

John Burroughs School

CURRICULUM GUIDE

2011-2012

Student's Name: _____

(This guide should be kept for future reference)

This edition of the Curriculum Guide was printed in Times font, 10 point. Every effort has been made to ensure the accuracy of the various entries, but John Burroughs School retains the right to amend, add or cancel courses.

JOHN BURROUGHS SCHOOL
CURRICULUM GUIDE
2011 - 2012

INTRODUCTION

In regard to course selection, the philosophy of the school mandates a concern for the needs and abilities of the individual: what is best at this stage in the development of each student? The variety of talent and motivation within the student body requires individual planning by the student and family. There are many combinations, and a careful reading of this guide helps to identify the program best suited to each person's capabilities and interests.

The school attempts to satisfy requests for courses and activities; however, insufficient enrollment or scheduling conflicts can limit a student program. In such cases, the student is given the opportunity to choose an alternative.

A student plans the program in consultation with the advisor, with the approval of at least one parent, and with the approval of the Principal. In planning, consideration must be given to the time demands placed on a student by work on publications, participation in dramatic and musical productions, class officer responsibility, team sports, cheerleading, etc., as well as by commitments outside the school.

PREFACE

The sequence in which different courses appear generally reflects their order on the selection cards. The grade levels for each course are stated in the opening parenthesis of each description, unless indicated in the title of the course itself (e.g., Math 7). Policies relevant to courses, and to student promotion from level to level, and from grade to grade, are given on pp. 7 - 10, and are also described in the Student-Parent Handbook. Much of this Guide may also be found on line, via the JBS homepage:

<http://www.jburroughs.org>

Philip Barnes

Curriculum Co-ordinator, March 2011

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INSTRUCTIONS FOR SELECTING COURSES

1. Read the Curriculum Guide carefully. Note the requirements that apply to you and the various courses, activities, and programs in which you might participate.

2. Consult with your parents about your prospective schedule.

NOTE: One parent must sign the selection card.

3. Consult with your teachers if you have a question about the next course to take in a subject.

4. At the Advisory meeting Wednesday, March 30, arrange an appointment to meet your advisor about program choices.

NOTE: The advisor must initial the selection card and submit it directly to the appropriate principal.

5. Students currently in their junior year should consult with both their advisor and college counselor about courses.

6. a. Please use a PENCIL to write information on the card.

b. Circle the course number for courses you wish to take. (Seniors must follow special procedures for History and Science: see pp. 49 & 56).

c. If you request more than one course in a department you must designate which course you prefer.

d. If you want a course which requires “department approval” you must get the signature of department head or teacher.

e. If you wish to take more than 3 Honors and/or AP courses in one year you must submit copies of a written petition to the head of school, department head and advisor.

f. If you request 6 major courses you must: (i) designate which one is the sixth course (ii) secure the signature of the department head (iii) secure the signature of the headmaster (iv) obtain the approval of the principal.

7. Use “Special Circumstances” box to select a course not listed on the Selection Card for your grade (e.g. Special Programs, pp. 90 - 94).

8. Turn in the completed, signed card of the proper color (see #9 below) to your advisor Monday, April 4 through Wednesday, April 6.

Advisors should turn in the signed cards to the principals by Friday, April 8.

9. Advisors turn in cards to the principal designated below:

<u>Current grade</u>	<u>Card color</u>	<u>Person</u>
7	Green	Ms. Finley
8	Gray	Ms. Finley
9	Yellow	Ms. Childress
10	Pink	Ms. Childress
11	Blue	Dr. Heinzl

Several sets of requirements should guide course selection:

JBS GRADUATION REQUIREMENTS (Grades 9 - 12)

In order to earn a high school diploma a student must meet promotion requirements in a program including:

1. Each year at least four full-credit courses chosen from the five major academic disciplines, plus one elective in a non-academic discipline.
2. Four years of English.
3. Two years of History (World Civilizations I or II, and U.S. History).
4. Levels I and II of a single foreign language, classical or modern.
5. Two years of Mathematics.
6. Two laboratory Science courses.
7. One (1) unit of credit in Arts, composed from at least two of the three arts: Fine, Performing or Practical.
8. Health 9 (see p. 78).
9. Seminar -10 (see p. 78)
10. Physical Education each year.
11. May Project in the senior year (see p. 94).

COLLEGE ADMISSIONS REQUIREMENTS

Most colleges to which our students apply require or prefer in grades nine through twelve at least four years of high school English, three levels of a foreign language, three years of history, three years of higher mathematics (through Algebra II), and three years of a lab science, plus involvement in the arts, commitment in the activities program, participation in athletics, and contribution to the school community.

STATE OF MISSOURI COLLEGE PREPARATORY CURRICULUM

The Department of Elementary and Secondary Education, State of Missouri, for its College Preparatory Studies Certificate requires a complete rigorous high school program (grades nine through twelve), co-operatively planned by the school, the student, and the student's parents, which includes at least the following areas and credit: English/Language Arts (4), Mathematics (3), Science (3), Social Studies (3), the Arts (1), Physical Education (1), Electives - including Foreign Language (5).

MISSOURI STATE HIGH SCHOOL ACTIVITIES ASSOCIATION ELIGIBILITY REQUIREMENT

"A student in grades nine through twelve must be currently enrolled in and regularly attending courses that offer a minimum of 2.25 units of credit (per semester)."

PROGRAM GUIDELINES

1. In a school week with 48 periods, 5 are used for lunch, 8 for physical education. From the remaining 35, no more than 10 should be free periods.
2. The average workload is five major (full-credit) courses (20 to 24 periods per week), plus 5 to 7 periods occupied by activities and elective courses. This total is composed of 25 to 31 assigned periods.
3.
 - a. Most students take 5 major (full-credit) courses, but a student may choose or be advised to take 4, which is the minimum (see p. 6 Graduation Requirements).
 - b. Those interested in applying to division I/II schools should be aware that the National Collegiate Athletic Association requires the satisfactory completion of at least thirteen academic courses at the high school level (grades 9 - 12). Some independent studies may be used for the initial eligibility certification.
4. A special request for a sixth major course may be granted if each of the following requirements is met:
 - a. Past academic record indicates unusual strength and interest.
 - b. Parent, department head, principal, and headmaster approve.
 - c. Scheduling is possible.
 - d. Class size limitations permit.
5. To prevent overloading of academic sections and to make full use of the faculty, the following course enrollment rules are in effect:
 - a. A student who has completed three trimesters of a course taught in discrete trimesters, may be enrolled in another trimester of the same course only if space is available after students who have not taken the course have been enrolled.
 - b. No assurance of course enrollment can be given to students who register for more than one course in a department.
 - c. Any course or any activity listed in the Curriculum Guide may not be offered either because of insufficient enrollment or the unavailability of a faculty member to teach that course or activity.
6. Any course may be dropped by using the proper procedures within the time specified herein.

- a. A full year course may be dropped without record or penalty any time prior to the end of the first trimester.
- b. A trimester course may be dropped no later than the end of the first week of the trimester in which it is taught.

Courses dropped within these limits are not shown on a student's record.

NOTE: In the case that a student transfers from an honors course to a regular course in the middle of the trimester, the student's grade is determined in the following way: The honors teacher determines an average and adds one third of a letter grade to it (i.e., C+ becomes B-); that grade serves as the student's average upon entering the regular class.

7. Courses may be added by using the proper procedures within the time specified herein, if class-size limitations are not exceeded. A full year course may be added no later than the end of the first two weeks of the first trimester, with exceptions at the Head of School's discretion. A trimester course may be added no later than the end of the first week of the trimester in which the course is taught.
8. Activities (see pp. 84 - 89) may be dropped by using proper procedures at any time. Activities may be added, if enrollment limitations are not exceeded, no later than the end of the first week in each trimester.
9. Honors courses and/or independent study honors credit are offered in English, Foreign Languages, History, Mathematics, and Science (see course descriptions). An additional quality point of .67 is awarded to those students earning honors credit who receive a grade of B- or better for the overall course.
Specific guidelines for honors credit courses are as follows:
 - a. Honors credit may be earned only in grades eleven and/or twelve.
 - b. Honors work represents a more abstract and more difficult level of material or skill. Students take greater responsibility for their own learning. More work alone is not a criterion for honors credit.
 - c. The honors option is open to all students who meet the proper department prerequisites. In cases of over-enrollment, guidelines for placement are established by each department and noted in course descriptions.
10. Many colleges allow credit and/or placement for college-level work in high school. A national test is offered in May in a variety of subject areas. Scores are reported on a 1 - 5 scale; students who score a 3, 4, or 5 usually receive college credit, but individual college policies must be consulted. Specific Advanced Placement (AP) courses are offered at Burroughs, but students often take an AP examination in other areas as well.

Acceptance into an AP course requires approval of the department head. Junior and senior students are limited to 3 Honors and/or AP courses. Exceptions to this rule are considered by special petition to the Head of School, department head and advisor (see p. 5, section 6e).

NOTE: Students in courses with AP in their title MUST take the College Board AP Examination to receive credit for an AP course and honors points at Burroughs.

11. Evaluation in most courses is reported by the 12 step A/B/C system; these courses carry credit and the grades are included in the grade point average calculation. For some courses identified herein, evaluation is reported by the three step E/S/U (excellent/satisfactory/unsatisfactory) system; these courses carry credit but the grades are not included in the GPA.
12. If a student leaves John Burroughs School in good standing at the end of the 11th grade, a diploma may be attained within the next three years upon evidence of satisfactory completion of a full freshman academic program at an accredited college or university. Arrangements should be made early in the junior year.
13. College courses can only be taken if they are not available at JBS, e.g. 2nd year calculus. A full credit half-year course at the college level receives one half credit at JBS; the grade appears on the transcript and is figured into the GPA.

ENGLISH

JBS Graduation Requirement: 4 years

We teach our English courses as seminars. Much of what the students discover and practice in a class period develops through class discussion. We aim for each student to take up a part in that class conversation. We are a team of close readers, and we model that endeavor for the students as we guide them in their own close reading. Both in classroom exchange and in writing instruction, we guide our students to root their ideas in data: to open the book, to find the passage, to read it carefully, to respond to it with integrity. The range of works we select to teach is broad and reflects the literatures of many cultures. As colleagues, we honor the individual reading and writing experience and the creative autonomy that animate each of our classrooms. As a group, we recognize the primary importance, to good readers and good writers, of attention to detail. As individuals, we tailor for our students a wide variety of ways in which to practice that attention. Accordingly, a student in a Burroughs English class submits a piece of well-developed writing once every two to three weeks. We encourage individual students to confer with us during the writing and revising processes so we can provide targeted support to the growing writer who, through guided practice in regarding and developing his or her own voice, continues to expand the ability to attend to language and to attend to experience through language.

In grades seven and eight, teachers lay the groundwork of the writing program by introducing the elements of usage and grammar, as well foundational skills in literary analysis and expository and expressive writing. As students advance through the grade levels they are expected to engage more rigorously in the refinement of skills in writing, reading, speaking and listening. Each of the following course descriptions lists a sampling of texts read, but these lists are not exhaustive. Summer reading is required at every grade level.

English 7

(Required, 4 periods/week; full year)

Central to the curriculum is the study of grammar and composition, with emphasis on identification of parts of speech, subject and predicate, prepositional and verbal phrases, and the subordinate and independent clause. We also begin to show how such study improves one's command of English. Reading is emphasized as a means to both enlightenment and pleasure. Required literature in the various genres may include, for example, Animal Farm, A Raisin in the Sun, A Midsummer Night's Dream, and selected poetry and short stories. The student reads other works chosen from a list of books considered interesting and appropriate. The third major component of the course is writing in a variety of modes, with much emphasis on voice and energy of expression as these qualities emerge in narration, description, and exposition. Although students focus on the paragraph, they also write a few short essays. Finally, all students are encouraged daily to promote their own and one another's success through active listening and class participation. The seventh grade English program is complemented by vocabulary study and (time permitting) oral presentation and library work.

English 8

(Required, 4 periods/week; full year)

This year's study focuses upon further development of language awareness and of the grammar and vocabulary skills taught in the seventh grade. Texts used for discussion and essay topics include To Kill A Mockingbird, and World Mythology. Students also continue the study of poetry (Sound and Sense) and read a Shakespearean play.

English I

(Required, grade 9; 4 periods/week; full year; 1 unit)

The program consists of equal concentration upon composition and literature. Through frequent revision of entire essays students develop and strengthen voice and practice other means (e.g., varying sentence structure) of enhancing style. Diction is enriched through vocabulary study as well as through challenging literature. Students explore literary language and form, and they begin to wrestle with some of the big questions: *Who are we? Why are we here? Where are we going?* In the past, the reading list has included The Odyssey (translated by Robert Fagles), Romeo and Juliet, A Separate Peace, a miscellany of modern short stories, and further engagement with Sound and Sense.

English II

(Required, grade 10; 4 periods/week; full year; 1 unit)

In a survey of British literature from the Anglo-Saxon to the Modern Period, core readings include excerpts from Canterbury Tales, Macbeth, Frankenstein, as well as selections from other major works of prose and poetry in the British tradition. Composition assignments are closely co-ordinated with the readings and focus on multiple paragraph expository and creative writing.

English III

(Required, grade 11; 4 periods/week; full year; 1 unit)

In a survey of American literature from the Puritans to the present, students read major authors, found in The Norton Anthology Of American Literature. A variety of genres is addressed, and major trends in American culture (e.g., Romanticism, Transcendentalism) are presented. Texts include The Great Gatsby and The Adventures Of Huckleberry Finn. Written assignments include both creative and critical responses to reading and discussion topics.

English IV

(Required, grade 12; 4 periods/week; full year; 1 unit)

Romanticism and Transcendentalism extend from studies in sophomore and junior English into the senior course, which often begins with Into the Wild, a nonfiction account of a contemporary young American strongly influenced by Transcendentalist philosophy. The course focuses on the individual: the challenge to be true to oneself in the face of society's expectations; to live responsibly with others as a conscientious global citizen. Each teacher, in designing his or her syllabus, engages contemporary, postmodern, and postcolonial works that reflect relevant cultural debates. As a threshold course, senior English explores texts selected from a list that will test the students in a variety of ways, ranging from older classics such as Hamlet, The Heart of Darkness, The Sound and the Fury, and Lolita, to newer ones such as Disgrace, Angels in America, Persepolis, and The Road. The course advances writing appropriately, enhancing the authority of voice through practice in both the expository form and in expressive modes such as personal reflection and stylistic emulation.

English IV Honors Seminar

(Grade 12; by application; limited enrollment, 6 to 8 per group; 1 period/week; full year; Honors credit. Admission requirements include a cumulative average of B or higher in English courses grades 9 - 11)

Several teachers in the English Department offer seminars in areas of specialized interest. Meeting weekly, these semester-long seminars may coordinate with, but remain distinct from, the regular senior English course. Honors credit is earned by maintaining at least a B- in both the Honors Seminar and the regular course (see p. 8, section 9). A paper of significant length and deliberate planning is required at the end of each seminar. Seniors enrolled in Honors English are given the chance to choose their seminar at the beginning of each semester.

Application materials are made available by the Department Chair in mid-February. A committee of Honors English teachers and other upper school English teachers then evaluate the strength of each essay as well as the quality of each applicant's general performance in English. Grades certainly reflect performance and are important, but they are not everything. "General performance" includes commitment to the discipline of English, which means a generosity extended beyond the specific demands of assignments. An active engagement in classroom discussion that evinces familiarity with and contemplation of the texts is thus of great importance.

Juniors invited to enroll for Honors English are notified before spring break so that applicants may adjust their scheduling plans accordingly.

LANGUAGES - CLASSICAL

JBS Graduation Requirement: Level I and Level II of a single language.

T.S. Eliot observed that “we are all, so far as we inherit the civilization of Europe, still citizens of the Roman Empire.” The Latin program proves this observation by studying the language and, through it, the culture of the Romans.

To understand how the language works is essential. In this way the student can not only read the writings of great Roman authors, but also appreciate how basic is Latin to modern English. Most English words have classical roots, so the study of Latin leads to a wider English vocabulary. Furthermore, the greater part of English literature has been written by those who were classically educated, and for readers who were presumed to have some knowledge of Latin.

Many Latin readings show that most of our ideas political and personal, our fears and aspirations, are not new. To paraphrase Eliot, it is through the experience of the dead that we can make sense of the living, but first we must learn their language.

Honors credit is offered at both Levels IV and V upon the satisfactory completion of two research papers, together with a passing grade in all trimesters. (see p. 8, section 9) There are two opportunities to write the Advanced Placement examination, at the conclusion of the junior or senior year; this examination is not required, and may be taken even if the student has not elected Honors.

Because increased emphasis is placed in the **depth** of learning a foreign language, the department recommends the six-year sequence of study, i.e. through Level V, in Latin. (see p. 6, College Admission section)

It is not necessary to be enrolled in Latin in order to take Greek; in fact, many successful students have no background at all in Latin. They follow the introductory courses (available in grades 9 - 12) because they are inquisitive about the Greek World, and not only its language but also its culture, history and geography. Meeting twice weekly, the Greek courses are considered electives that can supplement, and not replace, an existing language choice.

The Classics department also offers two elective courses. The History of Classical Art is an introductory and illustrated course available in grades 9 - 12. On the other hand, the senior elective Foundations of Western Literature introduces the pillars of Greco-Roman literature and encourages their intelligent reading through lectures and class discussion. Since all the works in this course are read in translation, it is NOT necessary to have studied either Latin or Greek. Most years the department sponsors a trip to Italy (Rome and Naples) during the spring vacation. The next such trip is scheduled for March 2012. The popularity of this trip restricts it to students currently enrolled in Latin or Greek I or Greek II. Any remaining places may be offered to students in Beginning Greek..

*Latin 7

(4 periods/week; full year)

The student is introduced to the world of the poet Horace, who lived to see a Roman republic torn apart by civil war emerge as the settled empire of Augustus. Horace's own education allows an opportunity to learn some of the more famous myths of the Greeks and Romans, and background material on contemporary history complements the narrative. Extended Latin passages tracing this story are used to explore the structure of simple Latin. By the end of the year students meet the three most important noun declensions, as well as the basic syntax of the six noun cases; they also learn the present tense of all conjugations. This grammar, along with basic vocabulary, is reinforced with regular composition exercises.

