submit satisfactory work on the dates assignments are due will be asked to drop the course.

132 ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

1 Credit

This course is open to eligible juniors. The course teaches students to be skilled readers of nonfiction in a variety of genres and for a variety of rhetorical situations. (Students become fluent in the language of argumentation and practice skills related to the recognition and practice of persuasion.) Students will also learn to write for a wide range of purposes and audiences, composing persuasive, expository, and analytical essays. Students will learn to write effectively and confidently, using their own knowledge and experiences, and will sit for the AP English Language exam in May.

JUNIOR PREREQUISITE: English 9, 10 (Admission requires two of the following: 89.5 or higher final grade in English 10 and a 32 or higher on the reading sub-score of the Evidence-Based Reading and Writing section on the PSAT, and/or recommendation from English 10 teacher.) Students who do not submit satisfactory work on the dates assignments are due will be asked to drop the course.

SENIOR PREREQUISITE: English 9,10, 11 or Honors English 11 (Admission requires an 84.5 or higher final grade in English 11 or Honors 11 and a 32 or higher on the reading sub-score of the Evidence-Based Reading and Writing section on the PSAT.) Students who do not submit satisfactory work on the dates assignments are due will be asked to drop the course.
140 ENGLISH 12 1 Credit

This course is intended to anticipate the experience many students will confront in their college freshman English courses and to prepare them for the writing, speaking, and analysis requirements that will arise in their upcoming academic lives. Through essential questions and an emphasis on major British writers, students read widely in both nonfiction and fiction, and write persuasive, narrative, expository, and analytical essays in addition to short journal assignments. Students apply their writing, speaking, argumentation, and research skills to a broad range of topics and situations.

PREREQUISITE: English 9, 10, 11 or Honors English 11.

141 HONORS ENGLISH 12 1 Credit

A survey of Western literature, this is a demanding course intended for the dedicated and advanced English student who does not wish to prepare for an AP exam but who does enjoy reading works of fiction. Students read widely, from *The Odyssey* and *Beowulf*, to *Hamlet* and *The Importance of Being Earnest*. The primary text is *The Norton Anthology of Western Literature*. The course is heavily centered around daily class discussion as well as individual and group projects.

PREREQUISITE: English 9, 10, 11 or Honors English 11. (Admission requires an 84.5 or higher final grade in English 11 or Honors 11 and a 30 or higher on the reading sub-score of the Evidence-Based Reading and Writing section on the PSAT.) Students who do not submit satisfactory work on the dates assignments are due will be asked to drop the course.

142 ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION 12 1 Credit

As per College Board guidelines, the AP English Literature and Composition course aligns to an introductory university-level literary analysis course. Open to eligible seniors, this intensive, full-year class is designed to instill an intellectual understanding and appreciation of some of the most celebrated authors from the British Isles, such as Geoffrey Chaucer, William Shakespeare, John Milton, William Wordsworth, Mary Wollstonecraft, Virginia Woolf, James Joyce, and Samuel Beckett. Emphasis is placed upon critically analyzing the influences their distinctive styles and themes have had on world literature, with particularly close attention paid to examining their texts in a socio-political and philosophical context. Historical periods and movements – from the Middle Ages and the Renaissance through the Restoration, Romanticism, Victorianism, and Modernism – will be explored via representative works and scholarly essays. Writing is an integral portion of this course to prepare students for the AP exam and the challenges of daily life, the university, and beyond. Written skills will be enhanced and fine-tuned through numerous writing assignments of varying length (formal analytical/argumentative, expository analytical, informal exploratory, research-based, etc.), most of which will focus on the critical analysis of literature. Learning to speak confidently and effectively in public will also be stressed through graded discussions and various public-speaking exercises. In preparation for the AP exam in the spring, practice exam exercises will be administered throughout the year.

PREREQUISITE: English 9, 10, and 11 or Honors English 11. (Admission requires an 89.5 or higher final grade in English 11; an 84.5 or higher final grade in Honors 11; or a 79.5 or higher final grade in junior AP English Language and Composition and a 32 or higher on the reading sub-score of the Evi-
dence-Based Reading and Writing section on the PSAT.) Students who do not submit satisfactory work on the dates assignments are due will be asked to drop the course.

**ELECTIVES**

The following is a list of electives that will be offered on a rotating basis. Students should check with their counselor at the time of scheduling to see which literature electives will be offered. All electives offered by the English department are academic courses and require semester exams or departmentally approved alternative assessments.

178 **VOICES OF RESISTANCE** (Elective) 1 Credit

Understanding the connections and relationships among global literature, world events, and cultures is an essential component of a 21st century education. This year-long elective provides students a framework for making intentional connections and applying that understanding to their responsibilities as global citizens. Four geographic and chronological areas of focus frame the year: two in the fall and two in the spring. The course examines both how resistance movements arise and impact society and how literature reflects and supports that process. Students will develop real-world projects built upon solid analytical skills. Offered by the English and history and religious studies departments, this course also serves as a global scholars elective.

Open to juniors and seniors (sophomores with departmental approval).

158 **FILM AND LITERATURE** (Elective) ½ Credit

This course will offer students the opportunity to consider film as text and to appreciate the challenges of shifting text to film. This course will provide students with a working vocabulary to discuss film in an academic and sophisticated fashion. The focus of the course may include an historic overview of classic films, and/or a thematic study of particular genres of films. Students will be assigned out of class viewing of films (which may necessitate the purchase of DVDs) as well as critical analytic papers.

Open to juniors and seniors.

170 **AFRICAN-AMERICAN LITERATURE** (Elective) ½ Credit

This elective examines major authors, literary genres, and recurring themes of African American literature. Works studied include selections from *The Norton Anthology of African American Literature* and the novel *Beloved* by Toni Morrison.

Open to juniors and seniors.

174 **LITERATURE AND PHILOSOPHY** (Elective) ½ Credit

This elective uses both fiction and non-fiction to examine some of the verities of the human condition. Readings include such works as *Siddhartha*, *The Plague*, *JB*, *Man’s Search for Meaning*, *A Death in the Family*, and *Walden Two*.

Open to juniors and seniors.
177 SHAKESPEARE: THE TRAGEDIES (Elective) ½ Credit

Exploring the tragedies' structure, themes, motifs, and recurring character types, this elective asks students to analyze the plays within the cultural context that produced them and in light of the literary tradition that shaped them. Students will also examine Shakespeare's less traditional treatment of tragedy's literary conventions. Works studied include Titus Andronicus; Hamlet, Prince of Denmark; Othello, the Moor of Venice; Antony and Cleopatra; Troilus and Cressida.

Open to juniors and seniors.

178 SHAKESPEARE: THE COMEDIES (Elective) ½ Credit

This elective presents an overview of Shakespeare's life, the cultural values of renaissance England, and recurring themes in the comedies. Additionally, the course requires students to analyze structure and literary devices characteristic of the bard, the genre, and the times. Students read the following plays: The Comedy of Errors; The Taming of the Shrew; As You Like It; A Mid-summer Night's Dream; the Merchant of Venice; All's Well that Ends Well; one additional comedy chosen by each student as the subject of a term paper.

Open to juniors and seniors.

156 UNDERSTANDING MODERN MAN (Elective) ½ Credit

Philosophers, psychologists, and sociologists note that we are still living in a postmodern era, yet many young minds exist in that paradigm seemingly unconscious of what that means, or how it came to be. The purpose of this course is to enlighten students of the paradigm shifts that occurred during the movements of “modernism” and “postmodernism” as society rejected 19th century traditions and bourgeois values in favor of new forms, styles, and philosophies. To better conceptualize the full scope of these shifts in “world view,” this semester-long course will survey a broad scope of texts, from full-length literary works and nonfiction essays, to the visual arts, stage drama, and film. These works explore modern man through a modernist and post-modernist lens and in the context of broad philosophical, historical, social, and cultural developments of the 20th century. Some areas of thematic focus will be the following: revolution and socio-political change via expressionist theatre and painting; urban cultural dislocation, modernity, and the novel; existentialism, the World Wars, and the artist; Freud, Jung, Campbell, myth, and modern man; individualism vs. fascism and collectivism in art, Hollywood and the Nuclear Age; McLuhan and “the medium is the message”; jazz and space, freedom, expression, and improvisation.

Open to juniors and seniors.

162 CREATIVE WRITING: POETRY AND NON-FICTION (Elective) ½ Credit

This semester elective offers instruction and practice writing poetry and non-fiction. Students will develop the skill of using precise and specific word choice to communicate with their target audience.

Open to juniors and seniors
163 CREATIVE WRITING: SCRIPTS AND SCREENPLAYS (Elective) ½ Credit

This semester elective will offer students the opportunity to read, view, and produce productions intended for the stage and the screen.

Open to juniors and seniors

622 REASONING RESEARCH AND RHETORIC 1 Credit

Communication Studies is a large field including everything from media studies to public relations and interpersonal communication. Perhaps anchoring the field is the study of rhetoric, from Aristotle’s definition of “determining the available means of persuasion,” to contemporary philosophies that emphasize discourse formation and materiality. This course will begin students’ foray into rhetoric by tackling three major components: criticism, argument, and public speaking. Each semester will be divided into a criticism unit and an argumentation unit, and the practice of public speaking will be integrated into at least one major assignment in each unit. The first semester will work through Criticism I: How do we critique? and Argumentation I: What makes a good argument? The second semester will work through Criticism II: Rhetoric as Practice and Argumentation II: Public Policy Deliberation. Overall, this course will help students to develop skills in research, advocacy, criticism and oral communication. In addition to refining students’ public speaking skills, this course serves as an excellent introduction to college-level course in Communication Studies and Philosophy. This class satisfies one year of the two-year Visual and Performing Arts requirement. There is no prerequisite.

Summer School Offerings
Only review courses and semester electives in English are offered in the summer.
HISTORY AND RELIGIOUS STUDIES DEPARTMENT

Department Chair: Jeremiah C. Gregg

The Upper Division’s history curriculum helps to develop skills which will enable the students to manipulate the facts of history in evaluating the wisdom of the past as well as current policies and events. The department is convinced that these interpretive and evaluative skills will help to make Berkeley students more responsible citizens of their own nation and the world. Through the study of history at Berkeley our students will gain knowledge of culture and values, an appreciation of other cultures, and an understanding of the geopolitical forces that help to shape all societies.

The Upper Division’s history curriculum is in line with the thoughts of Ernest Boyer, who wrote in *High School: A Report on Secondary Education in America*: "An understanding of one's heritage and the heritage of others—the study of history—is an essential part of common learning." This understanding of the historical content and historical methodology will assist students in their search for the truth.

In order to help our students achieve these goals, the Upper Division’s history curriculum acquaints students with both primary and secondary materials, (i.e., students not only read "textbook" descriptions of the events surrounding the signing of the Declaration of Independence, but look at the document itself) teaches the skills of historical research and writing, and challenges students to think about the causes and effects of history as well as the facts.

Three credits of history are required; one in World History, one in American Government (one semester), one in Economics (one semester), and one in United States History. Students are encouraged to take a fourth area such as European History, Cultural History, or an Advanced Topics elective in several other areas.

REQUIRED COURSES: Three credits of history are required; one in World History, one in American Government (one semester), one in Economics (one semester), and one in United States History. Students are to place first priority on taking their required history courses – before taking history electives. Permission may be granted for an elective course in the junior year, but the U.S. History requirement cannot be replaced by more than one history department elective course in grade 11. Permission must be given by the History and Religious Studies Department Chair and the Director of Academic Counseling.

412 WORLD HISTORY 1 Credit

World History is an important foundational course in the History and Religious Studies Department at Berkeley Preparatory School. This course prepares students to analyze world events and their historical and contemporary causes through targeted practice in reading, thinking and writing like an historian. Students engage deeply with a selected set of historical turning points and core concepts from 1500 to the present. This course also contains an extensive writing component to include in-class essays, document-based questions, and a major historical research paper.

Students are required to develop:

- organizational and essay-writing skills;
- an ability to read and interpret both primary and secondary sources;
• insight into contemporary society’s dependence on past contributions;
• an ability to compare modern and past societies relevant to their socio-economic, political, and religious developments;
• an awareness of current events in the areas being studied; and
• an understanding of how geography shapes civilizations and their interactions with one another.

This course requires the completion of a major research paper. Any student who does not submit this research paper within three weeks of the course’s final class meeting will receive no academic credit for the course. The weighting of the requirement and the student’s final average will not impact the fact that failure to complete the assessment will dictate—as the student’s highest possible average in the course—a final grade of 58%. This requirement must be met by a product that meets or exceeds the department’s minimal standards of acceptable work.

450 AMERICAN GOVERNMENT/ECONOMICS

The purpose of American Government is to give the student an understanding of how government works and why the system is as it is. The American Government course includes discussion of the U.S. Constitution, structure and function of the national government, the concept of federalism, as well as political parties and elections. Students should also develop an awareness of current events in the areas being studied.

Economics addresses a selection of the following fundamental economic concepts: production, prices and costs; production possibilities and the factors of production; supply/demand theory and the achievement of market equilibrium; savings and investment; the continuum from pure competition to monopoly; business firms and business funding; the dual economic goals of growth and stability; the flow of goods and services; the measurement of economic activity; the role that banks, businesses, government and other organizations play in the determination of policy to achieve economic goals.

This course requires the completion of a major research paper. Any student who does not submit this research paper within three weeks of the course’s final class meeting will receive no academic credit for the course. The weighting of the requirement and the student’s final average will not impact the fact that failure to complete the assessment will dictate—as the student’s highest possible average in the course—a final grade of 58%. This requirement must be met by a product that meets or exceeds the department’s minimal standards of acceptable work.

Students who transfer to Berkeley and who have completed either a half credit course in American Government or a half credit course in Economics may be allowed to complete the additional half credit course in either Economics or American Government with the approval of the History and Religious Studies Department Chair.

PREREQUISITE: World History

451 HONORS AMERICAN GOVERNMENT/ECONOMICS

The purpose of American Government is to give the student an understanding of how government works and why the system is as it is. The Honors American Government course includes discussion of the U.S. Constitution, structure and function of the national government, as well as political parties
and elections. The course concludes with an in depth look at civil liberties and civil rights. Students should also develop an awareness of current events in the areas being studied.

In a general and broad definition, economics is the study of how people make choices in a world where resources are scarce and wants unlimited. The study of economics is divided into two parts: microeconomics and macroeconomics. This honors level course will cover the fundamentals of economics and then focus on macroeconomics, which tends to be more applicable on a wider scale as it addresses the inner workings of the economy as a whole. Specifically, this course will examine production, prices and costs; production possibilities and the factors of production; the circular flow of economic activity; the free market system; supply/demand theory and the achievement of market equilibrium; critiques of the free market system; the role that banks, businesses, government and other organizations play in the determination of policy to achieve economic goals; the evolution of economic theory from Adam Smith through John Kenneth Galbraith and Milton Friedman. The course ends with a discussion on domestic and global poverty and wealth inequity.

The honors level course differs from the college preparatory level in the depth of content and the level of analysis, synthesis, and evaluation. There is also a more significant writing component at the honors level. This course requires the completion of a major research paper. Any student who does not submit this research paper within three weeks of the course’s final class meeting will receive no academic credit for the course. The weighting of the requirement and the student’s final average will not impact the fact that failure to complete the assessment will dictate—as the student’s highest possible average in the course—a final grade of 58%. This requirement must be met by a product that meets or exceeds the department’s minimal standards of acceptable work.

Students who transfer to Berkeley and who have completed either a half credit course in American Government or a half credit course in Economics may be allowed to complete the additional half credit course in either Honors Economics or Honors American Government with the approval of the History and Religious Studies Department Chair.

PREREQUISITE: World History
(Honors admission requires the following: an 84.5 or higher average in World History; an 84.5 or higher average in English 9; recommendation from an upper division history teacher; recommendation from an upper division English teacher)

430 U.S. HISTORY 1 Credit

United States History provides an in-depth analysis of the making of modern America, including the topics of Industrialization, Urbanization and Immigration, Imperialism, the Progressive Era, World War I, the Roaring Twenties, the Great Depression and the New Deal, World War II, the Cold War, the Civil Rights movement, the Vietnam War, and Domestic and Foreign Affairs from the Nixon Administration through current times.

The following are class objectives:

- To understand the events and issues that shaped the American experience through the 20th Century.
- To read, interpret, and critically discuss primary and secondary source documents.
- To understand historiography and historical bias
• To sharpen analytical writing skills.
• To appreciate the importance of multiple perspectives in interpreting historical accounts.
• To understand the impact of geography on human history
• To identify patterns of change and the causes and impact of those changes
• To support arguments and positions with specific evidence
• To demonstrate competence in historical research

This course requires the completion of a major research paper. Any student who does not submit this research paper within three weeks of the course’s final meeting will receive no academic credit for the course. The weighting of the requirement and the student’s final average will not impact the fact that failure to complete the assessment will dictate – as the student’s highest possible average in the course – a final grade of 58%. This requirement must be met by a product that meets or exceeds the department’s minimal standards of acceptable work.

PREREQUISITE: World History, American Government/Economics. For Juniors and Seniors only.

431 HONORS U.S. HISTORY 1 Credit

The major goal of this course is to build an understanding and an appreciation of the modern history of the United States. Students will begin with a survey of the major events surrounding the founding of the Republic. We will then proceed with the period of Reconstruction and the impact of the Civil War on the social, political and economic life of the United States. Students will analyze the causes and consequences of the American Revolution, Industrial Revolution, The Civil War, Immigration, and America’s growing role in world events. Students will learn about America’s new role in the world following the Spanish-American War, the transformative wave of New-world immigrants at the turn of the 20th Century, World War I, the Jazz Age of the 1920s, the dust bowl, the stock market crash, and the Great Depression. Students will study the goals and accomplishments of the progressive movement and the New Deal. The class will then culminate with a focused study of World War II, both at home and abroad, and of the beginning of The Cold War, and thematically connect how all of these events have shaped the past and present.

Upon successful completion of this course, students should be able to:

• Integrate prior historical knowledge; analyze, synthesize and evaluate historic events in United States History using a variety of sources
• Write and research effectively using a variety of sources with MLA citations
• Present information effectively in small groups and whole class settings
• Evaluate the cause and effect relationships between social, political, and economic events that have most shaped the character of the United States
• Critically analyze primary and secondary source documents

(Honors admission requires at least three of the following: an 84.5 or higher average in Gov’t/Economics; recommendation from an upper division history teacher; an 84.5 or higher average in English 10; recommendation from an upper division English teacher; a 550 or higher Evidence-Based Reading & Writing score on PSAT.)

PREREQUISITE: World History, American Government/Economics. For juniors and seniors only.
This course prepares students for the national Advanced Placement examination in United States history. A college-level textbook is used, supplemented by important and sometimes controversial articles excerpted from historical journals and written by the most prominent historians in the field. Students are required to:

- Gain a thorough factual knowledge of North American / United States history from 1491 through the turn of the 21st Century,
- Practice and improve Long Essay Question, Document Based Question, and Short Answer – writing skills,
- Learn how to interpret primary sources, secondary sources, maps, charts, graphs, political cartoons, and provide meaningful analysis,
- Write a research paper showing that they have obtained in depth knowledge of an important topic in North American / United States history, and
- Be able to describe changes in North American / United States political, economic, geographic history from colonial times through the turn of the 21st Century.

Students who do not submit satisfactory work on the date assignments are due will be asked to drop the course.

This course requires the completion of a major research paper. Any student who does not submit this research paper within three weeks of the course’s final class meeting will receive no academic credit for the course. The weighting of the requirement and the student’s final average will not impact the fact that failure to complete the assessment will dictate—as the student’s highest possible average in the course—a final grade of 58%. This requirement must be met by a product that meets or exceeds the department’s minimal standards of acceptable work.

PREREQUISITE: World History, American Gov’t/Economics. For juniors and seniors only. (Admission requires at least three of the following: an 89.5 or higher average in Government/Economics; recommendation from an upper division history teacher; an 89.5 or higher average in English; a 600 or higher evidence-based reading and writing score on PSAT; a qualifying score on a document-based writing sample; a 3 or higher on an Advanced Placement History exam. Placement in this course requires the completion of a document-based writing sample.)

In an Advanced Placement European History course, students acquire knowledge of the basic events and movements that occurred in Europe during the time period from approximately 1450 to the present. These events and movements are explored through several themes: intellectual and cultural history, political and diplomatic history, and social and economic history. In addition, students learn how to analyze historical documents and how to express their historical understanding in writing. Students should possess strong reading and writing skills and be willing to devote substantial time to study and the completion of class assignments. Emphasis is placed on analytical writing, class discussion, use of primary sources, and critical reading.

Mastery of the content is important, but of equal value is:

- study and research skills
• critical reading of primary and secondary sources
• making historical analogies
• constructing and evaluating historical interpretations
• using historical knowledge as a guide to present understanding and action

Students who do not submit satisfactory work on the dates assignments are due will be asked to drop the course.

This course requires the completion of a major research paper. Any student who does not submit this research paper within three weeks of the course’s final class meeting will receive no academic credit for the course. The weighting of the requirement and the student’s final average will not impact the fact that failure to complete the assessment will dictate—as the student’s highest possible average in the course—a final grade of 58%. This requirement must be met by a product that meets or exceeds the department’s minimal standards of acceptable work.

PREREQUISITE: World History, for sophomores, juniors, and seniors.
(Admission for sophomores require an 89.5 or higher average in World History; recommendation from your current World History teacher; an 89.5 or higher average in English 9; recommendation from your current English 9 teacher; a qualifying score on a document-based writing sample. Placement in this course requires the completion of a document-based writing sample.)

