

ACADEMIC YEAR 2018-2019
COURSE CATALOG &
PLANNING GUIDE



THE HILL SCHOOL
THE FAMILY BOARDING SCHOOL™

TABLE OF CONTENTS

| | | |
|---|--|-------|
| ▣ | Message from the Academic Office | 3 |
| ▣ | Academic Accommodations and Support | 4 |
| ▣ | Learning Opportunities | 5 |
| ▣ | Course Selection Process (New Students) | 6 |
| ▣ | Course Selection Process (Returning Students) | 7 |
| ▣ | Important Course Selection Notes | 8 |
| ▣ | Daily Academic Schedule | 9 |
| ▣ | Graduation Requirements | 10 |
| ▣ | Arts: Performing and Visual | 11 |
| ▣ | Performing | 12-16 |
| ▣ | Visual | 17-22 |
| ▣ | Classical Languages | 23-26 |
| ▣ | English | 27-31 |
| ▣ | History and Social Sciences | 32-37 |
| ▣ | Humanities | 38-40 |
| ▣ | Mathematics, Computer Science and Technology | 41-50 |
| ▣ | Quadrivium Engineering and Design (QED) | 51-52 |
| ▣ | Religious Studies and Philosophy | 53-57 |
| ▣ | Science | 58-63 |
| ▣ | World Languages | 64 |
| ▣ | Arabic | 65-66 |
| ▣ | Chinese | 67-68 |
| ▣ | French | 69-70 |
| ▣ | Spanish | 71-73 |
| ▣ | NCAA Approved Courses | 74-75 |
| ▣ | Sample Course Plan | 76 |

FROM THE ACADEMIC OFFICE

“Whatsoever Things Are True.”

ACADEMIC PROGRAM MISSION

The academic program of The Hill School embodies the quest for “Whatsoever things are true,” our School motto, by providing an excellent liberal arts education rooted in basic skills and knowledge.

The Hill School offers an educational experience that emphasizes intellectual discovery while helping students develop a moral framework by which to live their lives. A Hill education ultimately hopes to create a lifetime of learning inspired by intellectual curiosity, moral virtue, and esteem for human excellence.

The “work” of The Hill School is completed through the body of learning processes and experiences through which the young men and women of The Hill grow into well-educated young adults. This growth is accomplished by the experience and knowledge gained through the liberal arts and sciences: thinking critically, writing effectively, speaking forcefully, and solving problems analytically. With this experience, Hill students develop the importance of self-knowledge, individual responsibility, and a duty to others.

Mr. John W. Dollhopf
Academic Dean

Ms. Bo Kim
Director of Studies and Instruction

ACADEMIC ACCOMMODATIONS AND SUPPORT

ACADEMIC ACCOMMODATIONS

The Hill School is committed to providing appropriate and reasonable accommodations to students with documented disabilities. If a student has a disability and would like to request academic accommodations, documentation should be shared with the Academic Office to the attention of the Academic Dean. Please note that the provision of accommodations in a previous educational setting does not guarantee that they will be automatically approved at The Hill. The Hill provides requested and reasonable accommodations to students with a diagnosed condition that meets the definitions of a disability established by the Americans with Disabilities Act (ADA).

EXTRA HELP AND ACADEMIC SUPPORT

A major advantage of attending a boarding school is the availability of faculty and their willingness to provide extra help to students. This program supplements class instruction. At The Hill School the intent of this program is:

1. To encourage a student and support his or her effort;
2. To promote student/teacher interaction, understanding, and respect;
3. To improve a student's understanding and performance in a subject when classroom instruction and student effort have not produced the desired effect; and
4. To help a student catch up on material missed because of illness or because of School-sponsored activities.

Student responsibilities include:

1. Meeting appointments, appearing on time, and notifying the instructor of an change of plans;
2. Conscientious effort and attentiveness in class;
3. Identifying the need for extra help and clearly communicating this need to the instructor; and
4. Being academically prepared to benefit from instructions; e.g., the student should have memorized formulas and vocabulary and be able to pose specific questions to help focus on problem areas.

LEARNING OPPORTUNITIES

INDEPENDENT STUDIES

The Hill offers students the option of engaging in both Regular and Honors Independent Studies.

A Regular Independent Study project is a two-term research project which is undertaken by a Hill School student under the formal guidance of a faculty member. It is designed to provide the able and interested student an opportunity to pursue an independent investigation or study without the requirement of class meetings or tests. Students of any form are eligible to apply. A Regular Independent Study may be a student's sixth or seventh class and upon completion will be awarded a Pass with Distinction, Pass, or Fail.