Text: The Oxford Latin Course part I (2nd edition)

*Latin 8

(Prerequisite: Latin 7; 4 periods/week; full year)

Part II introduces the student to further aspects of grammar and vocabulary, including the last two noun declensions, all the tenses of the indicative, and the passive voice. These are incorporated in a text describing the decision by Horace's father to take his son from rustic Venusia to Rome for a formal education. The Rome of Horace's adolescence was dominated by the First Triumvirate of Crassus, Pompey and Julius Cæsar, whose assassination prompted Horace to abandon Italy for Athens where he would complete his education.

Text: The Oxford Latin Course, part II (2nd edition).

***NOTE:** Students who satisfactorily complete Latin 7 & Latin 8 may progress to Latin II in the ninth grade. Graduation credit - the foreign language requirement - is only earned on completing Latin II.

Latin I

(Grades 9 - 12; 5 periods/week; full year, 1 unit)

This is a class for students who want to start Latin in the upper school. For those who have not yet had the pleasure of Latin, nor enjoyed its salutary effect upon their use of English, this intensive course proves highly beneficial. Through a selective and accelerated reading of the Oxford Latin Course, together with supplementary material, students acquire the necessary vocabulary, grammar and context for entry to Latin II.

Text: The Oxford Latin Course, parts I and II (2nd edition).

Latin II

(Grades 9 - 12; Prerequisite: Latin I or equivalent*; 4 periods/week; full year; 1 unit)

By the end of the third volume of the OLC students meet all the major grammar and syntax (e.g., the subjunctive mood and constructions, gerunds and gerundives, conditional clauses, and the ablative absolute) necessary to read Latin literature with some fluency. In this volume Horace returns from Greece, is introduced to the literary patron Mæcenas, and gradually comes to know both Augustus and the challenges which face his rule, from rebuilding the state to quelling Cleopatra; thus Horace is placed in his true literary and historical context. Interspersed with the grammatical exercises and prose narrative are several of Horace's original poems, which embrace the perennial questions of love and war, the monumental and the commonplace in our lives, jealousy and contentment.

Text: The Oxford Latin Course, part III (2nd edition).

Latin III

(Grades 10 - 12; Prerequisite: Latin II; 4 periods/week; full year; 1 unit)

In this course students complete the transition, begun in Latin II, from the "artificial" story of Horace's life to extant Latin from the Republican and early Imperial periods. By focusing on prose authors, students enhance their reading skills while reviewing and reinforcing their knowledge of fundamental grammar and syntax. Extracts from Cicero's correspondence prepare students for one of his speeches, either the First Catilinarian Oration, or the defense of Cluentius. The course is completed with readings from Caesar and Livy.

Texts: Oxford Latin Course Reader (2nd edition)

Cicero's First Catilinarian Oration (Bolchazy-Carducci)

or

Cicero's Murder at Larinum - Pro Cluentio (Bristol Classical Press)

Latin IV

(Grades 11 - 12; Prerequisite: Latin III; 4 periods/week; full year; 1 unit; Honors credit available for three research papers, by department approval)

Students in Latin IV turn from the periodic prose of Cicero to the delightful challenges of lyric poetry, written c. 60-20 B.C. The language of love and hatred, greeting and dismissal, invective and recreation, which reaches its apogee in the poetry of Catullus, is contrasted with the polished, detached irony and graceful wit of Horace's Odes and Satires. The course introduces students to elements of ancient prosody and invites them to respond to the poetry from literary-critical perspectives.

Text: Catullus's Poems (edition by Daniel Garrison)

Horace's Odes (either Oxford Latin Course Reader (2nd ed.) or the dept.'s own edition)

Latin V

(Grade 12; Prerequisite: Latin IV; 4 periods/week; full year; 1 unit, Honors credit available for two research papers, by department approval)

Poets as different as Tennyson and T. S. Eliot have hailed Vergil's *Aeneid* as a landmark in the European literary tradition, and so it rightly forms the centerpiece of this senior level course. Following the prescription of the Advanced Placement syllabus, students read extracts from six books; they are therefore prepared, but not required, to sit the Advanced Placement examination in May, 2012. (The revised AP syllabus, though, may require some additional reading).

If there is sufficient student interest, a second class is offered that reads Cicero's brilliant, if scurrilous, speech in defense of Caelius. This syllabus gives students the rare opportunity to read an entire Ciceronian speech in which every legal and emotional card is played out to the fullest. Those interested in studying law at college, or simply manipulating an audience, are encouraged to sign up for this class.

NOTE: Since the *Pro Caelio* is not prescribed for the Advanced Placement syllabus, students are not being prepared for that examination. Because class discussions and group work are such an important part of the course, students electing to take Latin V are strongly encouraged to limit activities which cause them to miss classes.

Text: Vergil's *Aeneid* (*A Song of War*, edited by LaFleur & McKay [Prentice Hall]) OR Cicero's *Pro Caelio* (edition by Keitel & Crawford)

Beginning Greek

(Grades 10 - 12; Prerequisite: department chair approval; absolutely no knowledge of Latin is necessary; 2 periods/week; full year; 1/2 unit)

Students are provided a clear and distilled introduction to Greek vocabulary, grammar & syntax, and these are then practiced in readings from Aesop's fables, stories from The Odyssey and Greek history. The first year of instruction covers the main forms of nouns and adjectives, and a range of active tenses, including participles. The text is supplemented with copious examples of Greek derivatives, and students thereby enrich their English vocabulary, both informally and for standardized tests. The class also reads in translation a tragedy or comedy.

Text: Greek to GCSE, Part 1 (Taylor [Bristol Classical Press])

NOTE: Many non-Latin students have taken, and are currently taking, this course with great success. It may be well added to any of the modern languages, since it reinforces grammar and vocabulary but is not taught as a spoken language.

Greek I

(Grades 11 - 12; Prerequisite: Beginning Greek, department approval; 2 periods/week; full year; 1/2 unit)

This course continues the progress made in Beginning Greek, introducing a wider range of grammatical forms and constructions, and expanding vocabulary. Readings move from Socrates and the Sophists to the world of myth, and finally to passages lightly adapted from Herodotus. Time is also devoted to reading a play in translation, either a tragedy or a comedy.

Text: Greek to GCSE, Parts 1 and 2 (Taylor [Bristol Classical Press])

Greek II

(Grade 12; Prerequisites: Greek I, departmental approval; 2 periods/week; full year; 1/2 unit)

After completing a survey of essential grammar and syntax (e.g. the subjunctive and optative moods), students move on to read an appropriate original ancient Greek text; in the past, these have included Plato's Crito, selections from the Greek New Testament, comedies by Aristophanes, and selections from Herodotus's Histories. These readings continue to be anchored in a consideration of the broader Greek world (e.g. geography, art, literature) through use of the department's audio-visual holdings and *realia*.

Text: an appropriate edition of the author to be read

The History of Classical Art: Its Genesis and Influence

(Grades 9 – 12; no prerequisites; 2 periods/week; full year; 1/2 unit)

This course introduces the history of classical art through lectures and slides. The first trimester is devoted to classical art and architecture itself, covering sculpture, architecture, vase painting, and wall painting from Bronze Age Greece through the fall of the Roman Empire. The second and third trimesters are devoted to the influence that classical art has exerted over the history of the west, beginning with rejection of its forms and esthetics in the Byzantine and medieval periods and continuing through its various Renaissances (Carolingian, Italian, Post-modern).

There are two field trips: one to the St. Louis Art Museum, and one to the Washington University Museum to view some vases that are not on view for the general public. Other field trips may include visits to the Pulitzer Collection, the Contemporary Art Museum, as well as a walking tour of the Central West End or Compton Heights, where the houses exhibit remarkable influence of Classical Architecture.

Foundations of Western Literature (Honors optional)

(Grade 11 and 12; academic option, no knowledge of Latin or Greek is necessary; 4 periods/week; full year, 1 unit; additional materials fee)

The influence exerted by the classical world upon the modern is sometimes obvious, sometimes latent, but always pervasive. The Doric columns on the Schnuck wing are a clear instance; less evident, perhaps, is the very long shadow cast by ancient Greek and Roman authors upon the subsequent western literary tradition. This course introduces students to the literary roots from which spring so many of the best works of western literature. The texts themselves lie at the heart of this course, which is intended as a seminar-style discussion based upon a close reading of primary sources. In the first trimester the focus is on classical epic, assessing the changing concept of the “hero” and the “heroic” in Homer’s *Iliad* and Vergil’s *Aeneid*. In the second trimester the class cuts across generic boundaries as it dips into the intellectual ferment of fifth-century B.C. Athens; readings in history, tragedy, comedy, and philosophy enable students to consider “hot button” topics in Athens that should still stir everyone up today. The course concludes with Shakespeare’s *King Lear*, which, though non-classical, nevertheless speaks both to today’s audience and to its own classical antecedents. Some art history is sampled, too, as the class occasionally explores how classical literature has manifested itself in visual arts through the centuries.

Evaluation consists of tests, largely objective in nature, and short essays on the readings; a take-home essay is required at the end of the first trimester in lieu of a final exam.

NOTE: Optional Honors Credit

This course may be taken for an optional Honors credit. Students so enrolled are required, once per trimester, to read a piece of literature over and above the assigned readings, present it orally to the class, and write an essay on it. The work to be read, and the nature of the writing assignment, is chosen in consultation with the instructor.

NOTE: To earn the Honors credit, students must maintain at least a B- grade each trimester in addition to undertaking the extra work (see p.8, section 9).

Texts: a list of the required texts is supplied by the department chair.

LANGUAGES - MODERN

JBS Graduation Requirement: Level I and Level II of a single language.

French, German, and Spanish are the modern foreign languages offered in Levels I-V (grades 7 - 12). Russian and Chinese are also offered in grades 10 - 12.

The Modern Languages department aims to fulfill measurable and immeasurable goals. Teachers at all levels, and in each of the languages taught, move students toward the empirical goal of proficiency in the basic language skills of speaking, listening, reading and writing. Concurrently, the department's underlying conviction stresses the idea that language study enhances one's ability to recognize, accept, appreciate and function with other ways of living; language study sheds light on cultural differences, while carrying the idea that there are legitimate reasons for differences. Differences stem from geography and branch out through the history and evolution of politics, philosophy, literature, and the arts of a given culture. A language reflects the culture in which it occurs, just as the culture reflects its language. The two are inseparable.

Thus, the Modern Language department at JBS strives to teach students to communicate in a living language, knowing that to do so effectively means not only to know vocabulary and grammar, but also to understand how the language has evolved symbiotically with the culture of which it is a part. Moreover, developing a greater breadth of cultural perspectives inherently deepens an understanding of each student's own culture. In so doing, students understand the English language in a more sophisticated way, and they gain valuable perspectives on the functioning of American culture.

The department provides the potential for a successful experience in all levels of skills. Thus, it offers comprehensive courses using a variety of teaching techniques and encourages interaction among individuals within the classes. Students who successfully finish the five level sequence can continue their language instruction at the college level, generally placing out of beginning, and sometimes intermediate college-courses. Furthermore, students develop a sound foundation for a successful abroad experience. The department also strongly recommends that students participate in an exchange/homestay program in a country where the studied language is spoken (see p. 91, Special Programs section for more details).

Because increased emphasis is being placed on oral proficiency in the teaching and testing of modern foreign languages, the department recommends the six year sequence of study, i.e. through Level V. All modern language department classes benefit from the language laboratory which offers multimedia computers and audio/recording stations. School-wide access to the Internet brings foreign languages and a wealth of current information to the student's fingertips in forms varying from foreign news media, to museums, to classrooms overseas.

*French 7

(4 periods/week; full year)

This course lays a basic language and cultural foundation of the study of French. Conversational ability is developed by classroom interaction, practice in the language laboratory, and homework. Emphasis is placed on pronunciation, basic communication, the development of contextual vocabulary phrases, gender and number agreement with subject, personal pronouns, adjectives, and their use with present tense verbs. A project encompasses the geography of France.

Text: D'accord (Vista Higher Learning)

*French 8

(Prerequisite: French 7; 4 periods/week; full year)

Continuing to build the basic language skills, this course emphasizes conversational ability, and continues to increase acquisition of vocabulary, verbs, idioms, and grammatical structures. Basic structures are reinforced through classroom work, work in the language lab., homework, and short oral reports. This course takes concrete steps toward establishing an immersion environment in which the teacher and students operate exclusively in French.

Text: Espaces (Vista Higher Learning)

*German 7

(4 periods/week; full year)

This course introduces students to the language and culture of the German-speaking world. Emphasis is on the sound system, vocabulary, and structural patterns of the language; the primary goal is basic communicative proficiency. German is used as much as possible, and class activities are designed to maximize student use of the target language. Strategies include partner work, group activities, and role play. Audio texts, a video series, and short reading passages serve as language models for developing aural and reading comprehension skills as well as written skills. Culture and geography are taught as an integral part of the language acquisition process.

Text: Team Deutsch I (Klett)

*German 8

(Prerequisite: German 7; 4 periods/week; full year)

This course, too, emphasizes the development of listening, reading, speaking and writing skills. Students continue their study of the linguistic structures of the language, by completing the text and course materials begun in German 7. The geographical focus is on Germany and Switzerland and includes student research and reports on German states and Swiss cantons. Concrete steps are taken toward establishing an immersion environment in which the teacher and students operate exclusively in German.

Text: Team Deutsch I (Klett)
Team Deutsch II (Klett)

*Spanish 7

(4 periods/week; full year)

This is a beginning course designed to develop conversational ability, with emphasis on pronunciation, basic communication, active and passive vocabulary, gender and number agreement, personal pronouns and present tense verbs. Students have access to an Internet supersite to practice and reinforce skill development. Although speaking and understanding are stressed, students are expected to be able to write proficiently within the confines of the material presented. Culture is specifically taught as an integral part of learning Spanish.

Text: Descubre - Nivel I (Vista Higher Learning)
ancillary CDRoms and CDs
selected short novelas

*Spanish 8

(Prerequisite: Spanish 7; 4 periods/week; full year)

Continuing to build the basic language skills, this course emphasizes increasing active vocabulary and adding past tenses as well as direct and indirect object pronouns. Students continue to perfect their speaking and comprehension skills by using their CD-Roms and audio CDs at home. Conversation, writing, and culture remain primary components of the course. In this course concrete steps are taken toward establishing an immersion environment in which the teacher and students begin to operate exclusively in Spanish.

Text: Descubre - Nivel I (Vista Higher Learning)
ancillary CDRoms and CDs
selected short novelas

*Students who satisfactorily complete a foreign language in grades seven and eight may progress to Level II in the ninth grade. Graduation credit is only earned on completing Level II. To progress to Level II, satisfactory proficiency in oral and written assessments is necessary; those who do not show sufficient proficiency will be recommended to take Level I in Upper School.

French I

(Grades 9 - 12; 5 periods/week; full year; 1 unit)

This is a course for those students who want to begin French in the upper school by laying a basic language and cultural foundation, or for students who need a review of the concepts learned in 7th and 8th grade. Conversational ability is developed by classroom interaction, practice in the language laboratory, and homework. Students learn basic vocabulary and idioms, verb conjugations, and how sentences are structured. Short readings and dialogues are undertaken, and elements of culture are explored. The pace of the course is rapid, covering roughly the equivalent of French 7 and 8.

Text: Espaces (Vista Higher Learning)

French II

(Grades 9 - 12; Prerequisite: French I or equivalent*; 4 periods/week; full year; 1 unit)

This course continues to build the vocabulary and language structure necessary for effective communication. Being conducted almost exclusively in French, it allows the students to be immersed in language and culture, thus providing them the opportunity to increase their linguistic knowledge and practice their skills. Practice in conversation is continued in order to develop greater range and fluency. Skills are reinforced in the classroom, the language laboratory and on homework helping students to master speech patterns of increasing complexity including extensive expression in past and present.

Text: Espaces (Vista Higher Learning)

French III

(Grades 10 - 12; Prerequisite: French II; 4 periods/week; full year; 1 unit)

The class is conducted virtually exclusively in French. The study of the four basic skills (writing; reading; speaking; listening) is continued with a strong emphasis on conversation in order to increase fluency. The study of basic grammatical principles and verb tenses is nearly completed.

Text: Espaces (Vista Higher Learning)

French IV

(Grades 11 - 12; Prerequisite: French III; 4 periods/week; full year; 1 unit)

Having been presented with the basics of the language in previous years, this course expands and refines the knowledge acquired. Students are expected to speak French throughout the course, and to continue to work the four basic skills (writing, reading, speaking and listening) to varying degrees through discussion, written assignments, readings and listening exercises. New vocabulary is presented through a range of cultural and literary presentations. Speaking, listening and writing skills are enhanced by work in the language laboratory.

Text: *Imaginez* (Vista Higher Learning)

Le Petit Prince (Saint-Exupéry)

French IV - Honors

(Grades 11 - 12; Prerequisites: French III and departmental approval; 4 periods/week; full year; 1 unit)

This course emphasizes mastery of the basic skills (writing, reading, speaking and listening) as a solid preparation for taking the French-AP course in the following year. New vocabulary is presented through a broad range of cultural and literary readings, allowing review of grammar as well as acquisition of new structures. Students work on speaking, listening and writing skills in the language laboratory.

Text: *Imaginez* (Vista Higher Learning)

Le Petit Prince (Saint-Exupéry)

French V

(Grade 12; Prerequisite: French IV; 4 periods/week; full year; 1 unit)

Topics include grammar review, conversation, and film. Time is given to the systematic development of vocabulary necessary for the discussion of selected topics, to individual oral presentation, and to debates involving the whole class. Films are shown to expose students to a variety of styles, themes, and content in French and Francophone movies.

Text: Sequences, Intermediate French Through Film (Heinle)

NOTE: Due to the mature content of several of the movies (some of which are rated R) all students enrolling in this course need permission from a parent or guardian to watch them.

French-AP

(Grade 12; Prerequisite: French IV and departmental approval; 5 periods/week; full year, 1 unit, Honors credit)

This class, conducted exclusively in French, focuses on preparing the students for the Advanced Placement Language examination through the systematic refinement of the four basic skills (writing, reading, speaking and listening), in addition to providing a complete review of their grammar skills. Emphasis is placed on the discussion of a wide variety of topics, and active spoken participation is a daily expectation. There are also frequent language lab assessments (listening comprehension dialogues, narrating picture series, and responding to open-ended questions using complex tenses). Works and articles of informational and literary value are read, discussed and analyzed, and short reading selections are also assigned over winter and spring break in order to help maintain the student's fluency. Journal writing and essays on a wide range of themes are also written weekly in preparation for the Advanced Placement examination.