(Admission for juniors and seniors require at least three of the following: an 89.5 or higher average in U.S. History or Gov’t/Econ; an 89.5 or higher average in English; a 3 or higher on an Advanced Placement History exam; recommendation from an upper division history teacher; a score of 600 or higher on the evidence-based reading and writing section of the PSAT. A qualifying score on a document-based writing sample. Placement in this course requires the completion of a document-based writing sample.)

452 ADVANCED PLACEMENT ECONOMICS® 1 Credit

This full-year course gives students an analytical perspective on the principles, concepts, and methods employed in macroeconomics and microeconomics. Studying macroeconomics provides students a thorough understanding of the principles of aggregate economic behavior. Students learn how the measures of economic performance, such as GDP, inflation and unemployment, are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. Students employ the aggregate demand and aggregate supply model to analyze national income and evaluate the effectiveness of fiscal policy and monetary policy in promoting economic growth and stability. Recognizing the global nature of economics, students examine the impact of international trade and international finance on national economies. Microeconomics provides students a thorough understanding of the principles of economics as they apply to individual decision-makers, including individual households and firms. Students examine the theory of consumer behavior, the theory of the firm, and the behavior of profit-maximizing firms under various market structures. They evaluate the efficiency of the outcomes concerning price, output, consumer surplus, and producer surplus. Students will also consider instances in which private markets may fail to allocate resources efficiently and examine various public policy alternatives aimed at improving the efficiency of private markets.

Students will sit for both the AP® Macroeconomics and AP® Microeconomics exams at the end of the year. AP® Economics is a full-year course so students may not receive partial credit.
PREREQUISITE: World History. For juniors and seniors only

(Advanced Placement admission requires at least three of the following: an 89.5 or higher average in previous history course; recommendation from an upper division history teacher; an 89.5 or higher average in English; a 3 or higher on an Advanced Placement History exam; a score of 600 or higher on the evidence-based reading and writing section of the PSAT.)

458 ADVANCED PLACEMENT MACROECONOMICS® ½ Credit

This semester course gives students an analytical perspective on the principles, concepts, and methods employed in macroeconomics. Studying macroeconomics provides students a thorough understanding of the principles of aggregate economic behavior. Students learn how the measures of economic performance, such as GDP, inflation and unemployment, are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. Students employ the aggregate demand and aggregate supply model to analyze national income and evaluate the effectiveness of fiscal policy and monetary policy in promoting economic growth and stability. Recognizing the global nature of economics, students examine the impact of international trade and international finance on national economies.

PREREQUISITE: World History. For juniors and seniors only

(Advanced Placement admission requires at least three of the following: an 89.5 or higher average in previous history course; recommendation from an upper division history teacher; an 89.5 or higher average in English; a 3 or higher on an Advanced Placement History exam; a score of 600 or higher on the evidence-based reading and writing section of the PSAT.)

Students who do not submit satisfactory work on the date assignments are due will be asked to drop the course.

482 ADVANCED PLACEMENT PSYCHOLOGY ® 1 Credit

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological concepts, principles, theories and phenomena associated with each of the major subfields within psychology, ethical codes and methodology used by psychologists in their science and practice.

Course objectives:

- To prepare to do acceptable work on the national AP Psychology exam given in May
- To exemplify the process of inquiry
- To develop critical thinking skills from the objective evaluation of psychological theory
- To place facts into psychologically major concepts
- To devise a simple research project
- To interpret and generalize data from psychological abstracts and published reports
- To build reading, writing and discussion skills
- To apply psychological principles when they encounter them in everyday situations

PREREQUISITE: For juniors and seniors only.
(Advanced Placement admission requires at least three of the following: an 89.5 or higher average in U.S. History or Gov’t/Econ. recommendation from an upper division history teacher; an 89.5 or higher average in English; a 3 or higher on an Advanced Placement History exam; a score of 600 or higher on the evidence-based reading and writing section of the PSAT.)

Students who do not submit satisfactory work on the dates assignments are due will be asked to drop the course.

481 **HONORS PSYCHOLOGY** 1 Credit

The Honors Psychology course is based upon the concept of active learning. The course uses projects, media, and demonstrations to explore psychological principles and theories to give students the opportunity to delve into the intricacies of what it means to be human. Students will engage in high-level critical thinking, analytical and evaluative skills through project based and group centered activities.

Course objective:

- To study the major core concepts and theories within the field of psychology
- To recognize psychological concepts when they encounter them in everyday situations
- To be aware of the dangers of blindly accepting or rejecting any psychological theory without careful objective evaluation of media sources
- To build a vocabulary foundation of key terms and associated psychologists
- To build analysis, writing and discussion skills
- To integrate the use of website information as related to psychological perspectives

**PREREQUISITE:** For juniors and seniors only.

(Honors admission requires at least three of the following: an 84.5 or higher average in U.S. History or Gov’t/Econ. recommendation from an upper division history teacher; 84.5 or higher in English; recommendation from an upper division English teacher; a score of 550 or higher on the evidenced-based reading and writing section of the PSAT.)

Students who do not submit satisfactory work on the date assignments are due will be asked to drop the course.

447 **AP® COMPARATIVE GOVERNMENT®** ½ Credit

The Advanced Placement course in Comparative Government and Politics is a semester course that explores the complex relationships of nation-states, both internally and externally. During the semester, students will study the government systems of Britain, China, Iran, Mexico, Nigeria and Russia. An emphasis will be placed on the themes of globalization, democratization, political change, public policy, and citizen-state relations. Additionally, students will explore the roles of supranational organizations and their economic, political, and social impacts throughout the world.

**PREREQUISITE:** For juniors and seniors only.
(Advanced Placement admission requires at least three of the following: an 89.5 or higher average in U.S. History or Gov’t/Econ; recommendation from an upper division history teacher; an 89.5 or higher average in English; a 3 or higher on an Advanced Placement History exam; a score of 600 or higher on the evidenced-based reading and writing section of the PSAT.)

Students who do not submit satisfactory work on the date assignments are due will be asked to drop the course.

459 ADVANCED PLACEMENT ® UNITED STATES GOVERNMENT & POLITICS® ½ Credit

The Advanced Placement course in United States Government and Politics is a semester course that explores the workings of the United States government. During the semester students will explore public policy, civil rights and civil liberties, the role of political parties, interest groups and the media in politics, as well as political beliefs and behaviors.

PREREQUISITE: For juniors and seniors only.

(Advanced Placement admission requires at least three of the following: an 89.5 or higher average in previous history course; recommendation from an upper division history teacher; an 89.5 or higher average in English; a 3 or higher on an Advanced Placement History exam; a score of 600 or higher on the evidenced based reading and writing section of the PSAT.)

Students who do not submit satisfactory work on the date assignments are due will be asked to drop the course.

466 HONORS INTERNATIONAL RELATIONS 1 Credit

This course is designed to introduce students to the foundational theories and applications of international relations in the 20th and 21st centuries. International Relations is designed to provide students with opportunities to examine both historical and modern issues via class discussions, individual research, expository and persuasive writing, and individual and group presentations.

After examining introductory concepts such as the state, power, and sovereignty, the class will move into an analysis of various theories including Democratic Peace Theory and War Theory. Students will apply their knowledge to case studies during units on international organizations and international insecurity. Other major topics include use of force, geopolitics, terrorism, diplomacy, globalization, conflict resolution and global security, the rise of non-state actors, and sustainable development. A unit analyzing media sources will also be included in order to create better “news consumers” able to detect credibility and bias.

PREREQUISITE: For juniors and seniors only.

(Honors admission requires at least three of the following: an 84.5 or higher average in U.S. History or Gov’t/Econ. recommendation from an upper division history teacher; recommendation from an upper division English teacher; a score of 550 or higher on the evidenced based reading and writing section of the PSAT.)

Students who do not submit satisfactory work on the dates assignments are due will be asked to drop the course.
441 CULTURAL HISTORY – A Global Perspective 1 Credit

This course is designed to give students a historical perspective relative to art, sculpture, architecture, music, and ideas. Using audio/visual demonstrations, discussions and comprehensive texts, the course introduces students to culture as it has developed from the origins of human creation of art to the present. As enrichment to the course, field trips to local museums are a part of the class. Students are expected to develop skills in:

- identifying style periods in culture,
- identifying style characteristics of artists and composers,
- identifying style characteristics of regions of the world,
- comparing style characteristics,
- essay-writing and library research,
- identifying philosophical trends throughout history in terms of how these trends may affect culture, and
- understanding the basic political and economic trends of the period.

May also be a visual and performing arts credit instead of a history credit.

Open to juniors and seniors. Rising sophomores may take this course with approval of the History and Religious Studies Department Chair.

ADVANCED TOPICS IN HISTORY

The following is a list of courses, which will be offered on a rotating basis. Students should check with their counselor at the time of scheduling to see which courses will be offered. These courses are open to juniors and seniors. Sophomores may enroll after obtaining departmental approval.

469 MODERN CHINA ½ Credit

China is a leading economic and political force in the world, one many observers believe poses a growing threat to US interests. The West’s relationship with China is complex; China is both partner and rival. Less than a hundred years ago, China was anything but powerful. The country we know today has grown, often with great pains, from a position of political fragmentation and lack of central control to become a military and economic powerhouse. In this course, we will examine the emergence of China in the twentieth century. In particular, we will look at changes in the nature of political control; the impact of political changes on the people of China, and attempts to modernize Chinese society and the economy.

468 HISTORY OF RACE AND CIVIL RIGHTS IN THE UNITED STATES ½ Credit

The History of Race and Civil Rights in the United States will focus on the political, social and economic implications of race in the United States centered primarily on the Civil Rights Movement of the 20th Century. This course will examine the movement from the viewpoint of history, sociology and political science. While the period from 1954 to 1968 will receive the most attention, the course will begin with the Reconstruction Era with the legal end of slavery and continue through current issues on immigration. We will examine the implications of racial discourse in the U.S through the use of primary source documents, literature, music and film. Discussions of race will focus primarily on black and white relations, but will also include the plight of Native Americans and migrant workers.
In addition, we will examine the roots of social change in the United States, why the Civil Rights Movement happened when it did, and how successful the movement was in achieving its goals.

475 CIVIL RIGHTS – GLOBAL FOCUS ½ Credit
Civil Rights – Global Focus will utilize a case-study method to examine three separate civil rights movements: the women’s suffrage movement in Great Britain, the African-American civil rights movements of the 1950s and 1960s in the United States, and the anti-apartheid movement in South Africa. These movements will be studied from the historical, sociological, and political perspectives. The case studies will examine the roots of social change, methods and strategies used, and the success of each movement. In addition, students will trace the roots of these historical movements through to the present day to evaluate their long-term effects. Finally, students will select another civil rights movement, either historic or present-day, and research that movement using the methods we have discussed and practiced in class. The class will be largely discussion based, and will be supplemented with primary source documents, literature, music, film, and historical accounts.

488 HONORS CONTEMPORARY HISTORY ½ Credit
The major goal of this course is to survey the major events that occurred after World War II through the present day through class discussions, primary and secondary supplemental source readings, student presentations, lectures, film, and student projects. Students will begin with a review of the events of 1945. We will then proceed with the period of the Cold War and its various repercussions throughout the world. Students will learn about the Korean conflict, the Cuban Missile Crisis, the war in Vietnam, the Civil Rights movement, and current events. We will discuss and thematically connect how all of these events have shaped the past and present.

Upon successful completion of this course, students should be able to:
- integrate prior historical knowledge; analyze, synthesize and evaluate historic events in United States History using a variety of sources
- write and research effectively using a variety of sources with MLA citations
- present information effectively in small groups and whole class settings
- evaluate the cause and effect relationships between social, political, and economic events that have most shaped the character of the United States
- evaluate the impact of ideologies and religions on the world in recent times
- understand diplomacy, war, and terrorism in the 21st Century
- explain the impact of imperialism and the colonial experience on the world of today
- evaluate the impact of the Internet and Globalization in the 21st Century

CONTEMPORARY GLOBAL ISSUES ½ Credit
The Contemporary Global Issues course will focus on current global issues and their historical context from a region of the world. The regions change each semester rotating through the sequence listed below. During the 2019-2020 school year, the first semester will examine Sub-Saharan Africa and semester two will focus on North Africa and the Middle East. Global issues will be examined from multiple perspectives with the goal of fostering a deeper understanding of the cultural, economic, political, religious, and social issues facing the world today. Skills relating to global citizenship will be stressed to include writing and oral communication; research; evaluation of theories; concepts, and arguments surrounding global events; global activism and advocacy; and cross-cultural collaboration. Students will also research and develop a social action project during the semester.

470 Central and South America
PREREQUISITE: Priority will be given to students enrolled in the Global Scholars Program. All other sophomore, junior, or senior students can enroll if space is still available.

487 GLOBAL LEADERSHIP FOR THE 21ST CENTURY  
1 Credit

Global Leadership for the 21st century will enable students to gain a larger lens on how Global Leadership Issues are similar to the local and regional issues found within their own everyday culture. This course will first work with students to best understand their own individual leadership style. Through the ongoing study of understanding "self" first, students will be able to analyze the leadership styles of diverse leaders throughout the world to further broaden their lens on what it takes to lead in a 21st century global culture. Ongoing reflection throughout the year will allow students to not only learn new styles of leadership but to practically apply and articulate these lessons to their own lens of what Global leadership is for a 21st Century world.

457 FUNDAMENTALS OF BUSINESS  
½ Credit

This course will provide an introductory survey of basic business concepts and will focus on the key skills that support the five essential processes of every business — processes identified by bestselling business author Josh Kaufman as value creation, marketing, sales, value delivery, and finance. This course will also feature case studies in order to enhance student analysis of fundamental concepts, as well as an emphasis on real-world application of principles of management, accounting, corporate strategy, and business ethics. Additionally, numerous business leaders in the Berkeley community will be speaking on one of their particular areas of interest and expertise.

462 LIFE, EXAMINED: EXPLORATIONS IN SOCIOLOGY  
½ Credit

This semester long course will offer an introduction to major sociological theories and theorists, as well as research methods relevant to the sociological approach. Additionally, topics of sociological interest will be explored including socialization, cultural norms, race and ethnicity, gender socialization, criminology, deviance, social control, and social stratification. Teaching methods will include class discussions, expository and persuasive writing, individual and group presentations, and analysis of written primary sources, music, and film. The course will require a major research project giving in-depth analysis of the a current events issue from a Sociological perspective.

461 LIFE, EXAMINED: EXPLORATIONS IN ANTHROPOLOGY  
½ Credit

This semester long course will offer an overall introduction to anthropology. The course will primarily focus on social and cultural anthropology by examining human interaction within and between societies. Topics within sociocultural anthropology include the history and formation of civilizations,
relationships, formation of culture and traditions, kinship, social organization (including economic and political organization), resolution of problems within and between societies, and finally an overview within the other disciplines of anthropology – biological, physical and the relationship to archaeology. Teaching methods include individual and group presentations, analysis of primary sources, class discussions, and expository and philosophical writing. The course will require a major research project involving Anthropological inquiry and observation, culminating in a written ethnography.

**Summer School Offerings:**

- American Government/Economics
- Honors International Relations
- World History
- U.S. History
- Cultural History

Summer school history courses will be offered based on the availability of full-time Berkeley history department faculty. Only one of the required courses – World History, American Government/Economics, or U.S. History – can be taken as a summer school course.

**Religious Studies Curriculum**

Based on the Episcopal model of balancing scripture, tradition, and reason, the Upper Division's Religious Studies Curriculum at Berkeley Preparatory School is designed to train students in the thoughtful reading of religious texts, to encourage them to reflect upon the past and present state of religious practices, and to help them think about their own respective faiths. Beginning with a foundation in the Judeo-Christian tradition of the Episcopal Church, with which Berkeley has been affiliated since its founding, the curriculum has the following objectives: to illuminate, contrast and compare the essential texts of Hinduism, Buddhism, Judaism, Christianity, Islam, and other world religions; to examine with mutual reverence and respect the various religious traditions represented within the Berkeley community; to call upon students to reflect carefully on the significance of their own and others’ spirituality in both the private and public realms. Upon graduation, students should have a clearer sense of their own values and morals and be more secure in their actions as ethical, responsible human beings. The Religious Studies Curriculum of the Upper Division is inclusive and against division; our ultimate goal is to encourage spirituality and not to proselytize.

Beginning in the fall of 2015, Upper Division students are required to take two religion courses during the time that they attend Berkeley’s Upper Division in order to fulfill their Religious Studies graduation requirement. All courses are credit-bearing (½ credit) and grades contribute to students’ GPA. In a failure situation, the student will repeat the course.

**496 WORLD RELIGIONS**

God is revealed to different cultures in a variety of ways as this course explores the religions of the world. Traditionally the five major religions are considered: Judaism, Christianity, Islam, Hinduism and Buddhism. Students will study the philosophical foundations and the historical contexts of these major religions and their studies will include an understanding of the lives, characters and teachings of the leaders of these faiths. By studying the scriptures, beliefs and forms of worship, students gain
an understanding of how indispensable religious life has been to humankind through the millennia with particular emphasis placed on an appreciation of cultural myths, epic stories and philosophical underpinnings that truly characterize these traditions, with holidays and forms of worship as important topics of class discussion. This course will also focus on the geography, history and practice of these religions as they worked to form the cultural identity of their specific geographic area. There is a final exam at the end of the semester and grades are comprised of regular homework assignments, unit tests and in-class activities. This course earns ½ credit towards UD graduation requirement and grades contribute to students’ GPA. World Religions is the prerequisite to the Ethics course and must be completed prior to the start of a student’s junior year.

497 ETHICS  ½ Credit

In this course students explore the philosophical understanding of moral philosophy. Moral Philosophy or Ethics, strives to guide our ideas and behaviors about our society and the world. As the culmination of the Upper Division’s religious studies curriculum this course encourages students to synthesize and apply what has already been established to hone decision-making skills in contemporary life. Students will engage in debate and learn how to articulate their moral ideas based on the ideas of philosophers such as Socrates, Locke, Kant and Bentham. Moral dilemmas are discussed and the use of sophisticated theories spanning religion to Greek philosophy provide the ethical foundation for developing the skills required of a young man or woman to present valid moral arguments. Evaluating the ideas developed in civilization while developing the analytical skills necessary to navigate a complex modern world. Independent thinking is encouraged with all students required to support their ethical reasoning in the form of written analysis, presentation and informal debate. There is a final exam at the end of the semester and grades are comprised of regular homework assignments, unit tests and in-class activities. This course earns ½ credit towards UD graduation requirement and grades contribute to students’ GPA.

498 CONTEMPORARY GLOBAL RELIGIONS  ½ Credit

This religious course is a companion to the yearly Contemporary Global Scholars’ course which has a rotating yearly theme; for the 2015-2016 the course will emphasize sub-Saharan Africa, 2016-2017 will explore the Middle East, and 2017-2018 will investigate South Asia. The religious identity of these regional areas will be examined from multiple perspectives. The religious identity of an individual is often the foundation the individual utilizes to make choices. Those choices create and define the world-view and behavior, which culminate in a culture. This course provides a thorough understanding of the history and development of a religion. It will address in depth understanding of the religious tenants and practices, then further explore how religious traditions affect the contemporary ideology of region. This course was designed for the Global Scholars program and also fulfills a general elective credit. Students will be evaluated through various class assignments including regular homework, quizzes and unit tests. Project-work and discussion will also be emphasized.

460 POVERTY: THE GLOBAL EPIDEMIC  ½ Credit

This semester long course will engage students in the global debates about poverty and inequality. The class introduces students to key institutions – from the World Bank to global social movements, from national and local governments to nonprofits and NGOs, from multinational corporations to philanthropic foundations. Students will understand the methodologies of poverty resolutions and
their strengths and limitations. The course will address global justice and the ethics of global citizenship. Students are expected to critically reflect upon their own engagements with poverty and their own aspirations for social change. While the emphasis of the class is on the experiences of the area of the world focused on in CGI each year, however the hope of the course is to bring poverty “home,” disrupting the comfortable perception that poverty exists elsewhere, at a distance in light of globalization.

489 SUPERNATURAL LEGENDS ½ Credit

This course helps to lay the foundation for many religious and spiritual traditions across the globe and throughout time. From extraordinary encounters to mythical creatures to tall tales, these accounts have somehow become sources of great comfort and conviction for many throughout the course of history. Scores of rational people suspend logic to believe that nature is manipulated by the gods, humans are empowered to perform miracles, and even the dead are raised from the grave. These legends, no matter how outlandish they may seem, provide truth and meaning for countless numbers of followers. This reality speaks to the tremendous value of mystery, wonder, and imagination in our shared human existence.

Throughout this course, participants will examine many of these supernatural legends through writings, depictions, artwork, sacred text, and testimony from a plethora of global sources. Along the way, participants will be expected to reflect on this academic study and articulate their own understanding of how the supernatural influences belief.

Topics to include:

- The power of storytelling and folklore
- Understanding mythical accounting
- How history and science have shaped the extraordinary
- Various approaches to interpreting sacred texts
- Relating with mystery, especially life after death
- The lure of conspiracy theories

Course is open to Juniors and Seniors as an elective. Sophomores may take this course with department approval.

499 THE SPIRIT WORLD ½ Credit

The Spirit World course is focused on the understanding and diverse interactions across the globe and throughout time of the religious and cultural traditions that contend with spirits. From demons to angels to ghouls and ghosts, spirits are believed to exude the holy, the devil, and much in between. The course will study how cultures around the world have dealt with the belief in the power of spirits to occupy human bodies and suspend control, at times manipulating the will and flesh of the inflicted. With this in mind, rituals and methods have been concocted to rid these forces. On a more cosmic scale, these traditions actively wonder about the nature of good and evil in spiritual terms, and how these forces face one another in a created world.
Throughout this course, participants will analyze this world of spirits through writings, depictions, artwork, sacred text, and testimony from a plethora of global sources. Along the way, participants will be expected to reflect on this academic study and articulate their own understanding of how spiritual forces of good and evil influence human endeavors.