An Honors Independent Study project is a year-long intense research project which is undertaken by a Hill School student entering the sixth form year under the formal guidance of a faculty member. Work begins the summer before the sixth form year. It is designed to provide the able and interested student an opportunity to pursue a deep independent investigation on a topic outside Hill's curriculum. An Honors Independent Study receives a letter grade and may only be taken as a student's sixth course. Any student wishing to undertake an independent study must submit to the Academic Dean, for his consideration, a proposal outlining the subject matter and scope of the study. For further information on independent studies, see the Academic Dean.

SCHOOL YEAR ABROAD

The Hill School is one of 26 independent schools in the United States to participate in the School Year Abroad (SYA) Program. Since the program's inception more than 50 years ago, The Hill School has been a member of the SYA School Consortium. In each of those years, at least one Hill student has participated in the program. Each year, the SYA program allows 60 American students to live with European or Chinese families for a full year. SYA Schools are located in China, France, Italy, and Spain. While abroad, students earn U.S. graduation credits and receive extensive preparation for the challenges of college life. Students are required to have two years of study, if applying to France or Spain, in the country's native language. SYA accepts beginners both in the study of Mandarin, for the program in China, and Latin, for the Classics focused program in Italy. Hill students apply to the program of their choice in the fourth form year, and study abroad during the fifth form year. Questions about the program can be directed to the Program Coordinator, Mr. Joseph Lagor. The School Year Abroad organization's website also has additional information.

COURSE SELECTION PROCESS

New Students

NEW STUDENT ACCOUNTS

In early May, new students will receive information regarding how to access their Hill School email and instructions on how to complete any necessary placement tests.

Along with email account information, new students will receive a MyBackpack account. Students use their MyBackpack accounts to request courses.

Once you have your Hill School email activated, check your inbox frequently for important information such as summer reading assignments, required forms, textbook information, and more!

REQUEST TO CHANGE CLASSES

Sometimes students will want to make a change to their course plan. There may also be times when there is a scheduling conflict where the student must select the best option between two classes that are offered at the same time. Students with unresolvable conflicts will be contacted directly by the Director of Studies and Instruction.

Please note that every course plan is individualized for each student. Many of our courses are offered at different instructional levels such as Honors or Advanced Placement to accommodate students' academic interests, strengths, and challenges. When considering course plans, students should request courses that are most appropriate yet still challenging to ensure academic success. We foster and encourage a balanced experience which includes academic, social and extracurricular commitments.

No course change requests will be processed after July 2. Students may request additional changes to their schedule with approval from their academic adviser, college counselor (for 5th and 6th formers) and Director of Studies and Instruction during the specified drop/add period beginning August 27.

Questions about course requests and placement can be submitted to Ms. Bo Kim, Director of Studies and Instruction, bkim@thehill.org or 610-705-1089.

PLACEMENT TESTS

Placement tests in certain subjects allows us to place you in the most academically appropriate level to ensure success.

All incoming 3rd formers must complete a placement test in math. 3rd formers should also complete the language placement test of their choice if they wish to be considered for advanced placement (higher than level 1). Students interested in the Integrated Science program must complete an application.

NEW incoming 4th formers should also complete the math and language placement tests, along with the chemistry placement test to be considered for placement in the Honors section.

Approval to enroll in Honors, Advanced Placement (AP) or College Level (CL) courses is contingent upon department/teacher recommendations, previous grades and prerequisites.

COURSE SELECTION PROCESS

Returning Students

REQUESTING CLASSES

Near the start of the spring term, returning students will begin selecting courses for the next academic year. This is done in consultation with their academic adviser and college counselor. Signatures from both college counselor AND academic adviser are required for rising 5th and 6th formers.

Subsequently, students submit their course selections in MyBackpack for review and approval by the Director of Studies and Instruction.

Course plans will be shared by the end of the academic year.

REQUEST TO CHANGE CLASSES

Sometimes students will want to make a change to their course plan. There are also times when a scheduling conflict will compel the student to select the best option between two classes that are offered at the same time. Students with unresolvable conflicts will be contacted directly by the Director of Studies and Instruction.

Please note that every course plan is individualized for each student. Many of our courses are offered at different instructional levels such as Honors or Advanced Placement to accommodate students' academic interests, strengths, and challenges. When considering course plans, students should request courses that are most appropriate yet still challenging to ensure academic success. We foster and encourage a balanced experience which includes academic, social and extracurricular commitments.

No course change requests will be processed after July 2. Students may request additional changes to their schedule with approval from their academic adviser, college counselor (for 5th and 6th formers) and Director of Studies and Instruction during the specified drop/add period beginning August 27.

Questions about course requests and placement can be submitted to Ms. Bo Kim, Director of Studies and Instruction, bkim@thehill.org or 610-705-1089.

CLASS PLACEMENT

The Hill School offers a variety of Honors, Advanced Placement (AP) and College Level (CL) course work. Decisions and placement recommendations will be shared with students by the end of the academic year.