Text: Advanced Placement French Preparing for the Language Examination (Ladd/Girard)

Une Fois pour Toutes (Pearson)

Literary selections to be announced

German I

(Grades 9 - 12; 5 periods/week; full year; 1 unit)

This course provides upper school students who want to elect German as their primary language of study with a sound introduction to the language and culture of the German-speaking world. Emphasis is on the sound system, vocabulary, and structural patterns of the language with the goal of developing basic communicative proficiency. Though the pace of the course is accelerated, students work with the texts used in German 7 and 8, and are introduced to all the materials covered in that two year sequence.

Text: Team Deutsch I (Klett)

German II

(Grades 9 - 12; Prerequisite: German I or German I - B; 4 periods/week; full year; 1 unit)

This second-year course, conducted almost exclusively in German, continues to build on the structural foundations already established, and moves toward increasingly complex use of the German language. The emphasis is on both greater facility in sustained oral and written communication, and development of enhanced reading and listening comprehension skills. Reading selections, video texts, and audio materials continue to serve as linguistic models. Students examine Austria and Liechtenstein in a geographical and cultural context, as they continue to learn about Germany and Switzerland as well.

Text: Team Deutsch II (Klett)

German III

(Grades 10 - 12; Prerequisite: German II; 4 periods/week; full year; 1 unit)

This is an integrative course in which students continue to develop more complex linguistic structures as they engage in readings and activities that enhance their knowledge and understanding of current German culture and cultural history. Although the primary course goals are the development of advanced listening and reading comprehension skills and greater facility in sustained oral communication and composition, readings concerning history and authentic materials from literature, film, science, poetry, and music are key components of the course.

Text: Team Deutsch III (Klett)

Beginning German

(Grades 10 - 12; 2 periods/week; full year; 1/2 unit)

Students with foreign language interest who have chosen a classical or modern language other than German as their primary language of study can choose this course as a gently paced introduction to another language family. The course features basic vocabulary and those grammar topics most essential to basic communication in German: all tenses of the indicative are introduced, as well as the four noun cases. By the end of the year, students have been introduced to a bit of German culture and developed a basic communicative competence: they are able to describe, narrate, and ask questions in German.

NOTE: Many students have taken this course and found it to be a wonderful way to fit a second modern language - or even a first spoken language - into their schedule.

Text: Team Deutsch I (Klett)

German I - B

(Grades 11 - 12; Prerequisite: Beginning German; 2 periods/week; full year; 1/2 unit)

Those who have taken Beginning German and would like to continue developing their listening, speaking, reading, and writing skills in German should register for this course, which features both review and practice of the concepts and vocabulary introduced previously, and exposure to additional vocabulary, grammar and items of cultural interest. Students completing this course are prepared to begin German II.

Text: Team Deutsch I (Klett)

German IV – Honors

(Grades 11 - 12; Prerequisite: German III & departmental approval; 4 periods/week; full year; 1 unit; students enrolling for non-Honors have 3 fewer compositions)

Students explore a wide range of texts as models for speech and topics for written and oral discussion, as they are challenged to apply their knowledge of language structure to increasingly varied communicative tasks. Authentic literary and other cultural materials in the textbook are supplemented by such video series, news clips, a novel, magazine articles, and a film unit.

Text: Aspekte I (Langenscheidt)

German V

(Grade 12; Prerequisite: German IV; 4 periods/week; full year; 1 unit)

This class is conducted exclusively in German. Students read various short stories and hear and see various films, news clips, and songs and they discuss and analyze the material and what the material reveals about German culture. Grammar is thoroughly reviewed as the four basic skills (reading, writing, listening and speaking) are developed and practiced.

German-AP

(Grade 12; German IV and by departmental approval; 5 periods/week; full year, 1 unit, Honors credit)

This is the same class as German V, with the addition of one period per week to allow further preparation for the Advanced Placement examination.

German II - B

(Grade 12; Prerequisite: German I - B; 2 periods/week; full year; 1/2 unit)

Students wishing to pursue their interest in German after completing German I - B are encouraged to sign up for this course, which offers them the opportunity to learn more vocabulary and grammar as they strengthen their listening, speaking, reading, and writing skills through readings and partner and group activities.

Text: Team Deutsch I (Klett)
Team Deutsch II (Klett)

Beginning Chinese

(Grades 10-12; 2 periods/week; full year; ½ unit)

Students with foreign language interest who have chosen a classical or modern language as their primary language of study can choose this course as an introduction to a non-European language. The course features learning basic sounds, characters and vocabulary. It provides a basis on which to decide whether pursuing Chinese at the university level is a goal they wish to pursue.

Chinese I-B

(Grades 10-12; Prerequisite: Beginning Chinese; 2 periods/week/full year/1/2 unit)

This is a continuation of Beginning Chinese. Students who now have a foundation in the language and culture of China will improve and increase their skills by learning additional characters and dialogs to enable them to converse more fluently in basic conversations.

Beginning Russian

(Grades 10 - 12; 2 periods/week; full year; 1/2 unit)

This course offers students an introduction to both the Russian language and Russian literature. On the one hand, students learn the alphabet, noun declensions, and all verb tenses in the active voice as they work to develop listening, reading, speaking and writing skills; class activities promote student use of the target language and thus communicative competence. Because the Russian language is especially poetic and the Russian literary tradition especially enigmatic and rich, though, the course also offers students the opportunity to explore a few works of Russian literature in the original: vocabulary sheets prepared to aid the reading process enable students to tackle works by Chekhov, Dostoevsky, and other Russian literary giants.

Text: Galosa I (Prentice Hall)

Russian I-B

(Grades 11 - 12; Prerequisite: Beginning Russian; 2 periods/week; full year; 1/2 unit)

All those who have completed Beginning Russian are invited to continue their exploration and study of Russian in this course. Students' understanding of and ability to use the language improves as grammar and vocabulary topics including the subjunctive, verbal aspect, and verbs of motion are addressed; students also have the opportunity to strengthen their listening, reading, speaking and writing skills by using Russian in class. Finally, students reap some of the tremendous rewards of studying the language by delving into works by authors such as Akhmatova, Babel, Pasternak, Solzhenitsyn and Tolstoy.

Text: Galosa I (Prentice Hall)

Russian II – Beginning (NOT OFFERED 2011-2012)

(Grade 12; Prerequisite: Russian I-B; 2 periods/week; full year; 1/2 unit)

Those who have completed Russian I-B are encouraged to continue developing their reading, writing, speaking and listening skills by enrolling for independent study. No new textbook is required and new grammar is kept to a minimum. Greater mastery of the vocabulary and grammar that has already been introduced is achieved through review and conversational practice, as students read excerpts from more classics of Russian literature in the original.

Spanish I

(Grades 9 - 12; 5 periods/week; full year; 1 unit)

This is for those who want to start Spanish in the upper school, or students whose skills learned in 7th and 8th grade need more practice. Conversational ability is developed with emphasis on pronunciation, communication, and vocabulary. Students learn to manipulate both the present and preterite (past) tenses of regular and irregular verbs, adjective agreement, interrogative expressions, and direct and indirect object pronouns within the context of several topical vocabularies. Students have access to an Internet supersite to practice and reinforce skill development. The course is designed to lay a strong foundation for future study; it is roughly the equivalent of Spanish 7 and 8 combined.

Text: Descubre - Nivel I (Vista Higher Learning)
ancillary CD-Roms and CD's

Spanish II

(Grades 9 - 12; Prerequisite: Spanish I or equivalent*; 4 periods/week; full year; 1 unit)

This course is designed to use constantly and practice the material and grammar already learned, while adding imperfect, perfect and future tenses and the subjunctive and imperative moods. It is a year of great expansion in active vocabulary and writing with compositions and presentations throughout the year. The class is conducted almost exclusively in Spanish including student questions, instructions and teacher presentations of material. Students continue to perfect their speaking and comprehension skills by using their CD-Roms and audio CDs at home. Culture remains an integral part of the learning process.

Text: Descubre – Nivel 2 (Vista Higher Learning)
ancillary CDRoms and CD's

Spanish III

(Grades 10 - 12; Prerequisite: Spanish II; 4 periods/week; full year, 1 unit)

Emphasis on conversation is strengthened in order to increase fluency. The review and study of basic grammar principles is also continued and more complex structures, e.g., the imperfect subjunctive, the “if-clauses”, sequence of tenses, are presented and practiced. Students read passages about the history, geography and literature of Hispanic countries, as well as small selections from classic Hispanic authors. Several projects involving research of a variety of topics are assigned.

Text: Descubre Nivel 3 (Vista Higher Learning)

Spanish IV

(Grades 11 - 12; Prerequisite: Spanish III; 4 periods/week; full year; 1 unit)

This is a linguistic proficiency based course, designed to encourage oral discussions on common practical and current topics and also to improve reading and writing skills. In addition, this course provides a thorough review of all basic grammatical structures and seeks to improve and enhance reading comprehension skills through building an active and broad vocabulary. Students write several 200-300 word compositions on the themes discussed in class. Oral comprehension and speaking ability are measured by language laboratory exercises and also by the quantity and quality of participation in relevant discussions and activities in class.

Text: Conexiones (Prentice Hall)

Spanish IV - Honors

(Grades 11 - 12; Prerequisites: Spanish III, departmental approval; 4 periods/week; full year; 1 unit)

This is a linguistic proficiency based course. Mastery of basic grammatical structures and enhanced reading comprehension skills are the primary objectives, and vocabulary development is based on teaching language through conversations that cover varied practical and philosophical topics. In addition, various selections of texts written by the great writers of the Spanish language are read and analyzed for their semantic and cultural meaning. Students write several 250-350 word compositions on the themes discussed in class. Oral comprehension and speaking ability are measured by language laboratory exercises and also by the quantity and quality of participation in relevant discussions and activities in class. This course specifically prepares students to take the Spanish-AP course the following academic year.

Text: Conexiones (Prentice Hall)

La Casa de Bernarda Alba (Federico García Lorca)

handouts of short stories, essays, and excerpts from novels

Spanish V

(Grade 12; Prerequisite: Spanish IV; 4 periods/week; full year; 1 unit)

This course emphasizes conversation, using four books and several films to provide topics for discussion. The history and culture of Spain and Latin America are integral to the course. Although not the primary objective, the development of additional vocabulary and the review of grammatical structures are included and practiced.

Text: Requiem por un campesino español (Ramón Sender)

La Dama de Alba (Alejandro Casona)

Crónica de una muerte anunciada (Gabriel García Márquez)

Como agua para chocolate (Laura Esquivel)

Yerma (García Lorca)

A que sí (2nd ed/Heinle & Heinle)

Spanish-AP

(Grade 12; Spanish IV, departmental approval; 5 periods/week; full year, 1 unit, Honors credit)

The course is organized around topics that are covered and supplemented in a more intense and concentrated fashion than in regular Spanish V. Expression and grammatical accuracy are highly emphasized and expected. Students are required to take the Advanced Placement Language/Composition examination in May (see p. 9, section 10 NOTE).

Text: *La Casa de Bernarda Alba* (Federico García Lorca)
Crónica de una muerte anunciada (Gabriel García Márquez)
AP Spanish, Preparing for the Language Examination
(2nd ed./Longman)
Bodas de Sangre (Federico García Lorca)
Selected readings by Borges, Cortazar, Cervantes and Neruda

Latin American Studies

Grades 11-12; no prerequisites; 4 periods/week; full year; 1 unit)

This survey course explores broad topics relating to the history, culture, religion, economy and ethnography of Latin America, with a specific focus on Latin America's relation to the United States and its place in the world. Students read books, essays, articles, and original source texts, such as Columbus's diary and Bolivar's letters, and are required to write brief analytical papers, take unit exams and present oral expositions of various topics; some chosen, others not. The instructor draws upon his experiences traveling and working for the U.S. Government in Latin America.

Text: Americas (Peter Winn)

MATHEMATICS

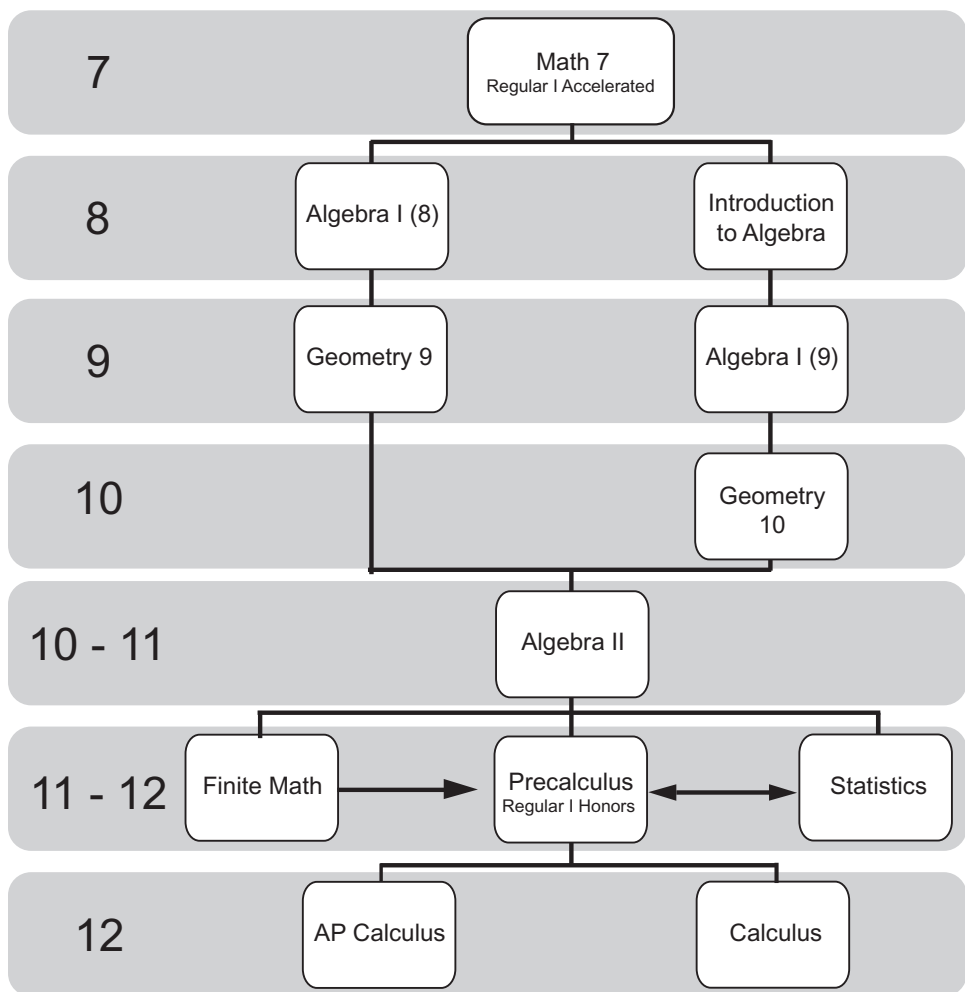
JBS Graduation Requirement: Two years of mathematics in grades nine through twelve. However, most colleges require Algebra II (see p. 6).

The general goals of the program are to provide all students with computational skills and a knowledge of the basic facts, principles and methods of mathematics, to develop in each student the ability to explore, make conjectures and reason logically and to help students learn to communicate mathematical ideas. Students are encouraged to think critically and creatively in applying their mathematical knowledge to problems, and are given the opportunity to explore the various applications of mathematics. A major goal is to provide students with the background and appropriate skills to enable them to expand their mathematical knowledge in the future. The use of a calculator with graphing and programming capabilities is an important part of the curriculum, and students have to make decisions about when a calculator is an appropriate problem solving aid. In all courses, a graphing calculator (TI-83+ or TI-84+) is required and is used to develop central ideas and skills.

In grade seven students are grouped according to results of a placement test and additional information. A two track sequence of courses chosen by the student and parent(s), with advice from teachers, starts in grade eight until grade eleven when an Honors Program is also offered.

On the following page a flow chart demonstrates the typical sequences of math courses:

Typical Course Sequences



Math 7

(Required; 5 periods/week; full year)

This course is designed to provide the crucial background skills that students need for success in 8th-grade math. Emphasis is placed on firming up basic skills and exploring topics and skills that are new and more complex. Students gain a solid foundation in arithmetic involving positive and negative numbers, fractions, decimals, percents, prime factorization, square roots, ratios, order of operations, use of variables in problem solving, translating words and ideas into algebra, basic equation solving, area of plane figures, volume of solids, and fundamental counting techniques. Extra time is devoted to study strategies, classroom skills, and the importance of showing and organizing work.

Math 7 Accelerated

(Required; 5 periods/week; full year)

This course is designed to build upon even the most rigorous elementary mathematics curriculum. It provides all students with a solid foundation in order of operations, integers, absolute value, algebraic proof, integer exponents, number theory, fractions, decimals, percents, equation solving, ratios, proportions, basic two-dimensional and three-dimensional geometry, and an introduction to probability and statistics. The supporting theory and principles behind each new idea are explored in significant depth. Students synthesize concepts, apply concepts in unfamiliar situations, generalize, hypothesize, and communicate their understanding both verbally during class and in written form on assessments and on daily assignments. Much emphasis is placed on the use of precise language and notation, problem solving techniques, writing skills used in mathematics, and organization of thought process.

Introduction to Algebra

(Grade 8; required if not in Algebra I; 5 periods/week; full year)

This course is the first in a three year sequence that continues with Algebra I (9) and Geometry 10. This sequence covers the same core concepts (with rigor and the same expectations) that are included in the Algebra I (8) and Geometry 9 courses. A slower pace affords students greater opportunity to practice skills and build a repertoire of problem-solving techniques. Time is allocated for consistent, cumulative review and for practice in recognizing the various types of mathematical situations that students may encounter.

Algebra I (8)

(Grade 8; required, if not in Introduction to Algebra; 5 periods/week; full year)

This course covers the same material in one year as Introduction to Algebra and Algebra I (9) do in five trimesters. Algebra is the foundation for all later work in mathematics; mastery of concepts and skills is imperative. The language and methods of algebra are the tools, while the multi-step problems are the context. Charts, diagrams, graphs and TI-84+ calculator are used extensively to enhance the level of understanding, as well as to provide alternative approaches in problem solving. This is a fast paced course. Rapid generalization and the ability to use abstraction are expected.

Algebra I (9)

(Grade 9; Prerequisite: Algebra I (8)/Introduction to Algebra; 5 periods/week; full year; 1 unit)

This course continues from Introduction to Algebra by reviewing topics studied in that course while completing the remaining two-fifths of the Algebra I course. Emphasis is on the skills of algebra and the understanding of algebra as a symbolic language to be used for problem solving. The TI-84+ calculator is used to enhance the understanding of algebra through its graphing capabilities. In the third trimester students begin a study of geometry which they continue in Geometry 10 the following year. This course can also serve students who need to strengthen their algebraic knowledge and problem solving skills after Algebra I (8).

