



BENTLEY
SCHOOL



UPPER SCHOOL CURRICULUM GUIDE

2019-2020



Scire Desidero: I Desire to Know

THE PROMISE OF BENTLEY SCHOOL

To pursue academic excellence from Kindergarten

To the threshold of college,

To cherish potential and, even more, fulfill it;

To explore the arts, to love the sciences,

And embrace curiosity of all kinds;

To feel the balance of mind and body

That comes from companionship on the field of play;

To lead when the time is to lead,

To learn critical thinking that makes for good, reasoned choices,

And be a citizen of the world in all the best senses;

To expect a lot of yourself,

But care and cooperate for the good of all;

In sum, to feel the enthusiasm and fun

That make learning a lifetime pursuit—

These are the goals of Bentley School,

And the community inside and around it.

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UPPER SCHOOL CURRICULUM

The Upper School curriculum embodies the School's mission, The Promise of Bentley School. The curriculum helps students become lifelong learners who lead lives of personal success and purpose, making positive contributions to their communities. Defined by complex, engaging courses and exceptional faculty, the Upper School encourages students to be transformative learners and leaders. With the support of deans, advisors, learning specialists, and teachers, students take charge of their learning and prepare for their future beyond Bentley. Throughout Bentley, an emphasis on creative engagement and authentic intellectual work abounds. Academically enthusiastic, principled, and vibrant, our graduates bring their joy for learning, leadership, and sense of self to college, professional and graduate schools, and their workplaces.

As our students develop thinking, reasoning, and creative skills, they discover their passions and explore their interests. The Upper School curriculum aligns with and exceeds the recommendations made by the University of California system. Students choose their program of study to guide and inspire them as they gain key content knowledge and develop critical skills in communication, collaboration, critical thinking, citizenship, and creativity. Small classes create a supportive and challenging environment in which teachers strive to know and engage each student.

To develop lives of success and purpose, Bentley students not only explore wide-ranging interests in the classroom, but also in athletics, outdoor education, performing arts, and service opportunities. Bentley also offers student-led clubs, student government, publications, the Remotely Operated Vehicle (ROV) program, speech and debate, culinary arts, student leadership opportunities, affinity groups, and many other options.

Bentley's advising and college counseling program helps students embrace curiosity, engage in well-reasoned decision-making that makes for good choices, and ultimately become individuals interested in learning for the rest of their lives. We seek to ensure the advising and college counseling experience is a transformative one that affirms each student's educational experience and builds a vision for the future that is both audacious and achievable. Faculty share the high aspirations students have for themselves and inspire inquiry, academic excellence, self-advocacy, achievement, and character.

Students should review this guide carefully and have thoughtful conversations about their plans with parents or guardians before they meet with their faculty advisor. Students may also consult with individual teachers or their Class Dean, the Registrar, or the Academic Dean. It is critical that students think carefully and consider a variety of factors before signing up for classes: graduation requirements, short- and long-term goals, academic history, personal interests, involvement in co-curricular activities, and mental and physical well-being.

Graduation Requirements

In order to be eligible for a Bentley School diploma, a student must earn passing grades in a minimum of 22 credits in the Upper School and achieve a minimum grade point average (unweighted GPA) of 2.00 on a four-point scale. A one-trimester course receives 1/3 credit. While working toward the 22 credit minimum, students must meet the following specific requirements in order to receive a Bentley School diploma:

GRADUATION REQUIREMENTS	
English	4 credits - English required in every trimester
History	3 credits - Modern World History, U.S. History, and 3 trimesters of History Seminars (at least one seminar required in every trimester of junior year)
Mathematics	3 credits - Coursework through Algebra 2 or Integrated Math 3 required
Science	3 credits - Physics, Chemistry, and Biology required
World Language	3 consecutive credits in one language or 2 credits each in two different languages
Visual and Performing Arts	2 credits (All ninth-grade students are required to take a yearlong Visual or Performing Arts class)
Health	1/3 credit
Mini-term	4 years
Athletics/Phys. Ed.	6 trimesters required
Community Service	60 hours required
Senior Internship	Required at the end of 3rd trimester

While these minimum requirements prepare all students for selective colleges and universities, most students will complete a course of study beyond that described above. When students transfer to Bentley after their ninth-grade year, their transcripts are reviewed by the Head of the Upper School, the Registrar, and the Academic Dean to determine the extent to which their previous school's courses will fulfill Bentley graduation requirements. For current Bentley students, **no course taken off campus will be accepted as meeting Bentley requirements.** Students must be enrolled in a minimum of six classes each trimester to be enrolled at Bentley. See "Course Load" in Upper School Academic Policies and Procedures for more information about specific enrollment requirements.

Senior Year

Graduation from Bentley requires more than an accumulation of courses or credits. Accordingly, students may only be awarded a Bentley diploma after completing four academic years of high school study and fulfilling Bentley's distribution requirements. To graduate from Bentley, students are required to be enrolled here for the 12th grade. Seniors must be enrolled in a minimum of six courses (unless approved by the Academic Dean), must pass all of their third-trimester courses, have a cumulative unweighted GPA of 2.0, and clear all Incompletes in order to graduate.

Senior Internship

Every year during the final trimester, seniors are given the privilege and responsibility of designing and securing an off-campus internship. The program offers a transition between a controlled school environment and the independence of college life. This program offers an opportunity for students on the brink of entering a world beyond high school to consider some of their options and to explore the working world. We hope these internships will also instill in students an appreciation of the many choices adults make in their daily lives. The internship takes place in May after AP Exams. By March, each senior must have approached a business or organization and created a plan for working at least 60 hours. During the internship period, seniors check in with their advisors and the Class Dean on weekly visits to campus. The Senior Internship is a graduation requirement.

DISCIPLINE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	
English 4 years	English 1: Foundations of Literature	English 2: Self & the Global Society	English 3 / English 3 (H) <i>fulfilled with English seminars</i>	English 4 (H)	
History 3 years	Modern World History	U.S. History	History Seminars (H): <i>required for juniors</i>		
Mathematics 3 years (including coursework through Algebra 2)	Integrated Math 1, Integrated Math 2, Integrated Math 2 (H)	Integrated Math 2, Integrated Math 2 (H), Integrated Math 3, Integrated Math 3 (H)	Integrated Math 3 (H)	Precalculus / Precalculus (H)	Calculus 1 (H) / Calculus 2 (H)
			Math Seminars (H): Multivariable Calculus, Differential Equations, Financial Algebra, Statistics, AP Statistics		
			AP Computer Science A* AP Computer Science Principles*		
Computer Science Trimester Electives*					
Science 3 year-long lab classes (Physics, Chemistry, and Biology required)	Physics 9 Physics 9 (H)	Chemistry Chemistry (H)	Biology / Biology (H)	AP Biology	
			Science Seminars (H)		
			AP Physics / AP Chemistry / AP Environmental Science		
Visual and Performing Arts 2 years (including a year-long course in the 9th grade)	Introduction to . . . Theatre, Music Visual Arts, Technical Theatre Jazz Performance Ensembles Chamber Music Ensemble Vocal Performance— Chorus	Representative year-long and trimester courses: Ceramics, Chamber Music, Chorus, Concert Choir, Theatre, Drawing, Jazz, Painting, Photography, Technical Theatre			
		AP 2D or 3D Studio Art / AP Art History / AP Music Theory			
World Language 3 consecutive years of one language or 2 consecutive years of two languages	French 1, 2, 3, and 4 (H) Latin 1, 2, 3, and 4 (H) Mandarin Chinese 1, 2, 3, and 4 (H) Spanish 1, 2, 3, and 4 (H)		AP French Language AP Latin AP Spanish Language Advanced Seminars - (H): French, Latin, Mandarin, and Spanish		
Athletics		6 trimesters required			
Interdisciplinary Studies / Non-Departmental		Culinary Arts, Debate and Public Speaking, Engineering, Making By Design			
		Mini-term (4 years required)			
Community Service		60 hours required			
Senior Internship		Required during end of 3rd trimester			

*These courses do not fulfill graduation requirements and are taken as electives.

UPPER SCHOOL ACADEMIC POLICIES AND INFORMATION

For more information regarding specific policies and procedures, please see the Student-Parent Handbook.

Adding, Dropping, Withdrawing From Courses

Student courses are provided well in advance of the school year, and our scheduling process ensures that students are well placed. All of our classes provide students with an excellent learning experience in classes ranging from seven to 18 students with few exceptions. Therefore, we will consider schedule change requests only under compelling circumstances.

Add/Drop request forms are available from the Academic Dean. Each form requires an explanation for the request and signatures from the teacher(s), the student's advisor, and a parent/guardian. Seniors must also obtain a signature from the College Counseling Office. Students are required to attend classes that are listed on their most recent schedule until their schedule is updated.

Course Load

All students are required to take a minimum of six courses each term throughout their careers at Bentley.

Changing Courses—Transcript Notation

Adding or dropping a class after the deadline is not permitted, except in instances where the teacher, Department Chair, and the Academic Dean determine the student has been placed in the wrong level or course. Course changes after the deadline will result in a "Withdraw While Passing" (WP) or "Withdraw While Failing" (WF) on the student's transcript.

Restrictions on Dropping Small Section Classes

Students who enroll in courses close to our minimum of seven students will receive notification alerting them that if they would like to continue to be signed up for the course, they will be unable to drop it later.

For more detailed information about academic policies and procedures, please review the Student-Family Handbook.

Course and Teacher Requests

Bentley School sets high standards for its teachers and supplements a rigorous hiring process with a thorough assessment program and frequent professional development opportunities. In short, we take pride in our faculty and feel each teacher has the ability to provide an excellent educational experience for each student. Exposure to a variety of teaching styles effectively prepares our students to work with a variety of college professors and future employers. For these reasons, we do not honor requests for specific teachers.

The Academic Dean oversees the scheduling of courses. **Please note that course requests do not guarantee a specific schedule.** Because of Bentley's broad curriculum and wide variety of course offerings, we frequently have classes with only one or two sections, particularly in the junior and senior years. At times, student requests are subject to irreconcilable conflicts (e.g., a single-section math class meeting during the same period as a single-section language course). In addition, we place great value on maintaining small class sizes and sometimes must deny student requests in favor of maintaining the best possible learning environment for the student body as a whole. As a result, we sometimes cannot accommodate requests for classes. While students may not receive every course they request, we are confident that students will get the courses they need to graduate and that all of our courses provide an excellent educational experience. Every effort will be made to give each student the best possible schedule based on their course requests.

Course Levels

In some disciplines, Bentley offers different course levels; including Honors (H), and Advanced Placement (AP). Students are approved for higher-level courses through review of past performance, teacher recommendations, placement exams, and other criteria. Honors and AP courses are weighted in a student's grade point average. For inquiries about course placement, contact the Department Chair and the Academic Dean.

Students in AP and Honors courses are expected to engage in more independent learning and synthesis of concepts. In addition to the regular subject curricula, AP and Honors courses require students to demonstrate a deeper analysis of the material. Students are expected to spend significantly more time on their homework and in class preparation than non-AP/Honors classes. Students should anticipate a course that is fast paced and emphasizes the learning both inside and outside of the classroom. Students and families should carefully consider the workload and co-curricular commitments when requesting multiple AP/Honors classes. Advisors review and make recommendations as needed for student schedules.

Advanced Placement Exams

Bentley administers Advanced Placement Exams in a variety of subjects, which may include art history, biology, calculus, computer science, chemistry, English, French, Latin, music theory, physics, Spanish, statistics, and studio art. Bentley's AP Coordinator sends out registration details in September. For AP Exam dates check the College Board website: www.collegeboard.org. **All students enrolled in AP courses are required to sit for the exam.**

Grades

Grades reflect the student's achievement and are based on examinations, classroom discussion, homework, and any other performance standards set by the teacher.

Grading Scale

Students in grades 9-12 are assigned course grades based on the following system:

GRADE	PERCENTAGE
A Excellent	(93-100%)
A-	(90-92%)
B+ Commendable	(87-89%)
B	(83-86%)
B-	(80-82%)
C+ Satisfactory	(77-79%)
C	(73-76%)
C-	(70-72%)
D+ Unsatisfactory	(67-69%)
D	(63-66%)
D-	(60-62%)
F No Credit	(<60%)

Note: Health is Credit/No Credit. Other courses may be graded Credit/No Credit as approved by the Academic Dean. "Credit" stands for any grade 60% (D-) or above.

Grade Point Average (GPA)

At each marking period, Bentley provides its students with both a term and a cumulative GPA. Bentley uses the following 4.0 scale to determine GPAs:

A = 4.0	C = 2.0
A- = 3.67	C- = 1.67
B+ = 3.33	D+ = 1.33
B = 3.0	D = 1.0
B- = 2.67	D- = .67
C+ = 2.33	F = 0

In addition to the letter grades, course levels are considered when factoring GPAs. Advanced level courses, both Honors and AP, receive an additional .67 when calculating the GPA. Only courses taken at Bentley are computed in a student's GPA. Bentley does not rank students according to their GPA.

It is also important to note that colleges frequently recalculate GPAs according to their own scale during the college admissions process.

Academic Watch and Academic Probation

A student receiving two D+ grades or below, or one F on a Progress Report will be placed on Academic Watch for the remainder of the trimester. Academic Watch begins a heightened level of student support, led by the Class Dean and advisor.

A student receiving two D+ grades or below, or one F on an end-of-trimester Grade Report will be placed on Academic Probation for the subsequent trimester. Any student on Academic Probation must meet with their Class Dean and an administrator to discuss more rigorous means of support. Supervised Study Center will also be required for all students on Academic Probation. Other supports will be considered on a case-by-case basis and may include temporary suspension of participation in sports and extracurricular activities. **Academic Probation for more than one trimester will warrant an assessment of whether Bentley is the most appropriate learning environment for the student. If a student fails to meet the terms of the probation at the end of the school year, the School may elect not to renew the re-enrollment agreement.**

Incomplete Grades

On rare occasions a grade of Incomplete (I) may be issued to extend a student's opportunity to complete assigned work. Incompletes are rarely issued and must be pre-approved by the Academic Dean.

Passing Grades

Passing grades at Bentley are A through D- (60% or above). Courses in which a student earns a D- grade will count toward meeting Bentley graduation requirements. **However, students should be aware that only grades of C- or higher meet the University of California A-G subject requirements for admission.**

If a student earns a D+ or lower in one or more terms of a course, this student is encouraged to petition to make up the grade(s) in one of the following ways:

1. The student may petition to retake the course for the term(s) in question at Bentley. In this case, both grades will be reported on the Bentley transcript and calculated in the GPA.
2. If a student earns a D+ or lower in one or more terms of a yearlong course, the student may petition to take the same course in summer school at an accredited high school or community college. This new grade will not be included on the Bentley transcript. Note: Students are responsible for having non-Bentley transcripts sent to colleges.

PLEASE NOTE:

- » Retaking a class will not necessarily improve the student's grade.
- » If a student earns a D+ or lower in the third trimester of a course, he or she must receive permission from the Department Chair and Academic Dean to advance to the next course in that academic area.
- » To be eligible to apply to the University of California, students must earn a GPA of 3.0 or better in their "A-G" coursework with no grader lower than a C- in most classes. Students must work closely with the College Counseling office to remain UC eligible.

Homework

Homework is a critical element of Bentley's educational experience, offering the opportunity for students to deepen their understanding of course material. Homework provides students with the chance to reinforce skills and knowledge, prepare for upcoming classes, complete independent work, and develop effective time-management skills.

The amount of homework assigned to a student on any given night is influenced by the student's grade (9-12), course difficulty, and timing within a unit or term. In addition, different students will spend varying amounts of time to complete assignments. Students should also expect longer-ranging projects, research papers, science labs, and presentations that require advance planning. In **ninth and 10th grades**, students can expect an average of 30-40 minutes of homework for each subject per class meeting. Each class meets three times a week; considering the different study habits and abilities of students, 1.5-2 hours of homework per week for each subject represents the norm. In **11th and 12th grades**, students should expect an average of 40-50 minutes of homework for each subject per class meeting. Because classes meet three times a week, most juniors and seniors should expect 2-2.5 hours of homework per course each week. Students in Honors and AP courses can expect up to 60 minutes of homework per class. Weekends count as one night's homework, though students may spend extra time on weekends working on longer-term assignments.

During Winter Break and February Break, homework is restricted to one night per class, and teachers may choose not to assign any work at all. Thanksgiving Break and April Break are No Homework breaks, although AP classes may assign one night's homework.

All faculty post homework assignments on our Learning Management System, Canvas. Tests and major assessments are posted with at least one-week advance notice. Teachers are expected to return student work within one to two weeks.

Learning Support

Bentley teachers help students understand how they learn best, how to effectively communicate their learning needs, and how to self-advocate, instilling confidence in their academic success. During unscheduled periods, ninth-grade students are assigned to Ninth-Grade Study Hall. Ninth-grade students learn research and study skills, time management, organization, and speech and debate.

