

The Hill School
Course Offerings – 2011-2012

Below you will find the Hill School Course Offerings for the 2011-2012 Academic year.

All courses listed are offered subject to student enrollment and faculty teaching assignments, both factors which may alter some offerings between now and the opening of the school year in September.

Please note that enrollment in some courses requires that a student has met the **Prerequisites** established by the Department offering the course. Moreover, some courses, particularly AP and Honors courses, require specific **Departmental Approval** for each student who is permitted to enroll. Courses which have prerequisites and/or require departmental approval are clearly marked below.

Many courses are designed for and restricted to students in specific forms. The numbers in parentheses along the left hand margin indicate the form or forms eligible to enroll in the course listed.

Art, Music, Theater

Visual Arts:

- (4-6) **Studio Art 1** Through drawing, painting and sculpture, these three one-term courses encourage students to experiment with different art materials and techniques. These include transparent and opaque media such as watercolor, tempera, acrylics, and mixed media. With each assignment the instructor and fellow classmates analyze the problems of composition, structure, space, perspective and color. (Fall, Winter, Spring – students may enroll in one or all three terms.)
- (4-6) **Studio Art 2** These three term courses are a continuation of Studio Art I that heighten the students' ability to observe and intensify their visual awareness and activates their imagination and inner vision. Each student is supervised on an individual basis to fully develop his/her skills. The students are urged to approach a given theme in an experimental and original way. Each assignment is continually critiqued with regard to composition, form, space and color/value. (Fall, Winter, Spring – students may enroll in one or all three terms.) Fourth Formers may enroll with permission from instructor.
- (5-6) **Advanced Studio Art (Honors) Requires departmental approval.** This full-year course is designed for advanced Studio Art students. One of the main objectives for this course is portfolio preparation. Early assessment of weaknesses and strengths of the portfolio forms a basis for the individual progression by the student. Once a focus is established, the instructor sets up deadlines and requirements. Individual and group critiques are vital to the learning process and for the growth and strength of the portfolio. Concentration and breadth of the work are weighted heavily during the final assessment.
- (5-6) **Studio Art 4 (AP) Requires departmental approval.** This full-year, college-level course is designed for advanced Studio Art students who have had at least three years of visual arts experience. This course gives students the opportunity to build their portfolios from the Advanced Studio Art Honors experience. Emphasis is placed on drawing from observation, the application of color and design techniques, the development of a body of work that is of the student's own choosing, and the application of the critique process in written and oral form.
- (5-6) **Art History (AP) Requires departmental approval. Prerequisite: Completion of History of Art and Music and/or permission of the instructor.** The Advanced Placement History of Art course is a full-year course designed primarily to continue the student's knowledge and appreciation of works of art as acquired in History of Art and Music. With lectures, textbook assignments, research projects and at least one field trip, the class will begin its study with prehistoric art and conclude with contemporary movements. This course will provide a familiarity with the development of art, its major movements and figures, and the relationship of works of art to the historical period within which they were created.

(3-6) Photography In the Fall Term, Photography will concentrate on black and white photographic medium, with emphasis on camera operation, image-making and composition, lab processing and enlarging. During the Winter and Spring terms, students would have the opportunity to continue to work in traditional photography as well as expand into digital photography. Since photography today is an art form and expressive medium that often combines technologies, both traditional and digital photographic techniques will be taught, as well as image creation and editing using Adobe Photoshop. (Fall, Winter, Spring – enrollment in the Fall **or** Winter term is a prerequisite for the Spring term course)

(3) History of Art and Music This course is designed as an introduction to the art and music of Western Civilization from the medieval period to the modern. Students acquire a working vocabulary of the elements of art and music as they learn to create a critical analysis of the art and music of each time period. Students utilize laptops, textbook reading, note taking, music and art identification and library research as preparation for quizzes, tests and exams. Ultimately, students are expected to be able to identify a variety of paintings, sculptures, architecture and musical compositions by historical period. The social, economic, political and religious events of each of the seven time periods studied are synthesized with the art and music of each epoch. Required for all Third Formers.

(3-6) Intro to Fine Woodworking A term course that will run all three terms. The class is designed to orient students to the woodshop. It will consist of basic shop safety, tool identification and care, basic joinery and shop protocol. The 2011-2012 school year will see a new “open lab” format for the woodshop. This new format allows the woodshop to be open all periods of the week. As a result students can be flexible with their time in the woodshop, and come down when it is most convenient. This class will be graded Pass/Fail with no lab fee, and will count for art credit. (Fall, Winter Spring—students may enroll in one or all three terms.).

(3-6) Fine Woodworking 2, 3, and 4 A full year of crafting and designing ones own creations. Anything from Boats to Guitars, Lamps and Tables to Loudspeakers, can be built. Students will first produce a design drawing, then build from their plans each part involved in their design. Prerequisite: Intro to Fine Woodworking or departmental approval. . A shop fee will most likely be associated with the course.

(3-6) Design Technology (CAD) This year long course in computer-aided drafting acquaints students with three different types of software. Fall term; AutoCAD LT, a 2D wire form program, with which students will learn the basics of computer drafting, including determining scale, layering and the standardized three view part drawing needed to fully explain a 3-dimensional object. Winter term; Pro Desktop, a 3D solid modeling program that builds images in 3D. Spring term; AutoDesk Inventor, the most powerful program offered, is a perfect blend of the two used before. Inventor is capable of producing drawings and images used professionally in fields such as: Architecture, Engineering, Product Design and aerospace.

(3-6) Digital Arts Three discrete term courses.

Photo Editing This is a term course that introduces students to the techniques of editing photographs with the use of a computer. Using Adobe Photoshop software, the course explores such topics as Layering, Painting, Creating Masks, Retouching, Creating Special Effects, Printing and Preparing Photos for use in Web Design. Students follow a series of seventeen lessons and create their own projects. Students will also get experience working with flatbed scanners and digital cameras. (Fall)

Media Literacy During the winter term, emphasis will be placed on providing foundations for developing a literacy for television and the media. Students will learn script writing, media history, how to deconstruct commercials and gain an understanding of the importance of ratings and sweep periods. By learning to deconstruct media, students will also be learning their own constructions. They will be learning about communications in the context of designing messages, writing persuasively, and creating a personal communication style. They then will use these new cognitive skills to create media of their own during the spring term. (Winter)

Video Editing Prerequisite: Media Literacy This is a term course that introduces students to the techniques of editing video with the aid of a computer. Using Adobe Premiere software, participants explore such topics as Capturing Video, Basic Editing Techniques, Adding Transitions, Adding Audio, Advanced Editing Techniques, Creating Titles, Superimposing, Adding Motion, and Applying Video and Audio Effects. Students complete a series of twelve lessons and create their own video projects. During the course students will plan, shoot, and edit two to three small videos of their own. (Spring)

(3-6) Advanced Digital Arts (Honors) Requires Departmental Approval Three discrete term courses.

Animation (Honors) Students will have the opportunity to follow the history of animation through a series of projects that echo the development of the moving image. Students will develop a traditional hand-drawn animation by creating a flip book. They will then be guided through the steps necessary in creating a storyboard. Using a digital camera, animation software and clay, students will create their very own claymation short. Periodic deadlines and critiques, mimicking a commercial production schedule, will guide students in setting timely and realistic goals for their projects. (Fall)

Photo Editing 2 (Honors) This course is designed to advance student knowledge of the capabilities of Adobe Photoshop. Students will continue to add to their repertoire of tools and techniques while digitally editing and augmenting their original photographs. Emphasis will be placed on advanced compositional strategies and color harmony, as well as utilizing the elements and principles of design to create informed and unified design. Students will be required to complete a series of assignments and will participate in periodic class critique. (Winter)

Advanced Graphic Design (Honors) This term course teaches students advanced techniques of creating digital designs with the aid of a computer. Using Adobe Illustrator software, the course explores such topics as creating complex shapes, color theory, perspective drawing, and compositional techniques. Students will complete a series of projects, culminating in a portfolio review before the conclusion of the term. (Spring)

Music:

Musicians are given the opportunity to receive a graded credit for their participation within an instrumental or vocal ensemble by electing to perform a performance jury each list.

(3-6) Instrumental Ensembles:

Jazz Ensemble This course is a performance class combining the instrumentation of trumpets, trombones, saxophones and a rhythm section. Students acquire a working knowledge of scales, rhythmic patterns, melodic patterns and listening skills. A variety of genres are explored, exposing the student to music from the Swing Era to Modern Rock. Students also experience the educational benefits of touring. The Jazz Ensemble has represented The Hill School locally, as well as throughout the United States and The Bahamas. Graded or non-graded.