Geometry 9

(Prerequisite: Algebra I; 5 periods/week; full year; 1 unit)

The goals of this course are two-fold, content and form. The content includes definitions, postulates and theorems; the concepts and applications of congruence and similarity of triangle and polygons; parallel lines; the Pythagorean theorem and its applications; the geometry of circles; analysis of area and volume; basic techniques of analytical geometry; description of locus; constructions. These content areas are used to develop understanding of the form and processes of mathematics. Students learn the fundamentals of formal logic and the techniques of formal proof; they learn that conclusions must be consistent with the assumptions on which they are based; they are asked both to understand and to communicate the mathematical ideas they encounter.

Geometry 10

(4 periods/week; full year; 1 unit)

This is a continuation of the study of geometry begun in the third trimester of Algebra I (9), allowing students to spend four trimesters on a thorough and rigorous study of geometry. Geometry 10 completes the three year algebra and geometry sequence begun in the 8th grade with Introduction to Algebra. This course focuses on both the content and form of geometry, with emphasis on the techniques of formal proof and the application of geometric concepts to solve complicated problems. The topics covered and the rigor required are similar to those in Geometry 9. An introduction to right triangle trigonometry is included. Upon completion of Geometry 10, most students enroll in Algebra II.

Algebra II

(Grades 10 - 11; 4 periods/week; full year; 1 unit)

This course continues the development and efficient application of algebraic skills introduced in Algebra I. Several major families of functions are constructed and explored: linear, quadratic, absolute value, exponential, polynomial, variation and radical. When appropriate, the study of these functions includes additional discussion of transformations, composition of functions and modeling. Other significant topics that are developed and applied include combinatorics and probability, general equation solving algorithms, relations, complex numbers, matrix algebra, rational exponents, systems of linear and nonlinear equations, systems of inequalities, factoring, rational algebraic expressions and rational algebraic equations. Multiple analytic approaches, as well as graphical and numerical methods, are applied to the problems in this course. An important goal of Algebra II is that students learn to discern which of these many methods is most appropriate in a given situation.

Precalculus - Honors

(Grade 11; Prerequisite: departmental approval; 4 periods/week; full year; 1 unit)

A rigorous presentation of the advanced mathematics needed for calculus is offered in this course. Most of the theorems used are proven in class discussion. Emphasis is placed on the ability to graph and analyze exponential, logarithmic, rational and polynomial functions. An in-depth study of trigonometry is completed. Detailed units on mathematical induction, parametric equations, polar graphing, and conics are also covered. Because class discussions are so important, those taking this class are strongly urged to limit activities which take them out of class.

Precalculus

(Grades 11 - 12; Prerequisite: departmental approval; 4 periods/week; full year; 1 unit)

This course embraces a thorough study of these major families of functions: exponential, logarithmic, trigonometric, polynomial and rational. Mastery of linear and quadratic functions is assumed from previous study, as are complete and sound algebraic skills. There is much emphasis on graphing all functions studied. In addition to graphing, properties and applications of each kind of function are studied. Other major topics studied include absolute value inequalities, polar graphing and the conics.

Finite Mathematics

(Grades 11 - 12; Prerequisite: Algebra II; 4 periods/week; full year, 1 unit)

This course has two central goals: to teach students to think and communicate logically and to teach students a particular set of mathematical facts and how to apply them. This course benefits those who plan to concentrate in the management, life, or social sciences in college.

Topics of study include systems of linear equations and matrices, matrix algebra, regression lines, logarithmic functions, and trigonometric functions. Real world applications of these topics are emphasized. A unit on the mathematics used in finance, in conjunction with a personal budget project, increases the students' financial literacy and is intended to help students make prudent financial decisions.

Statistics and Data Analysis

(Grades 11 - 12; Prerequisite: Algebra II; 4 periods/week; full year, 1 unit)

Statistics, the study of data analysis and data based reasoning, plays an increasingly vital role in virtually all professions. This course introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. The examples used are drawn from many facets of life. Projects include the collection and analysis of original data by students. The TI-83+ or TI-84+ calculator, with its statistical operations, is used regularly to support class investigations. In addition, a statistical software package, *Fathom*, is used in class and for project work. Students who wish to take the Advanced Placement Statistics examination are well prepared to do so as the course covers all topics on the syllabus.

Calculus

(Grade 12; Prerequisite: Precalculus; 4 periods/week; full year; 1 unit)

This is a full year calculus course that covers functions, limits and continuity, differential calculus, integral calculus, and many applications. Applications are drawn from several fields, including science and business. The calculator is used extensively throughout the course. Students use analytical, numerical, and graphical techniques to model, solve, and communicate understanding of a variety of problems. The course focuses on both conceptual understanding and procedural skill, and an emphasis is placed on the underlying meaning of concepts and the connections among them. This course is designed to provide a good foundation in the calculus and is intended to help students transition smoothly into a college calculus course.

Calculus-AP

(Grade 12; Prerequisite: departmental approval; 5 periods/week; full year; 1 unit, Honors credit)

This is a college level first course in calculus which is both rigorous and intuitive. There are two primary goals of the course: (1) to learn the calculus using analytical, numerical and graphing techniques, and (2) to learn approaches to problem solving. Topics include elementary functions, limits and continuity, differential calculus with applications, integral calculus with applications and methods of integration, transcendental functions, polar co-ordinates, infinite sequences and power series. The calculator is used extensively throughout the course. Students are required to take the Calculus Advanced Placement examination, choosing either the AB or the BC level (see p. 9, section 10 NOTE). Colleges grant placement or credit based on the examination results. Because class discussions and group work are such an important part of the course, students electing to take Calculus are strongly encouraged to limit activities which cause them to miss classes.

NOTE: The Mathematics Department recommends the following for students who are considering Calculus-AP: a Precalculus-Honors student should have at least two B's for trimester grades, including at least a B for the final trimester; a Precalculus (non-Honors) student should have at least two B+'s for trimester grades, including at least a B+ for the final trimester.

Personal Finance

(Grade 12, except students who have taken or will take Finite Mathematics; 2 periods/week; 1 semester; 1/3 unit)

The goal of this class is to increase the financial literacy of students, therefore helping them make prudent money-management decisions. Basic financial formulas are introduced, enabling students to evaluate various types of loans and investments. The focus of the class is a Personal Budget Portfolio. Students simulate finding a real life job and learn what it takes to live on their own. Topics discussed include wages and taxes, costs associated with living independently, insurance, credit (credit cards, auto loans, student loans, mortgages), savings and retirement. Students learn how to set long and short-term financial goals, and how to budget to meet those goals.

Sabermetrics

(Grade 12; Prerequisite: Algebra II; 2 periods/week; 1 semester; 1/3 unit)

Sabermetrics is the study of statistics in baseball. Students begin this course exploring general statistics such as mean, median, confidence intervals, linear regression, box and whisker plots, and scatter plots. They then transition to statistics specifically applied to baseball such as on-base percentage (OBP), weighted on-base percentage (wOBA), slugging percentage, win shares, total player rating, and runs above replacement (RARP). Required readings include articles by Stephen Jay Gould, the book Moneyball, and works written by Bill James and Pete Palmer. All students complete an end of term collaborative project.

COMPUTING

Beginning Computer Skills

(Required, grade 7; 3 sections, 2 periods/week; 1 semester; materials fee)

This course introduces students to the John Burroughs School computer systems. Students are taught operating systems, touch typing, word processing, scanning graphics and optical character recognition, and accessing the Internet using web browser and e-mail software. Special attention is given to the John Burroughs Acceptable Use Policy and the ethical use of computers.

Intermediate Computer Skills

(Required, grade 8; 7 sections, 1 period/week; full year)

This course is a continuation of the seventh grade course. Students are taught how to find and evaluate information on the Internet for academic research, as well as advanced use of various software applications. Topics include web site evaluation, research, advanced Powerpoint, beginning Photoshop and online databases.

Introduction to Computer Programming (NOT OFFERED 2011-2012)

(Grades: 9 – 12; 2 periods/week; full year; 1/2 unit)

This is an elective course for those interested in learning to program computers. Students explore the object oriented programming paradigm extensively. The class begins with an interactive 3D programming environment called Alice. When students are comfortable with Alice, they begin working with basic Java applications, applets, and graphical user interfaces. Other topics include but are not limited to variables, methods, conditional logic, looping structures and arrays. This course provides a chance to try computer programming and acquire experience before enrolling in Computer Science-AP.

NOTE: This course is offered in alternating years with Programming for the Web.

Programming for the Web

(Grades 9 - 12; 2 periods/week; full year; 1/2 unit)

Students learn to create web pages using hypertext markup language (HTML) tools and Javascript, a scripting language used by web programmers. Students also work extensively with Adobe Creative Suite 5 programs to aid them in developing their own web sites. No previous programming experience is needed.

Computer Science-AP

(Grades: 11 - 12; Prerequisites: Instructor approval, and Introduction to Computer Programming or concurrent enrollment in Precalculus or higher; 4 periods/week; full year; 1 unit)

Students learn the basics of object oriented programming in the Java language. Topics include object oriented programming, control structures, classes, stacks, queues, trees and collections. Emphasis is given to the construction of software from the specification phase through testing and maintenance. It is assumed that students taking this course are willing to make a significant commitment of time and effort to learning the material. Ownership of a home computer capable of running recent versions of the Java compiler is a requirement.

SCIENCE

The Science department offers a variety of science experiences. Younger students are introduced to the richness and excitement of understanding the natural world. The curriculum is designed to be relevant to students' lives, and also to provide the foundation for further study of the more theoretical and abstract concepts of biological and physical phenomena.

Laboratory work is an integral part of every science course. Students learn in the early grades to observe carefully, collect accurate data, and draw scientific conclusions. Students in the introductory high school sciences and the Advanced Placement sciences work in the laboratory two double periods per week, and also attend three lectures or discussions per week. Those taking an Independent Study (see p. 42) work individually with a science teacher-mentor to study a topic of interest through in-depth experimentation and research.

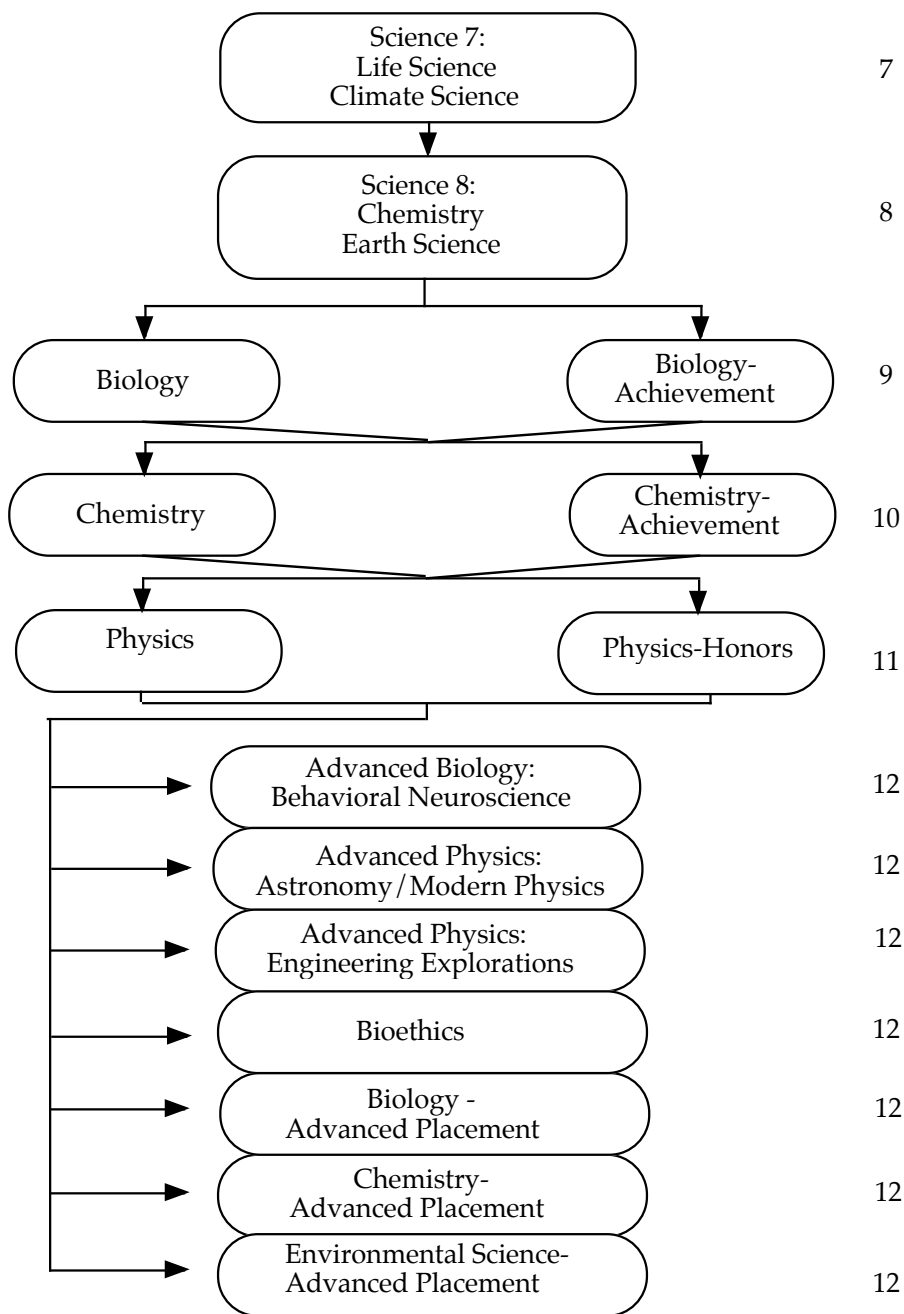
The sequence of courses in grades nine through twelve ensures that all students are presented the fundamentals of biology, chemistry and physics in their first three years of high school.

Students may write the SAT Subject test in Biology during their freshman year, and/or after Chemistry during their sophomore year, and/or after Physics during their junior year. In addition, students may elect to write the Advanced Placement Physics-B examination in their junior year following Physics-Honors. For their senior year, students may elect an Advanced Placement (college level) science or a course on a topic of interest.

*****NOTE: The number of AP sections scheduled for juniors and seniors is determined by the number of sections that must be scheduled for regular course and by AP enrollment projections. If actual enrollment exceeds class capacity, students asking for a specific AP course are chosen on the basis of their cumulative grade point average in Biology, Chemistry and Physics. Preference in this case is given to those who have shown the highest achievement in the strongest sequence of high school science courses.***

On the following page a flow chart demonstrates the typical sequences of science courses.

TYPICAL SCIENCE COURSE SEQUENCES



Exceptions to this flow chart are possible.

Science 7: Principles of Life Science and Climate Science

(Required; 4 periods/week; full year)

Understanding and working with scientific exploration is central to the study of all sciences. Thus students in both the Life Science semester and the Climate Science semester participate in a mixture of observational, directed, and inquiry-based laboratory activities and experiments. Students generate testable questions, work with and design controlled experiments, take measurements, organize data, draw conclusions, and present results in written and oral formats. The development of science and study skills such as outlining, note taking, keeping a class notebook, data graphing, and analyzing graphs are given particular attention throughout the year. Life Science includes topics on features of living things, cell structure and function, evolution and classification, and the animal kingdom while the Climate Science semester discusses the seasons, greenhouse effects, factors influencing climate and the formation of weather patterns.

Science 8: Principles of Chemistry and Earth Science

(Required; 4 periods/week; full year)

Chemistry and Earth Science are each studied for one semester. Chemistry includes topics on classification of matter, the model of the atom, chemical reactions, and an introduction to acids and bases. Particle models of the states of matter and simple chemical reactions are utilized. Earth Science studies earth structure, rocks and minerals, and plate tectonics, culminating with a day-long field study of the geology of Missouri. Laboratory report-writing, observational skills, organizational skills, concept mapping, and double column notes are emphasized throughout the semesters. Oral presentations emphasize cooperation with peers as students utilize skills in *Excel* graphing, *Graphical Analysis*, GIS mapping, GPS, digital imaging and *Powerpoint*.

Biology

(Grades 9 - 10; 7 periods/week; full year; 1 unit)

This course provides a comprehensive overview of the central concepts of biology: cell structure and processes, genetics, human physiology, evolution, ecology and the diversity of life. Each week four periods are spent in the laboratory, carrying out experiments and investigations. The remaining three periods are devoted to lectures and activities that include: computer labs, presentations, data analysis, cooperative learning, simulations, modeling, and discussions. Students are also required to participate in team projects and group presentations that involve using scientific method skills and writing formal lab reports. The course culminates in the spring trimester with a field study of two Ozark ecosystems at Drey Land . (see p. 90)

Biology (Achievement)

(Grades 9-10; 7 periods/week, full year; 1 unit)

This course covers the same material as Biology but examines each area at a greater level of depth and detail, and proceeds at a faster pace. It provides a comprehensive overview of the central concepts of biology: cell structure and function, genetics, human and plant physiology, evolution, ecology and the diversity of life. Each week four periods are spent in the laboratory, carrying out experiments and investigations using the scientific method, while the remaining three are devoted to the presentation and discussion of new material. The ecology unit culminates in the spring trimester with a field trip to Drey Land for a field ecology study (see p. 90). This approach adequately prepares students for the Biology SAT Subject test in biology.

Chemistry

(Grades 10 - 12; Prerequisite: Biology; 7 periods/week; full year; 1 unit)

This course introduces students to the study of our physical world at the atomic level through an active experimental approach. The classic essential topics of atomic structure, reactions and equations, chemical calculations and the mole, gas laws, periodicity, and acid-base chemistry are covered as well as recent topics related to chemistry's role in protecting and sustaining the environment. Problem solving is a major component of chemistry as well as laboratory investigations, lectures, demonstrations and reading assignments. Students make use of technology as a tool for analyzing data through graphing programs, and take advantage of multiple web-based learning activities. Students are expected to have experience with both word processing and computer graphing programs. This course meets the needs of any student desiring a general background in chemistry.