Students struggling academically should first meet with the teacher of the respective course. At times, additional support is needed. In most instances, the Class Dean coordinates this support in consultation with the Learning Support Specialist and the Academic Dean, as well as with the student's teachers and advisor.

Tutoring

Bentley maintains an excellent learning support system in order to help meet each student's learning needs. Tutors on campus must submit LiveScan and TB screening to the Bentley Business Office, provide a signed release from parents and/or legal guardians to allow Bentley faculty to share information with the tutor, and follow visitor protocols for being on campus. The business relationship is between the parents or guardians and the tutor, not with Bentley. Bentley makes no guarantees of the tutor's content knowledge or skill as a tutor. Upper School faculty may not be employed as private tutors for Upper School students.

Learning Differences

While all students learn differently from one another, we understand that students with documented learning differences will likely need additional support in particular areas. The Learning Support Specialist and Bentley faculty help students who have diagnosed learning differences to discuss instructional strategies, possible accommodations, and ways of implementing learning support models that are meant to foster academic success. For more information about our policy, go to the Learning Support webpage or contact the Learning Support Specialist.

Mini-term

Mini-term is a unique and exciting component of the Bentley experience and is a highly valued time in our community when students slow down and engage deeply. Our intellectually rigorous Mini-term courses require students to expand their ways of learning, to take risks by experiencing something new, and to challenge their ways of thinking through experiential and creative learning. Students pose questions and explore answers in order to have a personally meaningful experience while also learning to collaborate, to consider multiple perspectives, and to develop practical, relevant, and applicable skills. During Mini-term, students come to better understand themselves as learners, and this experience becomes the basis for future learning and prepares students to approach their regular classes with fresh perspectives.

Tenth-twelfth grade Mini-term courses are taught over a one-week, all-day period in the third trimester and aim to enrich students beyond the core curriculum. Ninth-grade students participate in a common curriculum for Mini-term focused on community engagement and outreach. Courses earn one-quarter of one credit and are graded Credit/No Credit. Students who are not on a School-sponsored trip are required to fulfill the Mini-term requirement on campus. Independent Studies are not available during Mini-term.

Service Learning

Service opportunities allow students to educate themselves beyond the limits of the classroom, to gain awareness of the broader world, and to cultivate a lifelong commitment to service. Examples of this include tutoring students in underserved schools, providing assistance to the physically disabled or elderly, and serving food or leading activities for underserved communities. Bentley encourages students to develop an ongoing commitment to an organization that benefits the broader community in hopes this commitment will continue throughout their time at Bentley, into college, and after. A total of 60 hours of service are required for graduation; 15 hours may be on campus.

Summer Reading

During the summer break, students are assigned a book or a selection of books for all-school reading. Those students enrolled in AP courses may be required to read additional materials assigned by their teachers

Athletics and Physical Education

Athletics at Bentley encompasses more than just competition and provides another venue for educating students. Bentley athletics enrich the mental, emotional, and physical well-being of every student-athlete. Athletics emphasizes lifetime values of sportsmanship, teamwork, individual effort, integrity, work ethic, commitment, and self-discipline.

Graduation Requirements

Six physical education credits are required for graduation from Bentley. Credits are earned by participating on an interscholastic athletic team, by taking a Bentley-offered Life Fitness course, or by participating in a pre-approved Alternate Activity. Students who enter Bentley after the ninth-grade year will have their transcripts reviewed by the Athletic Director and the Academic Dean, and will be assigned athletic credits accordingly.

Program Requirements

All varsity players must be able to attend all practices and games for the entire season, including playoffs. There may be some flexibility for junior varsity players who miss an occasional practice due to other commitments, but students must discuss conflicts in advance with their coach. Athletic teams require a high level of commitment from both the student-athlete and their parents/guardians. Although the seasons are long and demanding, the rewards are immeasurable.

Alternate Activities

Students who are requesting PE credit for an alternate activity must apply to the Athletic Director for approval before beginning the activity. Applications submitted after starting an activity will not be accepted.

In accordance with Bentley's mission of academic excellence, we expect athletes to remain focused on their studies during the seasons in which they participate in sports. In order to remain eligible to participate in sports, students must maintain a

minimum grade point average (unweighted GPA) of 2.00, and earn a minimum of a 2.0 GPA on their most recent report card (progress report or end-of-trimester grade report). Students whose grades fall below these standards will go on Academic Probation. Please see the "Grades" section of this guide for more information on Academic Probation. Students on Academic Probation will have one grading period to raise their grade point average above 2.0 to remain eligible to play sports; they will be ineligible to practice or compete until this goal is achieved.

Interscholastic Sports and Classes Offered:

Fall	Men's Soccer
	Women's Tennis
	Men's Cross Country
	Women's Cross Country
	Women's Volleyball
	Life Fitness Classes
Winter	Men's Basketball
	Women's Basketball
	Life Fitness Classes
Spring	Men's Tennis
	Women's Soccer
	Baseball
	Men's Swimming
	Women's Swimming
	Co-ed Golf
	Men's Volleyball
	Men's Track and Field
	Women's Track and Field
Life Fitness Classes	

ACADEMIC COURSE LISTINGS

Bentley School offers a rich selection of courses designed and taught by skilled teachers passionate about their subjects. Our courses engage students with a variety of teaching styles, designed to stimulate and captivate a range of learners. Department members collaborate to keep our courses up to date and vibrant.

At Bentley, we review our curriculum annually. As a result, the scope and sequence of our course offerings, as well as the content of our courses, may change from year to year. Changes to the curriculum are carefully considered through a process involving department chairs, administration, and faculty. **Courses and schedules are subject to change**, depending on student interest and the needs of the School.

ENGLISH

The English Department at Bentley provides a four-year curriculum that encourages and challenges students to become critical thinkers and to connect what they learn in the classroom to the world around them. Students are required to complete four years of English with a passing grade, and to be enrolled in an English course each term during their tenure at Bentley. All classes expose students to multiple literary genres that represent and address both the breadth and depth of literature. Courses emphasize the writing process, which teaches students the value of rethinking and revising their writing through multiple drafts; these frequent writing assignments develop both analytical skills and personal voice. Classes are discussion oriented and encourage the active participation of every student in a supportive, seminar-style environment. The four-year English curriculum provides students with the skills and knowledge necessary to be prepared for the Advanced Placement Language and Composition, and Literature and Composition examinations in English.

English 1: Foundations of Literature

Foundations of Literature examines the experience of self-discovery. This discussion-based course draws readings from various time periods and genres; students sample a variety of literary works in order to respond more powerfully and sensitively to texts and to the world around them. Assignments include analytical, argumentative, creative, and personal writing, as well as projects, both collaborative and individual. Throughout the year, students work

toward the goal of producing well-organized writing that presents a clear central idea, supporting evidence, and in-depth analysis of the author's diction and literary devices. In the fall, students read a selection of short stories and poetry. In the winter, the emphasis is on drama. The spring curriculum continues with longer works in the graphic narrative and science fiction genres. Texts may include Octavia Butler's *Kindred*, William Shakespeare's *Macbeth*, and Art Spiegelman's *Maus*.

Course Length: Yearlong

Prerequisite: None

English 2: Self and the Global Society

Self and the Global Society explores the formation of personal identity and its confrontations with the "other" or the unfamiliar. Reading works both in translation and originally written in English, students study prose and poetry on a journey leading from the self to many other cultures and perspectives. Starting with personal identity and slowly moving outward to think about American and global cultures, students study how the individual can become alienated or estranged from dominant ideologies, how colonialism and imperialism impose identities on individuals, and how the individual struggles to define himself/herself against mainstream culture. In addition to exploring a rich selection of literature in this course, students participate in a writing-intensive curriculum that hones their critical thinking and analytical writing skills. Texts may include Franz Kafka's *The Metamorphosis*, Jhumpa Lahiri's *Interpreter of*

Maladies, Marjane Satrapi's *Persepolis*, William Shakespeare's *Othello*, F. Scott Fitzgerald's *The Great Gatsby*, and a course reader containing various essays, short stories, and poems.

Course Length: Yearlong

Prerequisite: Successful completion of English 1

ENGLISH SEMINARS

Junior and Senior English seminars provide students with rich, substantive groundwork in classical, canonical, contemporary, and multicultural literature. Seminars emphasize the practice and mastery of analytical and creative writing, and of critical thinking skills that build on the foundations of English 1 and 2. The two-trimester seminars (Fall-Winter) provide students with an extensive study of the literature of a specific genre, culture, literary movement, or theme in courses that reflect the expertise of faculty. The goal of these seminars is to introduce students to a more specialized study of literature indicative of college-level courses. The courses focus on the development of student voices through analytical and personal writing in response to the literature itself and to secondary, theoretical criticism. The Spring seminars center on in-depth analysis of masterpieces of world literature. The courses focus on a specific genre or a canonical text in the first five weeks of the term followed by analysis of supplemental reading in the second half of the trimester. The intention of these courses is to expose students to a rich examination of a specific genre and pivotal literary work that will complement the body of literature they have read in their preceding years at Bentley. Juniors and seniors are required to enroll in at least one seminar in the Fall-Winter terms and one seminar in Spring term; however, students are invited to enroll in additional seminars as electives beyond the graduation requirement.

Writing Workshop

This two-trimester course will be a chance for juniors only to hone their writing and discussion skills in an intensive workshop atmosphere. The course focuses on the skills of effective analytical writing and critical thinking — we will cover topics such as annotation and note-taking, close reading, thesis development, paragraph and essay organization, style, voice, composition, and revision. Students in Writing Workshop will refine their writing and critical thinking

skills as they read a variety of short fiction and the poetry of Walt Whitman, as well as Ernest Hemingway's *Old Man and the Sea* and Gabriel García Márquez's *Chronicle of a Death Foretold*; they will also have the chance to focus on their interests and passions by writing argumentative and personal essays. During their sophomore year, students will be recommended to participate in this course, which fulfills the English seminar requirement for the Fall-Winter of the junior year. Students will choose a Spring Honors seminar for the third trimester.

Course Length: Fall-Winter

Prerequisite: Junior standing, successful completion of English 2, and/or recommendation of English department. Rising juniors who have not been recommended for this course may also request to take it by contacting the English Department Chair.

The Empire Writes Back: Introduction to Postcolonial Literature and Theory

Is Indiana Jones a genuine hero or an imperialist swindler? Does the Disney film *Pocahontas* celebrate Native history or reinforce Eurocentric, Orientalist assumptions? These are the kind of questions we'll explore (and complicate) in this seminar. Our focus will be twofold: First, we will explore the legacy of colonialism through the texts produced by both the colonizer and the colonized; second, we will learn about postcolonial theory and apply it to a variety of texts, including literature and film. We'll learn how colonial power has shaped the world, examine the ways we've internalized colonial ideologies, and explore the possibilities for anti-colonial resistance. For the capstone project in this course, students will produce their own postcolonial readings of a text of their choosing, be it film, television, literature, or otherwise. Past projects have included analyses of *The Office*, *Lolita*, fairy tales, and Disney movies. Our readings will be global in scope; authors studied may include Jamaica Kincaid, E.M. Forster, Chinua Achebe, Chimamanda Ngozi Adichie, Colson Whitehead, and Salman Rushdie.

Course Length: Fall-Winter

Prerequisite: Successful completion of English 2 with an average grade of a B or higher, and/or recommendation of the instructor and English department

The Horror Story

This course will read the horror story as a demonic response to the utilitarian rationality of the Enlightenment. Our premise will be that the emergence of the horror story signifies a revenge of nature and repressed desire. The nefarious vampires, phantoms, and blood-sucking zombies of early 19th-century culture are projections of wounded subjectivity: externalized manifestations of a collective internal anxiety. These misbegotten casualties of technology come to the surface as deformed and demonized monstrosities, struggling to annihilate all traces of authority and civilization. We shall investigate the theme of horror in a great variety of texts from within the literary canon and also from the margins and subcultures of literature. We will begin the course with gothic literature and children's stories from early Romanticism, and we shall proceed to examine our theme as it appears in the 19th-century novel. We shall analyze psychoanalytic case histories to contextualize the motivations of 20th-century narratives of anxiety, and we may conclude with an investigation of the horror story in contemporary popular fiction.

Course Length: Fall-Winter

Prerequisite: Successful completion of English 2 with an average grade of a B or higher, and/or recommendation of the instructor and English department

Hucksters, Frauds and Con Men: An American Literary Tradition

This seminar will explore a rich literary history of American greed, guile, and extraordinary acts of deception. Most of the works on our syllabus exist within the 19th-century canon: Herman Melville, Edgar Allan Poe, and Mark Twain provide the fiction. However, this seminar differs from traditional English courses that cover the same territory. We start with the autobiography of P.T. Barnum, a showman who fashioned his entire life as a compendium of endearing or bedeviling “fictions” that he sold to eager audiences. Can we trust this unrepentant blowhard when his autobiography purports to set the record straight? Furthermore, how might our skepticism about Barnum activate a renewed sense of critical vigilance as we read the other, more illustrious authors on our syllabus?

Course Length: Fall-Winter

Prerequisite: Successful completion of English 2 with an average grade of a B or higher, and/or recommendation of the instructor and English department

Identity and Dissent in Recent American Literature

“Dissent” means to disagree, to “diss” commonly held beliefs and “sent”-iments. This resistance suggests a moment of independent thinking frequently associated, at least in America, with the formation of personal, even national identity. Aren't we a nation built on rebellion? With that formulation built into the title, this course engages multiple accounts of the dynamic relationships between individuals and the culture that both shapes and is shaped by them. Because upper division high school students may feel simultaneously torn, packaged, and propelled by this dynamic, it's hoped that reading recent accounts of these forces can be important to their lived experience as emerging selves and citizens. Given the cultural divides Americans face in 2019, these forces seem more relevant than ever to articulate, wrestle with, and perhaps refashion. Along with supplemental reading, the course will cover these required texts: a novel and a memoir in the fall — *One Flew Over the Cuckoo's Nest* and *Rivethed* — while in the winter term, we'll again balance fiction with non-fiction via *Into the Wild* by Jon Krakauer, followed by *The Hate U Give* by Angie Thomas.

Course Length: Fall-Winter

Prerequisite: Successful completion of English 2 with an average grade of a B or higher, and/or recommendation of the instructor and English department

Innocence and Corruption in the City

The 19th century saw a magnetic draw toward the city and its promises of luxury, extravagance, financial gain, and novelty. The city both made and destroyed many an unsuspecting individual through a corruption of their innocence. This course will examine the ever-increasing difficulties and social challenges associated with the development of the modern American city. Students will ponder key questions about this process through an exploration of how social mobility was depicted in literature as society was being redefined by the Industrial Revolution. By investigating the trials and tribulations experienced by protagonists in works by Balzac, Poe, Ellison, Stevenson, and others, students will survey the social complexities created by urban growth.

Course Length: Fall-Winter

Prerequisite: Successful completion of English 2 with an average grade of a B or higher, and/or recommendation of the instructor and English department

Art in Literature

This class will explore the intersection between words and images by looking at how art is discussed in literature. From art heists in *The Irish Game* to a young boy's infatuation with a painting in *The Goldfinch*, we will analyze how art and literature come together to express the intricacies of human emotions. The course will also take a deep dive into the hidden fortunes of the Ephrussi family with the non-fiction page-turner, *The Hare with Amber Eyes*, and venture into the delectable recesses of memory with excerpts from Marcel Proust. This class is for all those who love art and literature.

Course Length: Spring

Prerequisite: Successful completion of English 2

Literature, Film, and Comics at the Margins

This course considers the question of centers and margins: Who's centered, who's pushed to the edges, and why? We'll study a variety of texts that interrogate and complicate the margins, including James Baldwin's short novel *Giovanni's Room*, Patricia Highsmith's crime thriller *The Talented Mr. Ripley*, and Alison Bechdel's comic book memoir *Fun Home*. We will also begin to explore the field of queer theory; for us, queer will be both an adjective and a verb. We will read some LGBTQ works, and we will also take a look at texts that seem normative on the surface, but in fact subvert “straight” ideology and hint at alternate readings. We'll pair our reading of novels, short stories, and poetry with excerpts of theory, and we'll look at plenty of visual media along the way as well, including films and episodes of TV shows. In addition to analytical essays, students will get the chance to write their own narratives that queer, complicate, or otherwise subvert some aspect of our culture.

Course Length: Spring

Prerequisite: Successful completion of English 2

Literature of Hell

Literature of Hell aims to entice readers with travelogues that recount forbidden pilgrimages and daring escapes from the land of the dead. The writers on our syllabus find ingenious workarounds to an unsolvable dilemma: If the sentries of hell safeguard against any possible escape, how can anyone expect to ransom a narrative back to the world above? Homer, Virgil, and Dante claim special permission from the highest heavenly authorities. In their heroic stories, they also concern themselves with worldly affairs, providing commentary on contemporary political events. Throughout the term, we will read classical and modern narratives that conceptualize hell as a theological absolute with frequent allegorical connections to untenable situations among the living. Dante's *Inferno* will provide the cornerstone. Later reading will include plays by August Strindberg, Samuel Beckett, Sarah Ruhl, and poems by T.S. Eliot.