Approval is contingent upon teacher recommendation, previous performance, grades, and prerequisite requirements. Specific criteria varies depending on the discipline of study.

COURSE SELECTION NOTES

IMPORTANT NOTES ABOUT SCHEDULING

- All students are required to be enrolled in a minimum of 5 graded classes per term.
- A student is only permitted to take 6 graded classes. Only Engineering (1, 2 or 3) or a 7th *non-graded* Arts course will be approved with the permission of the Director of Studies and Instruction.
- During the third form year, students will typically take six classes: Arts, English, History, Classical or Modern Language, Mathematics and Science. Under certain circumstances and with the permission of the Director of Studies and Instruction, a 3rd form student may be permitted to take a seventh graded class.
- (Returning) 5th form students **MUST** meet with their College Counselor as well as their Academic Adviser for course plan approval.
- (Returning) 6th form students **MUST** meet with their College Counselor as well as their Academic Adviser for course plan approval.
- All courses of study are subject to the approval of the Director of Studies and Instruction.

DAILY ACADEMIC SCHEDULE

| Mon (45 min) | Tue (45 min) | Wed (70 min) | Thu (70 min) | Fri (45 min) |
|---------------------------------------|---------------------------------------|--|---------------------------------------|---------------------------------------|
| Breakfast Begins 7:30 | Breakfast Begins 7:30 | Breakfast Begins 7:30 | Breakfast Begins 7:30 | Breakfast Begins 7:30 |
| A 8:25-9:10 | C 8:25-9:10 | D 8:25-9:35 | G 8:25-9:35 | F 8:25-9:10 |
| B 9:17-10:02 | D 9:17-10:02 | | | G 9:17-10:02 |
| Chapel 10:07-10:33 | Adviser Period 10:07-10:33 | E 9:45-10:55 | A 9:45-10:55 | Chapel 10:07-10:33 |
| C 10:38-11:23 | E 10:38-11:23 | | | A 10:38-11:23 |
| D 11:30-12:15 | F 11:30-12:15 | F 11:05-12:15 | B 11:05-12:15 | B 11:30-12:15 |
| Seated Lunch 12:25-12:56 | Seated Lunch 12:25-12:56 | | | Seated Lunch 12:25-12:56 |
| E 1:01-1:46 | G 1:01-1:46 | Faculty and Club Meeting 1:01-1:46 | C 1:01-2:11 | C 1:01-1:46 |
| F 1:53-2:38 | A 1:53-2:38 | Afternoon Activities Begin 2:16 | | School Meeting 2:21-3:10 |
| G 2:45-3:30 | B 2:45-3:30 | | E 2:45-3:30 | |
| Afternoon Activities Begin 4:00 | Afternoon Activities Begin 4:00 | | Afternoon Activities Begin 3:40 | Afternoon Activities Begin 4:00 |

GRADUATION REQUIREMENTS

Arts: Performing and Visual
(Requirements vary depending on point of entry.)

For students entering in the 3rd form in the fall of 2016 or before, one of the following two options:

- At least 3 terms of Arts courses to include both Arts disciplines (Performing Arts or Visual Arts) **OR** 2 years of Arts courses in one discipline (Performing Arts or Visual Arts)

For students entering in the 3rd form in the fall of 2017 or later, at least 3 terms of arts courses.

- Students entering in the 4th form: 3 terms of Arts courses
- Students entering in the 5th form: 2 terms of Arts courses
- Students entering in the 6th form: 1 term of an Arts course

3rd form students who entered in the fall of 2016 or before may also use Engineering to fulfill their arts requirement (either two years of Engineering or one year of Engineering and a term of an Arts course).

English

- Four years
- If eligible, fifth and sixth form students may also meet the English requirement for those two years by enrolling in Humanities 3 and 4.

History and Social Sciences

- Two years: 20th Century History required in 3rd form and U.S. History is required in 5th or 6th form

*Language

- Completion of one Modern or Classical Language through 3rd year level
- Completion of two languages through 2nd year level

Mathematics

- Three years (should include one year of Geometry and two years of Algebra)
- Integrated Math 31 or higher (applies only to students in the class of 2020 and beyond)

*Religious Studies and Philosophy

- One year
- Advanced Latin Seminar, Greek 3 (Honors) or Arabic 3 (Honors) when taken concurrently with a second language at an upper level
- English 4 Honors: Literature and Religion

Science

- Two years of laboratory science

*Religious Studies and Language requirement waived for Post-Graduates

It is strongly recommended that a student's academic plan include courses from each of the core academic disciplines each year (English, History/Social Science, Language, Math, Science).

ARTS: PERFORMING AND VISUAL

The Hill School offers a variety of programs and instruction in the performing and visual arts.