Orchestra This course is a performance class combining the instrumentation of strings, woodwinds, brass and percussion. Students acquire a working knowledge of scales, rhythmic patterns, melodic patterns and listening skills. A variety of genres are explored, exposing the student to music from the Baroque period to the Modern. Students also experience the educational benefits of touring. The Orchestra has represented The Hill School locally, as well as throughout the United States and abroad. Graded or non-graded.

(3-6) Vocal Ensembles:

Glee Club This full-year course is a large ensemble open to all male singers; no previous singing experience is required. A variety of repertoire will be performed as part of concerts on campus, both alone and with the Chorus. Fundamentals of music reading, theory, and vocal technique are emphasized. Graded or non-graded.

Chorus This full-year course is a large ensemble open to all female singers; no previous singing experience is required. A variety of repertoire will be performed as part of concerts on campus, both alone

and with the Glee Club. Fundamentals of music reading, theory, and vocal technique are emphasized. Graded or non-graded.

Hilltones/Hilltrebles (Enrollment by audition) These ensembles are intended for students who have demonstrated significant vocal ability and/or musical knowledge. Members demonstrate significant potential for growth and a desire for more extensive involvement in choral music, including additional performance opportunities. The Hilltones and Hilltrebles perform a variety of *a cappella* repertoire, and they have represented The Hill School locally, throughout the United States and abroad. *Students auditioning for these groups must be enrolled in Glee Club or Chorus.*

(3-6) Theater

Acting Workshop This is a term course designed to introduce students to the process of preparing an acting role for the stage, developing skill in improvisation, learning the parts of the stage and positions employed in communicating to an audience, and exploring character development. Students will be evaluated through performance of scenes presented before the class, quizzes, and their participation in exercises and discussions. (Fall)

Oral Communications This is a term course designed to introduce students to the process of communication; one-on-one communication, communication in small groups and public speaking. It will conclude with the presentation of persuasive speeches. The course will include an introduction to the fundamentals of constructing a speech and methods of preparing for an interview as both interviewer and interviewee. (Winter)

Public Speaking This is a term course designed to explore the traditional forms of public speaking, including persuasive and motivational speaking, extemporaneous speaking, and oral interpretation. The course will provide a review of the elements of effective communication, guidelines of preparing an outline for a speech, and the effective use of a manuscript. (Spring)

Classical Languages

(3-5) **Latin 1** Through the use of *Wheelock's Latin*, an innovative text which takes a schematic as well as a reading approach to second language learning, students will become familiar with a large segment of derivative Latin vocabulary, while they master basic components of Latin grammar. Original Latin appears in translation exercises and aspects of Roman culture are presented in special contexts as a prelude for the later encounter with authors such as Cicero, Vergil, Catullus and Horace. All students will take the National Latin Examination.

(3-5) **Latin 1(Honors)** This course covers all the material prescribed for the regular Latin 1 course, but moves through the material at a more rapid rate. Students who apply for this course must take a placement examination administered through the Dean of Academics. Scores on that examination will determine admission. Students in Honors Latin 1 will complete at least 2 more units than students in regular Latin 1 and will read more connected Latin prose. All students will take the National Latin Examination.

(3-6) **Latin 2** After a comprehensive review of the grammar and vocabulary covered in first year Latin, students in Latin 2 complete the study of grammar while also extending their mastery of Latin vocabulary. They will translate passages of connected prose, excerpted thematically from various prose authors and collected in the reader which accompanies *Wheelock's Latin*. Students will have increased exposure to the literary, historical, artistic and cultural contexts of the passages they are studying. All students will take the National Latin Examination

(3-6) **Latin 2 (Honors) / Greek 1 (Honors)- Requires departmental approval.** Open to students with interest in and talent for learning a second language, as well as with distinguished performance in Latin 1, this course presents the fundamental grammar and vocabulary of ancient Attic Greek in conjunction with instruction in Latin 2. Students have the opportunity to integrate the study of the language, history and

literature of the Greek and Roman worlds. Emphasis is placed on the integrated study of both languages and cultures. After a review of first year Latin, students progress through additional grammar and vocabulary, translating selected passages from Livy and Caesar. As much as possible of basic Attic Greek will be covered. All students will take the National Greek Examination and National Latin Examination.

- (3-6) **Latin 3** Students read selections from five Roman poets—Catullus, Vergil, Horace, Tibullus and Ovid. Students apply their knowledge of morphology, syntax and vocabulary to what they read and gain an appreciation for the enduring works of these poets. With the continued development of their reading and translation skills, students become familiar with various meters, and become increasingly sensitive to word-order and poetic style. In the spring term, the class translates and analyzes Cicero’s speech *Pro Archia* or *De Amicitia*. The techniques and elements of rhetoric as well as the historical and literary context of these speeches become the focus. All students will take the National Latin Examination, and will be prepared to take the SAT Subject Test in Latin.
- (4-6) **Greek 2 (Honors)** This course reviews the fundamentals of Greek 1 as learned in the Honors Latin 2/Greek 1 course, completes the study of the grammar, and exposes the student to a wide variety of selections from the literature of the Golden Age of Athens. In tragedy, students will read from Aeschylus, Sophocles and Euripides, in history from Thucydides, in rhetoric from Demosthenes and Lysias, and in philosophy from Plato’s *Apology* and *Crito*. This course is intended to expose the student to a wide range of Greek literature, art and architecture as corollaries of the primary language study. Students will take the National Greek Examination.
- (5-6) **Greek 3 (Honors)** Tailored to the skills and preferences of the students who elect it, and open only to those who have had two years of Greek, the course begins by completing the poetry and prose anthology begun in Greek 2 Honors. Thereafter, the teacher may select specific full works for translation. Traditionally these readings have consisted of a complete Greek tragedy or comedy, Plato’s *Apology*, or significant selections from the Homeric epics. Ideally the course matter grows from the Greek 2 experience. Students will take the National Greek Examination.
- (4-6) **Latin (AP) Vergil - Requires departmental approval.** This course is open to students who have demonstrated superior ability in their Latin study of at least two years. Students will translate, interpret and analyze selections from Vergil’s epic poem, the *Aeneid*. All students in the course will complete the syllabus prescribed by the Princeton Educational Testing Service and will take the Advanced Placement Examination in Vergil. Of the 12 books (chapters) that comprise the *Aeneid*, students will read in Latin selections from Books 1, 2, 4, 6, 10, and 12. While becoming familiar with the other books in English as well as with prominent secondary scholarship, students develop their skills of translation, interpretation, grammatical and syntactical analysis, and will take the National Latin Examination and the SAT Subject Test in Latin.
- (5-6) **Advanced Latin Seminar (Honors) – Requires departmental approval.** This course is open to students who have completed three full years of Latin with distinction in their study. The content of this course will vary depending upon student and faculty interest, likely containing some mixture of Latin prose and poetry. The course will place a heavy demand upon a student’s knowledge of Latin vocabulary, grammar and syntax. The texts to be studied will be translated, interpreted, and analyzed, with extensive readings from secondary literature. Material concerning Roman culture, society, and politics will also be integrated into the course. Students will take the National Latin Examination and the SAT Subject Test in Latin.

English

- (3) **English 1** Classical and Biblical Backgrounds; emphasis on comprehension and fundamental literary concepts to aid analysis; writing of five-paragraph essays with focus on parts, strong thesis statements, topic sentences, logical transitions, and effective concluding paragraphs; four-stage creative writing

project. Major Texts: *Elements of Writing, Vocabulary Workshop, Level D, Fifty Short Stories, Bullfinch's Mythology, The Odyssey, The Bible As/In Literature, The Old Man and the Sea*