Course Length: Spring

Prerequisite: Successful completion of English 2

Literature of the Wars in Vietnam and Iraq

This class will study the history, literature, and cultural contexts of the American war in Vietnam. This period of social upheaval in the U.S. caused ruptures and raised questions that persist, so attention will be paid to ghosts of Vietnam that still haunt American society. Readings will include *The Things They Carried* by Tim O'Brien and a new collection of stories about the Iraq War, *Redeployment* by Phil Klay. These key texts will be supplemented with films, essays, made-for-television dramas, and documentaries. Such supplements include *Platoon*, *American Experience: My Lai*, *The Last Days of Vietnam*, *Generation Kill*, and *The Tillman Story*.

Course Length: Spring

Prerequisite: Successful completion of English 2

Moby-Dick: The Epic Journey

This course is about almost everything, including ancient history, art history, philosophy and ethics, race relations, cetology (look it up), Shakespeare and the Bible, Maori tattooing and religious rites, librarianship, masculinity, femininity, life and death, manufacturing, and labor relations. It is also about feeling like knocking people's hats off and finding it high time to go to sea, to learn about sailing. It is about the largest creatures on the planet, and, perhaps, helping to save them. It is a great and epic story.

Course Length: Spring

Prerequisite: Successful completion of English 2

Songs of Blood and Iron

"Sing the rage of Achilles, murderous and doomed, hurling Trojans down into the house of death..." In this course, we reach deep into the well of the past to hear the voices of poets from over 3,000 years ago sing the glory of the Trojan War in Homer's *Iliad*, one of the most durable and monumental works of art in human history. With archaeological enthusiasm, we shall romp through the ruins of an obscure and remote antiquity and carry off its precious plunder. We shall also measure and compare the song of the *Iliad* with that more recent epic, the *Pentateuch*.

Course Length: Spring

Prerequisite: Successful completion of English 2

HISTORY

Bentley's History Department offers an integrated curriculum designed to expose students to the global past and to prepare them for the world they will inherit. As a social science department, we seek to facilitate student discovery of our nation and the world so that students are able to think critically, read thoughtfully, and write eloquently through objective analysis of political, social, economic, and cultural sources. Courses assist students in building awareness of the ways in which historical events and the development of ideas have had a lasting impact on contemporary society. During their ninth-grade year, students focus on the foundations of global culture, commerce, and politics while studying modern world history. In their sophomore year, students examine United States history, spanning indigenous societies in North America and the colonial origins of the American state through the beginning of the 21st century. As juniors, students take three trimester-long seminars drawn from a variety of fields in history and the social sciences, allowing students to focus on areas, periods, and special topics tailored to meet their interests and driven by faculty expertise. Seniors may continue their study of history by taking further seminars or other electives in the field.

Modern World History

During the ninth-grade year, students study world history to provide a foundation for future studies and an understanding of the world today. This course highlights not only political events, but also cultural, religious, and economic developments that demonstrate how change and continuity over time have shaped modern societies around the world. Students learn the art of making connections between the past and present as well as different world regions from one time period to the next. By understanding the origin, development, and decline of influential civilizations, and by investigating interactions between societies, students are well-prepared to understand current events. Skills emphasized in this course include the fundamentals of world geography, participation in Socratic-style seminars, analyzing primary and secondary sources, writing strategies, and research and critical-thinking skills. Students will examine themes such as the late Renaissance, the rise and fall of empires in Asia and Europe, colonial expansion in Latin America, cultural

interaction and trade across the Atlantic, industrialization, imperialism, decolonization, and the formation of a global society in the 21st century.

Course Length: Yearlong

Prerequisite: None

United States History

What does it mean to be American? This question of identity and its contested nature throughout our nation's past is at the heart of this yearlong study of United States history and its colonial origins. This course explores American History from pre-contact Native American societies to the end of the Cold War and rise of a new world order in the 21st century. To do this, students will explore the evolution of American "identities"—individual, communal, regional, and national—through an emphasis on political, social, and cultural developments in American life. They will consider essential questions about structures of power and social organization based on race, class, and gender; ideas of liberty and freedom; and cultural expression and transformation through a hands-on approach to the ways history is studied and written. Fittingly, the course will balance historical content with explorations of historiography (the study of history itself), analysis of primary and secondary materials from a social science perspective, instruction in critical reading and writing strategies, and experience with project-based learning.

Course Length: Yearlong

Prerequisite: Modern World History

HISTORY SEMINARS

Juniors and seniors at Bentley are afforded a rare opportunity to work with our faculty, who have extensive research experience, in college-level honors courses focused on specific topics throughout history and the social sciences. In their junior year, students at Bentley are required to take three trimester-long, honors-level seminars in specific areas of history and the social sciences, with a minimum of one course each trimester. As seniors, Bentley students take these courses as electives, choosing to develop additional areas of expertise before leaving for college or university. The goal is to provide students with an in-depth look at global history and politics, American studies, and specific

historical case studies. The variety of courses, reflecting the diverse scholarly passions of Bentley's history faculty, allows students to conduct more specialized learning in a field of their choosing and work more closely with their teachers. A common goal of each of these courses is to train students in the techniques of historical inquiry while simulating the environment of a college-level historical seminar. Activities will include the analysis of primary and secondary sources in order to understand the arguments and perspectives built into historical discourse. The spring seminars are designed with a more specific focus, leading to the completion of an original research project by all juniors enrolled in the course. Students are invited to take additional seminars as electives beyond their graduation requirements. In particular, seniors are encouraged to take seminars in their fields of interest. Note: These courses are restricted to juniors and seniors who have completed both Modern World History and United States History.

Capitalism and Slavery

It has been argued often that racial slavery and capitalism were incompatible systems. Many believe that slavery was an anachronism that persisted longer than it should have, but was doomed to perish in the emerging capitalist economies of the Americas. Incidentally, these arguments fit well within a narrative of racial progress that seeks to make the history of slavery exceptional to the broader trend of increasing rights and social mobility that are central to many Americans' conception of the national history. New scholarship in the history of capitalism and race, however, argues the exact opposite: Slavery was essential to the development of American capitalism; the wealth generated from this "peculiar institution"—that traversed both slave and "free" territories/states—was a primary factor in the rise to world power of the U.S. by the late 19th and early 20th centuries; and that many innovations in capitalism and labor management that had previously been attributed to the factory system had their origins in slavery. While our focus will mostly be on racial slavery in the U.S. context, our exploration will necessarily involve thinking internationally about slavery and capitalism in the broader Atlantic world. This course will introduce students to some of the exciting current debates that have been shaping this growing field of historical study, and in so doing will push them to consider anew the role that capitalism

and slavery played in shaping both the history and present of this country.

Course Length: Fall

Prerequisite: Successful completion of Modern World History and United States History

Development, Health, and Human Rights in our Modern World

What is development? What are human rights? Why are there such spatial disparities in these concepts both within and between nations? Traditional definitions of development are based largely on economic measures, but the discourse has steadily shifted as this assumption has been increasingly challenged by broader definitions. This class will examine how human rights are used as arguments for political and military interventions, and how these decisions lead to a wide range of geopolitical interventions via international and national policies, from development aid through to military campaigns. We will evaluate the impact of the Universal Declaration of Human Rights (UDHR) and the Geneva Convention, and we will consider the causal link between human rights and international justice. This class will consider how the impacts on human health, well-being, and human rights are variable and contested, with some groups appearing to benefit disproportionately, which can lead to increasing inequalities and injustice.

Course Length: Fall

Prerequisite: Successful completion of Modern World History and United States History

Heretics, Witches, and Others in Early Modern Europe

This course offers an in-depth exploration of early modern Europe, examining the intellectual, social, economic, and political transformations that characterized the era. This course is both historical and thematic — that is, it functions partly as a survey that will acquaint students with the broad contours and major developments in European history between 1400 and 1750. But it also has a specific thematic focus: difference and diversity. Throughout the course, we will explore diversity within Europe in terms of gender, socioeconomic class, religion, and race; we will also examine how Europeans perceived and responded to difference during transcultural interactions.

Course Length: Fall

Prerequisite: Successful completion of Modern World History and United States History

Introduction to Women’s and Gender Studies

Gender — as a mode of structuring not only embodied personal identities, but of making the social as such — varies across time and place and arises from complex global histories. This course introduces students to the interdisciplinary field of women’s and gender studies. Through tracing transnational genealogies of modern power relations, subjectivities, institutions, and representations, the course provides the basis for understanding the historicity of gender. We will explore processes through which gender becomes socially constructed, and intersects with other categories of identification and population administration, such as those of race, class, sexuality, and ability. At the outset of the course, we will examine the production of sexual difference from early modern to contemporary science. Then we will investigate gendered forms of governance in modern nation-states and nationalisms, especially in the context of histories of colonialism, slavery, capitalism, and communism. Finally, we will consider how the last several decades of neoliberal globalization and imperial war have reconfigured gendered and racialized life chances as well as feminist social movement practices. By the end of the course, students will have gained a sense of the research topics, methods, and academic field formation that characterize women’s and gender studies.

Course Length: Fall

Prerequisite: Successful completion of Modern World History and United States History

War, Holocaust, Dictatorship, and Democracy: Germany in the 20th Century

Located in the heart of Europe, Germany served as a battleground not only for the world wars that would shape and structure much of the 20th century, but it also served as an arena for many of the century’s ideological battles as well. Throughout this period, Germany lurched from one extreme to the next. From Weimar’s modern, yet failed, experiment in democracy, to the Third Reich’s dissent into the depths of violence, repression, and genocide.

Germany emerged from the Second World War divided in two, the battle front of the Cold War, split between the capitalist West and the socialist East. This course will examine the history and legacy of this age of extremes and determine how all these contradictions could be present in one country, one people, and one history. How did Germany transition from democracy to dictatorship, and back again? What were the experiences of those who were targeted by the countries repressive regimes? How did the Holocaust shape the memory and politics of the post-war era?

Course Length: Fall

Prerequisite: Successful completion of Modern World History and United States History

The Cold War in the Americas

When one thinks of the Cold War, they often picture a bipolar world in which the U.S. and the Soviet Union skated perilously close to the edge of “mutually assured destruction” for decades on end. While it is true the nightmare of a nuclear holocaust haunted the lives of many Americans from 1945 to 1991, the Cold War was also instrumental in creating persistent global conflicts that continue to shape current events across the world from Latin America, through Asia, and into the Middle East and Africa, even as the once mighty Soviet Union fades into historical memory. This course approaches the Cold War by placing it within an enlarged global and comparative framework and will help students understand how the legacies of the global Cold War shape lives today. This course will not only examine the origins of the Cold War, and the dynamics and tensions that led to the bipolar world order, but it will also look how those dynamics shaped developments in Latin America. Students will examine how the global struggles between the US and Soviet Union led to violence, civil war, repression, ideological struggles, and fights for sovereignty within countries like Cuba, Guatemala, and Chile. We will look not only at broader political developments, but also investigate the social, cultural, and personal impact of these events on the individual lives of Latin Americans.

Course Length: Winter

Prerequisite: Successful completion of Modern World History and United States History

Comparative History of Women and Gender

This course takes a comparative perspective on the lives of women and their experiences, the ways in which historical forces shaped gender roles in different cultures, and similarities and differences in gender roles across different time periods and geographical regions. Rather than providing a chronological overview of the history of women and gender, the seminar will examine a variety of topics — work, marriage, family, politics, war, slavery, labor, cultural life, and social movements — from a historical perspective. Along the way, we’ll read a wide variety of secondary and primary sources, from an analysis of miscegenation in Islamic Spain, to the autobiography of a cross-dressing nun in colonial Latin America, to 20th century Soviet propaganda about gender roles.

Course Length: Winter

Prerequisite: Successful completion of Modern World History and United States History

Defining Modern: World Cultures and the Pursuit of “Progress”

What or who is “modern”? When is or was “modernity”? Does it make more sense to speak of multiple “modernities”? Spanning the 17th to 21st centuries, this course considers how meanings of the word modern have shifted and been hotly contested across time and place. When European Enlightenment thought defined “modern,” it did so in part by representing non-Europeans as prior to or opposed to the modern. Anti-colonial movements both challenged and drew from Eurocentric progress narratives, and in the process redefined what it meant to be modern. For many critics, the horrors of the Holocaust and European imperialisms exposed the contradictions at the heart of humanist and technological modernity. During the Cold War, capitalist and socialist states struggled to surpass each other in modern industrial and scientific advances. As Western nation-states administered populations through race and gender categories, feminist and diasporic movements announced resistant solidarities around these modern identities. Today, after decades of neoliberal globalization signaled to many scholars the outset of a new “post-modernity,” retrenched nationalisms and imperial militarisms are reasserting themselves with new force, even as environmental catastrophe

may yet signal modernity's passing. Examining these examples along with other case studies, this course will account for the major social, economic, and cultural formations invoked in debates around "modernity."

Course Length: Winter

Prerequisite: Successful completion of Modern World History and United States History

Population, Migration, and Sovereignty in our Modern World

The International Organization for Migration (IOM) estimates there are a record 244 million international migrants globally (or 3.3% of the world's population). This class will examine the powerful forces that motivate migration at a range of scales, from the integration of the world's economies and political conflicts, to environmental hazards. We will consider the trends in international migration and its impacts using examples such as the European Union (EU), the U.S., and refugee flows across the Mediterranean. While there are many positive impacts of migration, such as cultural diversity and economic growth, tensions can result between the logic of globalization, the traditional definitions of national sovereignty, and territorial integrity. We will examine how international migration not only changes the ethnic composition of populations, but also alters attitudes to national identity. Using a range of examples, we will consider the concept of the nation-state, national borders, how identity is interlinked with nationality and a sense of belonging, and how this has shifted over time. Finally, this class will consider the consequences of disunity between nations, and how the rise in nationalism in some regions works at odds with neoliberalism and globalization, leading to an uncertain global future.

Course Length: Winter

Prerequisite: Successful completion of Modern World History and United States History

Race in American Visual and Material Culture from the Indian Wars to the War on Terror

Humans are inherently visual animals, and social and political worlds are in large measure translated through visual cues. This holds true even for things that are the products of social and historical processes and not "real" in a material sense, such as race.

Though racial difference has long been biologized and treated as an inherent categorical division across humanity, the truth is the vast architecture of racial knowledge that shapes contemporary worldviews (as well as those of our recent and deeper pasts) has a specific history and formative genealogy. Much of that knowledge has been taught through a rich archive of visual and material representations, and this course will look at some contemporary critical literature that establishes the power of racial representation as a motive force in the constitution of dominant racial thinking at various points in the nation's history. In particular, the course will focus on moments of crisis that threatened contemporary visions of the nation, and which produced images of race that were disseminated through print, paint, and stone that helped shore up nationalist sensibilities. These were broad imaginations of race that, at various times, helped build consensus around issues as wide-ranging as westward expansion and Manifest Destiny, slavery and disunion, abolition, civil rights, war and national security.

Course Length: Winter

Prerequisite: Successful completion of Modern World History and United States History

American Radicals

What or who is radical? What political tendencies have been regarded as radical in American culture? What does the study of radicalism reveal about the U.S. on the world historical stage? This course covers the history of radicalism in the U.S. from the late 19th century through the late 20th century. We will explore how definitions of radicalism shift over time, even as we ask what distinguishes radicals from other reformers. Students will examine a combination of primary and secondary sources to learn how radicals challenged social norms, laws, transnational economic structures, and even the nation-state itself. As case studies, the class will examine multiple movements, including: anarchist, feminist, communist, black liberation, American Indian decolonization, Asian American liberation, Chicana/o nationalist, queer and transgender liberation, anti-prison, anti-globalization, anti-racism, and anti-imperialism. While radicalism primarily has been attributed to and claimed by left activists, we additionally will consider the New Right as a political tendency sometimes deemed radical. The uneven categorization — in activist, governmental, scholarly, and media discourses — of left and right politics vis-à-vis the

label of radicalism will be theorized. Our treatment of radicalism in the U.S. will not be exhaustive, but it will allow us to construct a working genealogy for significant strands of "radical" thought and action. By placing radicals in historical context, we will investigate the social experiences that led radicals to pursue their agendas, the U.S. government's responses to radical politics, and the impact that radicals had on the U.S. and its role in the world.