Chemistry-Achievement

(Grades 10 - 12; Prerequisite: Biology; 7 periods/week; full year; 1 unit)

This course is appropriate for students with strong study skills, for future science majors, and for those considering taking the Chemistry SAT subject test. The work for the year is organized around key concepts and principles, which are preparatory for future science courses. These fundamental principles are often developed on the basis of experimental data and quantitative reasoning in the laboratory. Some experiments utilize computer based collection technology while others use traditional methods of data collection. Lectures, demonstrations, reading assignments, and problem sessions emphasize the chemical bond, quantum model of the atom, periodicity of the elements, thermodynamics, nuclear chemistry, acids-bases, gas laws, oxidation-reduction reactions, stoichiometrics, and the mole concept. Animations, tutorials and simulations serve to enrich and clarify ideas. This course examines more topics,

requires a deeper understanding of chemical concepts, relies heavily on mathematical explanations, and proceeds at a faster pace than Chemistry.

NOTE: The Science Department recommends the following for students who are considering Chemistry (Achievement): Students should have completed Geometry 9 with at least two B's for trimester grades, including at least a B for the final trimester. An Algebra I(9) student should have at least two A-'s for trimester grades including at least an A- for the final trimester.

Physics

(Grades 11 - 12; Prerequisites: Chemistry and Algebra II (or concurrent registration); 7 periods/week; full year; 1 unit)

This first year course in physics includes the study of motion, forces, energy, momentum, waves, sound, light, electricity and magnetism. Students use a wide variety of graphical and pictorial tools, in addition to mathematics, to describe, to interpret, and to make predictions about physical phenomena. The curriculum is built upon a small number of essential physics concepts which are developed in depth and with conceptual coherency. Special projects such as animating projectile motion as well as designing and analyzing roller-coasters and rockets give students opportunities to analyze complex situations and develop critical thinking skills. In national physics education research assessments, averages for Burroughs students in this course are higher than averages for students who take physics and even honors physics courses elsewhere.

Physics-Honors

(Grades 11 - 12; Prerequisites: Algebra II, Chemistry, and approval of department head; 7 periods/week, full year; 1 unit, Honors credit)

This first year course in physics covers motion, forces, energy, momentum, waves, sound, light, electricity, magnetism, and atomic structure. This course employs a rigorous text and has a stronger emphasis on mathematical analysis than the regular Physics course, including a greater degree of difficulty in the problems and a greater use of trigonometry. The course includes extra and/or expanded coverage of topics, and the curriculum covers approximately 85% - 90% of the Physics B syllabus for the Advanced Placement examination.

NOTE: The Science Department recommends the following for students who are considering Physics-Honors: Students should have completed Algebra II with at least two B's for trimester grades, including at least a B for the final trimester. A Chemistry (Achievement) student should have at least two B's for trimester grades including at least a B for the final trimester, and a Chemistry student should have at least two B+'s for trimester grades, including at least a B+ for the final trimester.

Independent Study-Science

(Grades 9-12; Prerequisites: approval by the teacher, department head, and principal; minimum of 2 periods/week; 1/3 credit)

Independent study on a scientific topic of interest to the student may be explored under direct supervision of a teacher in the department. A general idea or area of interest must be discussed with the supervising teacher before approval can be granted, and the student must be self-disciplined and committed to working on the project. The student must complete the Independent Study Contract during the first week of the trimester in which the work begins. Independent study focuses on areas of science not taught in other available science courses.

Instructions for Selecting Upper School Courses

#1: rank your preference for History, Science, Psychology and Foundations of Western Literature, using A, B, C, or D in the first blank on your schedule card.

#2: rank your preference for the SCIENCE course(s) by circling the code number of your first choice.

#3: indicate your second and third choices by putting a 2 or 3 in the second blank, but do NOT circle the course's code number.

#4: if you want to take two Science courses, circle the two code numbers, and still rank them with a "1" and "2" in the second blank.

Upper School Courses

None of the courses designated "Advanced" is intended as preparation for the Advanced Placement examinations.

****NOTE: Preference is given to students who have taken biology, chemistry and physics prior to selecting these "Advanced" courses.***

*Advanced Physics: Astronomy and Modern Physics

(Grade 12; Prerequisite: Physics/Physics-Honors; 5 periods/week; full year, 1 unit)

This course consists of a survey of astronomy, with expanded coverage of a number of topics from modern physics that are integral to astronomy (e.g., the quantum nature of light, relativity, and warped space). The major astronomy topics covered include the solar system, the life cycle of stars (red giants, black holes, etc.) and theories about the universe (e.g., the Big Bang theory). The five single-period classes include discussion sessions as well as laboratory activities. In addition to observations, simulations, and modeling activities, students make use of image-processing computer activities that have been developed by professional astronomers. Students can earn extra credit by engaging in an individual observation project and giving an oral report about the project.

*Advanced Physics: Engineering Explorations

(Grades 11 - 12; Prerequisites: Biology, Chemistry, Physics (or concurrent registration); 5 periods/week; full year; 1 unit)

In this project-based course students are introduced to engineering, where the principles of science, mathematics and technology are applied to solve problems and create opportunities. Individual and team hands-on-projects come from traditional engineering disciplines such as civil, electrical, biomedical, mechanical, structural, and materials science. Teacher guided activities and problems prepare students to apply learned engineering concepts to real problems such as designing, building and testing a propeller system for a wind powered generator, a water purification system, or a resonance frequency tuner for a transmitting antenna. Guest engineers speak to students about their special disciplines and may serve as mentors for designs. Student progress is evaluated with problem sets, tests on concepts, writing proposals and making presentations, and discussions of engineering ethics as well as project design and development, construction, and teamwork.

*Advanced Biology: Behavioral Neuroscience

(Grade 11 - 12; Prerequisites: Biology and Chemistry; 5 periods per week; full year; 1 unit)

This course examines the relationship between both human and animal behavior and the nervous system. The course begins by exploring the basic physiology of the neuron, the brain, and the endocrine system. Following this introduction, students will investigate the interactions of the nervous system with other body systems to understand the mental processes and behavior of human and non-human animals. Students spend one double period per week in the laboratory performing neurophysiology experiments, exploring neuroanatomy, performing experiments in animal behavior (such as conditioning rats and evaluating habitat preferences in select animals), and observing animal behavior at the zoo. During the second semester, students must devote portions of two or more free periods per week to rat training.

Biology-AP** (see note on p. 43)

(Grades 11 - 12; Prerequisites: Biology, Chemistry; 7 periods/week; full year; 1 unit, Honors credit)

This course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their freshman year. The two main goals are to develop a conceptual framework for modern biology and to gain experience and appreciation of biology experimentation and inquiry. The content surveys all levels of biology in greater depth than in the first year course: organic molecules; cellular structure and function; genetics and biotechnology; plant and animal anatomy and physiology; ecology. The process of evolution integrates all concepts. Questioning, hypothesizing, performing experiments, graphing and statistically analyzing data, and drawing logical conclusions occupy two double-period laboratories per week. Students enrolled in the course are expected to achieve at a level sufficient to earn college credit. Students are required to write the Advanced Placement examination in May (see p. 10, section 10 NOTE).

Chemistry-AP** (see note on p. 43)

(Grade 12; Prerequisites: Chemistry-AP teacher approval, Chemistry (preferably Achievement), Physics, Precalculus); 7 periods/week; full year; 1 unit, Honors credit)

This course meets the objectives of a freshman chemistry course on the college level. The emphasis is on chemistry as an intellectual activity, and on training in fundamentals needed for future work in it or in related fields. This course differs from the usual secondary school course in the kind of textbook used, the amount and kind of laboratory work, the emphasis on mathematical formulation of principles, and in the special consideration given to the arithmetical solutions of problems. The laboratory work also places an emphasis on experimental problems that require a better mastery of theory than in the first year course. This course follows the recommended program for chemistry published by the College Board. Students enrolled in the course are expected to achieve at a level sufficient to earn college credit, and thus are required to take the Advanced Placement examination in May (see p. 10, section 10 NOTE).

Environmental Science -AP** (see note on p. 43)

(Grade 12; Prerequisites: Biology, Chemistry, Physics; 5 periods/week; full year; 1 unit; Honors credit)

AP Environmental Science is a college level integrated study of ecology and environmental science. The course provides students with the scientific principles, concepts, and methodologies required to understand the fundamental concepts of ecology; to identify, analyze, and evaluate environmental concerns both natural and human-made; and to examine possible solutions for resolving these environmental issues. Environmental science is an interdisciplinary study that draws from biological, physical, chemical, and earth sciences as well as social sciences including economics, politics, and sociology. One double period per week is devoted to laboratory and/or field investigations. The goal of these investigations is to complement the classroom portion of the course by allowing students to learn about the environment through firsthand observations and experiments. Examples of investigations include: collecting and analyzing Deer Creek water and JBS bioretention soil samples, conducting long term studies on local ecosystems, constructing and analyzing model windmills and greenhouses, and visiting local sites of environmental interest. Students enrolled in the course are required to take the Advanced Placement exam and are expected to achieve at a level sufficient to earn college credit. (see p. 8, section 10 NOTE).

*Bioethics (ONLY ONE SECTION OFFERED)

(Grade 12; 4 periods/week; full year; 1 unit)

This seminar explores the political and ethical decisions behind some recent and some historical scientific issues. Led by both a science and a history teacher, students explore the science behind the issues before confronting the political and ethical ramifications of them. Students are evaluated (written and orally) on their knowledge of the science and its political and ethical implications and are expected to be active participants in both segments of the class - the scientific component as well as the implications component, which are weighted equally. Contemporary issues covered may include: gene therapy, cloning, medical marijuana, the genetics of race, HIV and AIDS, and the ethics of human and animal experimentation. Historical issues addressed may include: the use of research by Nazi scientists, the Tuskegee experiments, and the human radiation experiments. Students have the opportunity to select some topics studied. A sample approach follows: *if the topic was stem cells, students would learn what stems are, and what applications they might have, before considering the ethical implications of such research, and whether or not the government should fund research into stem cells.*

HISTORY

JBS Graduation Requirements: World Civilizations I OR World Civilizations II; and U.S. History.

We live within a complex world facing challenges that frequently have their roots in the past. In history classes students explore, analyze, and evaluate these roots by looking at earlier political, religious, economic, and social institutions. Students thereby acquire knowledge and develop skills that they can use to create meaning about their own lives and about the times in which they live. The department's curriculum provides a framework and body of knowledge with which to organize an understanding of these aspects of human endeavor.

Instruction in the seventh and eighth grades addresses geography, global issues, and American social and political institutions. Study in grades nine, ten, and eleven addresses the history of Western culture, of world civilizations, and of the United States. In the twelfth grade, specialized courses in history and the social sciences allow students to broaden, or to intensify, their program of study. The curriculum, grounded in factual information, develops critical thinking through reasoned classroom dialogue and logical, analytical writing. Teachers also strive in their classes to nurture each student's personal growth, to promote the group's mutual goals and responsibilities, and to engender a joy for learning.

Geography and Global Issues 7

(Required: 4 periods/week; full year)

The course centers on the study of physical and human geography and how they relate to past and current global issues. The different fields of human geography - population, political, urban, and economic geography fields - are stressed and provide tools for examining current issues. Students learn the basic methods geographers use to study the world, including the five themes of geography, and then explore the role of geography in creating civilization. With this strong foundation, students begin to study different regions of the world, mainly non-western. Readings on current issues determine the areas studied and become a focal point in the study of that issue. As students learn of issues present around the global, they continue to explore the role geography plays in these issues and use the different fields of human geography to understand better these issues. Skills emphasized include writing, especially paragraph development; note taking, both in class and on homework; how to actively participate in discussions; how to read maps; and how to organize and read data. Students demonstrate comprehension through projects and on traditional assessments, including quizzes, tests, writing assignments, and graded participation.

Social Studies 8

(Required: 4 periods/week; full year)

Students study the American political institutions, looking at the nation's political theory as well as the structure and functioning of various governing bodies. In addition, students investigate public issues and groups active in addressing them. After developing expository writing into the essay form they write a short, documented paper based on their research of a contemporary social issue.

World Civilizations I

(Alternate required course, grade 9; 4 periods/week; full year; 1 unit)

This course begins the formal study of history by considering the contributions to Western culture from the early human communities through the ancient world into Medieval Europe. In addition, the study includes contemporaneous civilizations in Asia and Africa. Students engage in various class methods, including lecture, discussion, document analysis, and debate. Work in writing furthers student skill for preparing effective expository essays. The course includes methodical instruction for a documented research paper and requires an examination in December and June. A required book is assigned for reading during the prior summer.

World Civilizations II

(Alternate required course, grade 10; 4 periods/week; full year; 1 unit)

This course continues the study of Western culture and of societies in Asia, Africa, and the Americas, after AD 1350. Text, documentary, and literary sources present political, economic, social, and intellectual history. The foremost goal of the course is to help students learn about the complex origins of our contemporary world. A formal research paper is required, as are examinations in December and June. After consultation with the teacher, some students may want to prepare for the World History SAT II. A required summer reading book is assigned.

United States History

(Required, grade 11; 4 periods/week; full year; 1 unit)

This course begins with the European colonization in the western hemisphere, continuing chronologically and thematically to the present day. The study surveys significant events, individuals, and issues in our national experience. Beyond the standard text students may use primary source material, literature, and scholarly journals in preparation for discussion, simulation exercises, and lectures. A research paper which develops a thesis is required during the second trimester and December and June examinations are required. Students, after consulting with their teacher, may elect to prepare for the American History and Social Studies SAT II and/or, with extra study, the United States History Advanced Placement examination.

Instructions for Selecting Upper School Courses

#1: rank your preference for History, Science, Psychology and Foundations of Western Literature, using A, B, C, or D in the first blank on your schedule card.

#2: rank your preference for the HISTORY course(s) by circling the code number of your first choice.

#3: indicate your second and third choices by putting a 2 or 3 in the second blank, but do NOT circle the course's code number.

#4: if you want to take two History courses, circle the two code numbers, and still rank them with a "1" and "2" in the second blank.

#5: if you want to take a History course AND either Foundations of Western Literature or Psychology, circle the two code numbers, and indicate your ranking with A and B in the first blank.

African-American Studies

(Grade 12; limit 18; 4 periods/week, full year; 1 unit)

The course provides a thorough study of the African-American experience in both Africa and North America based on extensive readings and class discussion. The course is divided into five seminars:

- 1) the African origins of black culture
- 2) the history of the black family
- 3) the history of racism and race relations
- 4) the history of the black church and Islam
- 5) the history of black nationalism.

Students read a broad range of sources written by African and African-American authors, including: standard texts, popular literature, primary source documents, articles from contemporary periodicals; they will also use various audio/visual resources. Each seminar culminates with a writing assignment, individual project or graded discussion. Additionally, there is a required December examination.

United States History Since 1945

(Grade 12; limit 14; 4 periods/week; full year; 1 unit)

The period in American history following World War II was an era of puzzling contradictions. The United States emerged from the war as the world's only true economic and military superpower. Most Americans were very optimistic, believing that the U.S. could use this power to create a more peaceful world while producing seemingly limitless prosperity at home. By 1974, these expectations had all but vanished. American history since then has been dominated by an effort to recapture that sense of optimism.

By examining the post-war era's most important political, social, and cultural developments, this seminar seeks to explain this transformation and its long-term ramifications. Topics include McCarthyism, the Cold War, the Vietnam War, the Civil Rights Movement, and the social and cultural upheavals of the 60s and their legacies. While the focus is on 1945 - 1974, the course also touches on significant developments in the 70s, 80s, and early 90s.

In addition to reading histories of the period, students examine a wide variety of primary source materials. Along with more traditional sources, the seminar also explores contemporary art, music, film, and literature. Since the course is taught as a seminar, interest in critical thinking and a genuine desire to participate actively in class discussions are essential. Class activities include group discussion, debates, film and documentary viewing, and student presentations. Several tests and essays and the December examination are required.

Contemporary Global Issues

(Grade 12; limit 16; 4 periods/week; full year, 1 unit)

The end of the Cold War era witnessed the changing nature of national and international politics and the global economy. This seminar course examines this significant shift in recent world history and seeks to understand the current state of the world and its possible future characterized by accelerated urbanization, industrialization and globalization. The following topics are considered: the rise and influence of multinational corporations, population increase and its regional and global implications, the growing issue of wealth distribution around the world and its effects, free trade policies and an increasingly interconnected global economy, climate change - its impact on the physical environment, and its political and economic effects globally, and the wars against terror and fundamentalism.

The course is reading intensive, and includes a number of books, journals and articles. Since it is taught as a seminar, interest in critical thinking and a commitment to participate actively in class discussion are required. Class activities include reading summaries and discussions, films and documentaries, guest speakers, reaction papers and student presentations. Several tests and the December examination are required.

Literature and History

(Grade 12; limit 16; 4 periods/week; full year; 1 unit)

“History is a novel that has been lived,” wrote Edward DeGoncourt. In this course, students read historical novels, poems, short stories, and essays and discuss them in a seminar setting. Students are assigned research on the historical background underlying the works studied; they present their findings to the class. This information provides historical context to the works students read. A partial list of the readings include Bernard Malamud’s The Fixer, a novel of anti-Semitism set in pre-revolutionary Kiev; Charles Frazier’s Civil War story Cold Mountain; Dennis Bock’s tale of the consequences of atomic warfare at Hiroshima, The Ash Garden; Erich Remarque’s saga of trench warfare in WWI, All Quiet On The Western Front; and Tim O’Brien’s novel In The Lake Of The Woods, a story about the consequences of trying to bury the past for a Vietnam War veteran. Numerous poems are also read, from such standards as Tennyson’s Charge Of The Light Brigade to lesser-known works, such as Yevtuschenko’s Babi Yar. Evaluation is based on class participation, tests, quizzes, essays, and historical presentations about the readings and authors. Students take the December final examination.

Bioethics (ONLY ONE SECTION OFFERED)

(Grade 12; 4 periods/week; full year; 1 unit)

This seminar explores the political and ethical decisions behind some recent and some historical scientific issues. Led by both a science and a **history** teacher, students explore the science behind the issues before confronting the political and ethical ramifications of them. (see p. 52 for further details)

Urban Issues and Design

(Grade 12; limit 16; 4 periods/week; full year; 1 unit)

Using the St. Louis metropolitan area, this course studies current problems within the urban environment. Issues examined include poverty, crime, homelessness, education, economic development, transportation, pollution, and revitalization efforts. Students explore these issues, their causes, and how they are being addressed in the St. Louis area. Students learn how the modern American city came to be, what are the current trends in urban design, and how urban design can either exacerbate or mitigate the problems afflicting cities. Students meet with St. Louis developers, planners, and community development agencies as they explore the St. Louis area. Along with the study of current issues, students read selections from James Howard Kunstler, Andres Duany, Leon Dash, Elijah Anderson, Alex Kotlowitz, Jonathan Kozol, Jane Jacobs, and others. A final project is required at the end of the first trimester.