Students may study music theory, vocal music, instrumental ensembles, theatre and oral communications, studio art, video production, and more.

Music ensembles include The Hill School Orchestra, Jazz Ensemble, Chorus, Chamber Choir, and our select *a cappella* ensembles, The Hilltones and The Hilltrebles.

Honors and Advanced Placement (AP) course approval is determined by faculty recommendation. Approval may be contingent upon review of a submitted portfolio or performance when appropriate.

For more information about any of the programs in the arts department, please contact the department chair, Mr. Burt Merriam, bmerriam@thehill.org

Graduation Requirement

- New students entering in 3rd or 4th form – 3 terms of Arts courses
- Students entering in 5th form – 2 terms of Arts courses
- Students entering in 6th form – 1 term of an Arts course

- Class of 2018, 2019, 2020 – at least 3 terms of Arts courses to include both Arts disciplines (performing or visual) **OR** 2 years in one discipline (performing or visual)

ARTS: PERFORMING

Class Piano 1 (Beginner)

3rd, 4th, 5th, 6th form

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

This piano course is designed for beginning students. It emphasizes the necessary skills to play the piano long after the course has been completed. Music reading, counting, hand position, and rudimentary technical skills are stressed through the mastery of beginning piano repertoire.

Class Piano 2 (Intermediate)

3rd, 4th, 5th, 6th form

Prerequisite: Class Piano 1 or by instructor permission

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

This piano course is designed for intermediate students who have completed Class Piano 1 (Beginner) or by permission from the instructor. It continues emphasizing necessary skills to play the piano. Music reading, counting, hand position, and rudimentary skills are stressed through the mastery of intermediate piano repertoire.

Class Piano 3 (Advanced)

3rd, 4th, 5th, 6th form

Prerequisite: Class Piano 2 or by instructor permission

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

This piano course is designed for advanced students who have completed Class Piano 2 (Intermediate) or by permission from the instructor. It continues emphasizing necessary skills to play the piano. Music reading, counting, hand position, and rudimentary skills are stressed through the mastery of intermediate and advanced piano repertoire.

Design Thinking for World Change

3rd, 4th, 5th, 6th form

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

This course offers students an opportunity to work on projects within our community and beyond. Through a human-centered approach to solving real-world problems by understanding users' needs and developing insights that can impact individuals and communities. Through dialogue, observation and empathy with the end users, students will learn how to ideate solutions that fit into the environment. This process is called Design Thinking. Students will research, interview and connect with end users. Students will prototype and present projects to the end user. Emphasis will be placed on creativity, collaborative thinking, class participation and oral presentation. Projects have included working with Sodexo to reduce food waste, redesigning the tech lab and working with non-profit organizations such as Operation Backpack and the Ricketts Center Boys and Girls Club. Group and individual projects will be assigned.

Digital Music: GarageBand+

3rd, 4th, 5th, 6th form

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

This course is designed for any student interested in digital music. By using software and apps like GarageBand, Sibelius, and Noteflight, students will create music through fun projects which will enable students to develop skills and concepts concerning: creating original songs using loops, basic recording concepts, MIDI recording, audio recording, podcasting, film scoring, basic audio mixing, and creating music for slideshows or multimedia presentation. Basic elements of music through composition, including melody, rhythm, harmony, timbre, texture, and form will be covered.

ARTS: PERFORMING

Introduction to Singing: Build Your Confidence!

3rd, 4th, 5th, 6th form

Prerequisite: None

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

This course is designed for beginner students who would like to improve their singing. This term class will cover strategies for singing in tune, learning songs, and how to perform in front of an audience. Basic music theory and singing theory will also be covered. No previous experience is required, but full participation from the student is required. If you like to sing, but have never pursued it, take the course! By the end, you will be more confident and will enjoy singing more.

Instrumental Ensembles

3rd, 4th, 5th, 6th form

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

❑ Jazz Ensemble (Graded or Non-graded)

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 is explored, exposing students 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.

❑ Orchestra (Graded or Non-graded)

This performance class combines 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 is explored, exposing students 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.

Jazz History (not offered in 2018-2019)

3rd, 4th, 5th, 6th form

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

Through video documentaries, recording, and live performance, the important stylistic developments of jazz are studied. Beginning with the blues and spirituals and continuing through "the Jazz Age", swing, and bebop eras to the 1990s, students examine the innovative performers of each era and seek to understand their music as an expression of the genre.