Course Length: Spring

Prerequisite: Successful completion of Modern World History and United States History

Energy Security

Despite recent and continuing advancements in renewable energy technology and volatile oil prices, we continue to live in a fossil-fuel dependent world, and the demand for oil, coal, and gas — particularly in emerging economies — continues to rise. This class will examine the importance of a balanced carbon cycle in sustaining other Earth systems and how continued exploitation of fossil fuels has long-lasting socioeconomic, political, and environmental impacts. This class will assess the geopolitical risks to the world of our reliance on fossil fuels and examine a range of notable trade flows and shipping routes, where securing supply is a key issue. Despite the growth in new resource frontiers, such as the Canadian tar sands, U.S. shale oil, and the future potential of Greenland and the Arctic, fossil fuels are a finite resource, and there are potential environmental and political risks associated with their exploitation. There are many alternatives to fossil fuels, such as nuclear, solar, and biofuels; this class will evaluate the extent to which these alternatives provide appropriate substitutions, and how the role of major powerful players, such as transnational corporations (TNCs) and intergovernmental organizations (IGOs), have an increasingly important role in determining an economically viable secure energy future in the context of anthropogenic climate change. Finally, this class will consider a range of possible mitigation and adaptation strategies as well as a range of future scenarios based on the values and attitudes of the present.

Course Length: Spring

Prerequisite: Successful completion of Modern World History and United States History

Incarceration Nation: The Rise of the Prison Industrial Complex

The advent of the modern state created a whole new universe of ideas regarding the individual or citizen's relationship to the nation. Central to this new notion of citizenship and civic conduct was the presumption there was a body of law to which members of a society adhered, and a violation of those laws would necessarily result in a punishment and perhaps a period of incarceration in a prison. Imprisonment stood in stark contrast to the elaborate stagings and public spectacles of torture that had been the norm in the early modern era. Though the modern prison emerged in a moment of enlightenment, its purposes and goals have been in considerable flux since its creation. Whether the prison is meant to rehabilitate or just cage its inmates is a question for which there have been many answers over the last few hundred years. How did the U.S. become a country that, while it only contains about 5 percent of the world's population, accounts for roughly 25 percent of the world's prisoners? Do Americans live in a society that commits more crimes than others? Do they define and punish crimes differently than most other nations? This course will focus on trends in incarceration in the U.S. in the post-civil rights era, ask whether the current prison system makes Americans safer as a society, and query the social costs of living in what some scholars call a "carceral state."

Course Length: Spring

Prerequisite: Successful completion of Modern World History and United States History

South Africa From Apartheid to Democracy

This course examines the history, society, and politics of South Africa in the 19th and 20th centuries, focusing on the historical forces at work in South Africa, social organization, national identities, the relationship of religion to resistance, the psychological dimensions of racial inequality, and the nature and challenges of democracy. Course topics include both important events — colonialism, the Great Trek and the Boer War, the legislative establishment of apartheid, the Sharpeville massacre, and the Soweto uprising — and conceptual issues such as racial hierarchy and Black consciousness. The seminar centers

around an in-depth historical simulation in which students work through the process of constructing a constitutional transition from apartheid in the early 90s. Using core primary documents such as the UN Declaration on Human Rights, the Freedom Charter of 1953, the writings and speeches of Stephen Biko and Nelson Mandela, students will engage with the questions and problems that confronted South Africans as they shifted to majority rule. Students will leave the class with a deep understanding of the complexities involved in this profound transition.

Course Length: Spring

Prerequisite: Successful completion of Modern World History and United States History

Oral History Seminar

In this seminar, we will trace the evolution of oral history as a discipline and examine how it evolved from a way to better understand the ideas and works of important elite individuals to a discipline that sought to empower and enfranchise those who had been previously invisible and silent. The course will be framed around two units. In the first unit, we will examine the works and methods of oral historians. We will not only read the historians' works, but we will critically examine the function and role of the interview in works they produced. What role did the historian play in shaping and presenting the interview? What agency did the subject have in the telling of their own story? What does that story tell us about broader historical movements, themes, and events? In the second unit of the course, students will formulate, design, and complete their own oral history project. Students will devise their own research question, develop and practice interview techniques, and conduct their own interview of a historical subject as a means of answering their research question.

Course Length: Spring

Prerequisite: Successful completion of Modern World History and United States History

HISTORY AND SOCIAL SCIENCE ELECTIVE

Elective courses offered by the history department allow students to explore additional topics in history and other social science disciplines beyond the three required years for graduation. Please note: **The elective courses listed below do not fulfill Bentley School graduations requirements for history.**

Introduction to Economics

This yearlong course introduces students to the field of economics by exploring concepts, theories, and methods used by social scientists to study the economy in its myriad forms and influences. At its heart, this is a course concerned with the notion of scarcity and how limited resources shape the modern industrial (and post-industrial) world through the rise of global capitalism. The course will first survey microeconomics, which deals with individual behavior and the conduct of businesses as part of the overall economy. In this portion of the course, students will explore pricing, market dynamics, costs, and analytical approaches to markets like game theory. Next, the class will move to macroeconomics, studying the economy overall, including factors like productivity, employment, inflation, and growth. The final portion of the course will focus on applied economics and development, examining how forces like structural inequity, responses to capitalism like Marxist theory, notions of dependency, and other factors shape political and social dynamics across the globe, in the past, present, and future. This portion of the course will allow students to conduct their own research about a specific issue in political economy, economic theory, or applied economics. Throughout the year, students will learn in a rigorous, seminar-style setting, emphasizing both contemporary and historical examples to illustrate concepts and ideas while consistently employing hands-on methods of learning about the role of economic theory and practice in our everyday lives. This course does not fulfill the History Seminar requirement.

Course Length: Yearlong

Prerequisite: Junior or senior standing; grades of C or higher in Modern World History and United States History; completion and/or concurrent enrollment in History Seminars; grades of C or higher in Algebra 2.

INTERDISCIPLINARY STUDIES/NON-DEPARTMENTAL OFFERINGS

Bentley values an interdisciplinary approach to learning. As students find threads between disciplines, their learning becomes more complex and nuanced, and the flexibility needed to undergo such an education can better prepare students for entry into an interconnected global society. Interdisciplinary studies foster curiosity, engagement, creative problem-solving, innovative thinking, creativity, teamwork, and collaboration. Further, interdisciplinary education encourages students to pose more questions than to find answers, to assume responsibility, and to construct meaning that is personal and relevant.

Engineering: The Call to Design (Honors)

Engineering is a broad field that encompasses nuclear reactions, biological systems, and interplanetary travel. The engineering courses at Bentley seek to develop essential problem-solving, designing, and building skills that span all engineering disciplines. Students in this course will build projects out of wood. To ensure the objects students build are useful, they will develop empathy to better understand the needs of the people around them. Students will make sure their projects are sturdy by understanding the physical forces at play and by testing different designs and woodworking techniques. This course will emphasize craftsmanship and teach students to put care into their work.

Course Length: Fall

Prerequisite: Sophomore, junior, or senior standing

Engineering: The Art of Invention (Honors)

Engineering is a broad field that encompasses nuclear reactions, biological systems, and interplanetary travel. The engineering courses at Bentley seek to develop essential problem-solving, designing, and building skills that span all engineering disciplines. Students in this course will build electronic and metal projects. Automated systems are everywhere in the modern world, and students in this class will learn to put together their

own. Students will also learn how to cut, shape, and assemble pieces of metal to contain their electronic systems. This course will emphasize collaboration and teach students to work with each other.

Course Length: Winter

Prerequisite: Sophomore, junior, or senior standing

Engineering: Bringing the Idea to Life (Honors)

Engineering is a broad field that encompasses nuclear reactions, biological systems, and interplanetary travel. The engineering courses at Bentley seek to develop essential problem-solving, designing, and building skills that span all engineering disciplines. Students in this course will build robots with plastic. To complete the robots, students will need to test and improve their programs and mechanisms iteratively. This process is essential to making sure a product is ready for actual use. Students will also learn how to work with plastic — one of the most ubiquitous, multifarious, and complicated materials in the modern world. This course will emphasize attention to detail and teach students how to finish a project.

Course Length: Spring

Prerequisite: Sophomore, junior, or senior standing

Making by Design (Honors)

This fast-paced, hands-on course will have students design solutions to engineering challenges. Students will work together, developing their understanding of physics, materials, and machines, to creatively solve problems. Using the makerspace tools to work with wood, metal, and plastic, students will build devices and contraptions to get the job done.

Course Length: Fall

Prerequisite: Junior or senior standing

Culinary Arts

This course focuses on the development of fundamental culinary skills, core cooking methods, and an introduction to catering. Students will incrementally develop specific food preparation techniques, such as knife skills, food production, food safety and sanitation, development of a palate, culinary math, and nutritional fundamentals. Over the course of the trimester, students will explore methods of cooking with dry heat (sautéing, pan

frying, deep frying, grilling, and roasting), moist heat (braising, stewing, poaching, and steaming), grains, and vegetables. This course will also teach students to produce food in volume, to order and purchase supplies, and to learn the skills of basic bookkeeping. Historical topics will also be covered, including the Columbian Exchange, global impact of the spice trade, and global food production. Through repetition students will develop competence and confidence as emerging cooks. This class will culminate in producing a Bentley Banquet. Both beginners and experienced cooks are welcome. *Bon Appétit*.

Course Length: Fall, Winter, Spring

Prerequisite: None

Debate and Public Speaking

This course designed to improve one's skills as a public speaker in any setting such as a job interview, presentations in front of an audience, and oral arguments. One important aspect of this course will be developing thinking and verbal-processing skills. As an example, creative-thinking skills will be developed for quick response ideas and generated into possibilities for speeches and debate arguments. Critical-thinking skills will be enhanced for reducing many creative visions into the most effective notions for speech and argument constructions. Another important aspect of this course will be building a theoretical foundation in both debate and public speaking. Critical-writing skills will also be enhanced as students write their speeches prior to presentation in which skills such as enunciation, pronunciation, voice volume, pace, rate, pitch, eye contact, and gestures will be honed to better present the speaker's ideas. Current events knowledge and interesting theories from the world will be shaped into winning debate arguments. Students will have multiple opportunities to speak in class, and those sessions will be recorded and analyzed by the teacher and students, which will form the majority of the course grade. Students will emerge from this course better competitive debaters and confident public speakers. This course may be repeated for credit.

Course Length: Fall, Winter, Spring

Prerequisite: None

Health and Wellness

This class offers an overview of health issues that are relevant to adolescents in high school and throughout their lives. The focus is on promoting

knowledge of health-related topics and one's ability to make personal choices that result in healthy behaviors. In this class, we explore health holistically, including mental, social, spiritual, emotional, and physical wellness. Students will read articles about current research, discuss ethical scenarios, analyze popular media messages, write personal reflections, participate in mindfulness activities, and make group presentations. Students are given the opportunity to explore these topics in a small group format that encourages discussion and questions.

These topics include personal decision-making, stress management, sleep, depression, managing moods, alcohol, drugs, contraceptives, STIs, media literacy, gender and sexuality, healthy relationships, and communication. Grading is based on independent and group projects, reflective writing, and active class participation. Health and Wellness is graded Credit/No Credit.

Course Length: Fall, Winter, Spring

Prerequisite: Sophomore standing or above. Sophomores may need to take Health as a seventh course one trimester. Students may not drop a yearlong course in order to accommodate fulfilling this graduation requirement.

MATHEMATICS

The power and beauty of mathematics make it a vital and essential component of secondary education. The department approaches mathematics as a way of thinking, and it strives to ensure that all Bentley students are prepared to understand and use mathematics effectively in everyday life. Bentley's program ranges from Integrated Math 1 to Multivariable Calculus. It is motivated by the philosophy that mathematics plays a central role in modern culture, including aesthetic and recreational activities, as well as an essential role in the scientific and technical community.

Bentley School requires all students to complete three years of mathematics, although most students undertake four years of study. All incoming students are required to have a TI-Inspire graphing calculator. A test is required of all incoming students to help determine appropriate placement. Except for two of the Computer Science elective courses, all mathematics classes are currently yearlong.

Integrated Math 1

Integrated Math 1 introduces students to math concepts beyond computation, and prepares students for further study of mathematics in high school and university. The course integrates topics from elementary algebra, two-dimensional geometry, statistics, and technology to ensure that students have a strong foundation in all of these areas and can use their skills to solve a variety of math problems that span these subdisciplines.

Course Length: Yearlong

Prerequisite: None

Integrated Math 2

This foundational course expands into quadratic, absolute-value, and other functions. Students will also explore polynomial equations, factoring, and probability along with its applications. The coverage of geometry topics will include polygon relationships, quadrilaterals, 3D solids, logic, proof, and congruence. The statistical units will introduce students to basic statistical analysis that covers distributions and both univariate and bivariate relationships.

Course Length: Yearlong

Prerequisite: Qualifying score on the placement test, recommendation of current teacher, consent of the Department, or completion of Integrated Math 1

Integrated Math 2 (Honors)

This foundational course expands into quadratic, absolute-value, and other functions. Students will also explore polynomial equations, factoring, and probability along with its applications. The coverage of geometry topics will include polygon relationships, quadrilaterals, 3D solids, logic, proof, and congruence. The statistical units will introduce students to basic statistical analysis that covers distributions and both univariate and bivariate relationships. This course moves at a faster pace and is more rigorous than the non-Honors level. Additional topics covered are at the teacher's discretion.

Course Length: Yearlong

Prerequisite: Qualifying score on the placement test, recommendation of current teacher, consent of the Department

Integrated Math 3

This class finishes the series of integrated math classes that seek to reinforce key mathematical skills

through continuous application and reinforcement of algebra, geometry, statistics, and technology skills. Students will study polynomial, radical, logarithmic, rational, and trigonometric functions. Coverage of geometry topics extends to similarity, circles, and conic sections. Students will expand upon their statistical knowledge base by learning to use percentiles, standardization, z-scores, and probabilities in their analysis.

Course Length: Yearlong

Prerequisite: Qualifying score on the placement test or completion of Geometry, recommendation of current teacher, or consent of the Department

Integrated Math 3 (Honors)

This class finishes the series of integrated math classes that seek to reinforce key mathematical skills through continuous application and reinforcement of algebra, geometry, statistics, and technology skills. Students will study polynomial, radical, logarithmic, rational, and trigonometric functions. Coverage of geometry topics extends to similarity, circles, and conic sections. Students will expand upon their statistical knowledge base by learning to use percentiles, standardization, z-scores, and probabilities in their analysis. This course moves at a faster pace and is more rigorous than the non-Honors level. Additional topics covered are at the teacher's discretion.

Course Length: Yearlong

Prerequisite: Qualifying score on the placement test or completion of Geometry, recommendation of current teacher, or consent of the Department

Precalculus

This college preparatory course gives students the knowledge needed for the study of calculus and other college mathematics courses. This course extends the concepts learned in Geometry and in Algebra 2, with an emphasis on functions, graphs, and trigonometry. Students will gain experience in presenting several different solutions to problems in the areas of advanced algebra, trigonometry, mathematical analysis, analytic geometry, and elementary calculus.

Course Length: Yearlong

Prerequisite: Successful completion of Algebra 2, recommendation of teacher, or consent of the Department

Precalculus (Honors)

This course covers the same range of topics as Precalculus but with an emphasis on derivation and mathematical rigor. It utilizes various techniques of mathematical proof (e.g., mathematical induction, proof by contradiction) and investigates concepts vital to calculus, such as continuity and rates of change. Students taking this course will be required to solve challenging problems, and success in the course is dependent upon motivation, hard work, and perseverance. The content of the course prepares students for Calculus 1 or 2 Honors.

Course Length: Yearlong

Prerequisite: A minimum grade average of A- in Algebra 2 or B+ in Algebra 2 (Honors), recommendation of teacher, or consent of the Department

Financial Algebra

Mathematics is all around us. Every day we make crucial decisions that can affect our lives in drastic ways. How do I know I'm getting the best cell phone contract? What does it mean to have a credit line? Why does my car insurance cost so much? Is the stock market the best way to invest my money? Financial Algebra is a college-preparatory course that will use mathematics to give students the tools to become financially responsible young adults. The course employs algebra, precalculus, probability and statistics, calculus, and geometry to solve financial problems that occur in everyday life. Real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting, and planning for retirement are solved by applying the relevant mathematics. Projects, discussion, and use of graphing calculators are key components of the course.

Course Length: Yearlong

Prerequisite: Junior or senior standing and successful completion of Algebra 2

Statistics

This course exposes students to the fundamentals of data collection and descriptive statistics. In particular, there is a major emphasis on methods for collecting, analyzing, and drawing conclusions from data. Students learn to describe patterns and departures from patterns; how to plan and conduct studies, experiments and surveys; and how to draw

inferences for populations from properly collected samples. The class makes extensive use of statistical software Fathom to analyze data.

Course Length: Yearlong

Prerequisite: Junior or senior standing and successful completion of Algebra 2

AP Statistics

AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns/probability, and statistical inference. Mathematical, graphical, and written justifications for solutions are emphasized throughout the course. The course is equivalent to a one-semester introductory college statistics course. All students are required to take the Advanced Placement Examination in May.