Topics to include:

- Understanding of spirits in varying religious traditions/cultures around the world
- The nature of good and evil
- Monism versus dualism
- Souls and ghosts
- Demonology and angelology
- Spiritual warfare
- Spiritual possession
- Spiritual departure/deliverance
- Rite of Exorcism [1614 C.E.]

Course is open to Juniors and Seniors as an elective. Sophomores may take this course with department approval.
MATHEMATICS DEPARTMENT

Department Chair: David Ide

The Mathematics Department at Berkeley Preparatory School offers a challenging catalog of courses for each and every student. The goal of the Mathematics Department is to teach students to become confident problem solvers through the utilization of creative thought, manipulative skills, and appropriate technology. Berkeley graduates will be able to reason mathematically, understand the logical structure of mathematics, and appreciate its power and value.

The mathematics curriculum at Berkeley is sequential, beginning with simple manipulative experiences in pre-kindergarten and culminating with an in-depth study of calculus through Multivariable Calculus. In the upper division, four mathematics credits including Algebra 1, Geometry, Algebra 2, and one course after Algebra 2 are required for graduation. Most students, recognizing the value of further study, earn more than these four credits.

All courses require that the department chair approve enrollment even if the student has completed courses with year-end grades indicated as prerequisites. This decision will be based on the unique demands of the specific course, the student’s demonstrated work ethic, reliability, time management, willingness to collaborate, and ability to grasp new concepts quickly.

220 GEOMETRY 1 Credit

Geometry is an integrated course in plane and solid geometry that includes the following topics: geometry in the coordinate plane, line and angle properties, properties of polygons, circles, Pythagorean Theorem, area, volume, similarity, right triangle trigonometry, and geometric proof. Students will investigate concepts and build conceptual understanding while continuing to develop, reinforce, and master computational skills. Students should maintain a comprehensive notebook consisting of definitions, conjectures, investigations, and constructions. A graphing calculator and a laptop computer are used in this course. This course is offered during the summer to students who need to retake the course for credit. The summer course will NOT be used to move from Algebra 1 to Algebra 2 without specific permission from the Math Department Chair.

PREREQUISITE: Successful completion of a full year Algebra 1 course.

221 HONORS GEOMETRY 1 Credit

This advanced mathematics course offers a curriculum that includes the following topics: an introduction to geometry, coordinate geometry, concepts of parallelism and perpendicularity, congruent triangles, applications of congruent triangles, quadrilaterals, similarity, right triangles and trigonometry, circles, polygons, surface area, volume, and a review of algebra topics in preparation for Algebra 2. The development of problem-solving strategies and good reasoning habits are emphasized in this course. Students are required to complete a mathematical research project / paper. A graphing calculator and a laptop computer are used in this course. The Honors Program is intended for students who have shown the ability and desire to excel in mathematics. Students must maintain an average of 75 to remain in Honors Geometry.

PREREQUISITE: Admission requires the following: 80 or above in Honors Algebra 1; 95 or above in Algebra 1; teacher recommendation; and department chair approval.
ALGEBRA 2  
1 Credit

Algebra 2 emphasizes the further development of Algebra 1 skills, the treatment of geometric concepts from an algebraic point of view, more advanced problem-solving techniques, and the study of mathematics as a unified structure. Topics covered include: conic sections, rational expressions, equations and inequalities, systems of linear equations, word problems, functions, factoring, quadratic equations with rational and irrational roots, irrational numbers, imaginary and complex numbers, graphs, variations, exponents and logarithms, coordinate geometry, quadratic functions, equations of the second degree and their graphs, polynomial functions, exponential functions, logarithmic function and matrices. A student who is enrolled in this course is required to purchase a graphing calculator. It will be used extensively to perform discovery activities, for classroom demonstrations, and to serve as an aid for homework completion.

PREREQUISITE: Admission requires successful completion of a full year course in both Algebra 1 and Geometry.

HONORS ALGEBRA 2  
1 Credit

Honors Algebra 2 will cover all topics listed in regular Algebra 2 course description (above) and will investigate many of the topics in greater depth. This honors course focuses more on the role of functions in preparation for our Honors PreCalculus course. This course will ask for a much deeper level of problem solving and critical thinking than is required from the students in our regular Algebra 2 course.

PREREQUISITE: 75 in Honors Geometry; 85 in both Geometry and Algebra 1; teacher and department chair approval.

HONORS ACCELERATED ALGEBRA 2 WITH PRECALCULUS  
1 Credit

Honors Algebra 2 is an accelerated course and a very strong component of our Math Honors Program. This course includes an extensive study of trigonometry and sequences and series in addition to all of the topics covered in Algebra 2. Many PreCalculus topics are taught during the second semester. The Honors Program is intended for students who have shown the ability and desire to excel in mathematics. Students must maintain an average of 75 or above to remain in the Accelerated Honors Algebra 2 course. The graphing calculator is used extensively in this course.

PREREQUISITE: Admission requires the following: 93 or above in both Honors Algebra 1 and Honors Geometry; teacher recommendation; and department chair approval.

PRECALCULUS  
1 Credit

This PreCalculus course is designed primarily for students who do not plan to continue their study of mathematics by taking a Calculus course at Berkeley. The concepts of algebraic trigonometric, exponential and logarithmic functions are stressed. Conic sections, sequence and series, polar coordinates and graphing, and some elementary concepts of calculus will also be covered, but not in depth. Students enrolled in the course are required to have graphing calculators for classroom and assignment activities.

PREREQUISITE: Admission requires the following: successful completion of a full year Algebra 2 course; teacher recommendation; and department chair approval.
241 HONORS PRECALCULUS  1 Credit

Honors Pre-Calculus is designed primarily for students who plan to continue their study of mathematics by taking a Calculus course at Berkeley or in college. The concepts of algebraic, trigonometric, exponential and logarithmic functions are stressed. Conic sections, sequences and series, introductory probability and statistics, polar coordinates and graphing, and elementary concepts of calculus are also included. Students enrolled in the course are required to have graphing calculators for classroom and assignment activities.

PREREQUISITE: Admission requires the following: 95 in Algebra 2, summer supplement, and department chair approval; 85 in Honors Algebra 2, teacher recommendation, and department chair approval; completion of Accelerated Honors Algebra 2.

242 HONORS ACCELERATED PRECALCULUS WITH AP CALCULUS AB  1 Credit

Honors Accelerated Pre-Calculus is designed primarily for students who plan to continue their study of mathematics by taking Calculus BC at Berkeley. During the first semester the material in Honors Pre-Calculus is covered (except for a unit on Statistics), but at a faster pace. Analytic geometry and probability are covered and additional topics include parametric equations and vectors. Students are required to purchase a graphing calculator which is utilized throughout the course. Students must maintain a minimum average of 75 to remain in Honors Accelerated Pre-Calculus. During the second semester, students follow the AP Calculus AB curriculum and take the AP Calculus AB exam in May.

PREREQUISITE: Admission requires the following: 85 or above in Honors Accelerated Algebra 2; teacher recommendation; and department chair approval.

249 INTRODUCTION TO CALCULUS  1 Credit

Introduction to Calculus is designed for students who have taken PreCalculus, and who would like to begin building foundational understanding to be prepared for an introductory Calculus course in college. The first part of this course will include several advanced PreCalculus topics including: triangle trigonometry, trigonometric identities, polar coordinates, and complex numbers. The second part of this course, will take a Business Calculus direction and include the study of functions, limits, derivatives, differentiation rules, application of the derivative, integrals and their application. Applications of these topics will include curve-sketching, applied maximum/minimum problems, and related rates.

PREREQUISITE: Admission requires the following: grade of 90 in PreCalculus, teacher recommendation, and department chair approval; 75 in Honors PreCalculus, teacher recommendation, and department chair approval.

This course is designed for seniors. Juniors who have completed PreCalculus may be approved by the department chair, but may be encouraged or expected to complete some additional review in the summer at the recommendation of the PreCalculus teacher or department chair.

251 HONORS CALCULUS  1 Credit

Honors Calculus is a study of differential and integral calculus, with applications. These applications include curve-sketching, applied maximum/minimum problems, and related rates. Problems will deal primarily in the areas of economics and social sciences. As this course is less rigorous than Advanced Placement Calculus AB or Advanced Placement Calculus BC, students will not take the Advanced Placement examination in May at Berkeley.
PREREQUISITE: Admission requires the following: 75 in Honors PreCalculus; teacher recommendation and department chair approval.

252 ADVANCED PLACEMENT CALCULUS AB  
1 Credit

Advanced Placement Calculus AB consists of a full high school academic year of work and is comparable to calculus courses in colleges and universities. It is expected that students who take Advanced Placement Calculus AB will seek college credit, college placement, or both, from institutions of higher learning. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The content of this college-level Advanced Placement course is determined by the College Board’s Advanced Placement Committee in mathematics. Topics covered include limits and continuity, the rate of change of a function, formal differentiation and its applications, integration and its applications, and the calculus of transcendental functions. Students take the Advanced Placement examination in May. A graphing calculator will be utilized extensively throughout this course.

PREREQUISITE: Admission requires all of the following: 85 in Honors PreCalculus, teacher recommendation, and department chair approval.

253 HONORS STATISTICS  
1 Credit

Honors Statistics is an introductory course to college-level Statistics for 12th grade students. Topics covered include interpreting graphical displays of distributions of univariate data, summarizing and comparing distributions of univariate data, exploring bivariate data and categorical data, planning and conducting surveys and experiments, probability as relative frequency, combining random variables, the normal distribution, simulating sampling distribution, confidence intervals, tests of significance and t-distributions. The TI-Nspire CX graphing calculator is required for this course. Students in this course utilize the computer for data analysis and concept explorations.

PREREQUISITE: Admission requires the following: minimum grade of 75 in PreCalculus; completion of Honors Algebra 2; or completion of Honors PreCalculus; teacher recommendation; department chair approval.

262 ADVANCED PLACEMENT CALCULUS BC  
1 Credit

The content of this college-level Advanced Placement course is determined by the College Board’s Advanced Placement committee in mathematics. Students take the Advanced Placement examination in May. All of the material in Calculus AB is covered, but at a faster pace. Additional topics include slope fields, Euler’s method, integration by parts and partial fractions, improper integrals, vectors, parametric equations, and sequences and series. Students are required to purchase a graphing calculator which will be utilized extensively throughout the course.

PREREQUISITE: Admission requires the following: 90 above in AP Calculus AB or 85 or above in Honors Accelerated PreCalculus with AP Calculus AB.

Note: Students enrolled in AP Calculus BC will not be permitted to transfer to AP Calculus AB after completion of the first marking period.

263 ADVANCED PLACEMENT STATISTICS  
1 Credit

AP Statistics is offered to our 11th and 12th grade students. The College Board’s Advanced Placement committee in mathematics determines the content of this college level Advanced Placement course. Students take the Advanced Placement examination in May. Topics covered: interpreting
graphical displays of distributions of univariate data, summarizing and comparing distributions of univariate data, exploring bivariate data and categorical data, planning and conducting surveys and experiments, probability as relative frequency, combining random variables, the normal distribution, simulating sampling distribution, confidence intervals, tests of significance and t-distributions. The TI-Nspire CX graphing calculator is required for this course. Students in this course utilize the computer extensively for data analysis and concept explorations.

This course is only open to juniors and seniors. If seating is limited, seniors have priority. In some instances it may be in the student’s best interest to delay placement until the senior year due to sequence and/or elective course options.

PREREQUISITE: Admission requires the following: a grade of 90 in PreCalculus or 80 in Honors PreCalculus or completion of Honors Accelerated PreCalculus; teacher recommendation; and department chair approval.

265 MULTIVARIABLE CALCULUS – SEMESTER ONE ONLY

This is a very challenging course at the second-year college level. The differential and integral calculus of several real variables and its application to scalar and vector fields are the principal topics of this course. Additional topics include: vectors and analytic geometry in space, dot and cross products and lines and planes in space, derivatives and optimization of functions of two or more variables, graphs contour diagrams – level curves, level surfaces, extrema of space functions, directional derivatives, partial derivatives, gradients, and constrained optimization, multiple integrals, double and triple integrals in rectangular, polar, cylindrical and spherical coordinates, vector fields and applications, parameterized curves and surfaces, vector fields.

PREREQUISITE: Admission requires 90 in AP Calculus BC; teacher recommendation; department chair approval.

280 HONORS MATHEMATICS SEMINAR: ADVANCED TOPICS – SEMESTER TWO ONLY

This semester course is for the student who has completed our AP Calculus BC course and is designed to introduce students to topics they will see in college courses such as Linear Algebra, Group Theory, and Real Analysis. Topics will include, but will not be limited to, logic and set theory, number theory, counting and induction, proofs, relations and functions, and cardinality. Students will be asked to take mathematical risks and their creativity will be tested with a project/presentation.

PREREQUISITE: Admission requires 90 in AP Calculus BC; teacher recommendation; department chair approval.

282 HONORS MATHEMATICS SEMINAR: ADVANCED TOPICS II – DIFFERENTIAL EQUATIONS

This course will cover basics techniques and methods used to solve ordinary differential equations. The problems students encounter in this course are some of the most interesting problems in mathematics, physics, economics, and computer science. Appreciation of the power of some of mathematics analytical, numerical, and graphical methods will be part of the emphasis of this course. Analytical methods, graphical analysis and numerical techniques will be utilized when seeking solutions. The content of the course will include first order equations, mathematical models, linear equations of second order, the Laplace transform, linear systems and matrices, nonlinear systems and phase plane analysis. Computer software capable of solving and exploring differential equations will be used to enhance understanding and aid in problem solving.
PREREQUISITE: Admission requires the following: AP Calculus BC, Multivariable Calculus, Honors Mathematics Seminar - Advanced Topics 1, and department approval.

290 BUSINESS, ACCOUNTING, AND FINANCIAL MATH

This course will provide an introductory survey of basic accounting concepts and will focus on the key skills and terminology essential to analyzing a business's three major financial statements: Net Income Statement, Cash Flow Statement, and Balance Sheet. Students will learn basic accounting practices (including the fundamentals of double-entry accounting); how money, numbers, goods, and services flow in business; and how decision makers analyze and use accounting information. Special emphasis will be placed on applying financial math and prudent financial management to your everyday life via core accounting and business principles. This class is designed for all students, but especially those thinking about a career in business.

PREREQUISITE: The course is designed for seniors. Admission requires successful completion of Algebra 2; successful completion of Precalculus is recommended; placement for an underclassman requires department chair approval.

SUMMER SCHOOL OFFERINGS:

Credit Courses
Geometry

Review Courses
Algebra 1
Algebra 2
Honors PreCalculus
PHYSICAL EDUCATION DEPARTMENT

Department Chair: Dayna Crawford

In the upper division at Berkeley Preparatory school students are required to complete two credits of physical education. One of the two credits is Personal Fitness and Health, which is completed in the students ninth grade year, over the summer going into ninth grade, or in their first year as a new Berkeley student. The second credit is selected by the student and can be completed any year prior to graduation.

Upper Division students who participate on a Berkeley interscholastic varsity athletic team and meet the exemption expectations can be excused from Strength and Performance and Lifetime Recreation during their varsity sports season by applying for a sport exemption. Sports exemptions will begin on the designated FHSAA start date for at particular sport and conclude once the individual student's season comes to an end. To be eligible for a varsity sports exemption students must attend practice, contests, or training five days a week consistently throughout the season. If a student exempts a physical education course and it results in them attending less than 20 class periods in a single semester, the student will be given a “P” for pass instead of a percentage and letter grade. Students will still receive full credit for completing the physical education course.

710 PERSONAL FITNESS/HEALTH  1 Credit

Personal Fitness/Health will provide information on the various components that make up one's personal fitness and health so students can make informed decisions. This course is divided into two semesters, one semester is in the health classroom focusing on the cognitive elements of health and wellness. The health component of this course is designed to provide the students with information on various topics that include, but are not limited to nutrition, fitness components, mental health, stress management, reproductive health, and drug and alcohol education.

The other semester is the fitness and activity portion of the course. Students will participate in units that include strength training, yoga, rock climbing, project adventure, as well as a variety of dual and team sports. Every student will also complete a two-week Red Cross CPR certification course during this semester.

This course satisfies the requirements for graduation as required by the State of Florida. This class meets four days of the four-day block and there is no sports exemption permitted for this course. The course must be completed in the summer before freshman year or freshman year (or first year in Upper Division).

740 STRENGTH AND PERFORMANCE - Boys  1 Credit
741 STRENGTH AND PERFORMANCE - Co-educational  1 Credit
742 STRENGTH AND PERFORMANCE - Girls  1 Credit

Strength and Performance is a course designed to enhance athletic performance and physical conditioning. The program is designed to build and develop athletes first and sport-specific players second. This course will provide students with the tools and resources needed to enhance athletic performance and physical conditioning. For those not involved in sports this class offers the opportunity to improve overall physical conditioning and gain the tools to live a healthy and active lifestyle.

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Athletes are encouraged to communicate with their sport coaches and their strength and conditioning course instructor to provide them with a balanced workout and workout schedule that supports their individual and team needs. Strength and Performance focuses on improving both the health and skill related components of physical fitness. Those components are cardiovascular fitness, body composition, flexibility, muscular strength, muscular endurance, coordination, agility, reaction time, balance, speed, and power.

There will be boys, girls, and co-educational classes available for students to choose from. This class meets four days of the four-day block and there is a sports exemption allowed in this course from the first contest of an athlete’s varsity sports season until the final contest of their varsity season. Three sport athletes will receive graduation credit for the course but will not receive a letter grade if they choose to exempt all three season.

750 LIFETIME RECREATION 1 Credit

This course offers exposure to a wide variety of activities that students can pursue throughout their life that can be done independently or with one other person. Students will gain an understanding of the rules, skills, and strategies of each sport and activity. The objective of this course is to increase the confidence and comfort level of students so that they are able to participate in these activities throughout life.

Students will have the opportunity to participate in the following activities: Pickleball, bowling, roller hockey, ultimate Frisbee, indoor soccer, disc golf, golf, rock climbing, and badminton.

Lifetime Recreation is a four block course and is sports exemptible as a varsity athlete.

715 INTRODUCTION TO ATHLETIC TRAINING 1 Credit

Introduction to Athletic Training is designed to be an introduction to the care and prevention of athletic injuries, and the duties associated with being an athletic trainer. The course will emphasize the anatomy of the human body in relation to injuries and rehabilitation. There will also be an emphasis on current trends in High School, College and Professional Sports.

There will be several taping labs, requiring proper taping techniques to be demonstrated upon completion. Students will also be required to participate in weekly discussions about current attitudes in ethics of athletes, coaches, and media related to sports and sports related injuries.

This class meets 4 days of the four day block and there is no sports exemption.

752 YOGA AND MINDFULNESS 1 Credit

Yoga and Mindfulness is a course designed to build healthy habits of body and emotions. Expect your student to learn yoga postures, encouraging a mindful connection back to the physical body to improve concentration and help balance emotions. Advanced breathwork is taught as a tool to control
emotions and develop centering skills to increase their ability to focus in class and during homework. Simple meditation tools are offered to allow the student to begin a mediation practice to foster resilience and self-awareness.

Practicing yoga and mindfulness not only improves strength and flexibility, but also positively impacts social, emotional, mental and physical health. Students can expect to learn tools they can use to prepare for tests, maintain focus in class and help with refocusing, lower stress levels, nurture relationships, increase flexibility, relieve anxiety, improve sense of balance, increase self-awareness, learn self-care, build stronger bones, calm the mind, and foster resiliency now and in preparation for college.

Yoga and mindfulness is a four block class that is not sports exemptible.

**Summer School Offerings:**

Summer school courses will be offered based on the availability of full-time Berkeley Physical Education department faculty.

**Personal Fitness/Health:**

This Summer course combines both the health semester and physical activity semester into one three-week course. The health portion of the course is offered through an online platform while the physical education section is completed on campus for a three-week period. The successful completion of both these sections over the summer qualifies as the Personal Fitness and Health 1.0 Credit graduation requirement.

This course will run from June 10th through June 28th. Students must attend all 15 on campus physical education meetings to receive credit for the course. Students will complete the health course remotely each day from June 8th through June 26th. Students must have a Mac computer over the summer to be eligible for this course.

**Health Online: (.5 credits)**

Summer online health is available for students to complete remotely from anywhere they have a computer and the internet. This course will take place from June 8th through June 26th. This course will satisfy .5 of the 1.0 credits required for the Personal Fitness and Health graduation requirement. Students will still need to complete one semester of Personal Fitness and Health during their ninth grade year.

**Summer Golf and Bowling:**

This course is designed to promote the lifelong sports of golf and bowling while further instilling the core values of our school within each student: Discipline, Diligence, and Integrity.