Concentration in Urban Issues

(Grade 12; Instructor approval required; limit 6; 2 hours (av.)/week; full year; 1/3 credit)

This course is for those interested in non-profit work, community organizing or social work. In addition to taking Urban Issues and Design, students volunteer after school, with the advice of the instructor, at a social service agency in the St. Louis area during their fall and/or winter free season and physical education season. An average of 2 hours of volunteer work per week is required but students may opt to complete all volunteer work during their off sports season. Students learn about qualitative research methods and use them to create an on-line blog reflecting on and exploring their experience and the issues they encounter during their volunteer work. The blog is a dialogue between the student and instructor about the issues facing urban environments today. Students are graded on successfully completing their volunteer work and their written work exploring urban issues.

Concentration in Urban Design

(Grade 12; Prerequisites: Urban Issues and Design (concurrent), Architectural Drawing and Computer-Aided Drafting; Instructor approval required; limit 6; 2 periods/week; full year; 1/3 credit)

This course is for those seriously interested in pursuing architecture in the future. In addition to taking Urban Issues and Design, students have two additional periods for work in the industrial technology lab creating a site plan and three-dimensional architectural plan for an actual St. Louis site chosen with the advice of the instructor. Students study more intensively the design principles explored in Urban Issues and Design and apply them to their architectural plan. Students are graded on their final project and ability to meet deadlines.

ARTS

JBS Graduation Requirement: One (1) unit of credit in Arts.

Each student must receive one (1) unit of credit in Arts, composed from at least two of the three arts: Fine, Performing or Practical.

In order to earn the basic required credit, in a course that meets two periods a week, a student must enroll for a full year. After the requirement is met, a student may enroll for a minimum of one trimester.

I. PERFORMING ARTS

Full Year Participation (Music)

Since the year's program must be planned well in advance of execution and is done with the understanding that performers are available for the work when it is scheduled, this can only be done successfully if performers are in the organization for the complete school year.

Seriousness of Purpose

A musical or theatrical organization develops technically and artistically only as individual members apply themselves seriously to the task of learning and perfecting skills, scripts, and music literature. This implies diligent and systematic practice both at school and home. Private music instruction is of great value to the performer.

Rehearsals

A student must be present at rehearsals with the equipment needed. For instrumentalists, this means having the instrument in hand; for vocalists, bringing their music at all times; for actors, bringing props and scripts.

Performances

All the members of performing organizations have the responsibility to fulfill their parts in performance. The ensemble is based on co-operation of the highest order. Absences affect the total membership and its performance in any piece. Deficient renditions result if key performers fail to produce their parts. Excuses are not granted except for extreme emergencies and unusual situations. The directors **MUST** be notified in advance of a given performance when a student is excused.

If a student performer agrees to the above statements, genuine artistic growth occurs and the integrity of the group is assured.

A. MUSIC

The belief that a student's music education is equally vital and no less demanding than other academic subjects guide the Music Department's philosophy. The study of music gives us the ability to communicate the ideas and emotions of the human spirit. At the same, a growing body of research indicates that music education provides significant cognitive benefits and bolsters academic achievement. Students in the music program learn to work cooperatively, pose and solve problems, and forge the vital link between group effort and quality of result. These skills and attitudes, not incidentally, are vital for success in the 21st century workplace.

7th and 8th grade students may select Band, Chorus, or Orchestra. Students in high school may choose from a variety of ensembles, which reflect their interest and ability level. Complete descriptions of each follow. Some ensembles require instructor approval and/or an audition. Students in band are required to furnish their own instruments.

Vocal

Junior Chorus 7

(3 periods/week; full year)

Students develop their vocal skills and learn basic note reading and sight-singing through group singing and performance. The chorus performs different styles of choral music in works for unison voices, and also in two and three parts. Students perform at least once per semester.

Junior Chorus 8

(3 periods/week; full year)

This choral group is open to all 8th grade students, regardless of whether they have previously taken Junior Chorus 7. The class continues to develop vocal and sight-singing skills and perform choral music of various styles, languages, and cultures. Students perform at least once per semester.

Burroughs Chorale

(Grades 9 - 12; no audition required, but by instructor approval; 3 periods/week; full year; 1/2 unit)

The Chorale focuses on developing both individual vocal technique and group choral singing skills. Concerts include a fall and spring concert and the Holiday Celebration. Opportunities exist to participate as a soloist or in a small ensemble at an adjudicated event in the spring. Optional activities may include participation in an adjudicated choir festival in the spring or choir performance tour out of town.

NOTE: Membership in this ensemble may lead, by audition, to JBS Voices the following year.

JBS Voices

(Grades 9 - 12; by audition; 3 periods/week; full year; 1/2 unit)

This advanced group is geared to the student who has excellent vocal and musicianship skills and wants to perform challenging choral literature of various styles. Concerts include fall and spring concerts. As the premiere ensemble, JBS Voices also participates in the MSHSAA All-State Contest each year. Optional activities include participation in the traditional Holiday Program, participation in the solo and ensemble festival, All-District and All-State Choir, and performance tours or festivals out of town.

Men's A Cappella

(Grades 9-12; instructor approval required; 2 periods/week; full year; 1/3 unit)

This chorus explores music written specifically for men's voices, including styles as diverse as pop, doo-wop, jazz, barbershop harmony, and plainchant. The course focuses on developing vocal techniques and skills in listening and in singing in close harmony. Students perform in a least one concert per semester. Optional activities may include participation the traditional Holiday Program and in contests or festivals.

Instrumental

Junior Orchestra

(Grades 7 - 8; by audition; 3 periods/week; full year)

This class is offered to students with two years' prior experience reading music in a string ensemble or by instructor approval. Students prepare music for at least one concert per semester. Optional activities include participation in the traditional Holiday Celebration.

Beginning Band

(Grade 7; 3 periods/week; full year)

Students who have not previously played a band instrument may begin learning flute, clarinet, trumpet, or trombone. Students interested in learning alto saxophone start on clarinet. Students interested in non-pitched percussion (e.g., snare drum) start on mallets. Students must provide their own instruments.

Junior Band

(Grades 7 - 8; by audition; 3 periods/week; full year)

This class is offered to students with prior experience on an instrument. Students continue studying the fundamentals of the instrument as well as concert repertoire. Students perform at least twice during the school year. Instruments offered are flute, oboe, clarinet, trumpet, alto sax, tenor sax, baritone sax, French horn, trombone, baritone tuba, and percussion.

8th Grade Band

(By audition; 3 periods/week; full year)

This class is offered to students with at least one year's experience on an instrument. Students continue studying the fundamentals of the instrument as well as concert repertoire. Genres include concert band and jazz band literature. It is highly recommended that pianists and guitarists play a band instrument as well. Students must provide their own instruments, except percussion.

Orchestra

(Grades 9 - 12; by audition; 3 periods/week; full year; 1/2 unit)

Students prepare music for at least two concerts per year. Optional activities include participation in the traditional Holiday Celebration, MSHSAA Solo and Ensemble festival and All-District and All-State Orchestra.

Jazz Band I

(Grades 9 - 12; by audition; 3 periods/week; full year; 1/2 unit)

Students prepare various forms of Jazz and Rock music for concert performance.

Jazz Band II

(Grades 9 - 12; by audition; 3 periods/week; full year; 1/2 unit)

Students in this class study the basic concepts of playing Jazz, Rock and Latin styles of music, and prepare material for concert performance.

NOTE: Membership of this ensemble may lead, by audition, to Jazz Band I in the following year.

JBS Percussion Ensemble

Grades: 9 - 12; by audition; 3 periods/week; full year, 1/2 credit)

Students with percussion experience study and perform repertoire specifically written for percussion ensemble. Genres studied may include traditional pitched, non-pitched, and Afro-Cuban music. The ensemble performs in at least two concerts during the year. Students are expected to supply their own sticks and mallets.

History and Theory

Music History

(Grades 9 - 12; no prerequisites; 2 periods/week; full year; 1/3 unit, E/S/U grading)

The evolution of western classical music is explored through music from the ancient Greeks to today's minimalists. Each period includes a brief explanation of the composers and styles under scrutiny, introducing a series of recorded illustrations. Students listen to sacred & secular music, lieder & opera, and instrumental & orchestral works. The development of different genres is examined, from folksong to 'nationalist schools' of composition and beyond. Guest lecturers include visiting composers, and opportunities are provided to attend live performances by professional ensembles.

Music Theory I

(Grades 9 - 12; Prerequisite: ability to read sheet music; 3 periods/week; trimester 1 only; 1/3 unit)

This course is designed for those students who wish to learn the rudiments of music. Scales, intervals, chord structures, sight-reading drills and elementary keyboard use are explored.

Music Theory II

(Grades 9 - 12; Prerequisites: Music Theory I, keyboard knowledge; 3 periods/week; trimesters 2 and 3; 2/3 unit)

This advanced theory course is for those who have completed Theory I or its equivalent. Part-writing, harmonizing simple melodies, counterpoint exercises and original creative work make up the course content. Students who qualify may take the Advanced Placement Theory examination.

B. DRAMA AND SPEECH

Speech 7

(Required; 2 periods/week; 1 semester)

Students prepare short, original oral presentations. Emphasis is placed on enunciation, poise, and choice of language. Through practice before a critical audience of their peers, students gain skill in expression and become accustomed to speaking with confidence in public. The use of Power Point presentations during formal arguments is encouraged by the instructors. Computer lab time for the learning of Power Point for the uninitiated is also made available by the instructors.

Fundamentals of Acting

(Required, grade 8; 1 period/week; 1 semester)

Students learn the basic fundamentals of theater through concentration, relaxation, and self-discipline, with an emphasis on improvisational acting.

Debate 8

(Required; 1 period/week; 1 semester)

This beginning course teaches parliamentary procedure, methods of argument, public speaking, and debate techniques. Students deliver speeches, write resolutions, and debate one-on-one and in teams. The use of Power Point presentations during formal arguments is encouraged by the instructors. Computer lab time for the learning of Power Point for the uninitiated is also made available by the instructors.

***NOTE:** In Speech and Debate courses for grades 9 - 12 preference is given to students who

a) signed up last year but were not given a slot in the course

AND

b) have not taken the course before.

Unless space is available, no one may enroll in both semesters in one year.

*Public Speaking

(Grades 9 - 12; 2 periods/week; 1 semester course offered both semesters; 1/3 unit)

This course gives further practice in public address. Extensive reading of newspapers and news magazines is required for an understanding of contemporary events, and this is used for delivering effective non-memorized speeches. Some prepared speech and debate are also included. The use of Power Point presentations during formal arguments is encouraged by the instructors. Computer lab time for the learning of Power Point for the uninitiated is also made available by the instructors.

*Middle School Debate

(Grades 9 - 10; limit 16; 2 periods/week; 1 semester course offered both semesters; 1/3 unit)

This intermediate course offers students opportunities to debate in a variety of manners and learn how to judge. Question and answer techniques are acquired, as are different forms of argumentation and rebuttal. Team debate and mock trials are also experienced. The use of Power Point presentations during formal arguments is encouraged by the instructors. Computer lab time for the learning of Power Point for the uninitiated is also made available by the instructors.

*Upper School Debate

(Grades 11 - 12; limit 16; 2 periods/week; 1 semester course offered both semesters; 1/3 unit)

This advanced course enhances and hones debate and judging techniques; students debate in teams, and advanced research and resolution-writing are expected. The use of Power Point presentations during formal arguments is encouraged by the instructors. Computer lab time for the learning of Power Point for the uninitiated is also made available by the instructors.

Theatre 9 - 10: Acting

(2 periods/week, full year; 1/3 unit)

This course covers a range of activities from monologues to scene work. Attendance of, or participation in, the season of plays offered by the John Burroughs Players (see p. 94) is required.

Improvisation

(Grades 10 - 12; Prerequisites: departmental approval, Theatre 9 - 10; 2 periods/week; full year; 1/3 unit)

Theatre skills are developed through intensive use of non-scripted material. The course emphasizes stretching the boundaries of the performer's ability in voice, movement and imagination.

Theatre 11 - 12: Styles of Acting

(Prerequisites: departmental approval, Theatre 9 - 10; 2 periods/week; full year; 1/3 unit)

This course continues with training in the theatre disciplines. Students work Greek, Elizabethan, Naturalist, Realist and Eclectic styles. Attendance of, or participation in, the season of plays offered by the John Burroughs Players (see p. 94) is required.

II. FINE ARTS

Art studies bring into focus and develop powers of keen observation, creative intelligence, and a taste for discovery and invention. Self-discipline, courage, and joy in mastery of skills and in exploring possibilities, lead to accomplishments which affect the quality of thought and achievement in every area of every student's education. Working directly with their own observations, and with a range of subjects and materials, frequently examining the works of great artists, students expand their ability to bring individual discoveries and experiences into expression. The work fosters appreciation for the unique qualities of each individual and an understanding of the role of art in the history of civilization.

Painting/Drawing 7

(Required; 2 periods/week; 1 semester)

Based on the belief that all students can draw, this course teaches students to observe and react to their surroundings in deeper and clearer ways. Explorations of portraiture, still life and landscape form the basis for observational study of fine arts at this level.

Painting/Drawing 8

(Required; 2 periods/week; 1 semester)

In addition to the introduction of figure drawing, studies from observation begun in Painting/Drawing 7 are continued on a more advanced level.

Sculpture 7

(Required; 2 periods/week; 1 semester)

The student's experience revolves around elemental activities to help recognize and understand such concepts as composition, line, gesture, plane and proportion. Students are exposed to the beginning vocabulary of visual dialog, and are encouraged in their discovery and perception of new materials, techniques and concepts. Students can expect to work with a variety of clays and glazes, Raku firing, pit firing, steel brazing, and small bronze casts.

Sculpture 8

(Required; 2 periods/week; 1 semester)

The curriculum continues to build on the foundation laid in Sculpture 7. New activities and materials are introduced along with the addition of new dialogue about the artists' role in the generation of art, and how artists control material to convey ideas. Some students study the history, aesthetics, and objects associated with the Japanese Tea Ceremony. Students learn several hand-building or wheel throwing skills to construct simple footed ceramic bowls. Techniques covered include wedging, pinching, forming bowls by hand, paddling clay, use of various ribs, rolling coils, slip and score, carving methods as well as glazing strategies.

During the semester the students view three slides shows that expose them to the story of tea, inside a Japanese clay studio, and the business aspect of professional artists working in clay. These presentations discuss the historical, political, philosophical, and spiritual concepts involved in the creation of Tea Ceremony utensils. Also, students may further develop skills in brazing, casting and modeling.

The use of basic visual vocabulary is encouraged, such as composition, form, content, color, surface, tones, and clear form and finish relations. Specific ceramic terminology such as green ware, bisque ware, glaze ware, and kiln firing is covered.

Painting and Drawing

(Grades 9 - 12; 2 periods/week minimum for credit; full year; 1/3 unit)

Principles of composition and the fundamental elements of art such as form, line, mark, shape, value and color are studied through assignments in a variety of subject areas, which include portrait, landscape, figure, and still life. Students draw from observation, disabuse themselves of visual stereotypes, become self-evaluating of their work, and learn how to see. To that end, students are taught observational techniques such as measuring, and are encouraged to draw what they see rather than what they know. Media used in the studio include tempera, watercolor, acrylic, pastel, charcoal, ink, and pencil. The studio houses a small library for reference, as the examination of great works of art is a continuing part of study. The program is enhanced through the school's collection of original art works, gallery exhibits and lectures by visiting artists.

Sculpture

(Grades 9 - 12; 2 periods/week; full year; 1/3 unit)

Sculpture presents the art student with the same types of issues faced by the professional - from compositional and aesthetic concerns to technical and structural requirements. The sculptors make use of a variety of techniques including welding, brazing, bronze casting, clay modeling, mold-making, aluminum riveting, etc. In periodic critiques, the sculptor is encouraged to become fluent and comfortable talking about sculptural issues.

Ceramics

(Grades 9 - 12; 2 periods/week; full year; 1/3 unit)

This course explores design concepts and progresses through idea development with wheel work, hand-building, molds and casting processes. Technical information includes glazing and various low-fire methods, such as Raku, majolica, salt-glazing and pit-firing. Guest artists are invited to participate each trimester. Ideas are augmented by visual aids, slides, movies, and videos.

Printmaking

(Grades 9 - 12; 3 periods/week; full year; 1/2 unit)

Students are introduced to a variety of printmaking techniques: screen printing, etching and relief printing. Students are exposed to historical and contemporary issues in printmaking.

Painting and Drawing II

(Grades 10 - 12; 2 periods/week minimum for credit; full year; 1/3 unit)

This course expands upon the fundamental theory and practices of art introduced in Painting and Drawing, and more advanced concepts are explored. All media are available, including tempera, watercolor, acrylic, pastel, charcoal, ink, and pencil. Students are encouraged to take a corrective approach to their work, and to practice vocabulary surrounding visual dialogue as they engage in critique.

Sculpture II

(Grades 10 - 12; Prerequisite: Sculpture; 2 periods/week; full year; 1/3 credit)

The advanced sculptors deal with form and content issues, and the particular direction that each assignment may take is directly evolved from the concerns and issues of professional artists: striving for clarity, making the technical and the material appropriate to the idea, and generally encouraging more informed choices through a succession of guided assignments or exercises. This course builds on the technical and aesthetic experience gained in Sculpture. All media are available, including steel, bronze, plaster, wax, wood, etc. The critique is emphasized as a tool for evaluation and feedback.

Ceramics II

(Grades 10 - 12; Prerequisite: Ceramics I; 2 periods/week; full year; 1/3 credit)

Building on the foundation of Ceramics I students are challenged to expand their vocabulary of ceramic form and surface. Technical understanding of surface techniques and ceramic processes are emphasized as tools towards formal and conceptual success. Students have the opportunity to pursue more individual exploration in tandem with class directed assignments. The critique is emphasized for peer evaluation and feedback.

Photography I

(Grades 10 - 12; 2 periods/week + 1 period/week with individual instructor; full year; 1/2 unit)

Basic black and white darkroom techniques are taught: exposure, developing, contact printing, and enlarging. Aesthetic issues are explored in relation to the historical development of photography as an art form. Students are asked to provide a 35mm traditional (non-digital) camera of their own.