Course Length: Yearlong

Prerequisite: A minimum grade average of A- in Algebra 2 or B+ in Algebra 2 (Honors), qualifying score on the placement test, recommendation of teacher, or consent of the Department

Calculus 1 (Honors)

This course is an introduction to a college-level calculus course. The major areas covered are functions, graphs and limits (analysis of graphs, limits, asymptotic and unbounded behavior, and continuity), derivatives (concept of a derivative, derivative at a point, derivative as a function, second derivatives, applications, and computation of derivatives), and integrals (interpretations and properties of definite integrals, applications of integrals, Fundamental Theorem of Calculus, techniques of anti-differentiation, applications of anti-differentiation, numerical approximations to definite integrals, and differential equations). Graphical, numerical, algebraic, and verbal methods are stressed throughout the course. Students are not required to take the Advanced Placement Examination but may take advantage of extra preparation in order to do so.

Course Length: Yearlong

Prerequisite: A minimum grade average of B+ in Precalculus or B in Precalculus (Honors), qualifying score on the placement test, recommendation of teacher, or consent of the Department

Calculus 2 (Honors)

This course is equivalent to a two-semester university calculus course and may be taken after Calculus 1 Honors or Precalculus (Honors). All students are required to take the Advanced Placement Examination for Calculus in May. This course moves at a rapid pace; success in the course requires motivation, hard work, and perseverance. Calculus 2 (Honors) covers all the topics of Calculus 1 (Honors) as well as area between two curves, volumes of solids, surface areas of revolution, arc length, work, moments, centers of mass, centroids, fluid pressure and forces, integration by parts, partial fractions, L'Hopital's Rule, improper integrals, sequences and series (including power series, Taylor and Maclaurin series, and error analysis in series convergence). It will also include the calculus of conic sections, parametric equations, polar coordinates, and area and arc length in polar coordinates.

Course Length: Yearlong

Prerequisite: A minimum grade average of A- in Precalculus (Honors) or B+ in Calculus 1 (Honors), qualifying score on the placement test, or consent of the Department

Multivariable Calculus (Honors)

This course is the equivalent of a third-semester university calculus course that introduces students to the calculus of three-dimensional space. Topics of study include two- and three-dimensional vectors, dot products, cross products, surfaces, cylindrical and spherical coordinates, calculus of vector-valued functions, tangent planes, directional derivatives and gradients, Lagrange multipliers, partial derivatives, double and triple integrals, vector fields, change of variables, center of mass and moments of inertia, line and surface integrals, Green's Theorem, Stokes' Theorem, and an introduction to first and second order differential equations.

Course Length: Yearlong

Prerequisite: A minimum grade average of B in Calculus 2 (Honors), teacher recommendation, or consent of the Department

COMPUTER SCIENCE

Introduction to Programming

In this course for novices, students are introduced to the basics of programming principles, including variables, logic, if-else statements, loops, lists, and

methods. Students program simple games, and work collaboratively on more advanced tasks such as processing files and analyzing data. Most programming projects are developed using Python, but at the end of the trimester, students will also make interactive electronics projects with Arduinos. This course is a prerequisite for AP Computer Science.

Course Length: Spring

Prerequisite: None. Open to ninth graders with consent of the Department

Web Development

This course is a project-based introduction to web design and development. Students will learn how to design, develop, and maintain websites for themselves or others. This course will make web design accessible to everyone. We will learn how to use Hypertext Markup Language (HTML) to add structure to your webpages and Cascading Style Sheets (CSS) to add elements of style. At the end of the term, students will have created professional-looking websites.

Course Length: Winter

Prerequisite: None. Open to ninth graders with consent of the Department

AP Computer Science Principles

This course introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. Students will develop a range of skills vital to success in subsequent college courses, such as using computational tools to analyze and study data and working with large datasets to analyze, visualize, and draw conclusions from trends. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, as well as discussing and writing about the importance of these problems and the impacts to their community, society, and the world. All students are expected to take the Advanced Placement Examination in May.

Course Length: Year Long

Prerequisite: Successful completion of Algebra 2, or consent of the Department

VISUAL AND PERFORMING ARTS

Students must take a minimum of two years of the Arts, and ninth graders are required to take one yearlong Arts course.

VISUAL ARTS

The Visual Arts program at Bentley is a comprehensive experience focusing on the development of students' technical abilities as well as skills in creative problem-solving. Students must take a minimum of two years of the Arts, and ninth graders are required to take one yearlong Arts course. First-year art students take a full year of introductory courses that provide students with a foundation in sculpture, drawing, and design. During the sophomore, junior, and senior years, students may branch out to pursue discipline-specific topics in visual art. The Visual Arts curriculum is designed for students to continuously build a strong portfolio of work suitable for college entrance requirements.

Year One: First-year visual art students are required to take introductory level courses in drawing, sculpture, and design. These foundational courses provide students with the core technical skills for each area of study and are prerequisites for the intermediate electives. The emphasis of these courses is the understanding and application of the artistic process while learning how to conceptualize and evaluate works of art. Students will learn how artists work, gaining skills in critical analysis and application of materials. In the ninth-grade year, students take all three introductory courses and are eligible to take the intermediate electives in ceramics, drawing, or photography as sophomores. Sophomores, juniors, and seniors may elect to take all three introductory courses, or take a single trimester in their area of interest.

Introduction to Visual Arts: Drawing

This course focuses on the development of drawing skills using graphite, charcoal, pastel, and pen and ink, allowing students more accuracy and perception in their vision, as well as increased confidence and breadth in their ability to create works of significance. All aspects of Drawing are explored through studio projects with attention to the history and nature of process, medium, and content. Art historical context is provided through presentations and discussions, with a particular emphasis on contemporary artists.

Course Length: Fall, Winter, Spring

Prerequisite: None

Introduction to Visual Arts: Ceramics and Sculpture

This course examines the principles and elements of design in three-dimensional forms. Students will gain an understanding of additive and subtractive sculptural processes. Various materials and techniques will be introduced that may include handbuilding in clay, constructing form with wire, and exploring assemblage. Art historical context is provided through presentations and discussions, with a particular emphasis on contemporary artists.

Course Length: Fall, Winter, Spring

Prerequisite: None

Introduction to Visual Arts: Design

This course takes an in depth look into various graphic art forms with an emphasis on devising compelling compositional arrangements. Graphic art forms introduced in this class include photography, printmaking, screen printing, and typography, all in conjunction with various graphic design projects. Digital media will be utilized alongside traditional art forms such as collage and drawing. In addition to studying relevant art historical references, a review of the Elements of Art and Principles of Design will serve as the foundational framework for this course.

Course Length: Fall, Winter, Spring

Prerequisite: None

Year Two: Second-year visual arts students are able to take a variety of intermediate electives in ceramics, drawing, film, and photography. These trimester-long courses are intended to develop the ability of the student to express themselves and communicate through visual means. Courses build on the instruction of fundamental concepts and technical use of materials. Each course has a special focus that touches on historical and contemporary uses of the medium, providing students with a breadth of skills and knowledge. With the exception of the film courses and AP Art History, students must have taken the introductory course before enrolling in one of the intermediate electives. Students must also take at least two trimesters of intermediate courses in their chosen medium (ceramics, drawing, or photography) to move into the yearlong advanced courses.

Intermediate Drawing: Painting

Painting focuses on fostering in-depth understanding of color and painting techniques as well as developing student skills with painting media, including ink, watercolor, and acrylic. The theory and practice of painting are explored through studio projects, with attention to the history and nature of process, media, and subject matter. The studio experience may include field trips, critiques, and visiting artists. Art historical context is provided through presentations and discussions.

Course Length: Fall

Prerequisite: Successful completion of Introduction to Visual Arts: Drawing

Intermediate Drawing: Life Studies

Students in the Life Studies class apply various methods of observation and discernment to investigate subjects and gain a better understanding of the world around us. This course focuses on the development of observational skills and drawing techniques using a wide range of media that may include charcoal, graphite, and ink. Drawing projects will focus on examining life through both brief and sustained studies. Art historical context is provided through presentations and discussions.

Course Length: Winter

Prerequisite: Successful completion of Introduction to Visual Arts: Drawing

Intermediate Drawing: Mixed Media

Mixed Media emphasizes the imaginative use of traditional and nontraditional materials and processes in the interest of fostering student skills with art-making techniques and conceptual ideas. Innovations in contemporary art are explored in order to help students find inspiration for their own works. Media and techniques may include drawing, painting, printmaking, collage, and sculpture. The studio experience may include field trips, critiques, and visiting artists. Art historical context is provided through presentations and discussions.

Course Length: Spring

Prerequisite: Successful completion of Introduction to Visual Arts: Drawing

Intermediate Photography: Technical Foundations

Technical Foundations will take a closer look into the analog and digital methods involved in capturing and editing photographic images. Students will refine and elaborate on techniques and concepts introduced in Introduction to Photography. Students will begin a new technical assignment every two weeks investigating topics including long exposures, fine tuning focus in macro photography, using mixed-lighting for portraits, and perspective adjustments in architectural photography. Students will have more artistic freedom with assigned projects and will explore personal concepts by producing additional compositions.

Course Length: Fall

Prerequisite: Successful completion of Introduction to Visual Arts: Design

Intermediate Photography: Documentary Photography

Documentary Photography involves a mix of research and investigation, writing and reporting, and photography in order to create cohesive visual narratives. We will begin by exploring the history of photographic documentation and its many forms and subjects, ranging from human rights, social justice issues and the environment, to cultural quirks and

huge global events. Students will gain a deeper understanding of documentary work by exploring vast online archives, books, films, and other publications. Students will create several short-term projects as well as a trimester-long documentary of a single subject to encourage the development of a personal artistic voice and vision.

Course Length: Winter

Prerequisite: Successful completion of Introduction to Visual Arts: Design and Intermediate Photography: Technical Foundations

Intermediate Photography: Digital Darkroom and Hybrid Workflow

Digital Darkroom and Hybrid Workflow familiarizes students with editing software to maximize the potential of digital image files. Students will explore best practices in digital workflow, file storage, and mining information stored in RAW files. A large portion of the class will be devoted to making work that blends digital work and traditional art media. This type of hybrid workflow allows students many options: scanning analog film for digital manipulation, printing on transparencies, contact printing, and drawing or painting over digital prints. Students will produce a range of work that will further develop the breadth of their growing photographic portfolios.

Course Length: Spring

Prerequisite: Successful completion of Introduction to Visual Arts: Design and Intermediate Photography: Technical Foundations

Intermediate Ceramics: Wheel Throwing

This course focuses on the potter's wheel as a way to create ceramic art. As students learn skills in throwing, they develop the ability to make a dinner set, lidded containers, vases, and many other items of functional purpose and value. They also develop the skills to trim their wares and to glaze and decorate surfaces. Art historical context and contemporary examples of wheel thrown ceramic art are provided through presentations, field trips, visiting artists, and discussions.

Course Length: Fall

Prerequisite: Successful completion Introduction to Visual Arts: Ceramics

Intermediate Ceramics: Mold Making and Multiples

This course focuses on the process of creating multiples in ceramics. It will start with creating a simple line of dinnerware by creating one- and two-part plaster molds and learning the process of slip casting. Students will then move on to create more complicated molds and talk about examples of creating multiples for more creative uses, such as decorative tiles and installation art. Students learn additional techniques in surface decoration and glazing. Art historical context is provided through presentations and discussions, with a particular emphasis on contemporary ceramic artists.

Course Length: Winter

Prerequisite: Successful completion of Introduction to Visual Arts: Ceramics

Intermediate Ceramics: Ceramics Installations

This course uses the techniques that students have already learned to consider the creation of work for wall or outdoor installation. Students will explore the stages of ideation and revision as they work to create site-specific installations. Issues of theme, durability, and interaction with the space will be explored. The focus of the course is on creative exploration, and individual expression of ideas and concepts. Art historical context provides knowledge of ceramic art movements and advanced art techniques through presentations, field trips, visiting artists, and discussions.

Course Length: Spring

Prerequisite: Successful completion of Introduction to Visual Arts: Ceramics

Film: Techniques of Famous Film Directors

This course explores the ways in which revered directors like Tim Burton, Alfred Hitchcock, Akira Kurosawa, François Truffaut, and Spike Lee have developed and used their signature styles and approaches to shape and inform the art of filmmaking. Through research, analysis, and discussion, students will learn to recognize and then incorporate the methodologies, styles, and techniques of these famous directors into their own original film projects. Students will learn the

basics of film production and film criticism to gain a deeper understanding of how these famous directors and their work fit into the history of film. By the end of the course each student will write, produce, and direct three short, three- to five-minute film projects.

Course Length: Fall

Prerequisite: Sophomore, junior, or senior standing

Film: The Art of Music Videos

This course will look at how the intersectionality of music and film can be used to tell compelling stories through the juxtaposition of sounds and images. The goal of this course is to give students the tools to use this medium to create music videos that are thought-provoking as well as entertaining. Students will learn the history of music videos by analyzing notable music videos from a variety of musical styles and genres. Students will learn the basics of film production and will write, direct, and produce three short, three- to five-minute music videos. Musicians and songwriters are strongly encouraged to take the course.

Course Length: Winter

Prerequisite: Sophomore, junior, or senior standing

Film: Biographical/Autobiographical Documentary Filmmaking

This course will explore how documentary filmmaking can be used as a powerful storytelling tool. Through analysis of important biographical and autobiographical documentary films, students will learn how to conceive, research, write, produce, and direct two short biographical and one autobiographical documentaries. Students will learn how documentaries differ from other film genres as well as strategies for finding and telling interesting stories about people.

Course Length: Spring

Prerequisite: Sophomore, junior, or senior standing

Year Three - Advanced Visual Art

Courses: In the third year of study, visual arts students take a yearlong advanced level course in their chosen media. These courses require intensive study emphasizing technical proficiency, creativity, and self-expression. Students experiment with skills and materials in order to develop a personal visual language. The advanced level student will learn strategies for brainstorming, conceptual development, and articulating intent. The advanced level courses are prerequisites for AP Studio Art.

Advanced Drawing and Painting (Honors)

This course is designed for students who are serious about visual art and have already demonstrated skill with basic techniques. In this course students will continue to work with fundamentals of design and composition as well as with media including drawing, painting, and printmaking, and they will learn increasingly complex techniques and skills. Emphasis will be on developing the student's artistic process and voice through a wide range of projects that allow for individual expression of ideas, many of which focus on conceptual content. Students will gain more independence in their art-making and begin building a portfolio of quality work that can be part of an AP 2D Studio Art portfolio in their senior year.

Course Length: Yearlong

Prerequisite: Successful completion of two trimesters of intermediate drawing electives, or approval by Department through portfolio review

Advanced Photography (Honors)

Advanced Photography is designed to encourage an individual student to create a body of work that expresses his or her own visual style and language. Students study the history of photography, consider the aesthetic and social concerns inherent in the medium, and continue to develop their skills with the technical challenges of photography. Formal critiques, in which students learn to critically discuss artwork presented, are a valuable part of the class. Throughout the year the students read about and discuss contemporary artists and art criticism. With each new project, students are required to write artist statements and discuss their process and work.

Course Length: Yearlong

Prerequisite: Successful completion of two trimesters of intermediate photography electives, or approval by Department through portfolio review

Advanced Ceramics (Honors)

This course is designed for serious ceramic students who have developed solid basic skills in beginning and intermediate classes. Advanced students continue to work with fundamental techniques for shaping clay and creating surface design as they explore increasingly complex possibilities. Emphasis is on supporting and encouraging the individual student's creativity in a wide range of projects designed to promote expression and imagination. Students are expected to work independently, researching information — whether a technique, style of construction, history, contemporary practices, or topics to infuse in the artwork — and making significant progress outside of check-in points. Through the course, students build a portfolio of high-quality work. Students begin building a portfolio of high-quality work that can be part of an AP 3D Studio Art portfolio in their senior year.

Course Length: Yearlong

Prerequisite: Successful completion of two trimesters of intermediate ceramics electives, or approval by Department through portfolio review

AP Art History

The AP Art History course explores such topics as the nature of art, its uses, its meanings, art-making, and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters in-depth and holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art-making processes and products throughout history.

Course Length: Yearlong

Prerequisite: Juniors and seniors only and permission of instructor

Year Four: Fourth-year visual arts students spend the year building a college-level portfolio of artwork in AP Studio Art. Drawing and photography students come together in AP Studio Art: Drawing and 2D Design, and ceramics students move into AP Studio Art: 3D Design. Students act as practicing artists building their own assignments, working in series, and defending their works

AP Studio Art: Drawing and 2D Design

AP Studio Art is comparable to an introductory college course and necessitates an intense commitment of time and effort to produce original artworks of exceptional quality. Emphasis is on the creation of a body of art at a level that is not only technically skillful, but also exhibits significant intellectual and emotional engagement that expresses a student's own vision and style. Students will develop a portfolio of 24 works of art reflecting three areas of concern: breadth, concentration, and quality. Work can be produced in a variety of media including drawing, painting, mixed media, digital art, and photography. Assignments will be given throughout the fall trimester to fulfill the breadth requirement. In the winter and spring, students will develop the concentration portion of the portfolio creating a series of works that demonstrate sustained investigation of a specific visual idea. Students are required to complete the expectations of a finished Drawing or 2D Design portfolio for submission to the College Board by the first week in May.