Students enrolled in summer Golf and Bowling will experience three weeks of on-course/alley training and play. This 3-week course meets daily at Countryway Golf Club (countrywaygc.com) from 8:30 a.m. to 11:30 a.m. and Pin Chasers Bowling Alley (pinchasers.net) from 1:30 p.m. to 3:30 p.m. during the weeks of June 8-12, June 15-19 and June 22-26.
Course Requirements:

- Students must furnish their own golf equipment, including wearing a collared shirt tucked into golf pants or appropriate golf shorts. All golf shoes must have rubber spikes.
- A ‘pull cart’ is advised, but not mandatory. The pull cart will assist golfers in carrying their bag during each round of play. *It is highly recommended that students bring their own pull cart or rent one from the course.*

- Golf Balls will be furnished by the School.
- Students are not required to furnish their own bowling equipment but are permitted to do so.
- Class attendance is mandatory. Please review the Handbook for summer details pertaining to attendance.
The mission of the Berkeley Preparatory School science department is more than to instruct students in the various areas of science, it is to provide students with the skills to think scientifically, to understand and analyze information, to discover, and to be successful problem solvers. Scientific knowledge is not only fundamental to a basic education; it is a necessity in today’s society in which new discoveries are constantly being made and must be scrutinized by society. It is only with a clear understanding of science that today’s students can discern the truth from distortion and manipulation of information. Many Berkeley students will choose to study a science related field in college or as a career. The science department strives to give these students all the tools and skills they need to be successful in these areas. Some will have the potential to make unique and important contributions to science and society. Other students, who choose different fields of study or careers, will find the skills they have learned through their science classes will allow them to be even more successful in other fields.

Content, application, analysis, and character are the cornerstones of the Berkeley science programs. The science department strives to provide each of its students with a fundamental understanding of the core courses of Biology, Chemistry, and Physics, all of which are required for graduation. In addition, the science department offers a variety of electives for more in-depth investigations into these and other related areas of science. All courses provide Berkeley graduates with a strong preparation for success in collegiate sciences. The processes of scientific investigation, analysis, and problem solving are emphasized; skills in observing, questioning, experimenting and use of the scientific method are common threads in the Berkeley science courses. The science department strives to provide students with access to the most up to date technologies and methods, including the use of computers in conducting laboratory investigations and research. Students are encouraged to appreciate the world and even the universe that surrounds them and to understand how they relate, effect, and are affected by their environment. Moral and ethical issues are addressed and debated as the world’s scientific community continues to discover and investigate such things as the impacts of global warming, manipulation of genetic materials and the need for alternative sources of energy. The understanding of both the scientific and ethical issues that surround issues such as these allow students to discuss them knowledgably and help to build sound character values, something that is very beneficial to all students in their study of science, their overall success at Berkeley and in their future. Each Berkeley science student is encouraged and expected to demonstrate excellent personal character traits.

The science department philosophy is in agreement with the school’s purpose “… to enable students to achieve academic excellence in preparation for higher education, and to instill in them a strong sense of morality, ethics, and social responsibility so they may eventually attain their highest potential as human beings.”

Berkeley science teachers create an environment conducive to scientific discovery, learning, and understanding. In their relatively small classes, teachers use a variety of teaching techniques which stimulate student interest. Teachers demonstrate a passion for their students, their subject and the learning process. Berkeley science teachers integrate technology into their teaching, continuously update course materials, use student interactive learning processes and guide students to success. Teachers provide frequent feedback to students, provide extra help, and engage in productive learning activities both in and out of the classroom. In addition, the science department provides a student peer tutoring group in which science students help other science students.
One credit each in the areas of Biology, Chemistry, and Physics is required for graduation. All required science courses have a full laboratory program and have separate regularly scheduled laboratory periods; Advanced Placement (AP) science courses have additional laboratory periods. The laboratory program for each course is designed to reinforce and expound upon the topics presented during class, to introduce the students to methods of scientific investigation, to assist students in developing laboratory techniques, and to develop cognitive and problem solving skills. Students are expected to develop skills in interpretation of laboratory data and communication of interpretations through laboratory reports. All students may do research or other types of projects in any science course.

As we move into a new chapter of history, we must prepare our students for the technological age. Computer science, robotics, and engineering have begun to infiltrate numerous sectors of society and we must meet this tomorrow armed with the skills to remain at the cutting edge of progress. Within the science department there are many courses, some beginning as early as ninth grade, that will emphasize basic engineering, computer programming, and robotics.

Student selections for honors and AP courses are based primarily on student performance in prior science courses and science teacher recommendations. Performance in math courses, strong student desire and work ethic, workload of the student’s entire schedule, and a student’s overall record may also be considered. The Chair of the Science Department is responsible for final decisions on student selections to honors and AP courses.

**REQUIRED COURSES:** Each Berkeley student is required to take a year course in biology, physics and chemistry. Each course is worth one unit of credit. A student either takes the regular course or the honors course in each subject. Students are to place first priority on taking their required science courses – before taking science electives. Normally, biology or honors biology course is taken in the ninth grade; physics or honors physics is taken in the tenth grade, and chemistry or honors chemistry is taken in the eleventh grade. Biology, physics and chemistry are offered as summer courses.

**ELECTIVES:** Students have options to take full year or semester electives as described below. If a student has interest, prerequisites and science department recommendations, a student should favor selecting Advanced Placement science courses. Not all science electives will be taught each semester or in a single year. Students should consult with their academic counselor to determine which courses will be offered during a specific semester or school year. The number of students signing up for an elective will also play a part in a final determination as to whether a specific elective will be taught in a specific semester or year.

**ADVANCED PLACEMENT COURSES:** Advanced Placement (AP) courses in biology, chemistry, and physics are offered each school year. All courses follow the respective Advanced Placement syllabus. AP courses are extremely fast-paced college level courses that cover the entire College Board syllabus. Students in these courses must be diligent and exhibit an excellent work ethic to be most successful. Students who take a summer science course are not eligible to take the corresponding Advanced Placement Course.

Departmental approval and teacher’s recommendation for students/applicants are based on observed work ethic, maturity, responsibility, independence and academic preparation in areas specifically required for course success.

Students who do not meet all of the criteria for enrolling in an AP course must first schedule an appointment with the instructor to present evidence of why an exception for them should be considered.
This must be followed by a meeting with the Science Department Chairperson. *These meetings should be scheduled in the spring and completed before the last day of the semester.*

**SUMMER SCHOOL SCIENCE COURSES:** Due to the necessary curricular adjustments to accommodate the summer class duration, students who take a summer course in biology, chemistry, or physics are not eligible to take the Advanced Placement course in its respective subject. Summer science class completion will not be used to accelerate a student’s progression through the required science curriculum.

**ON-LINE COURSES AND CURRICULUM:** Students who have earned the requisite biology, physics, or chemistry credits in a setting outside of a one-year, introductory level course, taught at Berkeley or in a similar classroom-based environment, are not eligible to pursue the AP level courses in these subjects. Students who seek an exception to this policy, must meet additional placement requirements as determined by the Director of College Counseling and the Science Department Chair.

**ACCELERATED SOPHOMORE OPTION:** Sophomores may take two science classes at the Honors level to complete their required science classes as sophomore (accelerated completion). To qualify for this option, students must demonstrate an interest in pursuing higher level science in junior and/or senior year and an 85% or higher in Honors Biology (or Honors Physics Engineering) or a 90% or higher in College Preparatory Biology. Students must also earn an 80% or better in an accelerated honors math course, and 85% or better in an honors math course, or a 95% in a College Preparatory math course. Summer science course grades will not be considered for this option. Current science teacher recommendation and approval of Department Chair are required. Students are also required to meet with the Department Chair prior to the end of their freshmen year.

Should a student wish to opt out of a pre-approved accelerated sophomore schedule after the year begins, students must do so by dropping the elective honors level science first before reducing the grade-required science to the College Preparatory level. Students will be given the option to retake the elective science at the honors level based on prerequisites for their current school year. Students choosing AP Physics 1 or AP Physics 2 as their elective science may remain in these classes while taking a science at the College Preparatory level.

**In most cases, a student wishing to pursue this option will enroll in 6 academic classes. This is an overloaded schedule and as such will also require the approval of the Director of College Counseling.**

### Required Courses

**310 BIOLOGY** 1 Credit

The biology course is based on a conceptual and laboratory approach to understanding the nature of living things. The course opens with an introduction to the scientific method and basic chemistry. Subsequent units cover all of the major aspects of the cell and cell theory including structure and function, photosynthesis and respiration, meiosis and mitosis, the cell cycle, nucleic acids and protein production. Students are also given an introduction to genetics and heredity, including Mendelian genetics. The second half of the year is devoted to classification and a survey of all of the major kingdoms of living organisms with an emphasis on humans. Computer generated activities, animations, web quests, virtual field trips, and other evolving forms of technology will be incorporated into all facets of the course.
RESEARCH PROJECT: Students may be required to complete a research project on a biological topic.

Successful completion of the Summer Biology curriculum can substitute for a year of Biology.

311 HONORS BIOLOGY 1 Credit

Honors Biology is a comprehensive, challenging, introductory biology course. Time management, work-study skills, and problem-solving techniques are developed throughout the year. Refinement of laboratory skills is an integral part of this course. Microscopic and dissecting techniques allow the student to anatomically study organisms both microscopically and macroscopically in order to realize the correlation and importance between structure and function. Computer generated activities, animations, web quests and research are incorporated in the presentation and investigation of concepts.

RESEARCH PROJECTS: Students may be required to complete a project in order to delve more deeply into the study of a particular concept of interest.

PREREQUISITES

Students taking Honors Biology in 9th Grade: 90 or higher in eighth grade Life Science semester of Integrated Science II and with teacher recommendation. Students taking Honors Biology in Grade 10 after completion of Honors Physics Engineering: 85 or higher in HPE, recommendation of the HPE instructor, and department chair approval.

335 HONORS PHYSICS-ENGINEERING: 1 Credit

This course will satisfy the mandatory year of physics requirement. This course will explore the fundamental of physics from an engineering perspective. Topics covered include mechanics, electricity, fluid dynamics, and energy and will include engineering principles such as beginning robotic design, computer programming, circuitry electrical engineering and structural engineering.

PREREQUISITES:

This class is offered only to 9th graders and at the honors level. Students who wish to use this course as their physics requirement must earn a 90% or better in Integrated Science II, Semester II and an 85% or better in Honors Algebra I or a 90% or better in Algebra I. Ninth graders new to Berkeley must earn a 90% or better on an entrance examination.

330 PHYSICS 1 Credit

A student of Physics gains a conceptual introduction to the laws of the physical world. Subjects include motion analysis, forces, momentum, work, energy, heat, waves, sound, light, electricity and magnetism. Problem-solving methods of teaching physics are used. Students improve their applied quantitative skills by solving physics problems, thereby illustrating knowledge of fundamental physics concepts. The course also stresses development of laboratory skills through regularly scheduled laboratory sessions and special projects. Students are encouraged to question, observe, collect data, analyze results and reach conclusions on physical relationships. Independent creative thought and study are encouraged throughout the course.
PREREQUISITE: Successful completion of Biology or Honors Biology. Successful completion of the Summer Physics curriculum can substitute for a year of Physics.

331 HONORS PHYSICS 1 Credit

This is a comprehensive introductory physics course. Subjects included are the same as physics with a more in-depth study. Emphasis is placed on development of problem-solving methods, creative thought and laboratory skills.

PREREQUISITE: Successful completion of Biology or Honors Biology with Biology teacher recommendation, and the following qualifying Freshman year math grade: Geometry-95%, Honors Geometry-85%, Honors Algebra II-80%, Accelerated Honors Algebra-75%. Students who are concurrently enrolled in Algebra II are not eligible for Honors Physics, unless they also qualify for the Accelerated Sophomore Option.

320 CHEMISTRY 1 Credit

This course covers the fundamental concepts of an introductory chemistry course. Topics studied include the phases of matter and transitions between these phases, types of chemical reactions, mathematics of chemical reactions, and energy changes which accompany these reactions, atomic theory, models, periodicity, bonding theory, properties of solutions, kinetics, equilibrium, acid-base chemistry and nuclear chemistry. The course is paced so that students are able to progress with comprehension and intuitive understanding.

Research Project: Students are required to do formal research and create a 4-6 minute video on a current controversial science topic related to our modern society.

PREREQUISITE: Physics or Honors Physics. Successful completion of the Summer Chemistry curriculum can substitute for a year of Chemistry

321 HONORS CHEMISTRY 1 Credit

This is a comprehensive introductory chemistry course. Topics covered include periodicity, atomic theory, bonding theory, kinetic molecular theory, stoichiometry, properties of solutions, kinetics, equilibrium, acid-base chemistry, oxidation-reduction, electro-chemistry and nuclear chemistry. Students wishing to enroll in this course must have the recommendation of the department based on an interest in science study as demonstrated by achievement in previous courses and determination to work independently in the laboratory and classroom.

Research Project: Each student is required to do a research project (which requires a literature search of some societal issue involving chemistry) and to write a 1500-2000 word research paper.

PREREQUISITE: 90 or higher in Physics or at least an 80 in Honors Physics; Algebra II or higher, or concurrent with Algebra II; at least an 80 in the most recent math course completed.
**Full Year Electives:** Each full year elective is worth one unit of credit.

381 **ANATOMY AND PHYSIOLOGY** 1 Credit

This full year course provides the opportunity for students to explore the basic anatomical structure of the human body and to learn how the parts in a normal living human function to perform various activities necessary for life. Lecture and discussion are strongly reinforced with a laboratory emphasizing dissection and microscopic techniques. A comprehensive semester project may be required, rather than a final examination.

PREREQUISITE: Biology with an 85 or higher or Honors Biology with a 75 or higher and a demonstrated interest in life sciences.

316 **HONORS BIOLOGY SEMINAR: MICROBIOLOGY** 1 Credit

This full year course is designed to provide the inquisitive, biology-oriented student with the opportunity to delve more deeply into a study of the microbial world than time permits within the constraints of the AP Biology syllabus. This college-level class uses a lab-based approach. Aseptic technique is stressed. Emphasis is placed on learning laboratory techniques not normally learned until the collegiate level. Microscopic skills are honed throughout the year. A biotechnology unit is incorporated into the syllabus to ensure that the Berkeley students have the opportunity to learn how to amplify DNA using the thermal cycler, to use the new E-gels for doing gel electrophoresis, and to use the UV-transilluminator to observe E-gels. Students are exposed to medical, food, air, soil, industrial and water microbiology. In lieu of a midterm exam, the students complete a comprehensive, hands-on laboratory project.

PREREQUISITE: Successful completion of AP Biology in Junior year.

391 **HONORS ROBOTICS** 1 Credit

This full year course in robotics is designed to provide students the opportunity to solve problems and explore an exciting field with hands on designing, testing, and troubleshooting with the VEX robotic system. The course will use parts of the VEX Classroom Curriculum and teach concepts in gearing, torque, power, speed, friction, center of gravity, and sensor inputs. Working in groups the students will learn about pneumatics and how air pressure can be used for advanced control of the robot. Software will be available for 3D design and modeling. Students will keep an Engineering Notebook to log their progress and learn the engineering process. The programming language C++ will be used to write programs and download them to the microcontroller. Loops, switches, and conditional statements will be used to control the robots and allow them to interact with their environment. Robot Challenges, where robots have to perform a specific set of tasks, will be one way to evaluate the concepts learned and applied in this course. Semester evaluations will take the form of a lab practical.

PREREQUISITE: This course is open to students who have completed their most recent science class with an 80% or better (honors), or an 85% or better (college prep). Students wishing to take Honors Robotics in their sophomore year as a second science are subject to all the requirements of the Accelerated Sophomore Option.
388 CRIMINALISTICS AND FORENSIC SCIENCE 1 Credit

This full year elective fulfills the Global Scholar science requirement. This class will be offered over 6 weeks in the summer in a blended format, with the main content delivery coming in online delivery and labs and tests occurring on campus. This class will cover the history and development of forensic science, proper evidence collection and chain of possession, observational skills and proper crime scene processing technique. We will explore some of the fundamental crime scene analysis techniques including fingerprinting, tool mark analysis, toxicology, DNA analysis and serology, environmental forensics, and trace evidence, as well as discuss the differences in crime scene processing around the world and milestone cases that have shaped the discipline. In lieu of a final exam, students will be required to complete a final project.

PREREQUISITE: This class is open to rising juniors and seniors who have successfully completed biology, physics, and chemistry. Students taking this class over the summer must attend each of the six on-campus days required (no absences are permitted).

HONORS NEUROSCIENCE 1 credit

This full credit elective is offered with honors level credit and only during the summer and will explore the role of the central nervous system (with particular emphasis on brain function) in normal human physiology and disease states. In addition to learning about neurobiology, students will also learn laboratory methods used to evaluate brain function, injury progression, and treatment efficacy such as western blotting, spectrophotometry –based quantification and enzyme-linked immunosorbent assays (ELISA). The class begins with neuroanatomy and will employ histological laboratory techniques to help assess the structure-function relationship between brain regions, neural cell types, and neural systems/centers. Following neuroanatomy, the emphasis shifts to cell signaling, including ligand-receptor interactions, second messengers, intracellular signaling pathways, and pharmacological tools that are utilized to alter cell signaling and function. The final unit will examine the onset, progression and current treatment options for selected neurological conditions spanning injury-induced neuropathies, psychopathologies, and neurodegenerative diseases.

PREREQUISITE: Biology with an 85 or higher or 80 or higher in Honors Biology, and completion of Chemistry with an 85 or higher or an 80 in Honors Chemistry.

364 HONORS ENGINEERING DESIGN 1 credit

Honors Engineering Design is a full year, interdisciplinary course for 12th grade students who are interested in design and engineering. The major focus of the course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. This course gives students the opportunity to develop skills and understanding of course concepts through activities, projects, and problem-based learning. Used in combination with a teaming approach, this course challenges students to continually hone their interpersonal skills, creative abilities, and understanding of the design process. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education. The course assumes no previous knowledge. Students will employ engineering and scientific concepts in the solution of engineering design problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course. Students will also learn how to document their work, and communicate their solutions to their peers and members of the professional community. The course
applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. The course of study includes:

- Design Process • Modeling • Sketching • Measurement, Statistics, and Applied Geometry • Presentation Design and Delivery • Engineering Drawing Standards • CAD Solid Modeling • Reverse Engineering • Consumer Product Design Innovation • Marketing • Graphic Design • Engineering Ethics • Virtual Design Teams

PREREQUISITE: A completed recommendation from a teacher from one of the following disciplines: Advanced Media/Art, Government/Economics, Math, or Science. Students may discuss the recommendation process with their academic counselor.

Semester Electives: Each semester elective is worth one half unit of credit.

385 MICROBES AND MAN I ½ Credit

This half year elective fulfills the Global Scholar science requirement. The course is designed to provide an introduction to microbiology techniques while providing a context for the impact of microbes and their study on the course of human development. Students will learn proper aseptic technique and learn how to identify many microscopic organisms and explain how outbreaks of these organisms have shaped the social and political landscapes of emerging nations.

PREREQUISITE: This class is open to any junior or senior who has successfully completed biology, physics, and chemistry, or a junior who is taking chemistry concurrently. Preference for placement in this class will be given to global scholar diploma candidates.

387 MICROBES AND MAN II ½ Credit

This half year elective fulfills the Global Scholar science requirement. The course is designed to provide an introduction to microbiology techniques while providing a context for the impact of microbes and their study on the course of human development. Students will learn proper aseptic technique and learn how to identify many microscopic organisms and explain how outbreaks of these organisms have shaped the social and political landscapes of emerging nations.

PREREQUISITE: This class is open to any junior or senior who has successfully completed biology, physics, and chemistry, or a junior who is taking chemistry concurrently. Preference for placement in this class will be given to global scholar diploma candidates. Microbes and Man II is designed to be a continuation of Microbes and Man I or a stand-alone semester.

352 ASTRONOMY ½ Credit

The topics in this one semester astronomy elective include the history of astronomy, earth, the moon, the solar system, comets and asteroids, stars and stellar evolution, galaxies, astrobiology, and cosmology. Student will study the major aspects of each section and how they all relate to form the entire universe students will gain a broad aspect of astronomy and picture of the universe.
PREREQUISITE: Physics or honors physics; Junior or Senior; students must exhibit strong math word problem and conceptional physics skills.

353 METEOROLOGY ½ Credit

Meteorology is a one semester elective covering such topics as the layers of the atmosphere, the heating of the earth, the seasons, and fluctuations in temperature. Other topics include humidity, precipitation and clouds, winds and air mass movement, and severe weather such as thunderstorms, tornadoes, and hurricanes. Students will also cover a unit on weather predicting and become a weatherperson for a day. The students will have a better understanding of how numerous aspects of our planet interact which provides the weather around them every day.

PREREQUISITE: Physics or honors physics; Junior or Senior; students must exhibit strong math word problem and conceptional physics skills.

351 GENETICS ½ Credit

The one semester genetics course covers the cytological basis for inheritance, Mendelian genetics, genetic mutations, chromosome and DNA structure, and modern DNA and genetics techniques. Students conduct laboratory exercises using computer inheritance models and biological specimens. A comprehensive semester project may be required, rather than a first semester examination.

RESEARCH PROJECT: Students may be required to research a genetics related topic, prepare a paper, and present the work to the class using multimedia technology.

PREREQUISITE: Biology or Honors Biology with a 75 or higher; Chemistry or Honors Chemistry, or concurrently with Chemistry or Honors Chemistry.

354 GEOLOGY ½ Credit

In this one semester geology course, students explore the earth’s materials, changes in the surface and interior of the earth, and the dynamic forces that cause those changes. Geologic time, minerals, rocks, weathering, plate tectonics, structural geology, earthquakes and volcanoes, earth’s interior, streams, groundwater, glaciers, mountain building, sea floor, and natural resources are covered. Laboratory activities, designed to be both educational and enjoyable, include the topics of mining, volcanoes, water and tectonic plates. The objectives are a greater appreciation of natural surroundings, understanding of the origin and occurrence of natural resources, protection of the environment, and the causes of geological hazards.