- (4) **English 2** British Literature; stress on four characteristics of good writing, unity, coherence, completeness, and emphasis; ten writing rules; well-developed paragraphs; presenting of evidence; close reading of texts; emphasis on periods of British literature and their characteristic themes: Christian and pagan strains in medieval literature; conventions of the sonnet and *carpe diem* poems of the Renaissance; seven Romantic themes; post-colonial writers and the legacy of imperialism; critical terms required for explication of poetry. Major texts: *English Workshop, 3rd Course, Vocabulary Energizers, Beowulf, Grendel, The Classic Hundred Poems, Dr. Jekyll and Mr. Hyde, Macbeth, Frankenstein, Master Harold...and the boys, Cal.*
- (4) **English 2 (Honors) Requires departmental approval.** See English 2 for core. Additional Texts: *Pride and Prejudice, Gulliver's Travels, The Importance of Being Earnest. XX: A Companion to The Classic Hundred Poems on Academy; Grammar Smart: A Guide to Perfect Usage.*
- (5) **English 3** American Literature; emphasis on close reading, historical background, and literary movements in succession; use of the five-paragraph essay as a means for clarifying thought about literature; skill development, particularly refinement of the sentence, the paragraph, and the essay; examining students' understanding of what it means to be American from the time of the Puritans to the present. Major Texts: *The American Tradition in Literature; Puritan Primer; The Scarlet Letter; The Adventures of Huckleberry Finn; The Great Gatsby; Death of a Salesman.*
- (5) **American Studies Requires departmental approval.** This course is a year-long, interdisciplinary course that will incorporate both English 3 and United States History. Students will meet daily as one group with both instructors during two consecutive periods. The course will draw equally and concurrently from a seminal American literary and historical canon that facilitates within its students an understanding that the American Dream has deep roots and is subject to an enormous variety of interpretations. The evolution of American culture and society will be explored as one particular example of the wider human experience. *This course meets for a total of ten (10) periods per week in five two-period blocks. It fulfills two graduation requirements: English 3 and U.S. History; it receives the weight of two courses in a student's Grade Point Average.*
- (5) **English 3 (Honors) Requires departmental approval.** See English 3 for core. Students read extensively in *The American Tradition in Literature* and write frequent short critical essays to hone analytic skills.
- (5) **English 3 (AP) Requires departmental approval.** See English 3 for core. Preparation for the "A.P. Test in Language and Composition"; emphasis on close reading, analysis, and thinking in writing. A variety of rhetorical approaches are examined and practiced, with an emphasis on writing arguments. All students in the course must take the A.P. test.
- (6) **English 4 (Honors) Reserved for 2nd, 3rd, and 4th year Hill students.** This course is divided into three unique term offerings. In the Fall, all students take a "core" course designed to meet the developing literary and compositional needs of sixth form Hill students: essay writing (to include the college essay), critical reading, vocabulary acquisition, and, through small group discussion, appreciation of modern world literature. In the Winter and Spring, students are given a menu of courses to choose from. These courses are designed to both challenge and invigorate the mature student who is curious about exploring new perspectives, from public speaking to creative writing and everything in between. English 4 Honors students will be given Winter and Spring elective offerings mid-way through the Fall Term.
- (6) **English 4 (AP) Requires departmental approval.** Three Genres; novels in the Fall Term and drama and poetry in the Winter; regular practice in timed themes preparing for the "A.P. Test in Literature and Composition." Major Texts: *Razor's Edge, A Doll's House, Ghost, Waiting for the Barbarians, All the Pretty Horses, Rosencrantz and Guildenstern are Dead, The Theban Plays, Hamlet, and Master Harold...and the boys* (teaching text).

- (6) **Introduction to College English Prerequisite: Fourth year high school English.** This curriculum is a two term course formatted to approximate an introductory college level composition course. Using an array of short texts for discussion and inspiration, the Introduction to College English student composes in a variety of modes. Regular revision and peer editing is expected and required. The Introduction to College English student also is required to acquire and apply vocabulary, complete a unit of public speaking, and engage in two collaborative curricular challenges. In the spring, electives are offered to Introduction to College English students.
- (4-6) **Journalism** A term course with emphasis on clear, accessible writing; responsibility for various aspects of production of *The Hill News*; regular feedback from the instructor and editors; *post mortem* to discuss improvements after each issue; every student submits writing each week; the best of that work appears in next publication; initiative and teamwork, along with writing, determine grade. (Fall, Winter, Spring – Students may enroll in any one or all three terms.)

History

- (4) **World History** This survey course in World History is designed to inspire a fundamental appreciation for the people, events, and forces that have shaped the modern world. Thematically, the material covered extends from the foundations of thought, faith and government, to exploration and revolution, to global conflict and globalization, culminating in student-led presentations on the seminal events and people of the past fifty years. Beyond mastering basic historical information, there is a heavy emphasis upon learning and developing certain essential skills; and clear and concise narrative and analytic writing. The successful completion of an extensive individual research project culminating in the production of a 12-15 page paper is a central component of the course. Form 4
- (5-6) **Modern European History (AP) Requires departmental approval.** This is a comprehensive year-long course in modern European history that has two primary objectives: the first is to prepare students for the CEEB Advanced Placement Examination; the second is to provide an opportunity for students to learn and develop skills essential for success at the college level. These skills include but are not limited to reading both carefully and critically, taking detailed notes based upon class lectures and discussions, and writing clearly and concisely. Self-motivation is a must. Students will be called upon to read up to a dozen primary sources, all of which will require a paper in the form of a critical review of roughly five pages.
- (5-6) **United States History** This is a comprehensive year long course in United States history which seeks to explore the past as a means both to explain the present and prepare for responsible adult participation, citizenship and leadership in the future. The creation of the American Republic, society and culture are approached as particular examples of the human experience which are explored by asking the kind of questions historians ask as they probe cause and effect, determinism and contingency. Students are taught how to go about searching for answers through the use of the full range of historical sources. Well-prepared and informed written work is a vital component of the course.
- (5) **American Studies Requires departmental approval.** This course is a year-long, interdisciplinary course that will incorporate both English 3 and United States History. Students will meet daily as one group with both instructors during two consecutive periods. The course will draw equally and concurrently from a seminal American literary and historical canon that facilitates within its students an understanding that the American Dream has deep roots and is subject to an enormous variety of interpretations. The evolution of American culture and society will be explored as one particular example of the wider human experience.

This course meets for a total of ten (10) periods per week in five two-period blocks. It fulfills two graduation requirements: English 3 and U.S. History; it receives the weight of two courses in a student's Grade Point Average.

(5-6) United States History (AP) Requires departmental approval. Prerequisite: World History or equivalent year of history at the secondary level. This is a comprehensive year long course in United States history designed to prepare students for the CEEB Advanced Placement Examination in United States History to be given in May. Students who enter this course are presumed to be ready to encounter and make use of sophisticated historical analysis, challenging texts, and provocative and difficult questions about the human condition as well as the human past. The evolution of the United States is studied as one particular example of the larger human story. Successful work at the AP level requires the mastery of an enormous body of factual material as well as the ability to respond to challenging intellectual problems and offer well informed solutions presented clearly and cogently.

(5-6) Perspectives on World Civilizations

Native Americans and the American West This term course surveys and integrates the history of Native Americans in western North America from earliest times through the 21st Century. The student will inquire into the nature and theories of history and historiography; apply these interpretations to a variety of major events in Native American history; analyze the major political, economic, social, and cultural developments of the Native American World, recognizing the effect that the Native American past has had upon the present. This course seeks to develop these understandings within the student through reading, discussion, lectures and writing exercises such as essays, book reviews, and short position papers. (Fall)

Latin American Civilization This term course surveys the major forces and institutions shaping Latin America: pre-Columbian Indian cultures, the Iberian heritage, and modern social and political developments. The course also examines Latin American cultural traditions. Latin American Civilization will enable the student to develop a meaningful understanding of the emergence of basic institutions, characteristics and values of Latin American culture. This course seeks to cultivate such a capacity within the student through lectures, reading, discussion, and an 8-10 page term paper. (Winter)

Islamic Civilization This term course surveys and integrates the political, economic, social, cultural, and aesthetic history of the Islamic World from the earliest times through the 21st Century. The students will inquire into the nature and theories of history and historiography; apply these interpretations to a variety of major events in Islamic history; observe and integrate the major political, economic, social, cultural and aesthetic developments of the Islamic World; understand and appreciate the ideals and the social institutions that characterize the Islamic World; recognize the effect that the Islamic past has had upon the present; and apply the knowledge and skills acquired in this course to written analysis of history. (Spring)

(4-6) In Search of Enlightenment in the Ancient Far East The East is fabled for its wisdom. This course intends to trace historical evidence for the East's reputation for such wisdom. It will involve detailed study of such historical periods as China's Chou Dynasty and Warring States period, including some of the classic figures and texts associated with such periods—LaoTze, the TaoTeChing, and kings Wu and Wen as possible examples. "Detailed" is taken to mean scholarly "close reading", that is, unhurried, careful, at times line-by-line and word-by-word study of the text (most of which will be found online). The point is not as much covering a certain specified amount of material as it is giving real care to whatever texts/topics are finally studied. The course will be taught as a seminar, and thus via the Socratic Method. Students, therefore, must be prepared to take regular part in the daily dialogue and that will mean regular, "engaged" preparation each night. Among other things, each student should expect to be chosen at random to lead class discussion on the topic/text at hand. Tests and papers will constitute other grading criteria. In the end, beyond a hopefully worthwhile investigation of the topic, it is also hoped that the student will grow in appreciation of how the careful study of history can result in the personal growth of the person participating in such study...perhaps even in their own enlightenment. (Fall) **(Not offered 2011-2012)**

The Search for Arete in the Athenian Golden Age "Arete" and "Eudaimonia" are two of the greatest gifts that the Athenian Golden Age bequeathed to the world. "Arete" was the Athenian word for