Course Length: Yearlong

Prerequisite: Successful completion of Advanced Drawing and Painting, or Advanced Photography, and consent of the Department Chair through portfolio review

AP Studio Art: 3D Design

The Advanced Placement 3D Design course is a college-level intensive study in 3D art. The course focuses on a comprehensive approach to the creative process through historical investigation and purposeful design exploration, mastery in execution, and a thorough reflection process (group and individual). Students participate in formal critiques and take an active role in the assessment of their own work. Time outside of class for work, museum and gallery visits, and sketchbook assignments is an

integral expectation of the course. Emphasis is on the creation of a body of 3D art at a level that is not only technically skillful, but also exhibits significant intellectual and emotional engagement that expresses a student's own vision and style. The course necessitates an intense commitment of time and effort to produce original artworks of exceptional quality. Students are required to complete the expectations of a finished portfolio for submission to the College Board by the first week in May. The portfolio is composed of three sections (breadth, concentration, quality), consisting of 18 to 20 works.

Course Length: Yearlong

Prerequisite: Successful completion Advanced Ceramics and consent of the Department Chair through portfolio review

PERFORMING ARTS

Music and Theatre Arts classes at Bentley celebrate the creative process while nurturing the mind, body, and spirit. The curriculum in the Performing Arts department is designed for students to develop an understanding of and appreciation for the arts through a combination of hands-on experience and historical and analytical study. Students may take classes in all the areas of the arts, or they may specialize as they choose.

Students must take a minimum of two years of the Arts, and ninth graders are required to take one yearlong Arts course. **Ninth graders will receive Performing Arts credit for the following yearlong courses: Advanced Theatre, Chamber Music Ensemble, Chorus, Concert Choir, Intermediate Theatre, Introduction to Music, Introduction to Theatre, Jazz/Rock Ensemble, and Technical Theater.**

MUSIC

Chorus

In this class students will learn the fundamentals of singing as well as how to develop the voice into a healthy musical instrument. The chorus performs a minimum of twice a year at the Winter and Spring Concerts, along with the Concert Choir and Chamber Ensemble. Students will learn to identify repertoire from a variety of musical genres. There will be an introduction to music theory where students will learn how to read and write music notation, as well as an ability to understand and analyze music.

Course Length: Yearlong

Prerequisite: None, this class is the prerequisite for Concert Choir

Concert Choir (Honors)

All students are welcome to audition for this performance-based ensemble. Through the study of collegiate choral literature, students will have opportunities to further advance their vocal and musical skills, knowledge, and expression. This group performs a minimum of twice a year at the Winter and Spring Concerts, along with the Chorus and Chamber Ensemble, as well as at other events, including Admission Events, Development Events, Open houses, etc. There will be an opportunity to travel and compete at the national level. This course may be repeated for credit.

Course Length: Yearlong

Prerequisite: Chorus. Audition is required for placement

Chamber Music Ensemble

Chamber Music Ensemble is a yearlong course for instrumentalists wishing to gain ensemble experience and to have a good time making music with their classmates. Students must provide their own instrument and practice outside of class as necessary. This is not a class for beginners but for those who already have basic music skills. The course will include music from a variety of periods including Early Music, Baroque, Classical, 20th century, and popular music. In addition to standard rehearsals, students may receive coaching from Bay Area musicians. There will be a formal concert in the fall, one in the spring, and other community-related performances. This course may be repeated for credit.

Course Length: Yearlong

Prerequisite: Audition is required for placement. Students should be able to play major and minor scales and have the ability to read music.

Introduction to Music

This yearlong course is designed to provide a basic knowledge of music theory and history as well as ear-training skills. Time periods, styles, composers, musical notation, pitch, rhythm, dynamics, phrasing, scales, key signatures, intervals, chords, and chord inversions will be covered. The ear-training portion of the course will focus on the development of relative

pitch and recognition of rhythms, melodies, intervals, and chords. In addition, students will perform and learn to compose original compositions.

Course Length: Yearlong

Prerequisite: None; this course is the prerequisite to AP Music Theory

Jazz/Rock Ensemble 1

This yearlong class may be composed of students with a wide range of skill levels and is designed to introduce students to the world of improvisational-based music. This class also serves as the beginning level band/combo in the department. The repertoire will be chosen to suit the level of the individual class and will draw from a variety of sources, including Jazz, Rock, Blues, Funk, Afro-Caribbean, and Brazilian music. During each trimester students will take an integrated approach to the study of performance and improvisation. Material covered in class will include music theory, practical skills exercises, and repertoire development. Thirty minutes of home practice are expected every day. Each student should be working on those aspects of his or her playing that need improvement. The repertoire in the Jazz/Rock Ensemble will be selected to familiarize students with simple diatonic chord progressions so standards such as Michel Legrand's "Autumn Leaves" and Kenny Dorham's "Blue Bossa" will be introduced. In addition, students will be introduced to music that uses the Blues Scale as well as important modes of the Major Scale. This ensemble will also work on the basic 12-Bar Blues form and related Rock and Funk forms. Vocalists are welcome in this class, and material will be selected to accommodate their level of proficiency. The ensemble will perform several times throughout the year, including the Winter Jazz Concert, Dual Campus Jazz Concert, Spring Jazz Concert, and the Bentley Jazz Festival. This course may be repeated for credit.

Course Length: Yearlong

Prerequisite: Audition is required for placement

Jazz/Rock Ensemble 2

In this intermediate/advanced level course, the focus is on more difficult repertoire and advanced theory. The repertoire is chosen to familiarize students with more rapidly moving harmonic progressions so pieces such as Clifford Brown's "Joy Spring," Tadd Dameron's "Lady Bird," as well as John Coltrane's

"Lazy Bird" and "Moment's Notice" are introduced. In addition, students are exposed to music that uses modes of the Melodic Minor and Harmonic Minor scales. Examples are "Nica's Dream" by Horace Silver and "Chelsea Bridge" by Billy Strayhorn (Melodic Minor). Vocalists are welcome in this class and instrumentalists are taught the basics of vocal accompaniment including key transposition to accommodate individual vocal ranges. Other material covered in class comprises music theory and practical skills exercises (including execution of Major Scales, Melodic Minor Scales, Blues and Bebop Scales, Lydian, Lydian Dominant, Altered, Phrygian, and Dorian Modes, arpeggios, diatonic sequences, chromatic approach, rhythmic drills, ear training, and rudiments for drummers). Students continue listening and analyzing recordings with an emphasis on original and advanced material. The Jazz 2 ensemble will be featured several times throughout the year, including at the Winter Jazz Concert, Dual Campus Jazz Concert, Spring Jazz Concert, and the Bentley Jazz Festival, along with select admissions events. This course requires enrollment for the full year and may be repeated for credit.

Course Length: Yearlong

Prerequisite: Audition, one year of Jazz Ensemble 1 and/or consent of the department

Composition and Musicianship Performance Lab (Honors)

This yearlong course will cover most of the topics of traditional Advanced Placement Music Theory, but will do so through practical application. Students will take a "hands-on" approach to the study of music theory, musicianship, ear training, and composition. All students will be part of a Lab Ensemble (a student band) constituting instrumentalists and/or vocalists, and will have the opportunity to perform one another's compositions. Students will be expected to develop conversancy with standard musical notation, conducting techniques, rehearsal techniques, and production techniques. Students will be taught to use computer-based music notation and digital recording programs, and will also be required to learn the protocols of old-fashioned hand notation. In addition, the ensemble will perform at all major school events throughout the year and participate in various local and statewide jazz festivals. This course may be repeated for credit.

Course Length: Yearlong

Prerequisite: Audition is required for placement. At least three to four years of prior band, orchestra, or choir experience is strongly recommended. By permission of instructor only

AP Music Theory

This advanced level, yearlong course is designed to help students develop the "hearing eye" and "seeing ear" by building on their musicianship skills in sight singing, rhythm reading, ear training, and keyboard harmony. The course begins with a review of the basics of music theory and moves quickly to analysis, counterpoint, and composition. By the end of the course, students should be able to analyze written music from many genres both visually and aurally; students should be able to sight-sing tonal melodies; students should be able to play harmonic reductions at the keyboard; and students should be able to transcribe music from listening with reasonable accuracy. Music Theory (AP) is conducted as a seminar for musicians, requiring class participation and independent thinking. The course adheres to the advanced level of work found in all AP courses and is designed to prepare students for the national Advanced Placement examination in May. After the AP exam, students are required to compose a short composition. There may also be significant summer assignments prior to the school year and/or additional required class meetings. All students are expected to take the Advanced Placement Examination in May.

Course Length: Yearlong

Prerequisite: Introduction to Music and/or consent of Department Chair (must demonstrate basic level of musicianship)

THEATRE

Technical Theatre

Technical Theatre is a yearlong course created to introduce students to design for the stage. Students will become proficient in backstage terminology and will receive an overview of theatrical design in the areas of scenery, lighting, costume, sound, and props. This will allow students to gain an appreciation for theatrical production and then focus their skills in a specific design area. Students will be trained in the use of power tools and the safe application of those tools to the set-construction process. Throughout the year, students will apply the skills learned in class to the Fall Play, Winter Musical, and Spring Student

Directed Projects. The course will also prepare students with interest in technical production to work on other Bentley campus events if they choose and pursue these disciplines outside of school through internships with local theatre companies. Technical Theatre can be repeated for credit.

Course Length: Yearlong

Prerequisite: None

Introduction to Theatre

Introduction to Theatre is a yearlong course designed to introduce students to the full scope of theatre arts: roles (both on and off stage), the various forms of theatre and performance, and the different types of theatrical spaces. Students will learn theatre terminology, pantomime, improvisation, play structure and analysis, monologue writing and performance, audition technique, voice, acting history, and scene work. Students will also learn how to approach theatre through design and will create and present a lighting, costume, and scenic design of a full-length play explored in class. This is the perfect course for students looking to try something new, as well as for those who have a curiosity about what theatre has to offer, in a safe and fun environment.

Course Length: Yearlong

Prerequisite: None

Intermediate Theatre

Intermediate Theatre is a yearlong course intended for students with prior experience wishing to explore the different techniques of acting and to delve deeper into character creation and development. We will look at the history of acting from the turn of the 20th century to the present and explore the fundamental skills of text analysis and characterization (e.g., Stanislavski, Brecht, Strasberg, Hagen, and Adler). This course will also introduce the roles of the playwright, dramaturg, and director. Students will begin with published scene-study earlier in the year and then shift gears into creating theatre for the stage. Students will write blank scenes and short one-act plays. The class will culminate in the performance of a student-written, student-directed piece.

Course Length: Yearlong

Prerequisite: Introduction to Theatre or approval of the instructor

Advanced Theatre (Honors)

Advanced Theatre is a yearlong course intended for students with extensive prior experience wishing to challenge themselves with a college-level and/or conservatory-style acting class. Trimesters one and two will focus on partner work and “The Sanford Meisner Approach,” as well as: Objectives, Beats, Tactics, the “Magic If,” the Moment Before, the Moment After, and rehearsal techniques using Maura Vaughn’s book: *The Anatomy of a Choice*. For the third trimester, Advanced Theatre will bring together all the techniques learned in Intro, Intermediate, and Advanced, and apply them to performance by having students form the core ensemble of the senior-directed plays. Trimester three will culminate in one or two published, full-length plays, which will be directed by graduating seniors in the class. Seniors who wish to be considered will need to enroll and participate in the class as actors until the senior directors are selected in Trimester two. Senior directors will be selected through an application process and “pitch” presentation for the instructor and a panel of Faculty Members. This course can be repeated for credit.

Course Length: Yearlong

Prerequisite: Intermediate Theatre or approval of the instructor

SCIENCE

The goals of Bentley’s Science Department are to develop in all students the analytical skills and knowledge base that will allow them to become scientifically literate members of our global society, to inspire a respect and love for scientific habits of mind, and to provide opportunities for students to pursue a depth of study in a variety of fields on their path toward becoming future scientists. The Bentley science curriculum is designed to develop students’ scientific reasoning, critical thinking, and laboratory skills, and to challenge students to think both analytically and creatively. The ninth grade science course provides the foundation for later classes and introduces students to the pursuit of science through investigations and inquiry activities that have real-world relevance. As students advance through their required sequence of courses, they develop more sophisticated experimental skills, and enhance

their ability to critically evaluate different ways of studying natural phenomena.

While Bentley requires three years of laboratory-based science for graduation, many Bentley students choose to delve deeper into one or more subjects and increase their breadth of exposure in science by taking second exposure advanced classes. These courses include Advanced Placement classes in Biology, Chemistry, Physics, and Environmental Sciences, as well as a wide variety of honors-level seminars.

Physics 9

Physics is designed to impress upon students the concept that science represents both a process and method for acquiring knowledge as well as a body of knowledge. Students develop a wide array of analytical skills and experimental design principles that will serve as a foundation for their subsequent science courses at Bentley and beyond. The course introduces the principles and physical applications of Newtonian mechanics, conservation laws, electrostatics and circuits, and basic thermodynamics.

While physics entails conceptual understanding, this course also focuses on using basic algebraic equations to develop problem-solving skills. Time will be spent developing the essential skill of dimensional analysis, which will be used in subsequent science courses. Lab work entails inquiry-based learning, building projects, and experimental design to allow students to develop a deep, intuitive understanding of the subject as a whole and to be exposed to key principles of physics at work in phenomena they encounter in their everyday lives.

Course Length: Yearlong

Prerequisite: None

Physics 9 (Honors)

This course parallels the Physics 9 course content at a level that assumes a strong mathematics background. The course will cover the fundamentals of classical mechanics in more depth and with greater mathematical sophistication and rigor, with a particular emphasis on quantitative problem-solving and algebraic reasoning. Lab work features experimental design, inquiry-inspired learning, building projects, and extensive data analysis. Time permitting, additional topics may be covered, including modern physics, gravitation, cosmology, and introductory quantum mechanics.

Course Length: Yearlong

Prerequisite: Placement is based upon student performance on the Physics 9 (Honors) placement test

AP Physics C: Mechanics

AP Physics C: Mechanics is comparable to an introductory university course in physics and is designed to build on the conceptual understanding attained in a first exposure course in physics. In addition, this class supports the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. Topics of study in this course include kinematics, vector analysis, projectile motion, forces, rotational statics and dynamics, universal gravitation, momentum, energy, power, and simple harmonic motion. Strong emphasis will be placed on solving a variety of challenging problems, as well as developing a deeper understanding of physics concepts. Calculus will be used to formulate physical principles and to apply them to physical problems. There will be a significant laboratory component in order to facilitate students’ understanding of the topics, as well as to provide students with exposure to the process of scientific inquiry. Additionally, students will spend some time covering material from the AP Physics C: Electricity and Magnetism course.

Course Length: Yearlong

Prerequisites: 1) Completion of Physics 9 (Honors) with a yearlong minimum B average or Physics 9 with a yearlong minimum A- average, 2) Completion of Calculus 1 or 2 (prior) or Calculus 2 taken concurrently, 3) Permission of the Science Department

Chemistry

Chemistry is a science central to the others. It has rich ties to both the physical and life sciences, and provides a bridge between these two seemingly disparate disciplines. It is the study of the composition, structure, properties, and reactions of matter, in addition to energy and energy changes associated with these properties and processes. Students will explore these principles through the lens of four thematic units: alchemy, smells, toxins, and fire. Through these themes, students will explore topics such as atomic structure, nuclear chemistry, the periodic table, chemical bonding, organic chemistry, phases of matter and their properties, chemical reactions, stoichiometry, solutions and solubility,

acids and bases, and thermodynamics. The laboratory component will challenge students to be careful and objective observers, analyze data and assess the accuracy and reliability of their results, communicate their results effectively and with support from evidence, and, time permitting, design their own experiments. Students who are interested in pursuing further study in AP Chemistry would be best served by taking Honors Chemistry.

Course Length: Yearlong

Prerequisites: Completion of Physics 9 or Physics 9 (H), and either Geometry, Geometry (H), or Integrated Math 1

Chemistry (Honors)

This course provides a strong foundation in chemical principles with an emphasis on the quantitative nature of each topic. It is therefore recommended for students with a strong mathematics background. Topics of study include atomic structure, quantum mechanics, the periodic table, chemical bonding and molecular structure, chemical reactions, stoichiometry, gas laws, thermodynamics, states of matter, solutions and solubility, equilibrium, and acids and bases. Additional topics may include electrochemistry, organic chemistry, and a more in-depth look at bonding theories, including molecular orbital theory and valence bond theory. The laboratory component of this class will have a larger emphasis on challenging students to develop their scientific writing through deep analysis of their findings. It will also stress the importance of reflection on the design of each experiment in order to assess the accuracy of their measurements through careful error analysis. Students who are considering taking AP Chemistry in future years will be best prepared by taking this course.