Photography II

(Grades 11 - 12; Prerequisites: Photography I, teacher/department approval; 2 periods/week + 1 period/week with individual instructor; full year; 1/2 unit)

Advanced, experimental, and alternative photographic techniques are explored with emphasis on the development of personal aesthetic vision. Ideas relevant to the history of photography are presented and discussed.

Intensive Studies: Art

(Grades 11 - 12; any Level II art class, and/or instructor approval; 5 periods/week; full year; 1 unit)

This course challenges and channels advanced students' excitement for their work by exploring essential issues in art through guided exercises in both 2-D and 3-D media. The effective use of fundamental elements of design such as perspective, line, gesture, composition, value and color are explored. Discussions, field trips, reports and gallery visits are incorporated so that students may gain a better understanding of the context in which artists, historical and contemporary, create. This course is strongly recommended for the student who wants to develop a portfolio. Requirements include participation in critiques, development of an artist's statement, participation in a show of intensive work in the school's Bonsack Gallery, and generation of independent work along with studio assignments. This course is co-taught by members of the Sculpture and Painting and Drawing faculty.

Intensive Studies: Ceramics

(Grades 11 - 12; Ceramics II, and instructor approval; class meets 2 periods/week, plus 3 periods/week according to student's schedule; full year; 1 unit)

This course continues the student's personal investigation into clay. The emphasis is on content and ideas and how they relate to the objects made. Advanced technical information is also provided on clay, glazes, and kilns.

Independent Study

(Grades 10 - 12; departmental approval; 1/3 unit)

Students develop, with their teachers, projects specifically designed to address their individual needs and interests in ceramics, painting/drawing, or photography.

III. PRACTICAL ARTS

A: INDUSTRIAL TECHNOLOGY

Modern society is permeated by technology. Industrial Technology classes facilitate the development of an understanding of technology and how it affects the world. Students are prepared, through both traditional and progressive methods, to adapt to a world increasingly filled with technological change. The syllabus includes applied, hands-on activities to develop knowledge of technology and its applications.

Students develop basic skills in the safe use of tools, machines and processes used by industry and technology. Students acquire skills for solving technological problems and positive attitudes toward teamwork. Creativity is fostered by using technology for desired purposes, encouraging students to create, from materials and technological processes and hardware, new and different forms which have a greater or alternative value. Laboratory activities facilitate the discovery of individual talents, aptitudes, interests and potentials related to industry and technology.

Co-operative attitudes are encouraged; constructive work habits, and other traits that help students to work with others are developed. We highly value craftsmanship and engender pride in work well done.

Basic Mechanical Drawing and Technical Design

(Required, grade 7; 2 periods/week; 1 semester)

This course contains four units: mechanical drawing, computer-aided drafting, the process of design and basic architecture. The first two units present manual and computer-aided drafting techniques used to produce mechanical drawings. Students learn both orthographic and isometric drawing techniques. The students learn how to read, visualize, interpret, and draw various line types and line weights. Students employ dimensioning and accurate measurement to produce quality mechanical drawings. The third unit covers the process of design. The students apply skills learned in the first two units. They also learn how to use basic hand tools and a limited number of power tools on this project. This unit culminates in production and testing of the designs. In the fourth and final unit the students learn about basic architectural drawing. This unit includes information on plot plans, basic house styles, kitchen layout, elevations, plumbing, electrical, and heating and ventilation systems. They draw a basic floor plan and create a simple model of their designs.

Industrial Technology

(Required, grade 8; 2 periods/week; 1 semester)

This course consists of a traditional woodworking project, and then advances to an innovative program in the design and development of a machine. Basic skills taught consist of interpreting working drawings and skillfully selecting and manipulating materials such as wood, metal and plastics. Fasteners, hardware and finishes are also included in instruction. The students create a woodworking project utilizing several power and hand tools. Craftsmanship is stressed. During the second project, students are exposed to related information on gaining mechanical advantage using the six simple machines, hydraulic systems and electric motors. Students, working in teams, apply lecture material to design and build a machine, utilizing skills obtained from previous learning activities. This unit culminates in the Technology Challenge to test the machines. The third and final project involves the class in community service in support of the John Burroughs community.

Project Technology

(Grades 9 - 12; Prerequisite: departmental approval; 2 periods/week; full year; 1/3 unit)

This course requires the individual study of the processes and techniques used by industry. Student-designed projects are arranged with the instructor who then guides the student through the processes necessary to complete the design and construction. Depending on the complexity of the project, time outside of the allotted two weekly periods is often needed. Examples of student projects include entertainment cabinets, kitchen hutches, gun cabinets, trophy cabinets, sailboats, hope chests, bookcases, piano benches, chest of drawers, various tables, telescopes and bobsleds. Projects are displayed at the annual Practical Arts Festival in the spring.

Architectural Drawing

(Grades 9 - 12; 2 periods/week; full year; 1/3 unit)

Architectural drawing offers an opportunity to draft an original student design of a vacation cottage. Architectural styles and construction methods are investigated. Students develop floor plans, elevations, plot plans, foundation plans, electrical plans and wall sections. A perspective rendering in the medium of the student's choice is required. Projects will be displayed at the annual Practical Arts Festival in the spring.

Introduction to the Technology of Theatre Production

(Grades 9 - 12; 2 periods/week; full year; 1/3 unit)

The course is designed to train students in the application of technology in support of the performing arts. Students gain a background in the technology of lighting and electricity, rigging, sound reproduction, construction and design. The history of theatre technology is covered, with studies of the form of production space emphasized. Safety is stressed in all aspects of the course. The majority of the class time is laboratory-oriented, in support of John Burroughs Players productions (see p. 94). Students may pursue a special area of interest (lights, sound, set and prop construction), in which individualized assignments are arranged with the instructor. These may include, but are not limited to, lighting design, sound design, stage management, prop and set design, technical direction, and stage carpentry and rigging. Projects are displayed at the annual Practical Arts Festival in the spring.

Robotics

(Grades 9 - 12; 2 periods/week; full year; 1/3 unit)

The course is designed to provide students with a hands-on approach to Robotics. Students learn a basic history of robotics, mechanics of robotics, electronics, fluid power systems, plus the use of calipers and micrometers. Class projects include robotics by land, by sea and by air. Each trimester the class builds a new robot. The Trimester I Land Robot is operated by radio control and autonomously; this robot is designed to compete in a First Technology Challenge (FTC) competition using Tetrax Robotics parts. The Trimester II project is a Submersible Robot for operation in the pool and Laughing Lake. The Trimester III project is a Robot Droid Helicopter. All projects are displayed at the annual Practical Arts Festival in the spring.

Digital Audio Technology

(Grades 9 - 12; Prerequisite: Computer Video Editing and Special Effects, or, by departmental approval, students with advanced musical training; 2 periods/week; full year; 1/3 unit)

Each student learns to record, edit, and create original digital mixes. Non-musicians can work from the large collection of modeled instruments, sampled instruments, effect plug-ins, and audio loops that are already on the computers. Students who have musical training can also create their own sound tracks by recording live music from instruments and live voices. The tracks can then be recorded on a compact disk. Each student must complete at least one project each trimester. Students use the Logic Studio Pro software by Apple Computers. Students present their projects at the Annual Practical Arts Festival in the spring.

Computer-Aided Drafting (CAD)

(Grades 10 - 12; Prerequisites: Robotics, Project Technology or Theatre Technology; 2 periods/week; full year; 1/3 unit)

This course provides students with a basic knowledge of drafting techniques used in creating two-dimensional and three-dimensional drawings on the computer. We use AutoCAD to create many mechanical and design drawings for many applications, including furniture and industrial design, patent and trademark drawing and architectural. Projects are displayed at the annual Practical Arts Festival in the spring.

Text: Auto CAD and Its Applications (Shumaker, Madsen and Saufley)

Advanced Architectural Drawing: CAD

(Grades 10 - 12; Prerequisite: Computer-Aided Drafting; 2 periods/week; full year; 1/3 unit)

Students present their architectural design concepts by creating realistic 3D models using 3D Architect software. Students are also able to create Virtual Walk-Through Tours from their designs. They produce detailed, professional plan sets with framing, electrical, plumbing, elevations, and cross-sections. Students learn how to arrange walls, windows, doors and cabinets in 2D and 3D. They also draft walls, windows, foundations, framing, stairs, decks, and electrical plans. They create virtual models with interior and exterior textures. Students use both Auto Cad software and Chief Architect Software. Students present their projects at the annual Practical Arts Festival in the spring.

Computer Video Editing and Special Effects

(Grades 9 - 12; 2 periods/week; full year; 1/3 unit)

This course provides students with basic knowledge of computer video techniques. Skills learned include: green screening, transitions, composites, color manipulation, morphing, basic animation and titles, story board development, lighting, video recording techniques, and musical composition via Garage Band. All videos incorporate the visual effects taught in this course. A rudimentary knowledge of current video software and equipment is also outlined for the students. Students use Final Cut Pro software. All videos are shown in the annual John Burroughs Practical Arts Festival sponsored by The John and James Franciscus Visual Arts Entrepreneurial Fund in the spring.

B. HOME ECONOMICS

Basic Foods

(Required, grade 7; 2 periods/week; 1 semester; \$35 lab fee)

This is an introductory course to the selection and preparation of foods. Students understand the nutritional aspects of food and individual responsibility for nutritious food choice. Proper use of equipment is stressed. Students prepare a variety of foods within a small lab group, and also have the opportunity to develop and test their own recipes.

Basic Sewing

(Required, grade 8; 2 periods/week; 1 semester)

This course, which introduces beginning sewing, stresses the proper use and care of the sewing machine. Construction techniques and fabric selection are emphasized when students design and construct a patchwork pillow. They must then choose and complete a second, more difficult project. Basic hand sewing techniques are also introduced.

Interior Design (NOT OFFERED 2011 - 2012)

(Grades 9 - 12; 3 periods/week; trimesters 1, 2 or 3; 1/6 unit, E/S/U grading; \$10 lab fee)

Students evaluate housing choices to fit the needs of the individual or family. Our architectural heritage and its influence on present-day housing styles are examined through slide presentations and field trips. Students apply the elements and principles of design by designing a floor plan and a decorating scheme.

Gourmet Cooking

(Grades 11 - 12; 2 periods/week; trimesters 1, 2 or 3; E/S/U grading; \$40 lab fee)

Instruction is given in preparing basic gourmet meals with an emphasis on technique. Each week students prepare a full meal from various cuisines available throughout the world. Menus are planned according to skill level of the students.

Sewing II

(Grades 9 - 12; limit 12; 2 periods/week; full year; 1/3 unit)

This course is open to students who would like to advance to the next level of sewing. Students may choose their own clothing or craft project. This is an opportunity to enhance sewing skills, learn basic pattern alterations, or complete a more advanced project.

NOTE: This course may be substituted for the additional 1/3 unit of arts credit required.

OTHER COURSES

Academic Support

(Grades 7 - 10; 1-3 periods/week; non-credit)

The improvement of skills in reading & writing, and math, the development of study strategies and the enrichment of vocabulary are the goals of this program.

Orientation /Health Topics 7

(Required; 1 period/week; full year)

This discussion-based class focuses on topics which are helpful to 7th graders as they adjust to their new school. Topics include school procedures, 7th Grade Dreyland, team building, library resources, Academic Support services, community service opportunities, media literacy, diversity, and personal health. The course is coordinated by the Principal of Grades 7 & 8, with some classes led by invited faculty members.

Health and Wellness 9

(Required; 2 periods/week; 1 semester; E/S/U grading)

In this process oriented class, students discuss a variety of health issues and information on such topics as stress management, substance use and abuse, human sexuality, eating disorders, understanding depression and other emotions, and CPR training and certification.

Seminar

(Required; Grade 10; 1 period/week; one semester; grading scale to be determined)

This course seeks to nurture intercultural skills and perspectives that help students become global citizens and leaders. There are four primary themes:

1. Identity
2. Intercultural Communication and Listening Skills
3. Group Dynamics and Alliances
4. The Global Citizen/Leader

While the primary focus is on in-class activities and media literacy, students must complete short readings and/or journals outside class. As some of the writing is connected to class, note-taking is important.

Grades are based on performance in the following areas:

1. Class participation. Discussions are held on a regular basis in class and in smaller groups. Because the course is discussion-driven, on most days students are graded on participation in terms of both quality and quantity.
2. Written assignments. Students produce journals or RTRs (Reading/Thought Responses) to monitor short readings, personal thoughts, and in-class activities.

Seminars in Health and Wellness

(Required; Grade 12; periodic)

Seniors attend periodic offerings over the course of the school year on topics such as handling stress, binge drinking, time-management and personal safety.

Basic Gardening

(Grades 9 - 12; 2 periods/week; full year; 1/3 unit)

This course introduces beginning gardening — sowing, maintaining and harvesting crops. Each student has his or her own garden to cultivate. Students learn about seasonal and regional crops, how to compost, and the pros and cons of organic gardening. Students also learn how to start seedlings, preserve foods and study horticulture. No prior knowledge of gardening is needed.

ATHLETICS

Physical Education/Athletics is required of all students each year. It is hoped that through participation in daily physical fitness and/or athletic activities, students experience the benefits that come with such activity, and gain a better understanding as to how and why physical fitness and athletics contribute to their total health and well-being. The intention is that students choose to make physical activity a part of their life well beyond their high school years.

The program stresses skill-related fitness (co-ordination, agility, power, balance, speed) as well as health-related fitness (flexibility, muscular strength, aerobic endurance and body composition).

NOTE: P.E./Athletics Credit: At the end of each trimester, students receive a grade of E = excellent, S = satisfactory, or U = unsatisfactory. When a student receives a U in any year, the Grade 12 Option for a Free Season is forfeited.

Grades 7 - 8

(Required; 2 periods/day, Monday through Thursday, full year)

The program is designed to give students knowledge of the activities and teams offered in the school. Emphasis is placed on fundamental skills, team play, game rules, and the satisfaction that comes from participation and individual improvement. Fitness testing is conducted throughout the year.

Boys, Grade 9

(Required; 1 unit)

Each student must make 1 selection from the list below for each of 3 trimesters.

FALL

Cross Country
Fitness*
Football
Soccer
Swimming

WINTER

Basketball
Fitness*
Ice Hockey
Wrestling

SPRING

Baseball
Fitness*
Golf
Tennis
Track
Water Polo

*(Fitness may be selected 1 of 3 trimesters only)

Boys. Grade 10
(Required; 1 unit)

Each student must make 1 selection from the list below for each of 3 trimesters.

<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>
Cross Country	Basketball	Baseball
Fitness*	Fitness*	Fitness*
Football	Ice Hockey	Golf
Soccer	Wrestling	Tennis
Swimming		Track
		Water Polo

*(Fitness may be selected 1 of 3 trimesters only)

Boys. Grade 11
(Required; 1 unit)

Each student must make 1 selection from the list below for each of 3 trimesters.

<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>
Cross Country	Basketball	Baseball
Fitness*	Fitness*	Fitness*
Football	Ice Hockey	Golf
Soccer	Wrestling	Tennis
Swimming		Track
		Water Polo

*(Fitness may be selected for 2 of the 3 trimesters only)

Boys. Grade 12
(Required; the allowance of 1 free season is subject to departmental approval.)

Each student must select at least 1 sport + 1 fitness + 1 free season.

<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>
Cross Country	Basketball	Baseball
Fitness	Fitness	Fitness
Football	Ice Hockey	Golf
Soccer	Wrestling	Tennis
Swimming	Free	Track
Free		Water Polo
		Free

Girls, Grades 9 & 10

(Required; 1 unit)

Each student must make 1 selection from the list below for each of 3 trimesters.

<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>
Cross Country	Basketball	Fitness
Field Hockey	Dance	Lacrosse
Fitness	Fitness	Soccer
Golf	Swimming	Track
Tennis		
Volleyball		

*(Fitness may be selected 1 of 3 trimesters only)

Girls, Grade 11

(Required; 1 unit)

Each student must make 1 selection from the list below for each of 3 trimesters.

<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>
Cross Country	Basketball	Fitness
Field Hockey	Dance	Lacrosse
Fitness	Fitness	Soccer
Golf	Swimming	Track
Tennis		
Volleyball		

*(Fitness may be selected 2 of 3 trimesters only)

Girls, Grade 12

(Required; the allowance of 1 free season is subject to departmental approval.)

Each student must select at least 1 sport + 1 fitness + 1 free season.

<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>
Cross Country	Basketball	Fitness
Field Hockey	Dance	Lacrosse
Fitness	Fitness	Soccer
Golf	Swimming	Track
Volleyball	Free	Free
Tennis		
Free		

Independent Athletic Activity
(Grades 9 - 12; limit 1 per year)

In place of fitness, a student may choose to participate in a non-school sponsored athletic enrichment activity.

Racquetball
(Grades 9 - 12)

This is a winter sport choice only if there is outside competition available. However, if outside competition is not available, it may be chosen under Fitness in the winter.

Drama and Outdoor Education Options
(Grades 9 - 12; as agreed by relevant faculty)

Students may receive, under certain circumstances, physical education credit for participation in Drama, Dance, and/or Outdoor Education.

ACTIVITIES

Since activities are an important part of the curriculum, each student should make a serious commitment to at least one. Although activities do not carry credit, involvement indicates a desire to enrich both personal experience and the community, and is thus highly to be respected.

Under unusual circumstances an activity may be dropped if the student receives permission from the faculty member in charge of the activity AND the Principal. A student may be dismissed from an activity by the teacher at any time.

Faculty sponsors and advisors are given after the title of each activity, where appropriate.

NOTE: Activities attracting inadequate enrollment are not given.

Publications

The World (Mr. Newman)

(Grades 9 - 12; 1 period/week; full year)

Students are invited to participate in the publication of the school newspaper, which provides experience leading to editorial responsibility. Editors are chosen by the faculty advisor, on the basis of past performance, commitment to the newspaper, and a letter of application.

The “Underworld” is a section of the newspaper written by seventh and eighth grade students, but it is open to those who wish to submit articles.

The Governor (Ms. Bahe & Mrs. Grand)

(Grades 9 - 12; full year)

Students work together, from the beginning of the school year through March, to produce a traditional yearbook. Under the direction of senior editors-in-chief, students are responsible for writing and editing, photography, page layout, computer input. Most work is done on evenings, but staff can work in the Publications Lab during free periods, after school and on weekends.