“excellence”; “Eudaimonia” for “happiness.” The gift was not so much the words but the understanding of how profoundly the two were intertwined in the course of human experience. Happiness was largely the result of seeking excellence, and what culture, whether ancient or modern, east or west, has ever achieved greater excellence than Athens in the Golden Age? How else are we to understand why the Parthenon, even in tragic ruins, still symbolizes *arête* so powerfully in both western and eastern culture today? This course intends to explore in careful, studied detail some of the most impressive examples of *arête* that Athens achieved. Such examples might include Plato’s *Apology*, Thucydides’ history of the Sicilian expedition, the Athenian recognition of the relationship between mathematics and beauty as exemplified in the Golden Mean, Pericles’ “Funeral Oration,” and, of course, the Parthenon. “Detailed” is taken to mean scholarly “close reading”, that is, unhurried, careful, at times line-by-line and word-by-word study of the text (most of which can be found online). The point is not as much covering a certain specified amount of material as it is giving real care to whatever texts/topics are finally studied. The course will be taught as a seminar, and thus via the Socratic Method. Students, therefore, must be prepared to take regular part in the daily dialogue and that will mean regular, “engaged” preparation each night. Among other things, each student should expect to be chosen at random to lead class discussion in the topic/text at hand. Tests and papers will constitute other grading criteria. In the end, beyond a hopefully worthwhile investigation of the topic, it is also hoped that the student will grow in appreciation of how the careful study of history can result in the personal growth of the person participating in such study...perhaps in their personally attaining *arête*...and perhaps even eudaimonia? (Winter) **(Not offered 2011-2012)**

Modern Western Civilization in Crisis, The 1960’s The Chinese word for “crisis” is “weiji.” As is common in the Chinese language, “weiji” is two words put together: “wei” and “ji.” “Wei” means “danger”; “ji” means “opportunity.” This course intends to explore in careful, studied detail some of the greatest crises in history as tests of the characters of those individuals and nations involved, studying whether they dwelled on the danger, or chose, instead, to see opportunity amidst the danger...and what the consequences for each choice proved to be. This will include a wide range of possibilities such as the battles of Marathon, Gettysburg and Midway, Copernicus’s choice to discover whether or not the universe revolved around the earth, Picasso’s painting of “Guernica,” the year 1968 in America, et cetera. “Detailed” is taken to mean scholarly “close reading”, that is, unhurried, careful, at times line-by-line and word-by-word study of the text (most of which can be found online). The point is not as much covering a certain specified amount of material as it is giving real care to whatever texts/topics are finally studied. The course will be taught as a seminar, and thus via the Socratic Method. Students, therefore, must be prepared to take regular part in the daily dialogue and that will mean regular, “engaged” preparation each night. Among other things, each student should expect to be chosen at random to lead class discussion in the topic/text at hand. Tests and papers will constitute other grading criteria. In the end, beyond a hopefully worthwhile investigation of the topic, it is also hoped that the student will grow in appreciation of how the careful study of history can result in the personal growth of the person participating in such study...perhaps even in their own ability to see opportunity in their own personal crises. (Spring) **(Not offered 2011-2012)**

(5-6) War Series

History of the Civil War This term course follows a traditional historical pattern as it explores the causes and conduct of the central historical drama in United States history, the internecine struggle which tore the nation apart between 1861 and 1865. The course work requires substantial reading, careful listening and the ability to express your own thoughts clearly and effectively, orally and in writing. Student will also be required to pursue some independent research and writing guided by their own intellectual interests. (Fall)

History of the Second World War This term course follows a traditional historical pattern as it explores the causes and conduct of the central historical drama of the Twentieth Century, the struggle which tore the world apart between 1939 and 1945, and left it changed forever. The course work will require substantial reading, careful listening and the ability to express one’s own thoughts clearly and effectively, orally and in writing. Students will also be required to pursue some independent research and write a 1500-word research paper. (Winter)

History of the Vietnam War The Vietnam War changed the United States and its understanding of itself forever. But the effect on the United States, even when measured in terms of our place in the world as a whole, pales in comparison to the devastation it visited upon Vietnam and the Vietnamese people, between 2,000,000 and 3,000,000 of whom died as a result. While it constantly makes the effort to understand the experience of Vietnam in a larger historical context, the perspective of the course on the war will be very much an American one. (Spring)

- (5-6) **Economics** Designed to help students gain an understanding of economic terms on both a conceptual and graphic level, this course covers a number of basic macro and microeconomic issues, as well as some basic management concepts and skills. Students will be expected to understand each chapter of the primary text, as well as review current economic publications, prepare an 8-10 page term paper, manage an investment portfolio, and participate in class projects.
- (5-6) **Economics (AP) Requires departmental approval.** Designed for Fifth and Sixth Formers desiring to take the Advanced Placement (AP) examination in either Macroeconomics, Microeconomics, or both, this course provides an opportunity for in-depth study of the economic theory that comprises these disciplines. Critical reasoning, graphing applications, and writing will be stressed. The bulk of the assignments require close attention to the textbook and practice in utilizing the graphical and mathematical tools that are used to analyze problems. Students will also read supplemental materials and should gain the ability to critically and analytically describe current economic conditions and issues.
- (5-6) **U.S. Government (AP) Requires Departmental Approval.** This course will examine the workings of the U.S. government. With a U.S. History course as a foundation, this course will take an in-depth look at the institutions and policy processes of the Congress, the President, the Bureaucracy and the Federal Courts. Likewise, elections, political parties, interest groups, as well as civil liberties and civil rights issues, will be studied. Students will examine the constitutional underpinnings and critical historical events that have helped to shape the American system of government. The course will emphasize (i) preparation for the Advanced Placement Exam and (ii) analysis of current and historical events and figures in American government. Understanding and defending a variety of points of view on a given issue (regardless of one's personal feelings about those positions) both orally and in writing will be stressed.
- (5-6) **Psychology** These three one-term courses are an introductory survey that aims to help students understand themselves as well as others. The fall term covers research methods, the biological basis of behavior, states of consciousness, and principles of learning. The winter term focuses on memory, intelligence, human development and personality theory. The spring term includes psychological disorders, therapies, and social psychology. These courses do *not* meet the Religious Studies requirement. (Fall, Winter, Spring – students may enroll in any one or all three terms.)
- (5-6) **Psychology (AP) Requires departmental approval.** Prepares the student for the Advanced Placement Test in Psychology. Topics covered include learning, motivation, personality, biological bases of behavior and psychological disorders. College level laboratories.

Humanities

NOTE: *Humanities 3 and 4 fulfill the graduation English requirement in the Fifth and Sixth Forms.*

- (5) **Humanities 3 (AP) Requires departmental approval.** This course completes the syllabus for the Advanced Placement English language and Composition examination but includes intense studies of the Humanities. A unique educational experience, the course develops English vocabulary through the etymological study of 600 vocabulary words presented in two

vocabulary workbooks (Vocabulary Workshop Levels G and H). Student explore the rhetorical strategies utilized by authors of prose and poetry. There is a balance maintained among readings in American and British literature exemplified in poetry, novel and short story. Selections are made each year but generally include *Scarlet Letter*, *Their Eyes Were Watching God*, *Ethan Fromme*, *To Kill a Mockingbird*, *Animal Farm*, and *Portrait of An Artist*. Students are also exposed to classical music, sculpture and painting according to the context of what they are reading. Frequent discussion, reflection essays, creative writing, and public speaking characterize the classes. Humanities students are inquisitive, independent learners and will write the AP English examinations.