Course Length: Yearlong

Prerequisites: 1) Completion of Physics 9 (Honors) with a yearlong minimum B average or Physics 9 with a yearlong minimum A average, 2) Concurrent enrollment in Integrated Math 3 (H) is highly recommended, 3) Permission of the Science Department

AP Chemistry

This course is equivalent to an introductory university chemistry course and is designed as a second exposure to chemistry. Very little time will be spent reviewing the concepts covered in Chemistry or Chemistry (Honors), but students will delve further

into those topics, exploring them from a more quantitative perspective. Topics that will be covered include atomic structure, stoichiometry, chemical reactions, the periodic table, bonding, molecular structure and shape, gases, kinetics, equilibrium, acid-base chemistry, solutions and solubility, thermodynamics, and electrochemistry. Application of chemical principles and data analysis is emphasized. Laboratory work will mirror the types of experiments students should expect to see at the college level, with a focus on experimental design and a rigorous analysis of results. The class will move at a brisk pace, and student success is dependent upon an individual's motivation, hard work, and perseverance. Students will have a considerable amount of nightly homework. There will be a summer assignment associated with this course. All students are required to take the Advanced Placement Examination in May.

Course Length: Yearlong

Prerequisites: 1) Completion of Chemistry (Honors) with a yearlong minimum B+ average or Chemistry with a yearlong minimum A average, 2) Concurrent enrollment in Precalculus or higher, and a minimum yearlong B average in Algebra 2 (Honors) or a minimum-year long B+ average in Algebra 2, 3) Permission of the Science Department

Biology

As an introduction to the field of biology, this class provides an in-depth study of the science of biological systems. The course is structured around some of the most fundamental topics of biology including the molecular study of life (biochemistry and enzyme function), the workings of cells (cell structure, function, reproduction, and energetics), the inheritance of traits (genetics and evolution), organismal biology (structure, function, and physiology of organisms), and the diversity of life. Evolution, the relationship between structure and function, and interactions between living systems are the unifying themes of the course. Through homework, projects, labs, and class discussion, students are encouraged to understand and be able to apply the scientific method as it is used in biology, develop critical-thinking skills, and be able to think about, discuss, and form opinions about contemporary biology-related issues.

Course Length: Yearlong

Prerequisite: Completion of Chemistry

Biology (Honors)

This course is geared toward students who have demonstrated interest and aptitude in their previous science classes. In addition to the traditional biology curriculum, students will spend substantially more time building skills in scientific literacy, analytical writing, experimental design, and data analysis. Students will go into more depth in some of the traditional biological topics, including evolution, the chemical building blocks of life, genetics, biotechnology, and animal physiology. Students should anticipate a course that is fast paced and emphasizes learning both inside and outside of the classroom.

Course Length: Yearlong

Prerequisites: 1) Completion of Chemistry (Honors) with a yearlong minimum B average or Chemistry with a yearlong minimum A- average, 2) Completion of Algebra 2, 3) Permission of the Science Department

AP Biology

AP Biology is a second exposure, advanced-level course in biology that focuses on four major themes within the field of biology: evolution, communication, interaction, and energy flow. This course is intended to strengthen students' analytical thinking and scientific practices within the context of biology. An emphasis will be placed on analyzing scientific data to understand relationships between structure and function, how an organism's biochemical pathways and systems work together, and the interdependence of living organisms. Topics will be considered from the perspective of molecules, organisms, and ecosystems. Students will also be expected to design and carry out experiments by using lines of evidence to develop and refine testable hypotheses and predictions of natural phenomena. To be successful in this course, students must be self-motivated in terms of managing time, staying up-to-date with assignments, and seeking help when needed. Students will be expected to do a considerable amount of independent reading, note-taking, and complete intensive laboratory exercises. There will be a summer assignment associated with this course. All students are required to take the Advanced

Placement Examination in May.

Course Length: Yearlong

Prerequisites: 1) Completion of Chemistry or Honors Chemistry, 2) Completion of Biology (Honors) with a yearlong minimum B average or Biology with a yearlong minimum A- average, 3) Permission of the Science Department

AP Environmental Sciences

Environmental studies is a field rich in interdisciplinary ideas. It draws from multiple scientific lenses including biology and chemistry, and quickly collides with societal needs and questions. This course will focus on both the environment itself in addition to how humans interact with and modify their environment, with a heavy emphasis on ecological interactions. Themes will include energy transformation, cycling of matter, human food production on land and in water, water quality and supply, atmospheric modification, energy supply and usage, and land use practices in the context of ecological principles. Special emphasis will be placed on understanding climate change. The course will utilize extensive laboratory and field work, along with class discussions, field trips, case studies, and interactive media. Additionally, students will be exposed to current topics of environmental science through the analysis of news items. All students are required to take the Advanced Placement Examination in May.

Course Length: Yearlong

Prerequisites: 1) Completion of Chemistry with a yearlong minimum B average or Chemistry (Honors) with a yearlong minimum B- average, 2) Completion of Algebra 2 with a yearlong minimum B+ average or Algebra 2 (Honors) with a yearlong minimum B average, 3) Permission of the Science Department

SCIENCE SEMINARS

These honor-level courses are intended to give students the opportunity to explore topics that are not covered in depth under the standard Biology, Chemistry, and Physics curricula. Within the seminar format, students can take the time to delve deeply into complex ideas as they study topics at an advanced level.

Physics 2: Electricity (Honors)

The world is awash in electric phenomena; whether we are considering modern technology or the structure of the atom, there is literally no way to escape this force in the material universe. In this lab-based seminar, students will explore the fundamental physics underlying electricity. After quickly reviewing Newton's Laws and static electricity, the course will jump into Coulomb's Law, the notion of the electric field, DC circuitry and the fundamentals of voltage, current, resistance, batteries, capacitors, building circuits, Arduino programming, and (time permitting) the interaction between electricity and magnetism. There is a significant expectation that students employ mathematics on a regular basis as well as explore concepts by designing their own experiments in the laboratory.

Course Length: Fall

Prerequisites: 1) Completion of Chemistry, 2) Completion of Algebra 2

Human Anatomy and Physiology (Honors)

This course will introduce students to the structure and function of the human body by exploring many of the systems that comprise it. The course will focus on the study of the cells, tissues, and organs making up these systems. Systems of study may include the skeletal, muscular, endocrine, cardiovascular, lymphatic, immune, digestive, urinary, nervous, and reproductive systems. An emphasis will be placed on the interrelatedness of such systems as well as the relationships between structure and function. The pace of this class will be quick; students can expect to cover one or two systems per week. Students will be evaluated based on completion of homework assignments, practical assessments of understanding (such as recognizing structures), quizzes, tests, class presentations, and independent research. This course will also have a significant laboratory component, which will include mandatory dissections.

Course Length: Fall

Prerequisite: 1) Completion of Chemistry, 2) Completion of or concurrent enrollment in Biology

Forensic Science (Honors)

Forensic science is a multidisciplinary applied science encompassing several sub-fields of Biology, Chemistry, Physics, and Crime Science Investigation (CSI). These sub-fields include genetics, toxicology, entomology, ballistics, pathology, computer forensics, fire debris, and trace evidence. In this course, study will focus on forensic science concepts such as the ability to perform inquiry, basic criminal law, crime scene investigation, DNA analysis and blood typing, examining evidence, fingerprinting, science and humanity, and the nature of toxins. The primary emphasis will be on developing understanding of these concepts through hands-on inquiry and experimentation. Throughout the course, students will keep a record of their analysis and make conclusions based on their results. Proper handling of “evidence” and an attention to detail will be key.

Course Length: Winter

Prerequisite: 1) Completion of Chemistry, 2) Completion of or concurrent enrollment in Biology

Physics 2: Waves (Honors)

A very great deal of the natural world is based in wave phenomena — everything from light and radiation to music, tsunamis, and pendulums. In order to understand these crucial and recurrent events, students will explore the physics of waves and oscillations in great depth, including (but not limited to) wavelength, frequency, period, amplitude, wave speed, resonance, standing waves, and harmonics. Students will also spend significant time building a musical instrument from scratch. Time permitting, they will explore gravitational waves and apply waves to atomic theory, exploring what wave physics demands of quantum mechanical systems in chemistry. There is a significant expectation that students employ mathematics (in particular, trigonometry and algebra) on a regular basis as well as explore concepts by designing their own experiments in the laboratory.

Course Length: Winter

Prerequisites: 1) Completion of Electricity, 2) Completion of Chemistry, 3) Completion of Algebra 2

Microbiology and Infectious Disease (Honors)

This seminar will examine the diversity of bacterial and viral infections, and those pathogen interactions that contribute to disease. Students will explore the pathways the immune system uses to evade disease and learn about the evolutionary mechanisms in pathogens that lead to drug resistance. The course will also examine societal responses to historical disease epidemics, including the rationale behind vaccine development. Students will be evaluated based on completion of homework assignments, quizzes, tests, lab work, class presentations, and independent research.

Course Length: Spring

Prerequisite: 1) Completion of Chemistry, 2) Completion of or concurrent enrollment in Biology

Physics 2: Modern Physics (Honors)

The nature of space and time has perpetually tugged at the heartstrings of humankind — in many ways, modern physics isn't that modern. The course will begin by exploring the Big Bang in order to mathematically analyze the expansion of the universe. This topic will lead students naturally to questions of relativity. They will also discuss the nature of space at the smallest of scales in order to explore particle physics, quantum ideas including the infamous “particle in a box,” and other “small” matters such as the nature of Planck's constant. There is a significant expectation that students employ mathematics (in particular, trigonometry and algebra) on a highly regular basis, explore concepts in the laboratory, engage in multiple readings by a variety of authors, and grapple with abstract, unintuitive, and often unsettling ideas about the nature of space, time, and matter.

Course Length: Spring

Prerequisites: 1) Completion of either both Electricity and Physics of Waves, or both T1, T2 AP Physics, 2) Completion of Chemistry, 3) Completion of Algebra 2

WORLD LANGUAGES

Bentley's World Languages Department offers a wide variety of classes to meet the curricular needs of our students. Most students will fulfill their graduation requirement by taking three consecutive years of language courses at Bentley. Alternatively, a student may fulfill the requirement by taking two consecutive years of courses in two different languages. French, Latin, Mandarin Chinese, and Spanish offer the same courses: 1, 2, 3, 4 (Honors), and Advanced Seminar (Honors). Additionally, Spanish students may take Advanced Spanish Conversation and Composition (Honors) after Spanish 4 (Honors). Pending enrollment and placement, AP courses are available to students of French, Latin, and Spanish. Note: All course availability is dependent upon student placement.

In each of Bentley's modern language classes, the rich history and culture of native speakers furnish an essential backdrop and context for learning to communicate effectively in the target language. Spanish, French, and Mandarin Chinese immersion classes develop students' oral and aural fluency as well as reading and writing skills. Latin focuses more on authentic readings and textual analysis to explore effective communication and comprehension. Additionally, students in Mandarin Chinese learn to write and read Chinese characters. The language faculty is a dynamic group of educators who model and encourage the importance of being a multilingual individual in today's global society.

French 1

Students attain a beginning level of proficiency necessary for basic communication in everyday life, primarily through speaking and listening, but also by reading and writing short dialogues, paragraphs, and simple literary selections. Students also become acquainted with various cultural aspects of French-speaking countries around the world. There is an emphasis on achieving communication in the classroom as students are introduced to immersive language instruction throughout the year. Grammatical content includes the use of verbs, articles, adjectives, adverbs, and prepositions, the conjugation of common irregular verbs and regular -er, -ir, and -re verbs in the present tense, and basic interrogatives and negation. At the end of the third trimester, students learn to form and use the past tense in French. On regular quizzes and tests, the students demonstrate their understanding

and application of classroom and homework material. During the spring term, students may take the *Grand concours*, a national French exam.

Course Length: Yearlong

Prerequisite: None

French 2

Students further develop proficiency in the four basic skills (listening, speaking, reading, and writing) and increase their knowledge and appreciation of diverse Francophone cultures. Students are exposed to a broader variety of reading materials, such as excerpts from longer literary pieces, dialogues, and historical perspectives. Grammatical content includes review of French 1 concepts, irregular verbs, agreement of past participles, object pronouns, comparative adjectives and adverbs, verbs that express reciprocal action, and the *passé composé*, imperfect, and *futur simple* tenses. Students hone their composition and communication skills by writing short essays, stories, and by researching and presenting French cultural topics. Regular tests and quizzes challenge them to apply their understanding of increasingly complex vocabulary and grammar structures.

Course Length: Yearlong

Prerequisite: Successful completion of French 1, recommendation of the instructor and Languages Department, or strong performance on the Bentley placement examination, if applicable

French 3

Students continue to expand upon their listening, speaking, reading, and writing abilities. The development of more sophisticated conversation skills is aided by continued practice and the introduction of more advanced grammar and vocabulary. Course content includes a review of the present, past, and the future tenses; we will then cover the conditional and subjunctive moods as well as expressions of emotion, doubt, and uncertainty. As in previous courses, students continue to work on pronunciation and advance their ability to write well-developed compositions. They study one literary work of moderate length in its entirety and explore a variety of journalistic, historical, and literary passages in French. Throughout the year, each student researches and presents historical or cultural topics related to French culture and French-speaking

regions. This course provides the foundation for more advanced courses.

Course Length: Yearlong

Prerequisite: Successful completion of French 2, recommendation of the instructor and languages department, or strong performance on the Bentley placement examination if applicable

French 4 (Honors)

After a completion of the grammatical foundational sequence, fourth-year French introduces students to communication through film, TV, musicals, comics, and deeper analytical readings of authentic texts in more of a seminar-style atmosphere. Students in this course will continue working on and building upon cultural, communicative, and grammatical topics they have been covering over the past three courses, while addressing three of the themes covered in the AP French Language curriculum, some of the writing and speaking formats, and prompts from the AP curriculum. Culturally, this course helps students delve deeper into the rich history and culture of the Francophone world. French 4 continues to emphasize pronunciation, listening, speaking, reading, and writing abilities. The course will address grammatical topics (such as past tenses of the subjunctive and conditional moods, the pluperfect, and the present participle/gerund) through close readings, context-driven exercises, and a few translation exercises. Additionally, students will have discussions on cultural, political, historical, and literary topics throughout the course.

Course Length: Yearlong

Prerequisite: Successful completion of French 3, recommendation of the instructor and Languages Department, or strong performance on the Bentley placement examination, if applicable

AP French Language and Culture

This course is designed to reflect the College Board's AP curriculum and draws its content from AP-relevant materials as well as previously designed and approved AP syllabi adapted from the College Board. The curriculum of this course encompasses six of the themes included on the AP French Language and Culture exam, as decided by the College Board. This course's interactive nature fosters the advancement of students' self-expression in French via the study of Francophone literature and culture as well as individual reflection and

interpersonal communication skills. Throughout this yearlong course, students' creative talents and critical-thinking skills will be nurtured as they are encouraged to explore personal, social, cultural, political, and literary topics in multifaceted and personally relevant ways. Among other activities, students will lead and participate in small and large group discussions, create multimedia projects, prepare oral presentations, write essays, and compose stories and poetry. Students will tackle grammar through context-driven exercises and translation exercises alongside the consultation of various resources on French mechanics. During the spring term, students may take the *Grand concours*, a national French exam; students are also required to sit for the AP French Language and Culture exam in May.

Course Length: Yearlong

Prerequisite: Successful completion of French 4 (Honors) with a yearlong average of B+ or higher, or Advanced Seminar in French (Honors) with a yearlong average of B+ or higher, recommendation of the instructor and Languages Department, or strong performance on the Bentley placement examination, if applicable

French Advanced Seminar (Honors)

The Advanced Seminar in French focuses heavily on oral and written expression, using a variety of French- and Francophone-relevant media, texts, and themes as the grounds for class discussion and personal reflection. We will focus on topics that engage students in a cognitively challenging way, requiring them to participate in dialogues of social, political, and cultural importance. Students will compile and revise all written and verbal work over the course of the year. This class is designed to help students achieve a heightened awareness of their patterned errors in French, to build a solid sense of French grammar, to nurture students' verbal confidence, and to eradicate any recurring errors through constant self-correction in a variety of contexts. At the end of the third trimester, all students will undergo Oral Proficiency Interviews (OPI), a nationally recognized assessment procedure designed by the American Council on the Teaching of Foreign Language (ACTFL). The course content and topics can vary from year to year. As this is the final course offering in Bentley School's lineup of French classes, students may opt to take the Advanced Seminar for credit multiple years at

Bentley. Potential topics covered can include, but are not limited to, reading authentic literature in French, comparing the Francophone world with the U.S., film studies, etc.