PREREQUISITE: Biology, Physics, Chemistry or concurrently with Chemistry or Honors Chemistry, and junior or senior student.

357 OCEANOGRAPHY ½ Credit

The purpose of the one semester course is to study the physical and geological processes occurring in ocean environments both locally and around the world. As the oceans cover nearly three quarters of
Earth, it is of a particular interest to humans. Having the Tampa Bay and the Gulf of Mexico nearby should make Oceanography an interest to students.

The class begins with the study of the geology and make-up of the oceans of the world. Other topics include the study of tides, shoreline development, ocean circulation, and the effects the ocean has on weather. The relationships between oceanography and marine life and human life are considered. Finally, the course includes study of the effects of humans on the oceans including how global warming could affect the oceans and in turn affect other aspects of global climate.

326 HONORS CHEMSITRY SEMINAR: ORGANIC CHEMISTRY ½ Credit

Organic chemistry is a one semester course and covers the introduction to the major classes or organic compounds. These classes include the hydrocarbons and aromatics, alcohols, phenols, ethers, aldehydes, ketones, carboxylic acids and derivatives, and amines and their derivatives. The properties and chemical nature of each are covered in lecture and reinforced through laboratory exercises. Units on selected special topics such as the drugs derived from these compounds are also explored, and students extract and synthesize two such compounds.

PREREQUISITE: Seniors who successfully completed AP Chemistry as juniors or are concurrently enrolled in AP Chemistry. If concurrently enrolled in AP Chemistry, the senior should have earned a 90 or higher in Honors Chemistry.

366 HONORS PHYSICS SEMINAR: QUANTUM MECHANICS ½ Credit

This semester course is intended for students who are interested in physics topics beyond the scope of the AP courses. Topics included are: modern physics such as relativity, wave-particle duality, and the foundation of quantum mechanics. Advanced undergraduate topics such as the formulation of Lagrangian Mechanics, as well as selected topics in astrophysics such as star formation and death, black holes, and cosmology will be explored. Students will create mathematical models of physical systems using a programming language like Java. In place of a final exam students will develop their own coding project to model a physical system.

PREREQUISITE: Seniors who took AP Physics C or AP Physics 2, and AP Calculus BC as juniors are encouraged to apply.

367 HONORS QUANTUM MECHANICS 1 (S1) ½ Credit

The Fall Semester of Physics Seminar will be a foray into Analytical Mechanics. The student will delve into a more mathematical description of classical mechanics, historically a necessary first step into the new description of physics that was to be called Quantum Mechanics, and will see how the reformulations of Newtonian mechanics into Lagrangian and Hamiltonian Mechanics led to Modern Quantum Mechanics. The second half of the fall semester will be an introduction into some of the groundbreaking early quantum mechanical experiments. The student will also learn how to model physical phenomena with the use of a powerful programming suite used in most technical universities today, MATLAB.

PREREQUISITE: Seniors who took AP Physics C or AP Physics 2, and AP Calculus BC as juniors are encouraged to apply.
The Spring Semester of Physics Seminar will be an introduction to Quantum Mechanics. The student will see how to handle all of the quantum mechanical tools at our disposal, such as wave functions, the Schrodinger equation, potential wells, harmonic oscillators, expectation values, tunneling phenomena, the Heisenberg Uncertainty Principle, the Pauli Exclusion Principle, and others. The student will also learn how to model physical phenomena with the use of a powerful programming suite used in most technical universities today, MATLAB.

PREREQUISITE: Seniors who took AP Physics C or AP Physics 2, and AP Calculus BC as juniors are encouraged to apply.

Advanced Placement Courses

312 ADVANCED PLACEMENT BIOLOGY 1 Credit

All labs in the College Board lab manual are completed during the year. This may require one or two Saturday lab classes. Only dedicated students committed to working at a college level on a daily basis throughout the year should enroll in this class.

PREREQUISITE: Junior standing; Chemistry, Honors Chemistry or concurrently with Chemistry or Honors Chemistry; Honors Biology with at least a 85. Students completing college preparatory Biology after 2019 must end the year with a 90% or better, earn their Biology teacher’s recommendation, and successfully complete a 3-week online biochemistry course administered through MyBerkeley in the summer before course enrollment.

322 ADVANCED PLACEMENT CHEMISTRY 1 Credit

Advanced Placement Chemistry is a one-year comprehensive introductory course general chemistry at the college level. Learn about the fundamental concepts of chemistry such as structure and states of matter, intermolecular forces, reactions, and how to use chemical calculations to solve problems.

PREREQUISITE: Junior standing; Honors Chemistry with an 85 or higher average, college preparatory Chemistry with a 90 or higher; students must have demonstrated an interest in chemistry; departmental approval.

331 ADVANCED PLACEMENT PHYSICS 1 1 Credit

This is a comprehensive introductory physics course. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. Emphasis is placed on development of problem-solving methods, creative thought and laboratory skills. Students will sit for the AP Physics 1 exam at the end of the year, but have the opportunity to continue on in AP Physics 2 or AP Physics C. Students taking AP Physics 1 are not required to continue on in AP Physics 2.
PREREQUISITE: Biology or Honors Biology with demonstrated interest in science and Biology teacher recommendation. Honors Physics with an 85% or higher or Physics with 95% or higher. Algebra II or concurrently with Algebra II; at least a 75 in Honors Geometry or 85 in Geometry, or 80% in Honors Algebra II. 85 or higher in Integrated Science (Physical Science semesters). Completion of Honors Physics-Engineering with an 85% or higher can substitute for the above requirement.

333 ADVANCED PLACEMENT PHYSICS 2 1 Credit

The course continues where AP Physics 1 ends and covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. All questions are algebra-based. Students are not required to take Physics 1 to take Physics 2, provided they meet the requirements below. If a student’s schedule permits and requirements are met, students could take Physics 2 concurrently with Physics 1.

PREREQUISITE: Biology or Honors Biology with demonstrated interest in science and Biology teacher recommendation. Honors Physics with an 85% or higher or Physics with 95% or higher. Algebra II or concurrently with Algebra II; at least a 75 in Honors Geometry or 85 in Geometry, or 80% in Honors Algebra II. 85 or higher in Integrated Science (Physical Science semesters). Completion of Honors Physics-Engineering with an 85% or higher can substitute for the above requirement.

334 ADVANCED PLACEMENT PHYSICS C (Mechanics, Electricity and Magnetism) 1 Credit

The AP Physics C course covers the same basic material as AP Physics 1 and AP Physics 2 at a much faster pace and using problems which require the use of calculus. The course actually consists of two parts. The mechanics portion includes units on kinematics, Newton’s Laws of Motion, work, energy, power, linear momentum, circular motion, angular momentum, oscillatory motion, and gravitation. The second semester consists of units in electricity & magnetism, including electrostatics, conductors, capacitors & dielectrics, electric circuits, magnetic fields, and electromagnetism.

PREREQUISITE: AP Calculus BC or higher or concurrently with AP Calculus BC; AP Physics 1 with a grade of 90 or higher, AP Physics 2 with at least an 85, Honors Physics or Honors Physics Engineering with a grade of 90% or higher and departmental approval.

342 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE 1 Credit

This full year course is designed to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems to evaluate risks associated with these problems, and to examine solutions. The course includes a strong laboratory and field investigation component. The course is multidisciplinary in nature, incorporating material from biology, chemistry, physics, and earth science. Due to an inherent interest by most students in the environment, it is expected that AP environmental science will attract students who would not be likely to enroll in another AP science course. On the other hand, the nature of the course allows it to enhance AP Biology and AP Chemistry.

PREREQUISITE: At least a 90 in Biology, Chemistry and Physics or at least an 80 in honors-level of these courses.
TECHNOLOGY DEPARTMENT

Department Chair: Michael Speer

The technology department recognizes that thriving in a technology-driven society requires that students effectively use the full range of digital tools. The technology department strives to provide state-of-the-art educational opportunities for all students. Through the work of this department, Berkeley graduates demonstrate an understanding of the use of technology as a means for communication, research, analysis, and self-expression. Additionally, our graduates are sensitive to the broader philosophical, moral, and ethical issues connected with the use of digital technology.

As a part of Berkeley’s Anytime Anywhere Learning program, every student in grades four through twelve uses a personally owned, wirelessly networked device. Members of the technology department work with all Berkeley teachers and students in mastering these powerful and flexible tools. In addition, students with particular interest in technology are encouraged to enroll in one of the elective courses offered by the technology department.

**850  INTRODUCTION TO COMPUTER PROGRAMMING: ONLINE, SUMMER**

Introduction to Computer Programming is designed for students with little or no computer programming experience. Through the use of JAVA programming language, students are introduced to the discipline of object-oriented programming. Topics covered include an overview of JAVA; control statements; user-defined methods and classes; arrays; inheritance and graphics; and exception handling. Since online courses require a higher degree of self-motivation, students should carefully consider whether this course suits their learning style.

PREREQUISITE: Algebra I and Geometry

**851  ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES**  

Advanced Placement Computer Science Principles is a new course designed for students with little or no programming experience. The course gives students computing skills, an understanding of the real-world impact of computing, and programming literacy. The course introduces students to creative aspects of programming, understandings of the Internet and the issues of cybersecurity, and impacts of computing that affect different people and organizations. Students have the opportunity to use current technologies to solve problems and create meaningful computer programs, games, and simulations.

AP Computer Science Principles focuses on the innovative aspects of computing as well as the computational thinking that will help students see how computing is relevant to many areas of their everyday lives. The course focuses on big ideas:

1. Creativity
2. The Internet
3. Programming
4. Communication
5. Collaboration
6. Analyzing problems
7. Global impact

AP Computer Science Principles encourages students to be both analytical and creative, and to collaborate with their peers to investigate solutions to real-world issues using computing. Students who
succeed in AP Computer Science Principles will be better prepared in college and career, with a thorough grasp of computing foundations and concepts.

PREREQUISITE: Algebra I and Geometry; Sophomore standing with permission from the instructor and the Department Chair.

870 INTRODUCTION TO COMPUTER PROGRAMMING 1 Credit

Introduction to Computer Programming is intended for students with little or no computer experience. The course will cover a broad range of topics, from ASCII to ZIP. Specific focus will be given to the history of computing, computational complexity, computer ethics, and the Internet. Through the use of the Python programming language, students are introduced to computer programming and how it can be used to solve interesting, relevant problems. Assessments will include short papers, programming projects, and tests. Students completing this course will not only have a thorough grounding in computer science but will be well prepared for follow-on study at the Advanced Placement and college levels.

PREREQUISITE: Algebra I (or currently taking)

872 ADVANCED PLACEMENT COMPUTER SCIENCE A 1 Credit

AP Computer Science A is an introductory course in computer science equivalent to a first semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methods, organization of data, approaches to processing data, analysis of potential solutions, and ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale from small, simple problems to large complex problems.

A large part of the course involves the development of computer programs that correctly solve given problem. The design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and the use of logic and formal methods.

PREREQUISITE: Algebra II and Geometry; Students are recommended to have current enrollment in Honors Precalculus; Junior standing.

882 APPLIED COMPUTER TECHNOLOGY 1 Credit

This course is offered as an independent study. Although the course content varies depending on the individual, it would include, but not be limited to network basics, installing and upgrading software, identifying and correcting network problems and learning selected software programs.

860 INTRODUCTION TO ROBOTICS ½ Credit

This intensively hands-on one semester course allows students to design, build, and operate robots. Students work in teams, problem solve, analyze systems, manage projects, access information, troubleshoot, and document what they learn. In an atmosphere that is dynamic and engaging, students will
discover principles of design and system integration as they tackle problems of robot motion, power, control, and autonomy. By the end of the semester, students will have constructed a robot that can sense and respond to changes in its environment as it moves under its own power.

PREREQUISITE: None

861 ROBOTICS 2

Robotics II is an intensely hands-on one-semester course in which students demonstrate imagination and creativity by designing, building, operating, and troubleshooting increasingly complex robotic systems. Students use advanced robotic sensors (photo sensors, sonar sensors, Infrared sensors, and cameras) to construct autonomous robots that interact with the environment. The physics of simple and complex machines will be explored as students use gears, chains, sprockets, and motors in building robots to perform useful tasks. Computer aided design and modeling software will be used to develop new robots. Computer programming allows students to construct robots the function under remote control and autonomously.

PREREQUISITE: Introduction to Robotics

863 PNEUMATICS WITH ROBOTICS

Pneumatics with Robotics is an intensely hands-on course in which students learn the engineering process by designing, building, testing, and troubleshooting with the VEX robotic system. Students explore physical and engineering aspects of power, torque, friction, inertia, etc. The course follows the Autodesk Curriculum. Students will keep an Engineers Notebook to log their progress each day. They will program in Robot C and explore the use of loops, switches, and conditional statements to control their robot. Robots will incorporate a variety of sensors in order to achieve a significant degree of autonomy. Students will have the opportunity to use 3D software for modeling and pneumatics for advanced control.

PREREQUISITE: None
VISUAL AND PERFORMING ARTS DEPARTMENT

Questions should first be directed to individual strand coordinators.
Bryn Harvey – Performing Arts
Stephanie Stuefer – Studio and Digital Arts
General questions can be directed to Kemp Hoversten, Director of Academic Counseling

At Berkeley Preparatory School, we believe that the arts are an essential and integral to a comprehensive and well developed curriculum. Active participation and involvement in the arts are necessary for our students to learn the importance of practice, patience, and perseverance in order to achieve excellence. The skills, concepts, and higher order thinking that are taught and encouraged in all of our art courses are transferable abilities that our students apply to all facets of learning. Whether it be on the stage, in the studio, or behind a camera, our students discover their passions and express themselves through art.

- Visual and Performing Arts courses are offered in the disciplines of: Music, Studio Art, Digital Art, and Theatre.
- A minimum of two visual and performing arts credits are required for graduation.
- Students wishing to take a second year of Digital Photography or Film, at a higher level requires permission of the instructor.

MUSIC

610 BEGINNING GUITAR 1 Credit

This entry level course is designed specifically for beginning students who would like to learn how to play guitar. The course will cover all fundamental skills of playing guitar, including music literacy.

This is an entry level course and may be taken only once to satisfy the two-year graduation requirement. Open to students with no previous experience.

611 AP MUSIC THEORY 1 Credit

AP Music theory is an intensive course dedicated to the study of all aspects of tonal theory. The course culminates with the Advanced Placement test in Music Theory in the spring. Students will learn the fundamentals of harmony, part-writing and basic instrumentation. Additionally, students will learn to sight sing music, take melodic, rhythmic and harmonic dictation.

PREREQUISITE: Preference is given to 11th and 12th Grade students. Sophomore standing is required. Some prior musical knowledge and experience with a musical ensemble or instrument is highly encouraged. Permission of the instructor and Director of Academic Counseling required.

641 CHORAL MUSIC – BERKELEY SINGERS 1 Credit

The Berkeley Singers is an advanced mixed choral ensemble in which students strive to improve in elements of reading, ensemble singing, pitch and musical style. The repertoire consists of choral literature from all periods, with emphasis on intricate, high-level art music. Participation in the Berkeley Singers qualifies students to audition for either Beatitones or the Berkeley Mello Divas. This class includes out-of-class performance requirements as described in the syllabus.
This course does have one position open for a high-level accompanist. Student piano players may audition for this position.

PREREQUISITE: Placement audition for the choral program.

642 CHORAL MUSIC – CANTABELLA WOMEN’S ENSEMBLE 1 Credit

This is an advanced course open to female singers who wish to improve their vocal performance and musicianship. Using choral literature from all periods, students will engage in a focused study of good choral technique and ensemble singing. Membership qualifies students to audition for Mello Divas. This class includes out-of-class performance requirements as described in the syllabus.

This course does have one position open for a high-level accompanist. Student piano players may audition for this position.

PREREQUISITE: Placement audition for the choral program.

643 CHORAL MUSIC – MELLO DIVAS 1 Credit

The Mello Divas is our highest level vocal ensemble for a cappella female voices. Membership into this highly active and competitive ensemble is based on audition and is limited to only thirteen voices. While rehearsals are primarily during the school day, a considerable amount of performances are required outside of regular school hours, including weekends. This ensemble performs in local and national competitions, for which all members will be required.

PREREQUISITE: At least one year of enrollment in either Cantabella or Berkeley Singers and by audition. Members must have the approval of the director and department chair.

616 INSTRUMENTAL MUSIC – STRING ORCHESTRA 1 Credit

This class is a continuation of the curriculum as begun in middle division. Students study the violin, viola, cello and bass in class, and the class functions both as a laboratory/learning situation and as a performance ensemble. This class includes out-of-class performance requirements as described in the syllabus.

PREREQUISITE: None for students who were enrolled the previous year; teacher permission for beginners and new members.

617 INSTRUMENTAL MUSIC – BAND 1 Credit

This class is a continuation of the curriculum as begun in middle division and is open to woodwinds, brass, and percussionist. Curriculum for this course includes the study and performance of marching band, concert band, athletic pep band, and solo literature. This class includes out-of-class performance requirements as described in the syllabus, including Music Performance Assessment events sponsored by the Florida Bandmasters Association.
PREREQUISITE: None for students who were enrolled the previous year; teacher permission for beginners and new members.

618 BEGINNING PIPES 1 Credit

Beginning pipes is designed for those students interested in learning to play the highland bagpipes. Students learn the basics of music reading and the unique notation of Scottish highland piping. They begin on practice chanters and progress to full sets of bagpipes. A variety of styles are represented in the repertoire including jigs, marches, slow airs, reels and strathspeys.

This is an entry level course and may be taken only once to satisfy the two year graduation requirement. Open to students with no previous experience.

619 INSTRUMENTAL MUSIC – PIPING 1 Credit

The piping class is designed for those students interested in learning to play the highland bagpipes or furthering their study in it. Students learn the basics of music reading and the unique notation of Scottish highland piping. A variety of styles are represented in the repertoire including jigs, marches, slow airs, reels and strathspeys. Students at any level can expect to advance in their skills.

STUDIO ARTS

630 MEDIA 1 Credit

An introductory course in which students will explore the many media and techniques employed by visual artists. Classroom production and the analysis of the work of master artists give students broad experience with these media.

This course is open to all interested students and is a prerequisite for Intermediate Art.

692 DESIGN ARTS – UPPER DIVISION FABRICATION 1 Credit

Designers, engineers and fabricators, must continually balance between how an object functions, what form it will take, and how it will be made. Each of these concerns require different skills, and a choice in area one will most likely affect the other two. A solid understanding of fabrication techniques is essential for students who wish to pursue careers in Art, Design, Engineering and Architecture.

This year-long course provides students the opportunity to learn skills through a structured group project and then apply those skills to an individual project of their own design. Beyond the specific tools and techniques taught, the class is an opportunity for students to learn and practice both design thinking and open-ended problem solving.

Topics to include:
- Safe and effective use of hand tools
- Safe and effective use of hand held power tools
- Safe and effective use of stationary machine tools
• Understanding of hardwoods, softwoods, and composite materials in relation to their unique properties of strength dimensional stability and product application.
• Design as an esthetic expression
• Design as an engineering process
• Construction documents
• Shop drawings
• Cut sheets
• Material and hardware/fastener research, selection and specification
• Competency in utilizing design methods and processes to solve design problems.
• Competency in the graphic conventions and organization of construction documents, i.e. "working drawings."

Eligibility: This course is open to all students grades 9-12. While students with prior experience in Design Arts may have a small initial advantage over students new to the fabrication studio, all courses taught in the Fabrication Studio begin with a compressive introduction and review of safe and effective machine and hand tool practice.

650 INTERMEDIATE ART 1 Credit

An intermediate course of study in which students will expand their technical skills and conceptual ideas through production using a wider variety of media. Guest speakers and visual aids will supplement teacher lecture/demonstrations. Art history continues to be an integral part of the curriculum.

PREREQUISITE: Media. Students wishing to enroll in Intermediate Art without completing the Media course will be required to complete a portfolio review.

651 ADVANCED ART 1 Credit

This course is intended only for those students who have a keen interest in visual art. Class time is considered studio time for the students who will develop a portfolio of their work. Photography is an added dimension to this course. The AP studio course guidelines are recommended for students to use. Visiting artists and visual aids will supplement teacher lecture/demonstrations.

PREREQUISITE: Intermediate Art. Students wishing to enroll in Advanced Art without completing the Intermediate Art course will be required to complete a portfolio review.

652 CERAMICS I 1 Credit

This course is designed to be an introduction to ceramic materials and processes in relation to the elements and principles of art and design. Students explore a variety of hand-building techniques with emphasis on coil, slab and pinch construction as well as learn basic wheel-throwing and altering skills. Glazing and surface decoration will be introduced as students take their ideas from beginning sketches to final works of 3D art. Students will research and create both functional and sculptural artwork as historical and contemporary comparisons of clay forms are presented and discussed. Visiting artists provide personal insights into processes and concepts.

This course is open to all interested students and is a prerequisite for Ceramics II.

653 CERAMICS II 1 Credit
Ceramics 2 is a full year class that explores in greater depth the concepts and processes introduced in Ceramics 1. This course emphasizes creative and technical problem solving skills in 3D ceramic design through research, experimentation, critique, and individual portfolio development. Students are encouraged to experiment with both traditional and non traditional ceramic methods as they are introduced to the tools and technology available in the Smith Fabrication Studio to enhance their functional and sculptural ceramic work.

Prerequisites: Ceramics I.