Music Appreciation Through Technology (not offered in 2018-2019)

Term course: fall and winter ONLY

This course is designed to give beginning musicians a thorough introduction to the Elements of Music (pitch, rhythm, melody, and harmony) through interaction and manipulation of various music technology resources. While specific projects and software will vary, all students will learn basic music skills such as sight singing, critical listening, dictation, and composition. Students will also develop rudimentary proficiency in manipulating music-notation software and digital audio recording/editing software. This course emphasizes both individual and group collaboration through projects and performance; coursework will require the use of on-campus technology resources. Successful completion of this course will prepare students for entry-level Music Theory and provide the introduction required to use our Recording Studio and professional audio equipment in the Center for the Arts.

ARTS: PERFORMING

Speech 1

3rd, 4th, 5th, 6th form

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

This is a series of three term courses that will introduce students to the major facets of oral communications; public speaking, oral interpretation, one to one communication, group discussions, presenting manuscripts and developing critical thinking and reasoning skills. Students will also have the opportunity to participate in regional speech competitions coordinated through The Hill School's Speech and Debate Program, which will enhance learning.

Theatre Workshop

3rd, 4th, 5th, 6th form

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

This is a series of three term courses that will introduce students to the major facets of theatrical production; acting, directing, stagecraft, design and management. Within the broad parameters of these courses, students will develop skills in improvisational acting, character development, stage movement, stage combat, stage lighting, scenic design, play selection and advertising/promotion. The sequence, while taught by a principal instructor, will make use of existing theatre faculty and staff to offer workshops in specialized areas such as stage combat, mask making, prop and set construction, vocal projection, make up and technical theatre, which will enhance basic instruction.

+ Introduction to Musical Theater

3rd, 4th, 5th, 6th form

This is a project-based year-long course which enables the student to gain a critical understanding of the art of Musical Theater and its relationship to dramatic arts as a whole. Musical Theater terminology, theory, history, acting techniques, writing and structure are introduced through weekly project-based assignments which culminate in a final project. Using the knowledge gained in the class; the students will write, direct, design, produce and perform an Original Musical using a combination of current or preexisting songs and original songs. The Musical will be presented for the Hill School student body and Pottstown Community at the end of the school year.

+ Acting for TV and Film

3rd, 4th, 5th, 6th form

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

Focusing heavily on the difference of acting techniques utilized for film and television verse the techniques used in live theater; this course aims to instill, strengthen and qualify the skills needed to properly convey a successful film level performance. The course is taught through a series of Weekly projects. Each week, students will be immersed in the world of Film and Television performance through project-based assignments. The students will present their own Mini television series or short film at the end of each term.

ARTS: PERFORMING

+ Introduction to Dance

3rd, 4th, 5th, 6th form

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

This course will explore components of rhythm, dance movement, and technique of fundamental dance styles. Techniques will include ballet, modern, jazz, musical theater and tap with two rotating styles being studied each term. Students will gain skills in coordination, flexibility, movement memory & vocabulary, choreography and stage directions. Each term will conclude with a performance. Open to dancers of all levels and abilities.

Vocal Ensembles

*Graded or Non-graded members of any of the vocal ensembles listed below or the Introduction to Singing class are eligible to audition for either the **Hilltones** or the **Hilltrebles**. The Hilltones and Hilltrebles rehearse an average of 2 hours each week outside of class, performing a variety of a cappella repertoire both on and off campus, locally and abroad. Auditions are held at least once a year, at the end of the spring term, or by individual appointment.*

□ Chorus (Graded or Non-graded)

3rd, 4th, 5th, 6th form

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

This large vocal ensemble is open to all singers; no previous singing experience is required. Each term, singers rehearse and perform a variety of choral repertoire selected to emphasize the fundamentals of music reading, theory, and vocal technique. Singers seeking additional challenge and mastery may elect to take the course for academic credit. Graded students will receive a separate syllabus at the start of each term. Students are encouraged to enroll in all three terms.

□ Chamber Choir (Graded or Non-graded)

4th, 5th, 6th form. 3rd form requires an approval by instructor based on audition.

Prerequisite: Chorus and required approval by instructor based on audition.

This small graded ensemble is a yearlong course intended for singers who have demonstrated considerable vocal ability and/or musical knowledge. Members possess significant potential for growth as well as a desire for more extensive involvement in classical choral music, including additional performance opportunities, and more demanding choral repertoire. Chamber Choir also introduces singers to a more complex theory, sight singing, dictation, and solo repertoire.

ARTS: PERFORMING

Advanced Music Technology: Principles of Sound & Recording – requires departmental approval

4th, 5th, 6th form

Prerequisite: General knowledge of music and music production

Term course: spring ONLY

Students in this course will explore live recording, tracking, mixing, and commercial music production. Emphasis will be placed on learning to use the school's digital recording studio and digital recording systems (hardware and software) to produce commercial quality recordings. All musicians are encouraged to take this class.