- (6) **Humanities 4 (AP) Requires departmental approval.** The fall term is opens with a study of ancient epic in which students read selections from the *Iliad*, *Odyssey* and *Aeneid*. Exploration of the origin and development of the Greek theater leads into a study of drama. Students read Aristotle's *Poetics*, and Sophocles *Oedipus Rex* or *Antigone*. The class then looks at Elizabethan theater and does a close reading and analysis of Shakespeare's *Hamlet*, *Othello*, or *Lear*. The winter term opens with a study of ancient Rome with emphasis on the iconography of power. Monuments are studied in their political context from the late republic through the first century. Transition is then made to a comprehensive study of the Italian Renaissance. Selections from Dante's *Inferno* augment the detailed study of the social, literary and artistic aspects of the world of Renaissance Florence. Students become familiar with the monuments, sculpture, and paintings of Giotto, Masaccio, Donatello, Rafaello, Boticelli, Michelangelo and Bernini. The spring term is devoted to Literature in Film. The class applies the principles of drama, learned in the fall, to the medium of film. In all phases of the course students are encouraged to read, write and think attentively. There are opportunities for individual and group presentations. Students will also have the opportunity to travel to Europe in the Spring break to visit under the guidance of their teacher specific centers which have influenced world cultural development. Students are encouraged to take the Advanced Placement Examination in English Literature.
- (4-6) **Classical Mythology** This term course examines the principal stories which comprise Greek mythology. These will include myths connected with the origin of the universe, the evolution of the Titans, the rise of Zeus to power and the specific stories surrounding each Olympian god. In the desire to show how text and context inform one another, the teacher will expose the students to various archaeological sites whose excavations have shed important light upon the myths traditionally associated with them. (Fall)
- (4-6) **The Art and Archaeology of Ancient Greece** In this term course students explore the material remains of various cities prominent in the history of Greece. Knossos, the main city of the Island of Crete, Troy, and Mycenae are among the sites studied for their importance in the Bronze Age (3000-1100BCE). After a detailed study of Greek architecture and the evolution of key building types such as the temple, the stoa, and the theater, students study the remains of Olympia, Delphi, and Athens, as well as the myths associated with these cities. (Winter)
- (4-6) **The Art and Archaeology of Ancient Rome** This term course will examine the archaeological remains of the major monuments through slide lectures, internet research, and assigned readings. Students will grow to comprehend the remarkable development of Rome from a village to a major city to an imposing empire. This study of the design, development and importance of each stage in Rome's evolution will lead to a greater understanding of related subject areas. The sites studied will include the Palatine and Capitoline Hills, the Roman Forum, the various Imperial Forums, the Rome of the emperors Augustus, Vespasian, Titus, Domitian, Trajan and Hadrian. (Spring)

Mathematics

- (3-4) **Algebra 1** This first year course in algebra provides an important base for all high school mathematics. Topics include factoring; rational expressions; systems of equations; lines; solving linear, fractional and quadratic equations; solving inequalities; rational and irrational numbers; and exponents including negative exponents.
- (3-5) **Geometry Prerequisite: Algebra 1.** This proof-based course in plane and solid geometry focuses on teaching students logical methods. Topics include segments, angles, deductive reasoning, parallel and

perpendicular lines, coordinate geometry, congruent and similar triangles, quadrilaterals, right triangle trigonometry, circles, and area and volume. Proper presentation of a mathematical proof in two-column form is a major point of emphasis.

- (3-5) **Geometry (Honors) Requires departmental approval. Prerequisite: Superior performance in Algebra 1.** This enriched course in plane and solid geometry includes the topics listed above for Geometry but approaches the topics in a more formal, axiomatic way. Euclidean Geometry serves as an excellent introduction to the advanced young student of the beauty and rigor of a formal mathematical system, and great emphasis is put on proofs with thorough justification via definitions, postulates, and theorems.
- (3-6) **Algebra 2 Prerequisite: Algebra 1 and Geometry.** This second year algebra course prepares students for the study of Pre-calculus. Topics include review of Algebra I concepts; rational expressions; radicals; rational exponents; equations and linear inequalities; functional analysis including graphs, transformations, piecewise and composite functions, quadratics and polynomials, and rational functions; rational and polynomial inequalities; probability and counting; inverse functions; exponential and logarithmic functions; systems of equations; circles and parabolas; sequences and series; and an introduction to trigonometry including radians, the unit circle, and right triangles.
- (3-5) **Algebra 2 (Honors) Requires departmental approval. Prerequisite: Superior performance in Algebra 1 and Geometry.** This rigorous course in algebra and pre-calculus covers a large amount of material in greater depth than the standard two year Algebra 2 – Pre-calculus sequence. Students who successfully complete this course may proceed directly to AB Calculus (AP).
- (5) **Functions and Discrete Mathematics Requires departmental approval. Prerequisite: Algebra 2.** This course offers a brief review of algebra concepts, a preview of Pre-calculus topics, and an introduction to discrete mathematics. Topics include exponential and trigonometric functions, sequences, statistics, voting and apportionment, and operations science. These topics will be studied through applications, including those in economics, finance, and environmental science, and will rely heavily on both the TI-83 graphing calculator (or equivalent) and Microsoft Excel. This course is for fifth-form students who have completed Algebra II and wish to strengthen and broaden their mathematical backgrounds before taking Pre-calculus or AP Statistics.
- (3-6) **Pre-calculus Requires departmental approval. Prerequisite: Good performance Algebra 2.** This course in pre-calculus mathematics is designed to prepare students for the study of calculus. Topics include analysis and graphing of a variety of functions (polynomials, rational, exponential and logarithmic, and trigonometric), trigonometry (verifying identities, applications for both right triangles and non-right triangles), conic sections, systems of equations, probability and statistics.
- (3-6) **Pre-calculus (Honors) Requires departmental approval. Prerequisite: Superior performance in Algebra 2 or Algebra 2 (Honors).** This course is an enriched course in pre-calculus mathematics, studying topics in greater depth than in the regular Pre-calculus course. Topics include those in Pre-calculus as well as additional topics including matrices and an introduction to calculus.
- (6) **Statistics Requires departmental approval. Prerequisite: Algebra 2.** This course in probability and statistics covers a wide range of statistical material, including displays of quantitative and categorical data (e.g. boxplots, scatterplots, contingency tables), measures of spread, relationships between quantitative variables (including linear regression), randomness and probability, data collection (experiment and surveys), random variables in probability models, and statistical inference (hypothesis testing and confidence intervals). This course does *not* prepare students for the Advanced Placement exam.
- (5-6) **Statistics (AP) Requires departmental approval. Prerequisite: Pre-calculus or Functions and Discrete Mathematics.** This honors course in probability and statistics covers a wide range of statistical material, including displays of quantitative and categorical data (e.g. boxplots, scatterplots, contingency tables), measures of spread, relationships between quantitative variables (including linear regression),

randomness and probability, data collection (experiments and surveys), random variables in probability models, and statistical inference (hypothesis testing and confidence intervals). Special emphasis is placed on the interpretation of those topics, and practical applications are emphasized. This course prepares students for the Advanced Placement Exam in Statistics.

- (5-6) **Calculus** Requires departmental approval. **Prerequisite: Good performance in Pre-calculus or Pre-Calculus (Honors).** This introductory course in calculus emphasizes differential calculus, but some time is also spent on integral calculus. Topics include limits, derivatives, antiderivatives, integrals including the Fundamental Theorem of Calculus, and applications of the derivative including graphical analysis and relative and absolute extrema problems. This non-honors calculus course does *not* prepare students for the Advanced Placement exam.
- (4-6) **Calculus AB (AP)** Requires departmental approval. **Prerequisite: Superior performance in Algebra 2 (Honors) or Pre-calculus or Pre-Calculus (Honors).** This honors level course studies topics in both differential and integral calculus. Topics include limits and continuity; derivatives including implicit, exponential, logarithmic, and inverse trigonometric functions; applications of derivatives including graphing, first and second derivative tests, rectilinear motion, and maximum and minimum problems; antiderivatives and integration including the Fundamental Theorem of Calculus; area between two curves and volumes by slicing; and separable differential equations. This course prepares students for the Advanced Placement exam for Calculus AB.
- (5-6) **BC/Multivariable Calculus (AP)** Requires departmental approval. **Prerequisite: Successful completion of Calculus AB (AP).** This course continues the calculus sequence started in Calculus AB (AP). The topics covered at the start of the course complete the study of single variable calculus including methods of integration, sequences and series, and polar and parametric functions. Included among the topics for multivariable calculus are three dimensional space, vectors, vector-valued functions, curvature, partial derivatives, multiple integrals and their applications including Green's Theorem and Stokes' Theorem. This course prepares students for the Advanced Placement exam for Calculus BC.
- (5-6) **Graph Theory and Proof (Honors)** Requires departmental approval. This course is for those students who have completed or are concurrently taking BC/Multivariable Calculus (AP/Honors). This is a course in discrete mathematics, methods of mathematical proof, and introductory graph theory. Emphasis will be placed on daily presentation of material from the reading. Topics include logic, congruence, induction and recursion, algorithms, graphs, and applications. **(Not offered 2011-2012)**
- (5-6) **Advanced Mathematics Seminar (Honors)** Requires departmental approval. This course is for those students who have completed or are concurrently taking BC/Multivariable Calculus (AP/Honors). Topics in undergraduate mathematics will be studied as chosen by the instructor. Topics may include, but are not limited to, Chaotic Dynamical Systems, Logic and Set Theory, Number Theory, Advanced Geometry, Stochastic Processes, Mathematical Modeling, Complex Analysis, Linear Algebra, and Differential Equations.