662 AP STUDIO ART: 3D DESIGN 1 Credit

AP Studio Art: 3D Design is a portfolio-based class for students who possess a serious interest in visual arts and creating 3D objects. Students are asked to cultivate their understanding of art and design through any three-dimensional approach, including, but not limited to: figurative or nonfigurative sculpture, architectural models, metal work, ceramics, installation, assemblage, and 3-D fabric/fiber arts. There is no preferred (or unacceptable) style or content but all artwork must demonstrate innovation, activation of space, and clear artistic intentions.

Students accepted into this course must be committed to their art practice and willing to spend a considerable amount of time outside the structure of classroom developing complex ideas.

Instruction throughout the year focuses on how students can express their own creative voice and produce high-quality artwork equivalent to that of a foundational art class at the college level. The course culminates in a portfolio submission to the AP College Board that consists of 12-20 finished pieces. Students will be asked to complete a new artwork every two weeks in order to meet the requirements of the AP portfolio.

AP Studio Art: 3D Design Portfolios are assessed on the following criteria:

- Successful use of the elements of design and application of 3D design principles.
- Well informed decision making and intention.
- Original, imaginative and inventive composition.
- Successful engagement with experimentation and/or artistic risk taking.
- Confidence in the artwork and visual qualities that can engage a viewer through expressive verve or nuanced subtly.
- Technical competence of materials and media to express ideas.

Prerequisites: Ceramics 2, Intermediate Art, or Advanced Art, teacher recommendation with portfolio review. All advanced placements must be approved by the Department Chair.

663 AP 2D ART AND DESIGN 1 Credit

AP Studio Art: 2-D Design is a portfolio-based class for students who possess a serious interest in visual arts and creating 2-D works. Students are asked to cultivate their understanding of art and design through any two-dimensional approach, including, but not limited to: figurative or nonfigurative drawing, photography, collage, fabric design, fashion design, painting, illustration, and printmaking. There is no preferred (or unacceptable) style or content but all artwork must demonstrate innovation, activation of space, and clear artistic intentions.
Prerequisites: Intermediate Art, or Advanced Art, and teacher recommendation with portfolio review. All advanced placement requests must be approved by the instructor and the strand coordinator.

**DIGITAL ARTS**

654 **DIGITAL DESIGN** 1 Credit

An introductory course that is project-based, developing digital communication skills through graphic design, illustration and print production, using Adobe tools. Students will gain experience in subject areas and skills across careers in graphic design, illustration, photography, print and media production. To simulate a professional work environment, students will gradually migrate their design work from an individual process to a group process. Students will develop key skills of project management and collaboration, design, illustration, and page layout design.

This course is open to all interested students and is a prerequisite for all other digital arts courses.

659 **DIGITAL DESIGN II** 1 Credit

Digital Design II is a project based class that will further develop knowledge and skills within the creative industry of Graphic Design and Visual Communication Industry. Students will build upon the principles and techniques explored in Digital Design, focusing on solving communication challenges of diverse scenarios and practical application. These specific skills will integrate into a more comprehensive design process. Students will work with industry standard software such as Adobe Illustrator, Adobe Photoshop, Adobe InDesign, and Adobe Muse.

PREREQUISITE: Digital Design.

655 **COMPUTER ANIMATION I** 1 Credit

Computer Animation is a full year class that will introduce students to the styles and techniques of computer animation. This class will address the principles of animation, the history of animation studios and animators, the development of story boards, the creation of flipbooks for motion studies, as well as developing critiquing skills through class critiques of student work. The students will develop knowledge of animation software and paint programs which they can apply to projects in other classes.

PREREQUISITE: Media or Digital Design. Students wishing to by-pass the entry level course will be required to demonstrate a mastery of certain skills.

656 **COMPUTER ANIMATION II** 1 Credit

Computer Animation II is a full year class that will build upon the concepts and techniques introduced in Introduction to Computer Animation. This course will examine in detail the key elements required in real-world production. Whereas the first year focused on the individual skills, this course will focus on the practical skills and knowledge required in a modern 2D animation environment, including producing and combining various types of 2D animation. The Computer Animation 2 class will give students further opportunity to develop their personal animation techniques by applying the principles of animation, as well as their creativity, to advanced projects.
PREREQUISITE: Media or Digital Design and Computer Animation I.

657 DIGITAL PHOTOGRAPHY 1 Credit

Digital Photography will introduce the students to the fundamentals of photography, film, optics, cameras, and lighting. The class will include but not limited to learning techniques of photojournalism, location photography, action photography, and portraiture. The use of Photoshop or Paint Shop Pro will be taught through the manipulation of student work to enhance or to recreate a composition.

PREREQUISITE: Media or Digital Design. Students wishing to by-pass the entry level course will be required to complete a portfolio review.

658 MOBILE APP DESIGN: THE ART AND THE SCIENCE 1 Credit

This is a full year class that will introduce students to various collaborative design components to create applications for mobile devices. This class combines computer science and artistic design using Adobe Creative Suite and Xcode. Xcode includes everything you need to create amazing apps for iPhone, iPad, Mac, and Apple Watch. Students will develop key skills of project management and collaboration, design, coding and data flow.

Prerequisites: Sophomore standing.

661 FILM PRODUCTION 1 Credit

The objective of this class is to introduce the students to concepts and the creative process required for the “artistic endeavors” of film making through hands on experience. This will include analyzing and identifying films along with different directors, studying camera techniques, learning visualization of concepts through storyboarding, analyzing the relationship between films and the realities they represent. Students will also develop an understanding of the film production process and production roles. Students will create several short films based on different genres studied throughout the year and learn editing techniques to create a successful film.

PREREQUISITE: Media or Digital Design. Students wishing to by-pass the entry level course will be required to complete a portfolio review.

THEATRE

620 PERFORMANCE AND PRODUCTION I 1 Credit

Performance and Production 1 is a course designed to be an introduction to the study of the craft of acting. In addition, students are introduced to basic principles of dramaturgy, design, and directing. The fall semester is devoted to exercises and projects to prepare the actor for text work; the semester is composed of units on Truth and Authenticity, Imagination and Visualization, and Goals and Tactics. Semester two is devoted to work on a published scene including: dramaturgy, script analysis,
tablework and character work, staging and physical impulse, and rehearsal process. The year concludes with a public showing of original content contributed by a professional playwright. Students enrolled are eligible to audition for all mainstage productions.

670 PERFORMANCE AND PRODUCTION II  
1 Credit

Performance and Production 2 is a course that continues principles learned in Performance and Production 1, in addition to being a formal scene study class. Students will study at least three plays (or musicals) of different genres, and will present a chosen scene from each. After an introductory unit on intense script analysis, the process of study on the plays involves: dramaturgical research, a Directing and Design Proposal, character worksheets, physical and vocal work on character, staging, and script analysis. Students learn the importance of how to deliver a structured and playable note, as well as to analyze staging and character choice; this is meant to be an introduction to the process of directing. The year concludes with a showing of scenes from each play studied at Theatre Night. Students enrolled are eligible to audition for all mainstage productions.

PREREQUISITE: Performance and Production 1, or permission from instructor.

681 ADVANCED THEATRE ENSEMBLE  
1 Credit

Advanced Theatre Ensemble is an honors-level theatre course, meant to provide an environment akin to a college or professional theatre company. Students will study (representative list depending on the year): script analysis, theory and criticism, directing and design, advanced movement and vocal technique, and audition technique. Additionally, each student will have the opportunity to participate in several ATE Black Box Series student-led productions. The class functions as a theatre ensemble, and students are expected to contribute actively to the theatre program as a whole, as its leaders. This class may include out-of-class performance requirements. Students enrolled are eligible to audition for all mainstage productions.

PREREQUISITES: The successful completion of Performance and Production II with a final grade of 85% or higher. Permission from instructor required.

690 DESIGN AND TECHNICAL THEATRE  
1 Credit

Design and Technical Theatre is a practical course in theatrical set construction, painting, installation, special effects, lighting, sound, and back-stage management. Emphasis is given to the reading of plans, the use of tools, and safe and efficient practice in the theater. *This class includes significant out-of-class requirements as described in the syllabus.

695 DANCE FOR THE STAGE  
1 Credit

Dance for the stage is designed for the student to learn basic choreographic and dance techniques in musical theatre. This introductory course is designed to help the non-dancer as well as trained dancers to learn the various styles of dance for the theatre. Basic instruction will include introduction to tap, jazz, and ballet. Character development through dance will be stressed. The class will learn elements of basic choreography through participation and class study of dance through the ages. The class time
will be spent doing actual movement, warm-up and stretch activities, technique and combinations leading to a group dance numbers.

Students may elect to take this course for a physical education or a visual and performing arts credit.

This course is open to all students.

**HISTORY AND COMMUNICATION**

**622 RHETORIC**  
1 Credit

Communication is the most fundamental and commonplace human activity. Success in any field of endeavor depends on excellent communication skills. Reasoning Research and Rhetoric is a yearlong course designed to help students develop excellent oral communication skills. Through speeches, projects, and guided practice, students move from the basic principles of public speaking to an examination of the art of oral expression. The course challenges students to apply increasingly powerful reasoning and research skills while developing a variety of speaking skills. Berkeley expects its graduates to take positions of leadership in the various communities to which they belong. The oral communication skills learned in Reasoning, Research, and Rhetoric are an important step toward that goal. Reasoning, Research, and Rhetoric satisfies one year of the two year Visual and Performing Arts requirement. There is no prerequisite.

**440 A CULTURAL HISTORY OF WESTERN CIVILIZATION**  
1 Credit

This course is designed to give students an historical perspective of western art, sculpture, architecture, drama, music, literature, and ideas. Using audio/visual demonstrations, discussions and comprehensive texts, the course introduces students to western culture as it has developed from the Greco-Roman period to the present.

Students are expected to develop skills in:

1. identifying style periods in western culture;
2. identifying style characteristics of artists and composers;
3. identifying style characteristics of regions of the world;
4. comparing style characteristics;
5. essay-writing and library research; and
6. how these trends may affect culture.

This course is open to grades 11 and 12. May also be a history credit instead of a visual and performing arts credit.

**465 VETERANS’ DOCUMENTARY FILM CLASS**  
1 Credit

The Veteran’s Documentary Film class is a cross-curricular course taught through the History and Visual and Performing Arts departments. We will partner with the Library of Congress and the Veteran’s History Project to interview and record the stories of American veterans involved in foreign conflicts. The final product, a documentary film of their stories, will be given to both government agencies for addition into their archives. This course will help to develop visual literacy skill, social
manners communication skills, research skills, writing skills, and historiographical skills. Since the course can be taken for visual and performing arts credit, equal consideration will be given to the artistic dimension of the undertaking. In the spirit of cross-curricular instruction, not only will the final product, a documentary film, but the curriculum as a whole will reflect learning in both history and the visual arts. The historical and artistic components of the course will reinforce one another throughout the entire process. Films and documentaries relevant to the historical period will be examined from both a historical and artistic perspective. Our focus will initially be to interview veterans from WWII as we are under a severe time crunch to have them tell their stories before they are taken from us.

May also be a visual and performing arts credit instead of a history credit. Open to juniors and seniors only during the regular school year.

441 CULTURAL HISTORY – A Global Perspective 1 Credit

This course is designed to give students a historical perspective relative to art, sculpture, architecture, music, and ideas. Using audio/visual demonstrations, discussions and comprehensive texts, the course introduces students to culture as it has developed from the origins of human creation of art to the present. As enrichment to the course, field trips to local museums are a part of the class. Students are expected to develop skills in:

• identifying style periods in culture,
• identifying style characteristics of artists and composers,
• identifying style characteristics of regions of the world,
• comparing style characteristics,
• essay-writing and library research,
• identifying philosophical trends throughout history in terms of how these trends may affect culture, and
• understanding the basic political and economic trends of the period.

May also be a visual and performing arts credit instead of a history credit.

Open to juniors and seniors. Rising sophomores may take this course with approval of the History and Religious Studies Department Chair.
DEPARTMENT OF WORLD LANGUAGES

Department Chair: Dr. Richard Pyrczak

Guiding Philosophy:

Knowledge of another language is an essential element of a Berkeley student’s education. The World Languages Department believes that early exposure to foreign language learning in the elementary grade levels is of great benefit to students in the cognitive, cultural and social spheres. Numerous course offerings in the middle and upper divisions and varied instructional methods allow the needs of all students to be met within the scope of their abilities. The progressive development of proficiency not only impacts a student’s ability to communicate in the target language, but also provides a deeper understanding of the nature of language itself, thus improving a student’s communicative skills in English. The World Languages Department strives to instill in students an awareness of the roots of both the Western and Eastern traditions, and an appreciation for the multicultural, global society in which they will soon take an active part. Students are provided with the tools to cultivate a deeper understanding of foreign cultures and value systems, thus enhancing understanding of their own society and promoting open-mindedness towards others. Language study broadens attitudes of acceptance and equips students with the cultural awareness necessary to assume their roles as caring, capable, and educated young adults in a diverse society.

Standards/ Methodology for Modern Languages:

Berkeley’s Modern Language program is aligned with ACTFL (The American Council on the Teaching of Foreign Languages) proficiency guidelines and ACTFL recommendations for language study and the promotion of oral proficiency. This means that:

- Classroom activities and assessment tasks are built around the three modes of communication: the interpretive mode (reading, listening, viewing), the interpersonal mode (speaking and writing in which active negotiation of meaning is present), and the presentational mode (presentation of prepared oral or written remarks). Roughly one-third of classroom activities and assessment tasks are devoted to each mode. When one mode is emphasized over the others, oral proficiency tasks are preferred.
- Quizzes focus on one of the three modes, with the recommendation that the interpretive mode be assessed sporadically (in a formal assessment).
- Tests are IPAs- Integrated Performance Assessments, with an interpersonal or presentational speaking task and an interpretive reading and presentational or interpersonal writing task.
- The use of authentic resources is both preferred and required whenever available. Students must be taught strategies to interpret authentic resources.

World Language Graduation Requirement:

The World Language graduation requirement is successful completion of level 3 or 10th grade language study, whichever is later.

Students who voluntarily stop language study for a year and would like to continue after this hiatus will be required to take a placement exam to determine their readiness for the next level of language. Enrollment in the next level after taking the placement exam will only be permitted with the consent of the chair.
FRENCH

520 FRENCH I

French I gives students the tools to begin to explore and share knowledge of the cultures of the French-speaking world. The ACTFL proficiency target for this course is Novice High. Novice High users of the language can express themselves on familiar topics using primarily memorized words, phrases, simple sentences and questions that have been highly practiced and memorized. Novice High students can occasionally create more complex sentences using connectors, use basic transitions, and are beginning to create language. French I focuses on the following six thematic units: 1) All About Me, 2) My Day at School, 3) Me and My Family, 4) In My Free Time, 5) We All Love to Eat and Drink, 6) My Vacation.

Primary Text: No primary text. Teacher-provided resources.

521 FRENCH II

French II, conducted primarily in French, expands the knowledge acquired in French I, with emphasis on a variety of communicative situations and skills. French II students can make cultural comparisons at the end of the year, enabling them to explore the French-speaking world in greater depth. The ACTFL proficiency target for this course is Novice High to Intermediate Low, depending on the student and the mode. Novice High users of the language can express themselves on familiar topics using primarily memorized words, phrases, simple sentences and questions that have been highly practiced and memorized. Novice High students can occasionally build more complex sentences using connectors, use basic transitions, and are beginning to create language. Intermediate Low users of the language can communicate information and express opinions about familiar topics using strings of full sentences, consistently create language and combine it with memorized fragments, expand with compound sentences with some consistency, occasionally use advanced transitions, and narrate events in the past, albeit with errors. French II focuses on the following six thematic units: 1) Back to School, 2) My Family and My Home Life, 3) How We Celebrate, 4) My Community, 5) It’s Time to Cook, 6) My Health.

Primary Text: No primary text. Teacher-provided resources.

PREREQUISITE: Successful completion of French I and departmental consent.

523 HONORS FRENCH II

Honors French II is intended to challenge students who excelled in French I. This course requires dedication, a strong commitment to learning and an excellent work ethic. Students must be willing to put in the time to prepare for class each day and demonstrate the ability to work independently in and outside the classroom. The course, taught almost exclusively in French, expands on the cultural knowledge acquired in French I with emphasis on a variety of contextualized communicative situations and communicative skills. The ACTFL proficiency target for this class is Intermediate Low. Some students may exceed that rating by the end of the year. Intermediate Low users of the language can communicate information and express opinions about familiar topics using strings of full sentences, consistently create language and combine it with memorized fragments, expand with compound sentences with some consistency, occasionally use advanced transitions, and narrate events in the past, albeit with errors. Honors French II focuses on the following six thematic units, with signifi-
cant resource enrichment: 1) Back to School, 2) My Family and My Home Life, 3) How We Celebrate, 4) My Community, 5) It’s Time to Cook, 6) My Health.

Primary Text: No primary text. Teacher-provided resources.

PREREQUISITE: Grade of 90 or higher in French I and departmental consent

522 FRENCH III

French III, conducted almost entirely in French, expands the knowledge acquired in French II, with an emphasis on a variety of contextualized communicative situations and communicative skills. French III students are becoming culturally aware, and can discuss the products, practices, and perspectives of the French-speaking world with some sophistication. The ACTFL proficiency target for this class is Intermediate Low. Intermediate Low users of the language can communicate information and express opinions about familiar topics using strings of full sentences, consistently create language and combine it with memorized fragments, expand with compound sentences with some consistency, occasionally use advanced transitions, and narrate events in the past, albeit with errors. French III focuses on the following six thematic units: 1) #MyLife 2.0, 2) My Media, 3) My Childhood, 4) A Healthy Lifestyle, 5) A Healthy Community, 6) My Future.

Primary Text: Teacher-provided resources, online resources.

PREREQUISITE: Successful completion of French II or Honors French II and departmental consent.

524 HONORS FRENCH III

Honors French III is intended to challenge students who excelled in French II or Honors French II. This course requires dedication, a strong commitment to learning, and an excellent work ethic. Students must be willing to put in the time to prepare for class each day and demonstrate the ability to work independently in and outside the classroom. The course, taught exclusively in French, expands on the cultural knowledge acquired in Honors French II with an emphasis on a variety of contextualized communicative situations and communicative skills. Honors French III students can easily make cultural comparisons and can discuss the products, practices, and perspectives of the French-speaking world with some sophistication. The ACTFL proficiency target for this class is Intermediate Mid 2. Intermediate Mid 2 students can narrate and describe with specificity, develop and explain ideas, use complex sentences with advanced connectors and transitions, and easily switch between time frames. Honors French III focuses on the following six thematic units, with significant resource enrichment: 1) #MyLife 2.0, 2) My Media, 3) My Childhood, 4) A Healthy Lifestyle, 5) A Healthy Community, 6) My Future.

Primary Texts: Teacher-provided resources, online resources.

PREREQUISITE: Grade of 90 or higher in Honors French II and departmental consent. Grade of 93 or higher in French II and departmental consent. Students attempting to enroll in Honors French III after French II may additionally have to undertake independent study to make up material covered in Honors French II that is not typically covered in French II. A packet is provided to interested students in May to aid in this study.
French IV is a course for students who have successfully completed French III or Honors French III and want to continue developing their language skills. Students learn grammar and vocabulary in context, as they develop skills in the three modes of language competency working with authentic resources, per the standards of the American Council on the Teaching of Foreign Languages: the interpretive mode (listening and reading), the interpersonal mode (conversation and interactive writing, such as e-mails and text messages), and the presentational mode (prepared speech and expository writing). Special focus is placed on oral proficiency. The course is built around six thematic units—1) Heritage, 2) Global Citizenship and Current Global Challenges, 3) Personal and Family Relations and Communication, 4) Travel, 5) Beauty and Aesthetics, 6) Future Global Challenges—and provides for ample practice of performance tasks shown to increase proficiency. Students have to be willing to put in the time to prepare for class each day and demonstrate the ability to work independently in and outside the classroom. The ACTFL proficiency target for this class is Intermediate Mid 1. Intermediate Mid 1 students can describe and explain with qualities, conditions, and emotions, consistently use strong connectors and transitions, use original sentences, and narrate in more than one time frame.

Primary text: Imaginez or teacher-provided resources in addition to online resources.

PREREQUISITE: Successful completion of French III or Honors French III.

Honors French IV is a preparatory course for the AP French Language course and exam. Honors French IV is intended for students who have excelled in French III or Honors French III. This course requires dedication, a strong commitment to learning, and an excellent work ethic. Students must be willing to put in the time to prepare for class each day and demonstrate the ability to work independently in and outside the classroom. The course, taught exclusively in French, expands on the cultural knowledge acquired in Honors French III with an emphasis on a variety of contextualized communicative situations and communicative skills. The course, built around six main themes—Family and Communities, Contemporary Life, Beauty and Aesthetics, Personal and Public Identities, Global Challenges, and Science and Technology -- provides for ample practice of tasks required for the AP exam, including cultural comparisons. The ACTFL proficiency target for this class is Intermediate High. Intermediate High students can consistently describe, explain, and narrate in all major time frames, distinguish between formal and informal registers, consistently use complex sentences to express themselves in paragraph-length discourse with advanced transitions and connectors, and occasionally discuss hypothetical situations.

Primary Texts: Imaginez, teacher-provided resources, online resources.

PREREQUISITE: A grade of 90 or higher in Honors French III and departmental consent. Grade of 94 or higher in French III with summer remediation to gain familiarity with content covered in Honors French III and not covered in French III and a grade of 85 on an exam administered by August. A strong teacher recommendation is determinant in the ability to enroll in Honors French IV after French III.