Music Theory and Harmony – requires departmental approval

4th, 5th, 6th form

Prerequisite: Music reading and some prior study of music is recommended

This course focuses on written music theory and aural skills. Students explore the elements of music (i.e., pitch, rhythm, harmony, etc.) and build on written and aural skills, such as sight-reading, interval recognitions, chordal and formal analysis, melodic and harmonic dictation, four-part choral harmonization, counterpoint, song writing, and arranging. Students also learn how to use music notation software and the school's recording studio and software.

Advanced Music Theory and Harmony

4th, 5th, 6th form

Prerequisite: Music Theory and Harmony or departmental approval

In this course, students will complete a series of lessons and projects that aim to both prepare them for participation in music at the collegiate or professional level as well as prepare them to take the AP Music Theory examination in the spring. Because students who take this class already possess an advanced knowledge of music theory and performance skills, the course places a significant focus on individual and group work

(CONT.) Advanced Music Theory and Harmony

4th, 5th, 6th form

Prerequisite: Music Theory and Harmony or departmental approval

completed outside of the classroom. Throughout the course, students will have access to both the technology lab and the school's recording studio. Students will also gain knowledge and experience working with advanced ear-training, compositional and recording software. Topics covered include: advanced formal analysis; musical form and structure, refining the compositional process; arranging for varied instrumentation; advanced ear-training and sight-singing techniques; and an introduction to sound theory and the recording process.

Speech 2

4th, 5th, 6th form

Prerequisite: completion of three terms of Speech 1

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

Students will be assigned projects commensurate with their abilities developed in Speech 1. They will receive instruction on how to prepare and present speeches modeled after TED Talks. They will learn how to create and deliver Power Point presentations using advanced techniques. Additionally, students will be required to present a number of impromptu and improvisational speeches as well as oral interpretation selections.

ARTS: VISUAL

Animation Series (This course not offered 2018-2019)

3rd, 4th, 5th, 6th form

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

This series of three distinct courses introduces the student to the world of animation, guiding the student through the techniques of hand-drawings to digital imaging.

- ❑ **History of Animation (F)** 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 flipbook. They will then be guided through the steps necessary in creating a storyboard. Using a 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.
- ❑ **Stop Motion Animation (W)** Guides students through the active creation of several individual stop-motion animation projects while developing their knowledge and expertise in traditional stop-motion animation techniques using modern computing technology. Applications: Adobe Photoshop and Flash.
- ❑ **Fundamentals of Digital Animation (S)** Introduction to two-dimensional digital animation, focusing on character and motion design animation fundamentals including: cell animation (frame by frame), motion-tweening, working with key frames and motion paths, moving elements on a 2D stage, object choreography and text animation. Application: Adobe Flash.

Design Technology I (This course not offered 2018-2019)

3rd, 4th, 5th, 6th form

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

Students will become acquainted with the digital language that our new 3D printers and digital manufacturing equipment need to operate correctly. Students will concentrate efforts on three different solid modeling programs, each broken down into fall, winter, and spring terms. Using these three programs, students will learn how to use parametric modeling techniques to create solid models that can then be sent to a 3D printer for rapid-prototyping. These programs are currently the industry standard in the field of Product Design and Engineering.

- ❑ **Design Technology (F)** The fall term will focus on Dassault Systems "Solidworks". This program is an ideal design tool with quick material and environment applications to render photo-realistic models.
- ❑ **Design Technology (W)** Winter term will focus on Auto Desk "Inventor". This program is similar to Solidworks in design abilities, but has some slightly different modeling features for generating parametric models.
- ❑ **Design Technology (S)** The spring term will focus on PTC "Pro-Engineer/Creo". This program is similar to a standard engineering program, enabling the user access to a more traditional drafting mechanism that, in some ways, is more accurate to true mechanical drawing.

Students will learn the basic features of each of these programs, and produce final 3D models on in-house, rapid prototyping equipment.

ARTS: VISUAL

Digital Media Arts and Design (not offered 2018-2019)

3rd, 4th, 5th, 6th form

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

This course provides an understanding of the use of Photoshop as an artistic tool. Exercises and projects will explore areas of customizing and combining tools, depth and perspective, and graphic elements (including text and paths), and will be based on effective production techniques, project planning, and the artistic principles of color theory, content, and layering.

- ❑ **Digital Art (F)** This course covers the basic elements of visual language and design and introduces students to the possibilities of this emerging medium through the work of contemporary artists. Students will conceive of and create digital works of art, develop critical thinking skills and conduct research on topics related to technology in the arts. Students will learn through a variety of lessons using Adobe Photoshop.
- ❑ **Digital Painting (W)** This course is an introduction to the use of the computer as a painting tool. Studio experience will explore digital painting techniques as used for personal expression, production design, concept art, matte painting, and texture mapping. Emphasis will also be placed on developing an aesthetic criteria for evaluation. Students will learn through a variety of lessons using Adobe Photoshop.
- ❑ **Digital Design (S)** A foundation course for students who are interested in developing communication skills in the area of two-dimensional design as it relates to computer based imaging. Fundamental design concepts, creative problem solving techniques and design principles and elements will be covered. Students will learn through a variety of lessons using Adobe Photoshop, Illustrator.