Modern Languages

- (3-5) **Chinese 1** The grammatical structures, vocabulary, pronunciation, tones, and writing system of Mandarin Chinese are presented together in an integrated, communication-oriented curriculum. College-level texts are used and some 400 characters and vocabulary items are learned by the end of Chinese 1. Both inside and outside the classroom, the speaking, listening, reading and writing of Chinese are reinforced through multimedia technology, cultural activities and projects.
- (3-6) **Chinese 2** Grammar patterns, vocabulary, good pronunciation and the learning of characters continue to be stressed. Students will now be familiar with most of the basic sentence patterns and will have doubled their vocabulary and character knowledge. Speaking and other productive language skills are stressed, while increasing cultural knowledge is approached through various media and contexts.

- (3-6) Chinese 2 (Honors) Requires departmental approval. Prerequisite: Excellence in Chinese 1 or equivalent.** The curriculum will continue to build on students' listening, speaking, reading, and writing skills at an accelerated pace. Students are required to speak the target language in phrases and sentences whenever possible and understand sentences or strings of sentences when spoken to. Level appropriate literacy in reading and writing of Chinese characters is also required. Web-based online aural and oral training programs will be employed for speaking and listening comprehension training purposes. Occasionally, students will be expected to do independent research on projects using a hardcopy or online dictionary or other resources.
- (3-6) Chinese 3** Speaking, listening, reading and writing continue in a communication-oriented classroom, while the reading of intermediate level texts, using a Chinese dictionary, begins. Increasing vocabulary and developing reading and decoding skills are primary goals, as is improving writing and composition ability. Students will be exposed to a wide variety of media and linguistic forms to broaden their familiarity and comfort with Chinese language and culture.
- (3-6) Chinese 3 (Honors) Requires departmental approval. Prerequisite: Excellence in Chinese 2 or Chinese 2 (Honors) or equivalent.** This class is a pre-Advanced Placement-level course that reinforces students' listening, speaking, reading and writing skills. Students are required to speak the target language in strings of sentences and paragraphs when spoken to. Level appropriate literacy in reading and writing of Chinese characters is also required. Web-based online aural and oral training programs will be employed for speaking and listening comprehension training purposes. Students will be expected to do independent research on projects using a hardcopy or online dictionary or other resources.
- (3-6) Chinese 4 AP Requires departmental approval.** The AP Chinese Language and Culture course is designed to be comparable to fourth semester college/university courses in Mandarin Chinese (approx 250 hrs of college level classroom instruction). The goal of the course is to further develop communicative skills in Chinese across the three communicative modes (interpersonal, interpretive, and presentational), in preparation for the Advanced Placement Chinese exam. Students will read a wide variety of authentic texts ranging from works in the literary form to more colloquial and modern writings. Writing and composing in the presentational mode will take on a greater role, and as the AP exam is entirely internet based, students will be required to submit most of their written work and communications via computer. The AP exam also has sections evaluating listening and speaking, so the course will include a variety of activities to improve all of the communicative areas. Cultural knowledge and awareness is also a key component of the course. This course is open to students who have displayed strong ability in Chinese 3, or with the permission of the instructor.
- (3-6) Chinese 5 (Honors) Requires departmental approval.** This course focuses on further enhancing students' listening, speaking, reading and writing skills as burgeoning communication tools rather than as an academic subject matter. The class will use a student-centered and content-based pedagogical approach as well as be conducted entirely in the target language with authentic materials, which include a variety of well-known (con) texts of different genres, be it classical or modern, essential in understanding Chinese culture and sensitivity. Students are required to take ownership of this class through active participation in, and contribution to, all aspects of the curricular design, including material selection, homework and activity design, as well as performance assessment. In accordance to ACTFL (American Council on the Teaching of Foreign Languages) guideline, students who successfully complete this class will reach the "advanced-low level of proficiency" both in speaking and writing the target language.
- (3-5) French 1** This course is designed for students who have never studied French before. It is an elementary French course that also focuses on the skills needed to learn a modern language. Emphasis is placed on communication, both oral and written, and culture. This is an interactive course that uses a variety of media, including video, audio, print and the Internet.
- (3-6) French 2** French 2 is a course that builds on the four language skills acquired in French 1. Course content further develops the student's ability to understand and to communicate in the language, both orally and in writing. Students begin to read and to discuss short stories and poems and to write short compositions. The course is conducted in French.

- (3-6) **French 2 (Honors) Requires departmental approval. Prerequisite: excellence in French 1 or equivalent.** French 2 Honors is a beginning intermediate course that builds on the language skills—listening, speaking, reading and writing—acquired in level 1. Since it is an honors course, students are expected to work at an accelerated pace and produce oral and written work of a high caliber. In addition to developing their linguistic skills, students study a variety of cultural themes, from music to the regions of France. This course is conducted in French.
- (4-6) **French 3** This is an intermediate French course. It reviews and expands important linguistic structures acquired during the two previous years. Students are expected to work independently on oral and written projects and to demonstrate increasing ability to handle a wider and more complex range of topics. The course is conducted in French.
- (4-6) **French 3 (Honors) Requires departmental approval. Prerequisite: French 2 or French 2 Honors or equivalent.** This is a pre-Advanced Placement-level course that reinforces the four skills. It reviews important linguistic structures acquired during the two previous years. Students are expected to work independently on increasingly complex oral and written assignments, which are based on traditional and multimedia resources. They continue to develop reading skills, writing ability and cultural awareness. The course is conducted in French.
- (4-6) **Advanced French 4A (Honors) and Advanced French 4B (Honors)** are courses offered in alternating years to students who wish to continue their study of French beyond The Hill School requirement. **Prerequisite: French 3 or equivalent.** Each course reinforces, expands and refines students’ ability to communicate orally and in writing at the advanced level. As well, the classes introduce them to a variety of literary works from the French-speaking world, allowing them insight into the history and culture of the francophone world. Emphasis is placed on fostering oral communication in everyday situations and developing writing skills through a process including drafts and editing. Grammatical topics are presented and reviewed in an effort to prepare students for the SAT-II Subject Test in French. Authentic French media, including radio, television and cinema, are used to build vocabulary and develop cultural appreciation. This course is conducted in French.
- (5-6) **French 4 (AP) (Language) Requires departmental approval. Prerequisite: excellence in French 3 or French 3 Honors or equivalent.** This course prepares students for the AP Language exam that evaluates them on a standard equivalent to that of an advanced level college course. During the year, students work on enhancing their communicative skills, both oral and written. Assignments include: compositions, oral activities and presentations, grammatical exercises, and practice AP activities. A variety of materials are used such as, French radio selections, audio segments and programs, Internet activities and a wide array of reading materials. This course is conducted in French.
- (4-6) **Senior French Seminar (Honors) Requires departmental approval. Prerequisite: French 4 AP or the equivalent.** As its title suggests this advanced level French course –the equivalent of a 300-level college course—has two main axes. The first is conversational and focuses on oral comprehension and expression. Emphasis is placed on correct usage, vocabulary enrichment and the development of fluency. Students are required to do a number of oral projects throughout the year as well as work regularly with a variety of original oral sources, including CD’s, the Web sites and films. The second is literary. Here students read a number of works spanning several centuries and develop the critical tools needed to do literary analyses, such as “explication de texte.” Then the works read in the class are matched with films which either offer a cinematic version of a particular text or treat the period in which this book was written. Students demonstrate their acquisition of critical skills by writing short analytical papers of one to three pages on the texts and films covered in class.
- (3-5) **Spanish 1** This is an introductory course that presents Spanish to students through listening, speaking, reading, and writing. Particular emphasis is placed upon the mastery of forms and uses of the verbs in the present and past indicative tenses. Students are also introduced to the culture of Spanish-speaking countries. The Multimedia Language Center is used by groups and also independently to develop listening comprehension skills.