AP French Language is intended to challenge the exceptional French student. This course requires extraordinary dedication, a strong commitment to learning, and an excellent work ethic. Students
must be willing to put in the time to prepare for class each day and demonstrate the ability to work independently in and outside the classroom. The AP French Language examination measures the student’s proficiency in each of the three modes: interpersonal, presentational, and interpretive. AP French students are required to use a variety of grammatical structures and vocabulary in authentic contexts to accurately compare, contrast, describe, and discuss the products, practices, and perspectives of the French-speaking world. The ACTFL proficiency target for this class is Intermediate High/Advanced Low. Some students may reach Advanced Low. Intermediate High students can consistently describe, explain, and narrate in all major time frames, distinguish between formal and informal registers, consistently use complex sentences to express themselves in paragraph-length discourse with advanced transitions and connectors, and occasionally discuss hypothetical situations. Advanced Low students can easily describe, explain, and narrate in all major time frames, distinguish between and use formal and informal discourse, consistently and comfortably write paragraphs with advanced connectors and transitions, make conjectures and discuss hypothetical situations, handle unexpected turns of events and situations with complications, and easily express their point of view on a wide variety of topics. All students are required to take the exam. The course is built around six main themes: Family and Communities, Contemporary Life, Beauty and Aesthetics, Personal and Public Identities, Global Challenges, and Science and Technology.

Potential Primary Texts: Allons au-delà; Richard Ladd, AP French: Preparing for the Language and Culture Examination; Une fois pour toutes; Thèmes. Teacher-provided and online resources.

PREREQUISITE: Grade of 85 or higher in Honors French IV and departmental consent.
Due to the rigor of the AP French Language exam and the expectations of the AP French Language course, students currently enrolled in Honors French III or Honors French V must meet the following criteria in order to pursue the AP level course:

1. A year-end grade of 94 or above in the Honors French III or Honors French V.
2. The highest recommendation of the Honors French III or Honors French V teacher.
3. A minimum grade of 85 on an exam to be administered by August. Eligible Honors French III or Honors French V students will be given a study guide in late May that will allow them to prepare for the exam throughout the summer or will have to take a summer course covering the second half (Pre-AP) of Honors French IV when offered.

526 HONORS FRENCH V 1 Credit

Honors French V is intended for French students who are motivated and interested in continuing their learning about Francophonic culture and the French language. This course requires dedication, commitment and an excellent work ethic. Students must be willing to put in the time to prepare for class each day and demonstrate the ability to work independently in and outside the classroom. This course serves as an alternative to the AP French Language course for students who have successfully completed Honors French IV and wish to continue developing their language skills. Students work with a variety of materials including films, short stories, newspapers and magazine articles. Great emphasis is placed on oral participation and classroom discussions. Students are required to maintain a blog in French. The ACTFL proficiency target for this class is Intermediate High. Some students may reach Advanced Low. Intermediate High students can consistently describe, explain, and narrate in all major time frames, distinguish between formal and informal registers, consistently use complex sentences to express themselves in paragraph-length discourse with advanced transitions and connectors, and occasionally discuss hypothetical situations. Advanced Low students can easily describe, explain, and narrate in all major time frames, distinguish between and use formal and informal discourse, consist-
ently and comfortably write paragraphs with advanced connectors and transitions, make conjectures and discuss hypothetical situations, handle unexpected turns of events and situations with complications, and easily express their point of view on a wide variety of topics.

*Primary Texts: Le Petit Prince; Face-à-face; teacher-provided and online resources.*

Prerequisite: AP French, or Honors French IV with a year-end grade of 75. French IV with a year-end grade of 80. Departmental consent.

**LATIN**

531 LATIN I  
1 Credit

This course offers an introduction to the grammar and vocabulary of the Latin language. The student learns to read and write in basic Latin and develops the skills needed to study Roman authors in the original Latin in higher level courses. In addition, students will learn about Roman and Greek history, geography, mythology, and culture through adapted readings.

*Primary Text: Classical Mythology & More*

532 LATIN II  
1 Credit

The earlier part of the year in Latin II consists of a thorough review of grammar, after which syntax not introduced in Latin I is covered. Students practice extensively in forms and adapted readings. Emphasis is placed on Latin grammar and its relation to English grammar. The course also includes work in Roman and Greek history, geography, mythology, and culture.

*Primary Text: Latina Mythica*

**PREREQUISITE:** Grade of 70 or higher in Latin I and departmental consent.

533 HONORS LATIN II  
1 Credit

Honors Latin II is intended to challenge the exceptional Latin student. This course requires dedication, a strong commitment to learning and an excellent work ethic. Students have to be willing to put in the time to prepare for class each day and demonstrate the ability to work independently in and outside the classroom. The earlier part of the year consists of a thorough review of the grammar taught in Latin I. After this, grammar and syntax not introduced in Latin I are covered. Students practice extensively in forms and adapted readings. The course also includes work in Roman and Greek history, geography, mythology, and culture.

*Primary Text: Latina Mythica*

**PREREQUISITE:** Grade of 93 or higher in Latin I and departmental consent.

534 LATIN III  
1 Credit

Latin III begins with a review of the grammatical concepts introduced in Latin II. After this, new grammar and syntax are introduced. Emphasis is placed on reading with increased ease. This skill is improved through a selection of adapted readings as well as extensive practice on forms. There is also a focus on Roman culture and history.
Primary Texts: Review and Test Preparation Guide; To Be a Roman

PREREQUISITE: Grade of 70 or higher in Latin II, grade of 60 or higher in Honors Latin II, and departmental consent.

535 HONORS LATIN III

Honors Latin III is intended to challenge the exceptional Latin student. This course requires dedication, a strong commitment to learning, and an excellent work ethic. Students have to be willing to put in the time to prepare for class each day and demonstrate the ability to work independently in and outside the classroom. The year begins with a condensed review of grammatical concepts introduced in Honors Latin II. It then progresses to learning how to read various prose authors including Eutropius and Caesar. There is a focus on Roman culture and history.

Primary Texts: Review and Test Preparation Guide; To Be a Roman

PREREQUISITE: Grade of 85 or higher in Honors Latin II and departmental consent, grade of 93 or higher in Latin II, and departmental consent. Students attempting to enroll in Honors Latin III after Latin II will additionally have to undertake independent study to make up material covered in Honors Latin II that is not typically covered in Latin II. A packet is provided to interested students in May to aid in this study. Comprehension of this material must be demonstrated on a placement exam in August.

594 LATIN IV

Latin IV begins with a review of the grammatical concepts introduced in Latin III. Emphasis is placed on reading with increased ease. This skill is improved through a selection of adapted readings as well as targeted grammar review. Students will begin to learn how to read unadapted Latin as the year continues and will progress to reading a variety of prose and poetry authors. Further work on vocabulary as well as history, culture, and mythology will continue.

Primary Texts: Teacher-selected or teacher-provided resources. May vary.

PREREQUISITE: Grade of 70 or higher in Latin III, grade of 60 or higher in Honors Latin III, and departmental consent.

536 HONORS LATIN IV

Honors Latin IV is intended to challenge the exceptional Latin student. This course requires dedication, a strong commitment to learning, and an excellent work ethic. Students have to be willing to put in the time to prepare for class each day and demonstrate the ability to work independently in and outside the classroom. This course is designed as preparation for AP Latin for students who want to continue to develop their language skills. This course centers on learning how to read Latin poetry. Grammar is reviewed throughout the year. Metrics and literary devices are discussed in relation to poetry. The class is enriched with extensive study of history, culture, and mythology.

Primary Texts: Ovid: A Legamus Reader; Vergil’s Aeneid: Expanded Collection; Excelability in Advanced Latin
PREREQUISITE: Grade of 85 or higher in Honors Latin III, grade of 93 or higher in Latin III, and departmental consent. Students attempting to enroll in Honors Latin IV after Latin III will additionally have to undertake independent study to make up material covered in Honors Latin III that is not typically covered in Latin III. A packet is provided to interested students in May to aid in this study. Comprehension of this material must be demonstrated on a placement exam in August.

530 AP LATIN 1 Credit

AP Latin is intended to challenge the exceptional Latin student. This course requires dedication, a strong commitment to learning, and an excellent work ethic. Students have to be willing to put in the time to prepare for class each day and demonstrate the ability to work independently in and outside the classroom. Students will read selections from Caesar’s *De Bello Gallico* and from Vergil’s *Aeneid*. Part of each work will also be read in English. *De Bello Gallico* is examined as both a work of history and propaganda with an eye to understanding the literature and history of the Late Republic. The *Aeneid* is read with a view toward understanding the literature of the Augustan Age and the problems facing Vergil in writing his epic. Metrics, literary devices, and grammar review are also treated in this course. Emphasis is put on students’ ability to read passages of Latin at sight, and these skills are developed throughout the course. All students are required to take the exam.

*Primary Texts: Caesar: De Bello Gallico; Vergil’s Aeneid*

PREREQUISITE: Grade of 85 or higher in Honors Latin IV and departmental consent.

Due to the rigor and the expectations of the AP Latin course, students currently enrolled in Honors Latin III or Honors Seminar: Advanced Latin Literature must meet the following criteria in order to pursue the AP-level course:

1. A year-end grade of 93 or above in Honors Latin III or Honors Seminar: Advanced Latin Literature.


3. A minimum grade of 85 on an exam to be administered in August. The exam includes multiple choice questions, essays, and a translation section that model the format of the AP exam. Interested Honors Seminar: Advanced Latin Literature students will be given a study guide in late May to aid in this study. Eligible Honors Latin III students will have to take a half-credit summer course (when offered) to make up pre-AP work done in the second semester of Honors Latin IV. Students who do not meet the criteria for AP Latin may take Honors Latin IV (if enrolled in Honors Latin III) or Honors Seminar: Advanced Latin Literature (if enrolled in Honors Latin IV) with qualifying grades (85 and 78, respectively) at the end of the year.

538 HONORS SEMINAR: ADVANCED LATIN LITERATURE 1 Credit

Honors Seminar: Advanced Latin Literature is intended to challenge the exceptional Latin student. This course requires dedication, a strong commitment to learning, and an excellent work ethic. Students have to be willing to put in the time to prepare for class each day and demonstrate the ability to work independently in and outside the classroom. This course is designed as an alternative to AP Lat-
in or for those students who wish to continue their Latin studies at the upper level. Students will read a variety of Latin authors that will change every year. Emphasis is put on reading and discussing Latin literature, and because of this, many different styles of Latin are studied in relation to the time in which texts were written. The class is enriched with the study of history, culture, and mythology. **This class can be repeated for credit.**

*Primary Texts: Teacher-selected or teacher-provided resources. May vary.*

**PREREQUISITE:** Grade of 85 or higher in Latin IV, grade of 78 or higher in Honors Latin IV/Honors Seminar: Advanced Latin Literature/AP Latin, and departmental consent.

**SPANISH**

**540 SPANISH I**

1 Credit

Spanish I gives students the tools to begin to explore and share knowledge of the cultures of the Spanish-speaking world. The ACTFL proficiency target for this course is Novice High. Novice High users of the language can express themselves on familiar topics using primarily memorized words, phrases, simple sentences, and questions that have been highly practiced and memorized. Novice High students can occasionally build more complex sentences using connectors, use basic transitions, and are beginning to create language. Spanish I focuses on the following six thematic units: 1) All About Me, 2) My Day at School, 3) Me and My Family, 4) In My Free Time, 5) We All Love to Eat and Drink, 6) My Vacation.

*Primary Text: Teacher-provided resources, online resources.*

**541 SPANISH II**

1 Credit

Spanish II, conducted almost exclusively in Spanish, expands the knowledge acquired in Spanish I, with an emphasis on a variety of communicative situations and skills. Spanish II students can make basic cultural comparisons at the end of the year, enabling them to explore the Spanish-speaking world in greater depth. The ACTFL proficiency target for this course is Novice High to Intermediate Low, depending on the student and the mode. Novice High users of the language can express themselves on familiar topics using primarily memorized words, phrases, simple sentences and questions that have been highly practiced and memorized. Novice High students can occasionally build more complex sentences using connectors, use basic transitions, and are beginning to create language. Intermediate Low users of the language can communicate information and express opinions about familiar topics using strings of full sentences, consistently create language and combine it with memorized fragments, expand with compound sentences with some consistency, occasionally use advanced transitions, and narrate events in the past, albeit with errors. Spanish II focuses on the following six thematic units: 1) Back to School, 2) My Family and My Home Life, 3) How We Celebrate, 4) My Community, 5) It’s Time to Cook, 6) My Health.

*Primary Text: Teacher-provided resources.*

**PREREQUISITE:** Successful completion of Spanish I and departmental consent.
Honors Spanish II is intended to challenge students who excelled in Spanish I. This course requires dedication, a strong commitment to learning and an excellent work ethic. Students must be willing to put in the time to prepare for class each day and demonstrate the ability to work independently in and outside the classroom. The course, taught almost exclusively in Spanish, expands on the cultural knowledge acquired in Spanish I with emphasis on a variety of contextualized communicative situations and communicative skills. The ACTFL proficiency target for this class is Intermediate Low. Some students may exceed that rating by the end of the year. Intermediate Low users of the language can communicate information and express opinions about familiar topics using strings of full sentences, consistently create language and combine it with memorized fragments, expand with compound sentences with some consistency, occasionally use advanced transitions, and narrate events in the past, albeit with errors. Honors Spanish II focuses on the following six thematic units, with significant resource enrichment: 1) Back to School, 2) My Family and My Home Life, 3) How We Celebrate, 4) My Community, 5) It's Time to Cook, 6) My Health.

Primary Text: Teacher-provided resources.

PREREQUISITE: Grade of 90 or higher in Spanish I and departmental consent.

542 SPANISH III

Spanish III, conducted almost entirely in Spanish, expands the knowledge acquired in Spanish II, with an emphasis on a variety of contextualized communicative situations and communicative skills. Spanish III students are becoming culturally aware, and can discuss the products, practices, and perspectives of the Spanish-speaking world with some sophistication. The ACTFL proficiency target for this class is Intermediate Low. Intermediate Low users of the language can communicate information and express opinions about familiar topics using strings of full sentences, consistently create language and combine it with memorized fragments, expand with compound sentences with some consistency, occasionally use advanced transitions, and narrate events in the past, albeit with errors. Spanish III focuses on the following six thematic units: 1) #MyLife 2.0, 2) My Media, 3) My Childhood, 4) A Healthy Lifestyle, 5) A Healthy Community, 6) My Future.

Primary Text: Teacher-provided resources.

PREREQUISITE: Successful completion of Spanish II or Honors Spanish II and departmental consent.

544 HONORS SPANISH III

Honors Spanish III is intended to challenge students who excelled in Spanish II or Honors Spanish II. This course requires dedication, a strong commitment to learning, and an excellent work ethic. Students must be willing to put in the time to prepare for class each day and demonstrate the ability to work independently in and outside the classroom. The course, taught exclusively in Spanish, expands on the cultural knowledge acquired in Honors Spanish II with an emphasis on a variety of contextualized communicative situations and communicative skills. Honors Spanish III students can easily make cultural comparisons and can discuss the products, practices, and perspectives of the Spanish-speaking world with some sophistication. The ACTFL proficiency target for this class is Intermediate Mid 2. Intermediate Mid 2 students can narrate and describe with specificity, develop and explain ideas, use complex sentences with advanced connectors and transitions, and easily switch between time frames. Honors Spanish III focuses on the following six thematic units, with significant resource
enrichment: 1) #MyLife 2.0, 2) My Media, 3) My Childhood, 4) A Healthy Lifestyle, 5) A Healthy Community, 6) My Future.

**Primary Text:** *Descubre 3; teacher-provided and online resources.*

Prerequisite: Grade of 90 or higher in Honors Spanish II and departmental consent.

Grade of 93 or higher in Spanish II and departmental consent. Students attempting to enroll in Honors Spanish III after Spanish II may additionally have to undertake independent study to make up material covered in Honors Spanish II that is not typically covered in Spanish II. A packet is provided to interested students in May to aid in this study.

**552 HONORS ACCELERATED SPANISH III (PRE-AP) 1 Credit**

This course is designed for students who have demonstrated a very strong work ethic and a strong aptitude in all three modes (the interpretive, the presentational, and the interpersonal conversation modes) through Spanish II or Honors Spanish II. Honors Spanish III Accelerated (Pre-AP) requires dedication, a strong commitment to learning, and an excellent work ethic. Students must be willing to put in the time to prepare for class each day and demonstrate the ability to work independently in and outside the classroom. The course, taught exclusively in Spanish, expands on the cultural knowledge acquired in Honors Spanish II with an emphasis on a variety of contextualized communicative situations and communicative skills. One of the goals of the course is to prepare students for the rigors of the AP exam in the following year. Honors Accelerated Spanish III is built around the six main AP themes--Family and Communities, Contemporary Life, Beauty and Aesthetics, Personal and Public Identities, Global Challenges, and Science and Technology--and provides for ample practice of performance tasks shown to increase proficiency. By the end of the course, Honors Spanish 3 Accelerated students can easily make cultural comparisons and can discuss the products, practices, and perspectives of the Spanish-speaking world in considerable detail. The ACTFL proficiency target for this class is Intermediate High to Advanced Low. Intermediate High to Advanced Low students can describe and explain in detail qualities, conditions, and emotions, consistently use strong connectors and transitions, create accurate and highly comprehensible original sentences, consistently and accurately narrate in more than one time frame, and discuss hypothetical situations or deal with unanticipated turns of events.

**Primary Text:** *Teacher-provided resources, textbook TBD, may vary from year to year.*

Prerequisite: Grade of 94 or higher in Honors Spanish II or MD Spanish II, the highest teacher recommendation, and chair approval.

**550 SPANISH IV 1 Credit**

Spanish IV is a course for students who have successfully completed Spanish III or Honors Spanish III and want to continue developing their language skills. Students learn grammar and vocabulary in context, as they develop skills in the three modes of language competency working with authentic resources, per the standards of the American Council on the Teaching of Foreign Languages: the interpretive mode (listening and reading), the interpersonal mode (conversation and interactive writing, such as e-mails and text messages), and the presentational mode (prepared speech and expository writing). Special focus is placed on oral proficiency. The course is built around six thematic units—1) Heritage, 2) Global Citizenship and Current Global Challenges, 3) Personal and Family Relations and Communication, 4) Travel, 5) Beauty and Aesthetics, 6) Future Global Challenges—and provides for ample practice of performance tasks shown to increase proficiency. Students have to be willing to put in the time to prepare for class each day and demonstrate the ability to work
independently in and outside the classroom. The ACTFL proficiency target for this class is Intermediate Mid 1. Intermediate Mid 1 students can describe and explain qualities, conditions, and emotions, consistently use strong connectors and transitions, use original sentences, and narrate in more than one time frame.

*Primary Text: No primary text. Teacher-provided and online resources.*

**PREREQUISITE:** Successful completion of Spanish III, Honors Spanish III, or Honors Accelerated Spanish 3.

**545 HONORS SPANISH IV**

Honors Spanish IV is a preparatory course for the AP Spanish Language course and exam. Students learn grammar and vocabulary in context, as they develop skills in the three modes of language competency working with authentic resources, per the standards of the American Council on the Teaching of Foreign Languages: the interpretive mode (listening and reading), the interpersonal mode (conversation and interactive writing, such as e-mails and text messages), and the presentational mode (prepared speech and expository writing). Special focus is placed on oral proficiency. The course, built around six main themes--Family and Communities, Contemporary Life, Beauty and Aesthetics, Personal and Public Identities, Global Challenges, and Science and Technology -- provides for ample practice of tasks required for the AP exam, including cultural comparisons. Honors Spanish IV requires dedication, a strong commitment to learning, and an excellent work ethic. Students have to be willing to put in the time to prepare for class each day and demonstrate the ability to work independently and collaboratively both in and outside the classroom. The ACTFL proficiency target for this class is Intermediate High. Intermediate High students can consistently describe, explain, and narrate in all major time frames, distinguish between formal and informal registers, consistently use complex sentences to express themselves in paragraph-length discourse with advanced transitions and connectors, and occasionally discuss hypothetical situations.

*Primary Texts: Teacher-provided, and online resources.*

**PREREQUISITE:** Grade of 90 or higher in Honors Spanish III and departmental consent. Grade of 85 or higher in Honors Accelerated Spanish III. Grade of 94 or higher in Spanish III with summer remediation to gain familiarity with content covered in Honors Spanish III and not covered in Spanish III and departmental consent. A strong teacher recommendation is determinant in the ability to enroll in Honors Spanish IV after Spanish III, and eligible students have to demonstrate readiness for Honors Spanish IV on an exam by August.

**546 HONORS SPANISH V**

Honors Spanish V serves as an alternative to the AP Spanish Literature or AP Spanish Language course for students who have successfully completed AP Spanish Language, Honors Spanish IV, or Spanish IV and want to continue developing their language skills. In this course students will read literary selections and press on culture and current events from different Spanish-speaking countries. Specifically, we will focus on Central and South American countries such as Colombia, Venezuela, Argentina, Chile, Mexico and Brazil. Topics will include economic development, ethnic and racial identity, religion, democracy and current events. This course includes a significant oral participation component, with formal presentations on pressing social issues. Many of the readings and discussions are accompanied by videos or films, carefully chosen to stimulate conversation and help students further develop their knowledge of Spanish-speaking countries. Honors Spanish V is a course that requires dedication, a strong commitment to learning, and an excellent work ethic. Students have to be
willing to put in the time to prepare for class each day and demonstrate an ability to work independently in and outside the classroom. The ACTFL proficiency target for this class is Intermediate High. Intermediate High students can consistently describe, explain, and narrate in all major time frames, distinguish between formal and informal registers, consistently use complex sentences to express themselves in paragraph-length discourse with advanced transitions and connectors, and occasionally discuss hypothetical situations. Some students may achieve an Advanced Low rating. Advanced Low students can easily describe, explain, and narrate in all major time frames, distinguish between and use formal and informal discourse, consistently and comfortably write paragraphs with advanced connectors and transitions, make conjectures and discuss hypothetical situations, handle unexpected turns of events and situations with complications, and easily express their point of view on a wide variety of topics.