Fiber Arts

3rd, 4th, 5th, 6th form

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

This course will explore a variety of fibers related crafts including batik, silk painting and Shibori. Students will explore several methods of dyeing cloth with a pattern by binding, stitching, folding, twisting, compressing it, or capping. Students will be able to pursue individual areas of interest.

- ❑ **Fiber Arts – Shibori** (fall) Shibori is an ancient Japanese resist-dye technique that involves creasing, folding, dyeing, binding and knotting, to create beautiful and well-defined patterns. One-of-a-kind textile designs will be created on various silk material.
- ❑ **Fiber Arts – Silk Painting** (winter) Silk painting produces beautiful results and allows for a lot of creative freedom. Experimenting with various techniques while also learning about surface design with natural dyes.
- ❑ **Fiber Arts – Batik** (spring) Batik is a technique that involves drawing on fabric with hot wax and then dyeing the fabric to see your image. This process can be layered and intricate, involving several different colors.

Introduction to Web Development

3rd, 4th, 5th, 6th form

This year-long course introduces web development through a study of HTML, CSS, JavaScript and site design. Students will be introduced to these topics as they produce their own website from the ground up. Adobe Dreamweaver software is used in this course.

ARTS: VISUAL

Woodworking (not offered in 2018-2019)

3rd, 4th, 5th, 6th form

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

This course is designed to expose students to the art of fine woodworking. During the term, students will have an opportunity to develop the skills to safely and efficiently join wood. In addition, students will learn tool identification and care as well as shop safety and protocol.

Woodworking 2, 3, and 4 (not offered in 2018-2019)

3rd, 4th, 5th, 6th form

Prerequisite: Woodworking or departmental approval

This is a full year of crafting and designing one's own creations. Anything from boats to guitars, lamps and tables to loudspeakers can be built. A shop fee will most likely be associated with the course.

Photography (Fall or Winter)

3rd, 4th, 5th, 6th form

Term course: fall or winter (students may enroll in one or the other)

The fall/winter course will concentrate on the basics of photography: What is photography? Why photograph? What is its history? What is excellence in photography? How does one achieve it? What are the options technologically? And, how does one use the technology effectively? Emphasis will be placed on basic camera design and operation and how to achieve the highest possible quality in both camera use and in post-processing.

Photography (Spring)

3rd, 4th, 5th, 6th form

Prerequisite: fall or winter Photography

Term course: spring

This course will build on the skills and techniques students gained in fall or winter Photography with an increased emphasis on individual creation of students' portfolios, exploring a variety of genres of photography.

Studio Art 1

3rd, 4th, 5th, 6th form

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

Through drawing and painting, 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.

Video Production

3rd, 4th, 5th, 6th form

Term course: fall, winter, spring (It is highly recommended that students enroll in all three terms, but may enroll in one, two, or three terms)

This course serves as an introduction to the skills and techniques involved in the planning and execution of video productions. Students will receive hands-on-experience in various technical and artistic aspects of the video medium. Through practical production experience, students will acquire an understanding of video as a communication medium. Students will be assessed on the success of both individual and group projects, as well as on their individual capabilities in writing, editing and mastering the technical aspects of video production. Each term the course may focus on different aspects of video production such as studio production, field production and editing, or large scale, multi-camera remote production using Hill's mobile production unit. Suitable projects may provide content for HillTV/The Hill News and The Hill School website.

ARTS: VISUAL

Advanced Video Production

4th, 5th, 6th form

Prerequisite: Video Production or equivalent

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

This course is a continuation of Video Production. Students will explore topics introduced in Video Production at a more in-depth level, as well as continue the development of their production and post-production skills. Graphics, motion graphics for video, and video engineering and troubleshooting may also be explored. Suitable projects may provide content for HillTV/The Hill News and The Hill School website.

Advanced Digital Media Arts and Design 2 (not offered in 2018-2019)

4th, 5th, 6th form

Prerequisite: requires departmental approval

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

Project-oriented course which builds on the fundamentals of compositing introduced in Digital Media Arts and Design with Adobe Illustrator. Students create a more sophisticated body of integrated 2D work that explores multi-layered digital art and design in greater detail. This course provides an understanding of the use of Illustrator as a design tool. Exercises and projects will explore areas of customizing and combining tools, depth and perspective, and graphic elements (including text and paths), and will be based on effective production techniques, project planning, and artistic principles of color theory, content, and layering.