- (3-6) **Spanish 2** The objectives of Spanish 2 are to improve the skills attained by students in Spanish 1 and to continue the presentation of basic grammar including an introduction to the subjunctive mood. Emphasis is placed upon increasing active vocabulary through the study of new words that appear in dialogues, readings and thematic lists. Students continue to read about the culture of the Spanish-speaking world and to use the Multimedia Language Center for practice in listening comprehension.
- (3-6) **Spanish 2 (Honors) Requires departmental approval.** This course is offered to students who have shown a high degree of self-motivation and previous success and who wish to advance at a faster pace. The objective of Spanish 2 Honors is to continue the presentation of basic grammar, including the indicative, imperative and subjunctive moods. Emphasis is placed on increasing the student's active vocabulary through selected readings. Students continue to read about the culture of the Spanish-speaking world and to use the Multimedia Language Center for audio and oral practice.
- (4-6) **Spanish 3** Spanish 3 focuses on a review of grammatical principles while emphasizing conversation and written expression. Students increase their working vocabulary by learning new words gleaned from short readings, conversation and real-life situations. To facilitate oral communication and aural comprehension, there are frequent exercises using videos, CDs, classroom reading and conversation. Literary selections and guided Internet research expand the cultural knowledge of the student.
- (4-6) **Spanish 3 (Honors) Requires departmental approval. Prerequisite: Spanish 2 or Spanish 2 Honors** This is a pre-Advanced Placement-level course that reinforces all four language skills: listening, speaking, reading and writing. The grammar studied in levels 1 and 2 is reviewed along with further study of idiomatic expressions, including frequent drills and assignments in the Multimedia Language Center and oral presentations in class. In addition to the grammar and vocabulary review sections, literary selections from Spain and hispanophone America are introduced to encourage and to develop reading skills, writing ability and cultural awareness. Selected Spanish-language websites are assigned so that students can obtain additional information and familiarity with idiomatic living language. This course is conducted in Spanish.
- (4-6) **Advanced Spanish 4A (Honors) and Advanced Spanish 4B (Honors) Prerequisite: Spanish 3 or equivalent.** The students enrolled in the Advanced Spanish class have finished three years of high School Spanish; thus, they should have a good understanding of the Spanish grammar and an intermediate level of proficiency. In each course, students will not only develop and refine speaking, reading and writing skills in the target language, but will also become more aware of the cultures whose primary language is Spanish. For that purpose, students will read short stories, poetry and culture readings as well as watch and discuss movies. Throughout the year students will be expected to write essays on works by a given author and on movies discussed in class.
- (4-6) **Spanish 4 (AP) (Language) Requires departmental approval. Prerequisite: excellence in Spanish 3 or Spanish 3 Honors or equivalent.** This college-level course is designed for students who want to continue developing their proficiency in all four language skills: listening, speaking, reading, and writing. The course is conducted entirely in Spanish, and its content should qualify students for the Advanced Placement Examination in Spanish Language. Following the College Board course description, this AP class emphasizes: 1. *the ability to comprehend formal and informal spoken Spanish*; 2. *the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern literature in Spanish*; 3. *the ability to compose expository passages*; and 4. *the ability to express ideas orally with accuracy and fluency*. Sample questions and test-taking strategies from previous AP exams are studied in detail. To stimulate the students' interest, selected Spanish-language websites are assigned, including audio and video whenever possible.
- (5-6) **Spanish 5 (AP) (Literature) Requires departmental approval. Prerequisite: excellence in Spanish 4 AP Language.** The objective of this college-level, survey-style course is to develop an appreciation of literature that is written in Spanish. It introduces prominent works from Spain and Spanish America across the centuries. The required reading list includes authors in all genres from the Middle Ages to the present. In addition to the reading and critical discussion of literary works, students are encouraged to take advantage of the Internet to expand their knowledge of the topics and issues studied. The course is

conducted entirely in Spanish; and it is anticipated that, upon completion, students will qualify for the Advanced Placement Examination in Spanish Literature.

(3-6) Modern Languages Term Courses (Do not fulfill the language requirement.)

The Intellectual History of Ancient China This term course is designed to introduce various topics in Chinese history from antiquity up to the Tang dynasty (618-906 A.D.) The focus will be on the thinkers and writings that had the greatest impact on China's political development and culture. We will examine the works of various philosophical traditions, such as Confucianism and Taoism, as well as literary and religious traditions. We will read primary works in translation and secondary materials on Chinese history and thought, from the time of Confucius (551-479 B.C) to the mid-Tang dynasty (8th century A.D.). We will place these ideas and developments in their historical context, and explore their meaning, past and present, through class discussion, essays and quizzes. A research paper will allow deeper study in a relevant topic of particular interest to the student. (Winter)

Introduction to Dao De Jing and Chinese Sound and Script This term course is designed to introduce basic Chinese orthography and pronunciation system through the reading of the seminal philosophical text Dao De Jing as translated by Ames and Hall in 2003. It is a foundation and preparatory course on Chinese culture and language for non-Chinese major students who are interested in learning aspects of Chinese language and culture, and/or upper formers who are interested in studying Chinese language, Asian studies, or general humanity subjects in college. This class is also suitable for Chinese students or Chinese-American students who wish to gain insights into their own heritage by reading Dao De Jing with English translation and Chinese in tandem. (Spring)

Religious Studies and Philosophy

(5-6) Introduction to Biblical Criticism This non-doctrinal course is an introduction to the academic study of the composition, content and interpretation of the Bible. The goal of the course is to give students a grasp of major biblical events and concepts and to engage them in thoughtful reflection on scholarly interpretation of the Bible today. Students will be exposed to substantial portions of primary sources from the Hebrew Bible and Greek New Testament. It is important to note that scholarly study of the Bible is not the same as devotional study, and that the basic assumptions of the Historical-Critical Method may differ radically from those of an individual student's faith community.

(5-6) Religion in Literature (Honors) Requires departmental approval. This honors-level reading, writing, and discussion course considers how literature deals with the realm of religion. We will look at literary texts based on religious ones (C.S. Lewis's *Perelandra* and John Milton's *Paradise Lost*, in their relation to Genesis; Steven Pressfield's *The Legend of Bagger Vance* in relation to *The Bhagavad-Gita*; and Naguib Mahfouz's *The Children of the Alley* and the *Qur'an*); at a literary text which acts as if it were itself religious, Dante's *Divine Comedy*; and at two literary texts which examine the lives of religious persons (Elie Wiesel's *Night* and Chaim Potok's *The Chosen*). The course will give some attention to the writing process, with regularly scheduled papers and revisions. **(Not offered 2011-2012)**

(5-6) God and Free Will (Honors) Requires departmental approval. *If God knows that you're going to have oatmeal for breakfast tomorrow, are you still free to have scrapple? How does God's knowledge relate to your free will? If God knows everything that has been, is, and will be, does God know that time it is? How does God's unchanging eternal knowledge relate to the idea of "now"?* Thinkers in the three great Abrahamic traditions, Judaism, Christianity, and Islam, have all had to deal with the apparent conflict between (a) the idea that God, who is the all-powerful creator, knows everything all at once and (b) the principle that human beings make free choices in passing time. (In the Christian world, this discussion often takes place in terms of "predestination" and "free will.") This Honors level course assumes no background in philosophy or theology. We will begin by considering what it means to "do theology"—particularly philosophical theology, the branch which specializes in the big abstract questions. Once we have a handle on how to work as philosophical theologians, we will read a significant range of primary texts from all three traditions, as well as Kurt Vonnegut's *Slaughterhouse-Five* and essays by contemporary philosophers.

- (5-6) **Worldviews and World Religions** This course surveys five of the world's major religions: Hinduism, Buddhism, Judaism, Christianity, and Islam. We will explore the history, central teachings, sacred texts, and basic practices of these religious traditions. Students will also examine contemporary social, cultural, and political issues pertinent to each religion. The goal of this course is for students to gain an understanding of and respect for worldviews other than their own. Students will be expected to come to class prepared and eager to learn, to actively engage in class discussions, and to demonstrate their understanding of the course material clearly and thoroughly.
- (5-6) **Religion in America** Recognizing the importance religion has played in American history, this course will examine various religious trends throughout the history of the country. Protestant Christianity forms the majority of American religion, but the plurality of the religious experiences in the nation played a vital role in its shaping. Accordingly this course will examine both the intricacies of the Christian experience in America while also delving into the experience of other religious groups as they tried to stake their claim in a new country. The Spring Term will be split between a historical analysis of ancient history to uncover the origins of Christianity and an examination of the modern state of politics and religion in the country. **(Not offered 2011-2012)**
- (5-6) **Religion in America (Honors) Requires departmental approval.** This course will be driven by an examination of **primary sources** covering the expanse of American history. We will analyze the adaptations of Christianity throughout American history. In the nation's past, various groups have co-opted and adapted the image of Jesus to fit their particular needs and historical contexts. We will examine how American understanding of Jesus has changed from the time of Native American conversion, to Puritanism, to muscular Christianity of the early 20th century, to the rise of the Religious Right in modern day politics. Particular attention will also be given to the African-American experience of Christianity. Students will be expected to come to class prepared to discuss the readings and contribute to **class discussions** on a daily basis. **(Not offered 2011-2012)**
- (4-6) **Philosophy Seminar: Can Virtue Be Taught** This course provides students with an introduction to the formal philosophical study of Ethics. Topics covered will include the basics of ethical inquiry, the relationship between the self and society, as well as more focused examinations of racism, non-violence, war and peace, and other specific exercises in "applied ethics." All will be taught from various perspectives in both Western and Eastern religious and philosophical traditions. In addition to the specific problems examined, the course will attempt to bring students to an understanding of the vital importance and relevance of the formal study of Ethics. To this end, the course methodology will be primarily Socratic and students will be expected to be active, informed and engaged participants at all times. This course is open to students in the Fourth Form. It fulfills the Religious Studies graduation requirement.