Course Length: Yearlong

Prerequisite: Successful completion of French 4 (Honors) or AP French Language and Culture, recommendation of the instructor and languages department, or strong performance on the Bentley placement examination, if applicable

Latin 1

Latin 1 provides a foundation of the skills that will prepare students to translate authentic Latin texts later in their careers. Students in first-year Latin at Bentley make a connection with the classical world and hear what the Romans have to say in their own words. Latin 1 begins with reading adapted texts that introduce students to grammatical topics such as the use of cases; present and past verb tenses; adjective and noun agreement; pronouns; and prepositions. Students demonstrate their comprehension of readings in Latin through translating Latin texts, analyzing sentences, and responding to questions about their content. The course also delves into important facets of Roman culture, including topics such as daily life, slavery, and mythology. Student understanding of classroom and homework material will be assessed regularly through quizzes and tests. Students also will have opportunities to create individual projects and presentations on cultural topics. Students are invited to participate in Junior Classical League activities and will also take the National Latin Exam in March.

Course Length: Yearlong

Prerequisite: None

Latin 2

Latin 2 strengthens the foundation of the skills that students cultivate in Latin 1. Students in second-year Latin at Bentley begin to encounter excerpts from authentic texts by classical Roman authors. Latin 2 provides a deeper exposure to grammatical topics such as noun declensions, relative pronouns, the passive voice, and participles. In this course, students learn about important facets of Roman culture through selected readings of authentic texts including graffiti written by everyday Romans in Antiquity. Student understanding of classroom and homework material will be assessed regularly

through quizzes and tests. Students also will have opportunities to create individual projects and presentations on cultural topics. Students are invited to participate in Junior Classical League activities and will also take the National Latin Exam in March.

Course Length: Yearlong

Prerequisite: Successful completion of Latin 1, recommendation of the instructor and Languages Department, or strong performance on the Bentley placement examination, if applicable

Latin 3

Latin 3 continues to expand upon skills that students cultivate in Latin 2. Students in third-year Latin at Bentley begin to read larger excerpts from more complex authentic texts by classical Roman authors, both prose and poetry. Latin 3 provides a deeper exposure to grammatical topics such as subordinate clauses, uses of the subjunctive mood, gerunds and gerundives, and deponent verbs. In this course, students learn about important facets of Roman culture, particularly as they provide a context for their authentic readings and translations of those readings. Student understanding of classroom and homework material will be assessed regularly through quizzes and tests. Students also will have opportunities to create individual projects and presentations on cultural topics. Students are invited to participate in Junior Classical League activities and will also take the National Latin Exam in March.

Course Length: Yearlong

Prerequisite: Successful completion of Latin 2, recommendation of the instructor and Languages Department, or strong performance on the Bentley placement examination, if applicable

Latin 4 (Honors)

After a completion of the grammatical foundational sequence, Latin 4 (Honors) continues the study of Roman literature and includes the poetry and prose of classical Latin authors the students have not read already in their classes at Bentley in more of a seminar-style atmosphere. Students investigate the historical circumstances in which a text was created and determine how they influence and color the reading of a text. Students also take a closer look at translation and the stylistic issues it raises. Finally, some attention is given to works of art inspired by Latin verse and other aspects of its legacy. Students fine-tune their grammatical understanding of

complex texts, and review grammar topics as they arise in connection with a particular text. Student understanding of classroom and homework material will be assessed regularly through quizzes and tests. Students also will have opportunities to create individual projects and presentations on cultural topics. Students are invited to participate in Junior Classical League activities and will also take the National Latin Exam in March.

Course Length: Yearlong

Prerequisite: Successful completion of Latin 3, recommendation of the instructor and Languages Department, or strong performance on the Bentley placement examination, if applicable

AP Latin: Caesar and Vergil

The focus of this course is reading, translating, understanding, analyzing, and interpreting Latin in the original language. Our class covers the works of two authors, Caesar and Vergil — one known for his spare, lucid prose, and the other for his rich tapestry of words and ideas. In order to fully delve into the genius of both authors, as well as plumb the depths of their works, students will memorize new, specialized vocabulary, augment their understanding of Latin grammar and syntax with an eye to the style of each author, learn the literary terms classics scholars use, and how to apply such terms. In addition, students will learn the generic conventions of history and epic poetry, the historical backdrop to the works, and read and discuss related texts in translation. All students are required to take the AP Latin: Caesar and Vergil exam in May.

Course Length: Yearlong

Prerequisite: Successful completion of Latin 4 (Honors) with a yearlong average of B+ or higher or Advanced Seminar in Latin (Honors) with a yearlong average of B+ or higher, recommendation of the instructor and Languages Department, or strong performance on the Bentley placement examination, if applicable

Latin Advanced Seminar (Honors)

The Advanced Seminar course is open to all students who have completed Latin 4, Latin 4 (Honors), or AP Latin. The course content can vary from year to year. As this is the final course offering in Bentley School's lineup of Latin classes, students may opt to take the

Advanced Seminar for credit multiple years in a row. The aim of the course is to introduce students to Latin authors they have not had the chance to read in earlier courses at Bentley, both prose and poetry. As this course may be taken either before or after AP Latin, the Advanced Seminar further emphasizes students' skills in translation and analysis of complex texts, which are required on the AP Latin exam. Students will examine the texts in their cultural context, and also consider their influence on later thinkers and artists. Student understanding of classroom and homework material will be assessed regularly through quizzes and tests. Students also will have opportunities to create individual projects and presentations on cultural topics.

Course Length: Yearlong

Prerequisite: Successful completion of Latin 4 (Honors) or AP Latin, recommendation of the instructor and Languages Department, or strong performance on the Bentley placement examination, if applicable

Mandarin Chinese 1

Mandarin Chinese 1 is designed for students who are interested in learning Chinese language and culture in order to develop the ability to begin communicating with native speakers in Chinese. The course is organized around the theme of daily life in China and the U.S. Students will develop a better understanding of China and the Chinese people. At the beginning of the course, students will learn to recognize and produce the sounds of Mandarin using the standard phonetic Romanization system of modern standard Mandarin, known as Pinyin. Once students master Pinyin, they will undertake the study of simplified Chinese characters. By the end of the year, students will be able to recognize and produce approximately 200 characters. They will also be able to communicate with considerable fluency about limited topics such as self introductions, simple statements and questions, and basic opinions and preferences. They will be able to understand short sentences and passages.

Course Length: Yearlong

Prerequisite: None

Mandarin Chinese 2

Mandarin Chinese 2 is designed for students who have already studied Mandarin for one year or have comparable skill in the language. This course is designed to further develop students' communication skills through dialogue, questions and answers, interviews, surveys, and oral presentations. Mandarin literacy and Chinese character theory are an integral part of this course. Students have more opportunities to use their Mandarin in real-world contexts. They develop reading comprehension skills by learning how to deduce the meaning of the new phrases and translate short sentences as well as read postcards, notices, and short paragraphs. By the end of the year, students should be able to recognize and write approximately 400 characters.

Course Length: Yearlong

Prerequisite: Successful completion of Mandarin Chinese 1, recommendation of the instructor and Languages Department, or strong performance on the Bentley placement examination, if applicable

Mandarin Chinese 3

Mandarin Chinese 3 is designed for students who have already studied Mandarin for at least two years or who already command the language skills needed for everyday living in China. Students are expected to spend one hour every day outside of class time preparing for class, reviewing for dictation, and doing homework. Chinese is spoken exclusively in class. In-class activities include group discussion, storytelling, role play, oral presentation, and skits. This class develops students' listening, speaking, reading, and writing skills through the study of a variety of texts covering different aspects of daily life. Reading and writing will be especially emphasized. Students are expected to learn at least 20 new words from each class session. By the end of the year, students should be able to recognize and write 600 characters. Mandarin Chinese 3 introduces not only vocabulary and grammar, but also elements of Mandarin style. By the end of the course, students will be able to hear nuance and tone in Mandarin.

Course Length: Yearlong

Prerequisite: Successful completion of Mandarin Chinese 2, recommendation of the instructor and Languages Department, or strong performance on the Bentley placement examination, if applicable

Mandarin Chinese 4 (Honors)

After completing the grammatical foundational sequence, fourth-year Mandarin Chinese introduces students to communication through a deeper analytical reading of authentic texts in more of a seminar-style atmosphere. Mandarin Chinese 4 (Honors) is designed for students who have already studied Mandarin for at least three years or who already are able to express themselves in Chinese. Mandarin is spoken exclusively in class. In-class activities include oral presentations, language projects, translations of articles and excerpts from books, debates, skits, and lessons about traditional and modern Chinese culture. This class develops students' listening, speaking, reading, and writing skills by studying a variety of texts covering many aspects of daily life, as well as texts that focus on more abstract topics, such as comparison of American and Chinese culture. Students will be encouraged to type characters in Chinese on computers to practice outside of class. Reading, writing, and cultural knowledge will be especially emphasized. Students are expected to learn at least 30 new words from each class session. By the end of the year, students should be able to recognize and write 1,100 characters. Students who have completed Mandarin Chinese 4 (Honors) will possess a substantive facility with Mandarin and will be able to discuss a wide range of topics in considerable depth.

Course Length: Yearlong

Prerequisite: Successful completion of Mandarin Chinese 3, recommendation of the instructor and Languages Department, or strong performance on the Bentley placement examination, if applicable

Mandarin Chinese Advanced Seminar (Honors)

The Advanced Seminar in Mandarin fosters the advancement of students' self-expression in Mandarin via the study of Chinese literature, art, and culture, as well as individual reflection and interpersonal communication skills. Throughout this yearlong course, students' creative talents and critical thinking skills will be nurtured as they are encouraged to explore personal, social, cultural, artistic, political, and literary topics in multifaceted and personally relevant ways. Among other activities, students will lead and participate in small- and large-group discussions, create multimedia projects, prepare oral presentations, write essays, compose

stories, and craft poetry. Students will tackle grammar through context-driven exercises alongside team-teaching where students teach and learn from each other. The course content can vary from year to year. As this is the final course offering in Bentley School's lineup of Mandarin classes, students may opt to take the Advanced Seminar for credit multiple years at Bentley.

Course Length: Yearlong

Prerequisite: Successful completion of Mandarin Chinese 4 (Honors), recommendation of the instructor and Languages Department, or strong performance on the Bentley placement examination, if applicable

Spanish 1

Students attain a beginning level of proficiency necessary for carrying out basic communication about themselves, their families, their friends, their school, and extracurricular activities, primarily through speaking and listening, but also by writing and reading short dialogues and paragraphs. Through varied classroom activities students learn the basic elements of grammar and vocabulary, and begin to be introduced to cultural aspects of the Spanish-speaking world. Students develop the four language skills simultaneously in oral presentations, dialogues, readings, and informal conversations. Course content includes regular and irregular verbs in the present tense, direct object pronouns, *ser* and *estar*, the progressive tense, an introduction to the preterit, demonstrative adjectives, and other basic grammar elements needed to construct simple sentences. The course emphasizes comfortable social communication and encourages students to express their own ideas in Spanish. A variety of assessment methods will be employed to assess proficiency and students are expected to practice language skills on a daily basis.

Course Length: Yearlong

Prerequisite: None

Spanish 2

Students review grammar and vocabulary from Spanish 1 and continue their study of essential grammatical structures. Students add depth and breadth of vocabulary by learning words to describe daily routines, food, holidays, celebrations, and technology. Students learn more complicated grammatical structures such as the imperfect and preterit tenses, reflexive verbs and pronouns, and indirect object pronouns, among other topics. Greater emphasis is placed on communication in Spanish as students speak regularly in pairs, small groups, and in front of the class. They will use their increasing knowledge of grammatical structures to write more detailed compositions to further master written expression. A variety of assessment methods will be employed to assess proficiency and students are expected to practice language skills on a daily basis.

Course Length: Yearlong

Prerequisite: Successful completion of Spanish 1, recommendation of the instructor and Languages Department, or strong performance on the Bentley placement examination, if applicable

Spanish 3

In this course students will review and complete the study of basic grammar while continuing to develop interpretive, interpersonal, and presentational modes of communication. They will improve their ability to narrate in the past, present, and future. They will enormously increase their vocabulary through reading short stories, poems, fables, listening to songs in Spanish, and watching short videos, among other activities. Students will be introduced to the present subjunctive to express their opinions about various themes such as city life versus country life, health and wellness, environmental issues, careers, and the cultural and political significance of the work of Hispanic artists. Students will speak Spanish in class and will regularly work in pairs and small groups in order to promote a meaningful communicative experience and to help students develop as critical thinkers. A variety of assessments will be used to evaluate each student's proficiency.

Course Length: Yearlong

Prerequisite: Successful completion of Spanish 2, recommendation of the instructor and Languages Department, or strong performance on the Bentley placement examination, if applicable

Spanish 4 (Honors)

After a completion of the grammatical foundational sequence, fourth-year Spanish introduces students to communication through films, documentaries, magazines, news articles, and deeper analytical readings of authentic texts in more of a seminar-style atmosphere. This course will provide students with opportunities to develop language proficiency across the three modes of communication: interpretive (comprehension of spoken or written communication), interpersonal (email communications and conversation), and presentational (spoken or written communication for an audience). Students will continue to increase their vocabulary exponentially and develop proficiency in the language through reading, writing, in-class debates, in-class discussions, and oral presentations around three themes: beauty and aesthetics, personal and public identities, and global challenges. Those three themes appear on the AP Spanish Language and Culture curriculum. Grammatical topics in this course include present perfect subjunctive, pluperfect indicative, a continuation of the present subjunctive, the conditional mood, and other relevant structures. This class is conducted exclusively in Spanish.

Course Length: Yearlong

Prerequisite: Successful completion of either Spanish 3, recommendation of the instructor and Languages Department, or strong performance on the Bentley placement examination, if applicable

Advanced Spanish Conversation and Composition (Honors)

This course will provide students with further opportunities to develop language proficiency across the three modes of communication: interpretive (comprehension of spoken or written communication), interpersonal (email communications and conversation), and presentational (spoken or written communication for an audience). Specifically, the course will focus on refining conversational skills in the target language, as well as a refinement in written communications such as persuasive essays and presentational writing. This course will allow students to expand their vocabulary both orally and in writing as it relates to three main themes: contemporary life, science and technology, and families and communities. This course will also introduce students to Hispanophone literature and cinema as they build the foundations

for future advanced Spanish courses. This course is conducted exclusively in Spanish.

Course Length: Yearlong

Prerequisite: Successful completion of Spanish 4 (Honors), recommendation of the instructor and Languages Department, or strong performance on the Bentley placement examination, if applicable

AP Spanish Language and Culture

This course will provide students with opportunities to further develop language proficiency across the three modes of communication: interpretive (comprehension of spoken or written communication), interpersonal (email communications and conversation), and presentational (spoken or written communication for an audience). Students will work frequently with authentic cultural resources (films, documentaries, magazines, news articles in Spanish, short literary pieces, TED talks in Spanish, and songs, among others). They will continue to increase their vocabulary exponentially and develop proficiency in the language through reading, writing, listening to songs, skit preparation, in-class debates, in-class discussions, research projects, and oral presentations around three AP Spanish Language and Culture themes. Students will practice with the different parts of the AP Exam and become familiar with the rubrics and format of the exam. This class is conducted entirely in Spanish and students are encouraged to use the target language in their interactions with other Spanish-speaking members of our community. All students are required to take the AP Spanish Language and Culture exam in May.

Course Length: Yearlong

Prerequisite: Successful completion Spanish 4 (Honors) with a yearlong average of B+ or higher, or Advanced Seminar in Spanish (Honors) with a yearlong average of B+ or higher, recommendation of the instructor and Languages Department, or strong performance on the Bentley placement examination, if applicable

Spanish Advanced Seminar (Honors)

In the Advanced Seminar course students will gain familiarity with some of the great works of Hispanic literature and film. Students will increase their vocabulary exponentially and fine-tune their grammatical accuracy through intensive reading and writing, while being introduced to the fundamentals of literary analysis. Works studied will cover various genres (poetry, plays, short stories, films, and novels) and various time periods (from the Medieval period through the present) and will introduce students to the historical context in which the works were produced. Authors discussed will include Miguel de Cervantes, Julio Cortázar, Carlos Fuentes, Sor Juana Inés de la Cruz, José Martí, Gabriel García Márquez, Gloria Anzaldúa, and Miguel de Unamuno, among others. Students will continue to develop oral proficiency through class discussions and oral presentations. The course is conducted entirely in Spanish. With successful completion of this course, students will have an intermediate- to advanced-level of proficiency in the language. The course content can vary from year to year. As this is the final course offering in Bentley School's lineup of Spanish classes, students may opt to take the Advanced Seminar for credit multiple years at Bentley.

Course Length: Yearlong

Prerequisite: Successful completion of Spanish 4 (Honors) or AP Spanish Language and Culture, recommendation of the instructor and Languages Department, or strong performance on the Bentley placement examination, if applicable





BENTLEY SCHOOL

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