Primary Text: Teacher-provided resources.

PREREQUISITE: Grade of 75 or higher in Honors Spanish IV or Advanced Placement Spanish Language or a grade of 80 or higher in Spanish IV and departmental consent.

547 AP SPANISH LANGUAGE AND CULTURE 1 Credit

AP Spanish Language is intended to challenge the exceptional Spanish student. This course requires extraordinary dedication, a strong commitment to learning, and an excellent work ethic. Students must be willing to put in the time to prepare for class each day and demonstrate the ability to work independently in and outside the classroom. The AP Spanish Language examination measures the student’s proficiency in each of the modes: interpersonal, presentational, and interpretive. AP Spanish students are required to use a variety of grammatical structures and vocabulary in authentic contexts to accurately compare, contrast, describe, and discuss the products, practices, and perspectives of the Spanish-speaking world. The ACTFL proficiency target for this class is Intermediate High/Advanced Low. Some students may reach Advanced Low. Intermediate High students can consistently describe, explain, and narrate in all major time frames, distinguish between formal and informal registers, consistently use complex sentences to express themselves in paragraph-length discourse with advanced transitions and connectors, and occasionally discuss hypothetical situations. Advanced Low students can easily describe, explain, and narrate in all major time frames, distinguish between and use formal and informal discourse, consistently and comfortably write paragraphs with advanced connectors and transitions, make conjectures and discuss hypothetical situations, handle unexpected turns of events and situations with complications, and easily express their point of view on a wide variety of topics. All students are required to take the exam. The course is built around six main themes: Family and Communities, Contemporary Life, Beauty and Aesthetics, Personal and Public Identities, Global Challenges, and Science and Technology.

Primary text: Triángulo aprobado and teacher-provided resources.

PREREQUISITE: Grade of 85 or higher in Honors Spanish IV and departmental consent or grade of 85 or higher in Honors Accelerated Spanish III.

Due to the rigor of the AP Spanish Language exam and the expectations of the AP Spanish Language course, students currently enrolled in Honors Spanish III or Honors Spanish V must meet the following criteria in order to pursue the AP level course:

1. Have a year-end grade of 94 or above in the Honors Spanish III or Honors Spanish V class.
2. Recommendation of the Honors Spanish III or Honors Spanish V teacher.

3. Earn a minimum grade of 85 on a placement test to be administered by August. Eligible Honors Spanish III and Honors Spanish V students will be given a study guide in late May that will allow them to prepare for the exam throughout the summer or will have to take a half-credit summer course to make up pre-AP work done in the second semester of Honors Spanish IV. Students who do not meet the criteria for AP Spanish Language may take Honors Spanish IV or Honors Spanish V if they earn a 90 or above at the end of Honors Spanish III or a 75 or above in Honors Spanish IV respectively.

548 AP SPANISH LITERATURE AND CULTURE 1 Credit

AP Spanish Literature is intended to challenge the exceptional Spanish student. This course requires dedication, a strong commitment to learning, and an excellent work ethic. Students must be willing to put in the time to prepare for class each day and demonstrate the ability to work independently in and outside the classroom. In this course, students follow the prescribed curriculum leading to the AP Examination in Hispanic Literature and Culture by studying 36 authors from the Medieval Age to the 20th Century. There is a strong focus on culture throughout the course, and many class activities are designed to develop students’ listening proficiency. In addition to reading, discussing, and analyzing the required readings and authors, students examine these works and their authors in a wider cultural context, analyzing common references to texts in the press, music, and the visual and performing arts. All students are required to take the exam.

Primary Texts: Abriendo Puertas.

PREREQUISITE: Grade of 85 or higher in AP Spanish Language and Culture, strong teacher recommendation, and consent of the chair.

549 HONORS SPANISH SEMINAR 1 Credit
(Dual Credit: World Languages and Global Scholars)

Honors Spanish Seminar is a full-credit capstone experience for students who have successfully completed AP Spanish Language and Culture, AP Spanish Literature, or Honors Spanish 5. The format of the course mimics roundtable college-level seminar classes, in which in-depth discussion and analysis in the target language focusing on authentic sources is a daily requirement. Students will build advanced vocabulary and reinforce language structures through constant engagement with cultural artifacts of all kinds, including press accounts, literary works, comics, essays, films, television shows, television news, podcasts, music, and static visual art. The course will be built around four rotating themes annually. Sample themes may include but are not limited to: Latinos in the US, pivotal moments in the history of the Hispanic World, current events in the Spanish-speaking world, indigenous cultures, Latino pop culture, Chicano/Latino literature, major literary movements or artistic periods, and monographic studies focusing on an individual author or filmmaker. The main methods of assessment are analytic essays and extended oral presentations. The ACTFL proficiency target for this class is Advanced Low. Advanced Low students can easily describe, explain, and narrate in all major time frames, distinguish between and use formal and informal discourse, consistently and comfortably write paragraphs with advanced connectors and transitions, make conjectures and discuss hypothetical situations, handle unexpected turns of events and situations with complications, and easily express their point of view on a wide variety of topics. Some students may achieve a proficiency rating of Advanced Mid.

Primary Texts: Teacher-provided resources.
PREREQUISITES: Honors Spanish V (with an end-of-the-year average of 90 or higher), AP Spanish Language and Culture (with an end-of-the-year average of 75 or higher) or AP Spanish Literature (with an end-of-the-year average of 75 or higher).

551 HONORS SPANISH VI

1 Credit

Honors Spanish VI is a continuation of Honors Spanish V and an alternative to Honors Spanish Seminar. Students enrolled in Honors Spanish VI will continue to work in the three main modes of communication: interpretive (comprehension and analysis of authentic materials in print, video, or audio form), interpersonal (real-time exchange of information in the form of a conversation, an e-mail, a text message, or social media communication), and presentational (elaborated content in the form of an oral, audio-visual, or written presentation). Language functions that students are already familiar with, such as identifying, describing, narrating, or discussing opinions, are reinforced and expanded as students broaden their vocabulary by working with authentic materials. These materials will include newspaper, magazine, and online articles, literary works, films, news reports, interviews, works of art, and cultural artifacts like artisan wares or common foods. The target level of proficiency for Honors Spanish VI is Intermediate High to Advanced Low. Students should be comfortable narrating events in the past, present, and future, should be able to express opinions freely, and should be able to express themselves in paragraph-length discourse and expound when necessary. They should also be able to carry on a full-length conversation with a native speaker and make themselves understood.

PREREQUISITES: A final grade of 75 in Honors Spanish V or AP Spanish Language and Culture and departmental consent.

CHINESE

560 MANDARIN CHINESE I

1 Credit

Mandarin Chinese I is an introductory language course in Mandarin Chinese. Students learn grammar and vocabulary in context, as they develop skills in the three modes of language competency working with authentic resources, per the standards of the American Council on the Teaching of Foreign Languages: the interpretive mode (listening and reading), the interpersonal mode (conversation and interactive writing, such as e-mails and text messages), and the presentational mode (prepared speech and expository writing). Special focus is placed on oral proficiency. Students learn about the Pinyin system, the fundamentals of pronunciation, basic Chinese character composition, and the proper character stroke order. Considerable emphasis is placed on character writing and recognition; by the end of the year, students are required to use mainly Chinese characters. The ACTFL proficiency target for this course is Novice Mid to Novice High, depending on the mode. Novice Mid users of the language can express themselves on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized. Novice High users of the language can express themselves on familiar topics using primarily memorized words, phrases, simple sentences and questions that have been highly practiced and memorized. Novice High students can occasionally create more complex sentences using connectors, use basic transitions, and are beginning to create language. Chinese I focuses on the following six thematic units: 1) All About Me, 2) My Day at School, 3) Me and My Family, 4) In My Free Time, 5) We All Love to Eat and Drink, 6) My Vacation.

Primary Text: Teacher-provided resources.
561 **MANDARIN CHINESE II**  
1 Credit

Mandarin Chinese II expands the knowledge acquired in Mandarin Chinese I. Students learn grammar and vocabulary in context, as they develop skills in the three modes of language competency working with authentic resources, per the standards of the American Council on the Teaching of Foreign Languages: the interpretive mode (listening and reading), the interpersonal mode (conversation and interactive writing, such as e-mails and text messages), and the presentational mode (prepared speech and expository writing). Special focus is placed on oral proficiency. The reading and writing of Chinese characters is stressed. Students are required to write mainly in Chinese characters; the Pinyin writing system is used much less. The ACTFL proficiency target for this course is Novice Mid to High. Novice High users of the language can express themselves on familiar topics using primarily memorized words, phrases, simple sentences and questions that have been highly practiced and memorized. Novice High students can occasionally create more complex sentences using connectors, use basic transitions, and are beginning to create language. Chinese II focuses on the following six thematic units: 1) Back to School, 2) My Family and My Home Life, 3) How We Celebrate, 4) My Community, 5) It’s Time to Cook, 6) My Health.

*Primary Text: Teacher-provided resources.*

**PREREQUISITE:** Successful completion of Mandarin Chinese I and departmental consent.

564 **HONORS MANDARIN CHINESE II**  
1 Credit

Honors Mandarin Chinese II expands the knowledge acquired in Mandarin Chinese I. This course requires dedication, a strong commitment to learning, and an excellent work ethic. Students learn grammar and vocabulary in context, as they develop skills in the three modes of language competency working with authentic resources, per the standards of the American Council on the Teaching of Foreign Languages: the interpretive mode (listening and reading), the interpersonal mode (conversation and interactive writing, such as e-mails and text messages), and the presentational mode (prepared speech and expository writing). Special focus is placed on oral proficiency. Students are required to write in Chinese characters; the Pinyin writing system is used much less. Key components of Chinese culture continue to be emphasized. By the end of the year, the course is primarily conducted in Chinese, thus providing students with confidence in the use of the Mandarin Chinese language. The ACTFL proficiency target for this class is Novice High, with potentially significant enrichment. Some students may exceed that rating by the end of the year. Novice High users of the language can express themselves on familiar topics using primarily memorized words, phrases, simple sentences and questions that have been highly practiced and memorized. Novice High students can occasionally build more complex sentences using connectors, use basic transitions, and are beginning to create language. Honors Chinese II focuses on the following six thematic units, with significant resource enrichment: 1) Back to School, 2) My Family and My Home Life, 3) How We Celebrate, 4) My Community, 5) It’s Time to Cook, 6) My Health.

*Primary Text: Teacher-provided and online resources.*

**PREREQUISITE:** Grade of 90 or higher in Mandarin Chinese I and departmental consent.

562 **MANDARIN CHINESE III**  
1 Credit

Mandarin Chinese III is an intermediate Mandarin Chinese language course. Students learn grammar and vocabulary in context, as they develop skills in the three modes of language competency working with authentic resources, per the standards of the American Council on the Teaching of Foreign Languages: the interpretive mode (listening and reading), the interpersonal mode (conversation and interactive writing, such as e-mails and text messages), and the presentational mode (prepared speech and expository writing). Special focus is placed on oral proficiency. The reading and writing of Chinese characters is stressed. Students are required to write mainly in Chinese characters; the Pinyin writing system is used much less. The ACTFL proficiency target for this course is Novice Mid to High. Novice High users of the language can express themselves on familiar topics using primarily memorized words, phrases, simple sentences and questions that have been highly practiced and memorized. Novice High students can occasionally build more complex sentences using connectors, use basic transitions, and are beginning to create language. Mandarin Chinese III focuses on the following six thematic units, with significant resource enrichment: 1) Back to School, 2) My Family and My Home Life, 3) How We Celebrate, 4) My Community, 5) It’s Time to Cook, 6) My Health.
Languages: the interpretive mode (listening and reading), the interpersonal mode (conversation and interactive writing, such as e-mails and text messages), and the presentational mode (prepared speech and expository writing). Special focus is placed on oral proficiency. Additionally, Chinese character writing along with correct stroke order continue to be emphasized. Students develop more in-depth knowledge of Chinese culture, history and geography. The ACTFL proficiency target for this class is Novice High with significant enrichment for listening and interpersonal speaking and Intermediate Low for presentational writing. Novice High users of the language can express themselves on familiar topics using primarily memorized words, phrases, simple sentences and questions that have been highly practiced and memorized. Novice High students can occasionally build more complex sentences using connectors, use basic transitions, and are beginning to create language. Intermediate Low users of the language can communicate information and express opinions about familiar topics using strings of full sentences, consistently create language and combine it with memorized fragments, expand with compound sentences with some consistency, occasionally use advanced transitions, and narrate events in the past, albeit with errors. Chinese III focuses on the following six thematic units: 1) #MyLife 2.0, 2) My Media, 3) My Childhood, 4) A Healthy Lifestyle, 5) A Healthy Community, 6) My Future.

Primary Text: Teacher-provided resources.

PREREQUISITE: Successful completion of Mandarin Chinese II or Honors Mandarin Chinese II and departmental consent

565 HONORS MANDARIN CHINESE III 1 Credit

Honors Mandarin Chinese III is an Intermediate Mandarin Chinese language course. This course requires dedication, a strong commitment to learning, and an excellent work ethic. Chinese character writing along with correct stroke order and character computer typing continue to be emphasized. Students learn grammar and vocabulary in context, as they develop skills in the three modes of language competency working with authentic resources, per the standards of the American Council on the Teaching of Foreign Languages: the interpretive mode (listening and reading), the interpersonal mode (conversation and interactive writing, such as e-mails and text messages), and the presentational mode (prepared speech and expository writing). Special focus is placed on oral proficiency. Students develop more in-depth knowledge of Chinese culture, history and geography. The ACTFL proficiency target for this class is Novice High to Intermediate Low for interpersonal speaking and interpretive tasks and Intermediate Mid 1 for presentational writing. Intermediate Low users of the language can communicate information and express opinions about familiar topics using strings of full sentences, consistently create language and combine it with memorized fragments, expand with compound sentences with some consistency, occasionally use advanced transitions, and narrate events in the past, albeit with errors. Intermediate Mid 1 students can describe and explain qualities, conditions, and emotions, consistently use strong connectors and transitions, use original sentences, and narrate in more than one time frame. Honors Chinese III focuses on the following six thematic units, with significant resource enrichment: 1) #MyLife 2.0, 2) My Media, 3) My Childhood, 4) A Healthy Lifestyle, 5) A Healthy Community, 6) My Future.

Primary Text: Teacher-provided resources.

PREREQUISITE: Grade of 90 or higher in Honors Mandarin Chinese II and departmental consent. Grade of 93 or higher in Mandarin Chinese II and departmental consent. Students attempting to enroll in Honors Chinese III after Chinese II may additionally have to undertake independent study to make up material covered in Honors Chinese II that is not typically covered in Chinese II. A packet is provided to interested students in May to aid in this study.
Chinese IV is a course for students who have successfully completed Chinese III or Honors Chinese III and want to continue developing their language skills. Students learn grammar and vocabulary in context, as they develop skills in the three modes of language competency working with authentic resources, per the standards of the American Council on the Teaching of Foreign Languages: the interpretive mode (listening and reading), the interpersonal mode (conversation and interactive writing, such as e-mails and text messages), and the presentational mode (prepared speech and expository writing). Special focus is placed on oral proficiency. The course is built around six thematic units—1) Heritage, 2) Global Citizenship and Current Global Challenges, 3) Personal and Family Relations and Communication, 4) Travel, 5) Beauty and Aesthetics, 6) Future Global Challenges—and provides for ample practice of performance tasks shown to increase proficiency. Students have to be willing to put in the time to prepare for class each day and demonstrate the ability to work independently in and outside the classroom. The ACTFL proficiency target for this class is Intermediate Mid 2. Intermediate Mid 2 students can narrate and describe with specificity, develop and explain ideas, use complex sentences with advanced connectors and transitions, and easily switch between time frames.

Primary Text: Teacher-provided resources

PREREQUISITE: Successful completion of Chinese III or Honors Chinese III.

563 HONORS MANDARIN CHINESE IV

Honors Mandarin Chinese IV is a high-intermediate course that serves as an alternative and/or intermediary step to Advanced Placement Chinese for students who want to continue to develop their Chinese language skills. This course requires dedication, a strong commitment to learning, and an excellent work ethic. Students learn grammar and vocabulary in context, as they develop skills in the three modes of language competency working with authentic resources, per the standards of the American Council on the Teaching of Foreign Languages: the interpretive mode (listening and reading), the interpersonal mode (conversation and interactive writing, such as e-mails and text messages), and the presentational mode (prepared speech and expository writing). Special focus is placed on oral proficiency. The course is built around six thematic units—1) Heritage, 2) Global Citizenship and Current Global Challenges, 3) Personal and Family Relations and Communication, 4) Travel, 5) Beauty and Aesthetics, 6) Future Global Challenges—and provides for ample practice of performance tasks shown to increase proficiency. The ACTFL proficiency target for this class is Intermediate Mid 1 to Intermediate Mid 2. Intermediate Mid 2 students can narrate and describe with specificity, develop and explain ideas, use complex sentences with advanced connectors and transitions, and easily switch between time frames.

Primary Text: Teacher-provided resources.

PREREQUISITE: Grade of 90 or higher in Honors Chinese III. Grade of 94 or higher in Chinese III with summer remediation to gain familiarity with content covered in Honors Chinese III and not covered in Chinese III and departmental consent. A strong teacher recommendation is determinant in the ability to enroll in Honors Chinese IV after Chinese III, and readiness must be demonstrated on an exam by August.

567 HONORS MANDARIN CHINESE V
Honors Mandarin Chinese V serves as an alternative to the Advanced Placement Chinese Language and Culture course for students who have successfully completed Honors Chinese IV or for AP Chinese Language and Culture students who want to continue developing their language skills. This course requires dedication, a strong commitment to learning, and an excellent work ethic. Students learn grammar and vocabulary in context, as they develop skills in the three modes of language competency working with authentic resources, per the standards of the American Council on the Teaching of Foreign Languages: the interpretive mode (listening and reading), the interpersonal mode (conversation and interactive writing, such as e-mails and text messages), and the presentational mode (prepared speech and expository writing). Special focus is placed on oral proficiency. The ACTFL proficiency target for this class is Intermediate Mid. Some students may reach Intermediate High. Intermediate Mid students can narrate and describe with specificity, develop and explain ideas, use complex sentences with advanced connectors and transitions, and easily switch between time frames. Intermediate High students can consistently describe, explain, and narrate in all major time frames, distinguish between formal and informal registers, consistently use complex sentences to express themselves in paragraph-length discourse with advanced transitions and connectors, and occasionally discuss hypothetical situations.

Primary Texts: Teacher-provided resources.

PREREQUISITE: Grade of 75 or higher in Honors Chinese IV or AP Chinese Language and Culture and departmental consent. Grade of 80 and higher in Chinese IV and departmental consent.

564 AP CHINESE LANGUAGE AND CULTURE  1 Credit

AP Chinese Language and Culture is designed to be comparable to fourth semester college/university courses in Mandarin Chinese. This course requires dedication, a strong commitment to learning, and an excellent work ethic. Students learn grammar and vocabulary in context, as they develop skills in the three modes of language competency working with authentic resources, per the standards of the American Council on the Teaching of Foreign Languages: the interpretive mode (listening and reading), the interpersonal mode (conversation and interactive writing, such as e-mails and text messages), and the presentational mode (prepared speech and expository writing). Special focus is placed on oral proficiency. The ACTFL proficiency target for this class is Intermediate High/Advanced Low. Some students may reach Advanced Low. Intermediate High students can consistently describe, explain, and narrate in all major time frames, distinguish between formal and informal registers, consistently use complex sentences to express themselves in paragraph-length discourse with advanced transitions and connectors, and occasionally discuss hypothetical situations. Advanced Low students can easily describe, explain, and narrate in all major time frames, distinguish between and use formal and informal discourse, consistently and comfortably write paragraphs with advanced connectors and transitions, make conjectures and discuss hypothetical situations, handle unexpected turns of events and situations with complications, and easily express their point of view on a wide variety of topics. The course is built around six main themes: Family and Communities, Contemporary Life, Beauty and Aesthetics, Personal and Public Identities, Global Challenges, and Science and Technology.

Primary Texts: Barron’s AP Chinese Language and Culture

PREREQUISITE: Grade of 85 or higher in Honors Mandarin Chinese IV and departmental consent. Due to the rigor of the AP Chinese Language and Culture exam and the expectations of the AP Chinese Language and Culture course, students currently enrolled in Honors Chinese III or Honors Chinese V must meet the following criteria in order to pursue the AP level course:
1. A year-end grade of 94 or above in the Honors Chinese III, Honors or Honors Chinese V class.

2. The highest recommendation of the Honors Chinese III or Honors Chinese V teacher.

3. A minimum grade of 85 on an exam to be administered by August. Eligible Honors Chinese III and Honors Chinese V students will be given a study guide in late May that will allow them to prepare for the exam during the summer or take a half-credit summer course (when offered) to make up pre-AP work done in the second semester of Honors Chinese IV. Students who do not meet the criteria for AP Chinese Language may take Honors Chinese IV or Honors Chinese V if they earn a 90 or higher at the end of Honors Chinese III or a 75 or higher at the end of Honors Chinese IV respectively.

**Summer School Offerings:** Dependent on enrollment.

- **Review Courses:**
  - French I
  - Latin I
  - Spanish I
  - Chinese I

- **Acceleration Courses (6-week):**
  - Honors Spanish IV