Science

- (3-4) **Biology 1** An introductory course in general biology. Some of the topics covered are cell biology, genetics, ecology and physiology. There is an important laboratory component once a week.
- (5-6) **Biology 2 (AP) Requires departmental approval. Prerequisite: Completion of Biology 1, Chemistry 1 and Physics 1.** A deeper look at subjects presented in Biology 1. College level laboratories and an oral presentation. Prepares the student for the Advanced Placement Examination in Biology.
- (4-6) **Chemistry 1 Departmental Placement Test required.** An introductory course in general chemistry. Topics of study include: Atomic Structure, the Periodic Table, Chemical Bonding, Stoichiometry, Gases, Equilibrium, Thermochemistry, Kinetics, Acids and Bases, Electrochemistry, Nuclear Chemistry and Organic Chemistry. There is a weekly laboratory program which provides a "hands-on" learning environment for the student. Chemistry 1 will not explicitly prepare students for the SAT Subject Test in

Chemistry. *Placement in Chemistry 1 will require departmental approval in conjunction with the results of a placement test.*

- (4-6) **Chemistry 1 (Honors) Departmental Placement Test required.** An Honors level introductory course in general Chemistry that will also prepare students to take the SAT Subject Test in Chemistry. Topics of study include Atomic Structure, the Periodic Table, Chemical Bonding, Stoichiometry, Gases, Equilibrium, Thermochemistry, Kinetics, Acids and Bases, Electrochemistry, Nuclear Chemistry and Organic Chemistry. There is a weekly laboratory program which provides a “hands-on” learning environment for the student. *Placement in Chemistry 1 Honors will require departmental approval in conjunction with the results of a placement test.*
- (5-6) **Chemistry 2 (AP) Requires departmental approval. Prerequisite: Completion of Biology 1, Chemistry 1 and Physics 1.** A deeper look at subjects presented in Chemistry 1. College level laboratories. Prepares the student for the Advanced Placement Examination in Chemistry.
- (5-6) **Physics 1 (Honors)** A first year lab course that is based on Newtonian physics. It requires a math background in a second year algebra course that includes trigonometry. The basic concepts in kinematics, dynamics, electricity and magnetism, optics and energy are covered. The course is both conceptual and quantitative. It develops a basic understanding of the connection between graphing data and relating this to quantitative analysis.
- (5-6) **Physics 2 Mechanics (AP) Requires departmental approval. Prerequisite: Completion of Biology 1, Chemistry 1 and Physics 1.** A deeper look, using calculus, into the mechanics present in Physics 1. It involves college-level laboratories, and prepares the student for the C Level Advanced Placement Mechanics Examination in Physics.
- (5-6) **Physics 2 E&M (AP C) Requires departmental approval. Prerequisite: Completion of Biology 1, Chemistry 1, Physics 1, and AB Calculus.** This course involves a deeper look, using calculus, into Electricity and Magnetism. It involves college-level laboratories and prepares the student for the C Level Advanced Placement Magnetism and Electricity Examination in Physics.
- (5-6) **Environmental Science (Honors) Requires departmental approval. Prerequisite: Completion of Biology 1 and Chemistry 1.** An in depth look at Environmental Science using the standard text of most college courses, Miller 13th Edition. It is a multi-disciplinary course incorporating elements of biology, chemistry, geography, geology, oceanography, and natural resource management. Activities undertaken outside of classroom include college level laboratories, field investigations, a spring term trip to Chincoteague Island, and a full-term spring project.
- (5-6) **Astronomy Prerequisite: Completion of Biology 1 and Chemistry 1.** The underlying principles of life, earth, and physical science are integrated in the study of our place in the universe. The course will be divided into three major components: solar system, stellar and galactic. Major topics include the history of astronomy, objects of the celestial sky, planetary formation, stellar evolution, galaxies, Big Bang and the search for extraterrestrial life. Students will conduct observations of the night skies and investigative research.
- (4-6) **Science Term courses**

Human Physiology This term course is designed to provide students not only with information about how the human body functions but also with tips for studying and learning to solve problems. To accomplish this, there will be a number of study aids performed during the course. Students construct a global view of the body, its systems, and the many processes that keep the systems working. This “big picture” is called the integration of systems and is a key theme of the course. Learning to analyze, synthesize, and evaluate information are skills that students develop in this course. (Fall)

Kinesiology This two-term course consists of the study of human movement from the point of view of the physical sciences. The course examines the human body as a machine for the performance of work. Areas of study include biomechanics, musculoskeletal anatomy and neuromuscular physiology. Students use a hands-on approach with laboratory exercises being performed throughout the term. In this course a foundation is laid for perfecting, repairing and keeping in good condition that incomparable mechanism -- the human body. (Winter/Spring)

Technology

- (3-6) Introduction to Computer Science** This full year course presents an introduction to computer science and programming using Microsoft Visual Basic 2008. The course has a wide variety of hands-on projects for the students to see theory and concepts at work, and promotes self-discovery and research techniques. In the ever-changing world of computer science, it is vital to keep oneself up-to-date with current trends and practices. This course is designed not only to give students a solid foundation in current computer science, but also to help them navigate their way through the field for years to come. We begin the year with a brief overview of computer hardware and technology, before moving on to programming. Programming topics include control structures, variables, objects and classes, functions, arrays, interface design, files, sorts and searches, audio and video - - all with a strong focus on good programming technique and proper documentation.
- (3-6) Topics in Computer Science (Honors) Requires departmental approval.** Topics in Computer Science is an honors-level course for intermediate students in the field of computer science and technology. Each year a new project will be discussed, planned, and executed entirely by the students working as a team towards the common goal of producing a software application. For the 2011-2012 session, we will be studying game design with Adobe Flash and ActionScript 3.0. Students will learn how to create interactive movies, and games that use collision detection and enemy AI. They will also learn the basics of good game design that makes games fun to play.
- (4-6) Computer Science AP Requires departmental approval.** This course is a comprehensive study in Java programming, equivalent to a first-year college-level computer science course. It emphasizes problem solving with an object-oriented approach, as well as algorithm and data structure development and analysis. Other goals of the course include program debugging & documentation, ethical and social implications of computer use, and basic computer architecture. After completing this course, students should be fully prepared for the Computer Science A AP Exam.
- (3-6) Design Technology (CAD)** See description under the Arts Department. This course does fulfill the Arts requirement.

Term Electives 2011-2012

| Department | Fall Term | Forms | Winter Term | Forms | Spring Term | Forms |
|------------------|------------------|-------|---|-------|--|-------|
| SCIENCE | Human Physiology | (5-6) | Kinesiology* (W/S) | (5-6) | Kinesiology - continued (W/S) | (5-6) |
| ENGLISH | Journalism | (4-6) | Journalism | (4-6) | Journalism | (4-6) |
| HUMANITIES | Mythology | (4-6) | Archaeology | (4-6) | Archaeology | (4-6) |
| MODERN LANGUAGES | | | The Intellectual History of Ancient China | (3-6) | Introduction to Dao De Jing and Chinese Sound and Script | (3-6) |

| | | | | | | |
|------------|--|-------|---|-------|---|-------|
| TECHNOLOGY | Digital Arts | (3-6) | Digital Arts | (3-6) | Digital Arts | (3-6) |
| | Advanced Digital Arts (Honors) | (3-6) | Advanced Digital Arts (Honors) | (3-6) | Advanced Digital Arts (Honors) | (3-6) |
| HISTORY | Native American Civilization | (5-6) | Latin American Civilizations | (5-6) | Islamic Civilizations | (5-6) |
| | Psychology | (5-6) | Psychology | (5-6) | Psychology | (5-6) |
| | Civil War | (5-6) | Second World War | (5-6) | Vietnam War | (5-6) |
| | In Search of Enlightenment in the Ancient Far East | (4-6) | The Search for Arete in the Athenian Golden Age | (4-6) | Modern Western Civilization in Crisis, The 1960's | (4-6) |
| ARTS | Acting Workshop | (3-6) | Oral Communication | (3-6) | Public Speaking | (3-6) |
| | Photography | (3-6) | Photography | (3-6) | Photography | (3-6) |
| | Studio Art 1 | (4-6) | Studio Art 1 | (4-6) | Studio Art 1 | (4-6) |
| | Studio Art 2 | (4-6) | Studio Art 2 | (4-6) | Studio Art 2 | (4-6) |
| | Digital Arts | (3-6) | Digital Arts | (3-6) | Digital Arts | (3-6) |
| | Advanced Digital Arts (Honors) | (3-6) | Advanced Digital Arts (Honors) | (3-6) | Advanced Digital Arts (Honors) | (3-6) |
| | Intro to Fine Woodworking | (3-6) | Intro to Fine Woodworking | (3-6) | Intro to Fine Woodworking | (3-6) |

06/08/2011