The Review (Ms. Simonda & Mr. Denney)

(Grades 7 - 12 & Faculty for submissions of art and writing; Grades 9 - 12 for editorial staff)

This publication, for art and writing (poetry, fiction or essay), reviews student and faculty work. In addition to producing a magazine, the group encourages student writing, revision, and informal discussion about art and language. Usually the staff meets weekly during a period determined at the beginning of the school year.

NOTE: Those interested in participating should await the announcement of a meeting in an early September morning assembly.

Library Aide

(Grades 9 - 12; by application/appointment; seniors may consider an Independent Study (see p. 93) as an alternative)

A student learns library classification systems and becomes familiar with library organization, including work with the on-line public access catalog and other computer applications in the library.

Book Club

(Grades 7 - 12; 1 period/week; full year)

Meeting informally with librarians, a group of students discuss books, examines literary techniques and recommends books for library purchase and for booklists. Club members also help publicize books to the student body and write book reviews.

Language Clubs

(Grades 7 - 12)

The Classics, French, German and Spanish Clubs are open to all students and membership depends on regular attendance of meetings. Officers are selected according to the guidelines of the respective clubs, but only students in grades nine through twelve may hold office. The purpose of each club is to foment interest and participation in activities related to the language and culture. Activities consist of seeing movies related to the language and culture taught, visiting museums, theaters and restaurants and preparing authentic meals. Other activities include sales of baked goods, croissants, and T-shirts to raise money for charities or partial scholarships to students traveling abroad.

NOTE: the clubs' vitality is in direct proportion to student interest and involvement.

AFS Club (tbd)

(Grades 7 - 12; early morning meetings; full year)

The American Field Service Club appeals to those who have an interest in increasing student awareness of the global community. The club promotes interaction between the student body and the Burroughs AFS exchange student (see p. 91) as well as with the "returnees" - those JBS students who have traveled abroad with AFS. Activities include projects developed around an international theme and gatherings to make the AFS exchange student feel comfortable at Burroughs. Club members also help plan and participate in the JBS International Day.

The club periodically meets before school and is open to students of all grade levels. The club president is selected by the club members and by the retiring president.

Model UN (Ms. Marshall)
(Grades 7 - 8; unlimited membership)

John Burroughs School, in co-ordination with the Greater St. Louis Chapter of the United Nations Organization and Civitas Associates, participates in a middle school program with eighteen other schools - public, private and parochial. This program promotes an understanding of the operations and mission of the United Nations by drafting resolutions, researching countries and their concerns, and voting on sample resolutions.

The activity for lower school students begins in November, and entails a series of seven to nine Friday after-school sessions. Country delegations are assigned in December, and each country must draft a resolution, in order to qualify for participation in the General Assembly in April. This culminating activity is a simulation, which involves participants from three to five other schools, in which students engage in role-play, caucus, formal presentation, and lobbying activities. This program provides important fundamental skills, which many students apply in the upper school Model UN programs.

THIMUN (Mr. Bang, Ms. Lorencz & Mr. Newman)
(Grades 11 - 12; full year, session in late January)

THIMUN (The Hague International Model United Nations) takes place in the Netherlands annually during the last week of January; more than 3,800 students from 90 countries assemble in Dutch government buildings to emulate the workings of the real United Nations. Burroughs is among the few fortunate schools from North America that attend this meeting.

Each year a team of JBS juniors and seniors attends THIMUN. These students come from the St. Louis Model UN participants and the upper school debate classes; applications for the team are taken in late fall. When Burroughs is notified (in October) what country it is to represent, students begin their research and resolution-writing. By design, the organization is student-run; officers are chosen by the participants and all the UN simulation work is done by them. Juniors have an opportunity to apply to The Hague to become committee chairs-in-training; then, as seniors, they can chair one of the fifteen or so major committees in THIMUN. While in Holland, students and chaperons commute daily into The Hague for lobbying and plenary sessions.

Model UN (SLAMUN) (Mr. Bang)
(Grades 9 - 12; limit 24; by appointment)

During three Friday sessions (one each in fall, winter, and spring) students from St. Louis area schools engage in this simulated operation of the United Nations by drafting resolutions, discussing assigned topics and voting on proposals. In order to prepare for the sessions participants meet on Special Meeting Days to hear guest speakers, to become knowledgeable on current world events, and to write resolutions and plan debating procedures.

Participants from grades 9-12 are selected by student officers prior to each session, based on an essay by each candidate. The Chief Delegate, selected in the spring by faculty advisors and current leaders from among the active students, is responsible for attending Sunday meetings, distributing information, gathering travel documents, and assigning delegates.

Student Congress (Mr. Newman)
(Grades 7 - 12; full year)

Student Congress comprises the President from each class, the Chief Justice from Court, the Student Body President and an appointed secretary. Congress meets once a week; its rôle is to direct student organizations, and help establish understanding between students and other branches of the John Burroughs community. It should create an atmosphere and a forum for the open discussion of school problems. Congress helps define and implement the John Burroughs School Philosophy, and is the main student vehicle to initiate change within the school.

Student Court (Dr. Sandler)
(Grade 7 - 12; hearings of 1-2 hours/week; full year)

The Student Court is composed of eight students, including a Chief Justice, two seniors, one junior, one sophomore, one freshman, one 8th grader, and a Bailiff. Each member of the Court, except the Bailiff, is entitled to one vote. The Headmaster appoints a non-voting sponsor to the Court who, upon confirmation by the Court, enjoys all other rights granted to a member of the Court. The Court hears cases arising from alleged violations of school rules.

NOTE: More information on the Court is in the Student-Parent Handbook.

Chess Club (Dr. Springer)

(Grades 7 - 12; full year; competitions only in trimesters 1 and 2)

Although recreational chess is played informally throughout the year, JBS sponsors a team that competes during the first two trimesters (commencing in November) in the Metropolitan St. Louis Interscholastic Chess League.

Family Network Students

(Grades 7 - 12; full year)

Students attend meetings of the Family Network parent group and provide information, feedback and opinions regarding the work of the Family Network.

Global Awareness Funds (Mme. Tompkins)

(Grades 7-12; full year)

This club focuses on various international humanitarian causes. In the past, it has raised funds for "Meds & Food for Kids" in Haiti and the Nutrition Center in Panama, which JBS Spanish students visit yearly and where they volunteer and hone their speaking skills.

Knits for Needs (Dr. Des Prez & Dr. Springer)

(Grades 7 - 12; full year)

Students meet to share knitting skills and knit goods such as hats and blankets for charities, e.g., Nurses for Newborns, St. Louis Crisis Nursery, Siteman Cancer Research Center, The Orphan Foundation of America and area crisis shelters. Knits for Needs also sponsors at least one knit-in per year: a festive knitting-circle event at which prospective knitters can learn from experienced ones and all the knitters together can produce several goods for charity in one sitting.

RAD (Reaching Adolescent Drivers) (Ms. Tomlinson)

(Grades 7 - 12; full year)

The school's RAD chapter is an action-oriented student-led organization whose purpose is to advocate driving safety awareness and responsibility for teenagers through a variety of programs and initiatives at strategic points in the school year.

KUTO Peer Advisors (Ms. Gershman)
(Grades 7 - 12; full year)

Students are trained by the non-profit group Kids Under Twenty-One in communication skills and suicide prevention, and then provide peer support under the direction of the JBS counselor. Special projects include raising awareness of mental health issues and sponsoring prevention programs about topics, such as eating disorders, stress management, and signs of depression.

Cheerleading (Mrs. Clark & Mrs. Greditzer)
(Grades 9 - 12; trimesters 1 and 2 only)

Burroughs has three cheerleading squads:

- (i) the varsity squad is composed of juniors and seniors;
- (ii) the B squad is composed of sophomores;
- (iii) the C squad is composed of freshmen.

Each squad cheers for all football games and for all HOME basketball games. Besides representing the school and leading the fans in organized cheers and rousing school spirit at pep rallies, the cheerleaders teach cheers to the seventh graders, make posters and organize the Blue & Gold weekend pep rally.

NOTE: In May a board, composed of coaches and selected student representatives, selects the members of each squad.

Dance Squad (Ms. Bahe)
(Grades 9 - 12; full year)

Students who are interested in choreographing and dancing to increase school spirit at the Blue & Gold pep rally, the MICDS winter basketball game and Field Day can join the dance squad. Practices occur for several weeks before each performance on weekends and after athletic practices in the evening.

Light and Sound Crew (Mr. Connor & Mr. Baker)
(Grades 9 - 12; limit 4 from each grade 9 - 12; by appointment; full year)

The light and sound crew is responsible for technical assistance at all JBS functions requiring theatrical light and sound. Primary responsibilities of this crew are the morning assembly, John Burroughs Players' productions (see p. 94), Music Department presentations, and outside shows performed at JBS.

Montgomery Plan Committee (Ms. Dee)
(Grades 9 - 12; full year)

This student committee learns about and promotes voluntary community service. The committee meets on Special Meeting Days to discuss, plan, and participate in student volunteer work (see also p. 90). Yearly events usually include sponsoring the Holiday Food Drive, packing Christmas baskets, the January Drive, participating in dances for the retarded, helping at the Special Olympics, going on a field trip, and hearing guest speakers. The field trip is open only to those students on the committee; all other committee-sponsored activities are open to any student. The Montgomery Plan officers are chosen by the faculty sponsor on the basis of past commitment and involvement and leadership.

SPECIAL PROGRAMS

During the school year a variety of special programs are available to a limited number of students. These programs are not listed as regular courses or activities because they differ substantially in form and time period. Generally, additional fees are charged, and for some programs these are substantial.

NOTE: Limited financial aid is available from the Edward W. Cissel, Jr. Fund, created specifically for those who could not otherwise take advantage of these programs. The Headmaster can provide information on this.

Outdoor Programs

Students are actively involved in outdoor educational programs. Their objective is to give students opportunities to grow and learn in special ways relevant to the out-of-doors:

- a. Self-challenge: encourage the student to extend boundaries of performance.
- b. Broadening self-image and developing self-confidence: confront new, challenging situations to discover new capabilities and strengths.
- c. Learning self-reliance: encourage independence when meeting a challenge, so that the student learns to think and act responsibly and autonomously.
- d. Learning constructive participation: learn both to contribute within a problem-solving group, and to depend upon the peer group for success.
- e. Learning a new relationship with nature: introduce the student to new perspectives on our inter-dependence with nature, in order to develop an appreciation of the eco-system.

7th grade Orientation Experience at Drey Land (Ms. Furtey)
(Required, grade 7; Fall)

Expedition Program (Mr. Dee)
(Grades 7 - 12)

Backpacking, hiking, canoeing, spelunking, climbing, biking, and other weekend adventures to state parks and nearby wilderness areas, often involving overnight camp-outs.

Drey Land Plus (Ms. Childress)
(Grades 8 - 12; required of new students; Fall; see p. 94)

Biology Field Study at Drey Land (Ms. Bahe)
(Required, grades 9 or 10; Spring; see pp. 45-46)

American Field Service (tbd)

Through the American Field Service JBS brings an exchange student to live in St. Louis and attend Burroughs. Families interested in hosting an exchange student should contact the Modern Language department head.

Foreign Study/Exchange

At the crux of a John Burroughs School education lies the goal that its students go on to, through, and beyond college as citizens educated in the breadth of our world's complexity. Cross-cultural perspective represents an important part of liberal education. It is natural, then, that the school encourages students to pursue, if possible, the personal and educational benefits which traveling abroad inevitably brings. In the big picture, they serve to enhance our students' preparation toward human and intellectual excellence. In more specific ways, international programs broaden the perspectives and deepen the understanding and competence students bring to particular courses they study.

Various departments sponsor trips related to their subjects (e.g., Classics: Rome & southern Italy; Fine Arts: Paris; Biology/History: Costa Rica) during vacations, and individual faculty members occasionally lead foreign expeditions.

Modern language students who have spent meaningful time in a country which speaks the language they study attain a higher degree of fluency. The language comes alive; moreover, host families and new friends can make lifelong, life-altering impressions. In bringing this experience to the classroom, students are more motivated themselves, and serve to motivate others, which benefits everyone engaging in those courses of study. Furthermore, an abroad experience can improve a student's achievement at Burroughs; it can enhance the maturity and perspective colleges look for in potential students, and improve college language placement.

The Modern Language department sponsors trips in each of the languages offered. These have met criteria which the department and school have set in order that students be best served from an educational standpoint, for enjoyment, for convenience, and for affordability. Burroughs faculty chaperone the trips. The school can provide financial aid for students with need; language clubs may offer scholarship contests. Participation in these programs is recognized on the school transcript.

French Programs (alternating years)

Paris homestay; travel to the Loire Valley, Brittany and Normandy.

German Exchange

Three week trip at spring break featuring a two week homestay in Stuttgart and travel to the Black Forest, Munich, Bad Reichenhall and Berlin; those who travel host their partners here in St. Louis the following year.

Spanish Exchange

Portugalete homestay and community service in Nicaragua.

Career Awareness

(Grades 7 - 12)

The Rassieur Career Awareness Center is located in the Stamper Library and provides information on post-college and graduate level occupations. The purpose of the Career Center is to initiate career exploration. Materials include books, periodicals, pamphlets and audio-visual sources as well as some information on possible May Projects for seniors. Outside speakers are brought to school for a Career Day in the spring.

The Montgomery Plan for Voluntary Community Service (Ms. Dee)

(Grades 7 - 12; student's transcript bears recognition of a minimum of 50 hours)

Students may volunteer at one of the many non-profit charitable or cultural agencies in the community. Forms explaining the Montgomery Plan guidelines are available at the receptionist's desk.

NOTE: It is not necessary to belong to the Montgomery Plan Committee (see p. 87) to do volunteer work. Many JBS students do volunteer work in the summer.

Community Service During the School Day (Ms. Dee)

(Grades 11 - 12; 1.5 - 2 hours/week, full year; student's transcript bears recognition of a minimum of 50 hours)

Older students who have sufficient free periods and their own transportation can do community service during the school day. Three consecutive periods are needed. Students can make this request known when making their course selection in the spring. Arrangements for this full year commitment are made with the faculty sponsor in the fall after students have received their class schedules. Nearby agencies include the Miriam School, Cerebral Palsy, Bethesda-Dilworth Home, Salvation Army Shelter, and Childgarden School. Each agency has different days and hours when volunteers are needed.

August Days (Ms. Bahe)

(Grades 9 - 12; last two weeks of July, 9 am-2 pm; recognition of hours is registered on counselors' transcripts)

This day camp for inner-city children run by Burroughs students offers positions for counselors who are selected mostly from rising sophomore, junior, and senior applicants. Selection is based on previous volunteer experience, gender (the number of boy and girl counselors is balanced), and seniority - while some freshmen and sophomores are chosen, priority is given to juniors and seniors. Counselor-led activities include swimming, field games, arts and crafts. Field trips include the Zoo, Science Museum, City Museum, and a water slide. A hot lunch is provided daily.

Aim High (Mr. McKone)
(Grades 10 - 12)

Aim High is a partnership between John Burroughs School, The Saint Louis Priory and fourteen elementary schools in the St. Louis City school system - Ames, Ashland, Clay, Côte Brilliante, Jefferson, Kennard, Laclede, Lafayette, Mark Twain, Scruggs, Shenandoah, Sherman, Woodward and Wyman, as well as Bishop in the Wellston school district, and the Maplewood/Richmond Heights elementary school. A five week summer enrichment program - academics, arts, sports and cultural activities - is offered at John Burroughs and The Saint Louis Priory Schools to selected fifth grade students from these schools. The purpose of the program is to provide four years of extra skills, encouragement and self-esteem development to help these students graduate from high school and, it is hoped, attend college. John Burroughs students serve as teaching assistants during the summer program; they help with classes, counseling and sports, as well as cultural activities. During the school year, Burroughs students may also help with the monthly programs held for Aim High students on Saturday afternoons. This program represents an important exchange between the city and the county, between public and private education. Sophomores, juniors, and seniors may volunteer for the five week program which begins in mid-June and ends in mid-July.

Tutoring JBS Students
(Grades 9 - 12)

Department heads or teachers may enlist the aid of students to teach those who are having difficulty with a subject, and who need more help than the teacher can reasonably provide. Students are then asked to give up some of their free time to tutor in particular subjects.

Teacher's Aide
(Grade 12, by department approval; 4 periods/week; full year; 1/2 unit)

Limited openings for selected seniors are available in some departments, usually Ceramics & Sculpture, Mathematics, History, and Languages. Senior aides work closely with a supervising teacher in seventh or eighth grade classes, preparing materials, tutoring individual students, and teaching some units.

Independent Study
(Grades 9 - 12; no Honors credit is awarded)

In a few cases students may receive permission to study under the supervision of a teacher to explore specialized interests or to do advanced work beyond what the regular JBS curriculum offers. A contract approved by the teacher, department head, and the Principal specifies description of the project, hours and product; this contract must be completed during the first week of the trimester that the study begins.

Drey Land Plus (Ms. Childress)
(Grades 8 - 12)

Drey Land Plus is an orientation program for new students in grades eight through twelve offered at the school's Ozark campus. In this weekend program, conducted during late August, each new student is paired with an experienced guide student in order to enjoy and learn from a number of outdoor activities and challenges. These usually include a group cookout, quiet walk, float trip, and other group activities and discussions. This program seeks to foster in older students new to Burroughs a better understanding and appreciation of themselves, their classmates, and the vitality that is John Burroughs School. Guide students are selected by the appropriate grade level Principal and Co-Director, based on their leadership skills as well as an appreciation and understanding of the outdoor activities which are part of this experience.

Alternate Senior Program
(Grade 12)

A senior can apply to take special courses, in lieu of a full course load at Burroughs, registering at local colleges. The courses must represent valid educational experiences and must be scheduled around the courses at Burroughs. Tuition fees at the colleges are paid by the student; there is NO TUITION REMISSION at John Burroughs School for this arrangement. Plans must be made at the end of the junior year in consultation with the Principal and the College Counselor.

May Project
(Grade 12)

As a third trimester graduation requirement, each senior designs a program which allows the student to work in a new setting, with new people away from Burroughs, learning new skills and experiences which benefit the community, establishing a sound working relationship with a sponsor, and successfully accomplishing tasks and goals. Plans for the Project begin in February and are finally proposed to the May Project Review Board in April. Details about the process and the guidelines are available from the Principal. Past experience has shown that this experience is valuable personally for seniors as they complete their high school career and look toward college.

John Burroughs Players (Mr. Salomon)
(Grades 7 - 12; by audition)

The Players produce one theatre production each trimester for the public. Audition is required. The work of the group occurs outside regular school hours.

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