Advanced Fiber Arts

4th, 5th, 6th form

Prerequisite: requires departmental approval

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

Students create a more sophisticated body of integrated work that explores multi-layered techniques and design in greater detail. Students can choose between Shibori, batik or silk painting to create a body of work.

Design Technology II (not offered in 2018-2019)

4th, 5th, 6th form

Prerequisite: Design Technology I or permission from instructor

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

This class is a logical extension of Design Tech I. Students will prepare for specific software certification exams. Each exam will be administered by The Hill, however, written and graded by the software companies themselves. There is a fee for the purchase of each exam taken in this course.

- ❑ **Design Technology (F)** Fall term will be spent preparing for the "Solidworks" (CSWA) exams.
- ❑ **Design Technology (W)** Winter term will be devoted to preparing for the Autodesk "Inventor" user certification exam.
- ❑ **Design Technology (S)** The spring term will be devoted to PTC Pro-Engineer/Creo.

ARTS: VISUAL

Studio Art 2

4th, 5th, 6th form

Prerequisite: Studio Art 1 or permission from instructor

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

These three term courses are a continuation of Studio Art 1 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 develop fully 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.

(Advanced) Studio Art 3 (Honors) – requires departmental approval

5th and 6th form

Prerequisite: Studio Art 1, Studio Art 2 or permission from instructor

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.

Art History AP (College Level) – requires departmental approval

5th and 6th form

The Advanced Placement History of Art course is a full-year course. 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.

Studio Art AP (College Level): Drawing – requires departmental approval

5th and 6th form

This year-long, college-level course is designed for advanced Studio Art students who have had at least three years of visual arts experience. Students will explore drawing issues including line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark-making through a variety of means, such as painting, printmaking and/or mixed media. They will develop technical skills and familiarize themselves with the functions of visual elements as they create portfolios for evaluation at the end of the course.

Studio Art AP (College Level): 2-D Design – requires departmental approval

5th and 6th form

This year-long, college-level course is designed for advanced Studio Art students who have had at least three years of visual arts experience. Students will learn to use 2-D design principles to organize an image on a picture plane in order to communicate content. They will demonstrate mastery through a variety of two-dimensional medium or process, such as graphic design, digital imaging, photography, collage and fabric design. Students will develop technical skills and familiarize themselves with the functions of visual elements as they create portfolios for evaluation at the end of the course.

ARTS: VISUAL

Studio Art AP (College Level): 3-D Design – requires departmental approval

5th and 6th form

This full-year, college-level course is designed for advanced Studio Art students who have had at least three years of visual arts experience. Students will explore sculptural issues and understand 3-D design principles as they relate to the integration of depth and space, volume and surface. Students will demonstrate mastery through a variety of three-dimensional approaches, such as figurative or nonfigurative sculpture, architectural models, ceramics, installation, assemblage and fine woodworking. Students will develop technical skills and become familiar with the functions of visual elements as they create portfolios for evaluation at the end of the course.

+ Advanced Studio Art Seminar (College Level)

5th, 6th form

Prerequisite: Studio Art 4 (AP)

This course is an intensive studio class designed for students interested in investigating advanced methods and concepts central to the visual arts. Students will concentrate on hands-on studio work in one of the visual arts disciplines (painting, drawing or sculpture). In addition to studio time where demonstrations will occur, students will be introduced to the work of artists and will be encouraged to participate in the discussions focusing on contemporary art issues. Students will be taught critical skills in portfolio development through individual and class critiques. This year-long student will culminate in the presentation of a final artist statement and participation in a year-end art exhibition.

CLASSICAL LANGUAGES

The Classics department is, strictly speaking, a "language" department offering elementary and advanced courses in Latin and Greek for the successful fulfillment of The Hill School language requirement. Moreover, the department is keenly aware that these two languages constitute the verbal repository and mirror of two important civilizations that have had a profound influence upon our own Western culture. To guide the student to experience language in its cultural context is the primary mission of the department. Through our extensive technological resources and our long-standing tradition of academic excellence, courses at all levels are tailored to bring into sharp relief the debt we owe to our past.

At the beginning levels, importance is placed on developing the habits of accurate analysis and understanding the fundamentals of morphology, syntax, and vocabulary. As the student progresses through readings, increasingly less adapted until original texts can be read, the emphasis shifts to a cultural assessment of historical and social contexts together with an appreciation of literary styles and themes. We endeavor to develop skills of clear thinking, memory, analysis, understanding, and self-expression. Ideally these skills lead ultimately to the plausible and justified interpretations of classical literature and to an awareness of their relevance to the human condition in our own time.

For more information about Classical Languages, program or faculty, please contact the department chair, Dr. Patrick Lake, plake@thehill.org

Graduation Requirement

- Completion of one Modern or Classical Language through 3rd year level **OR**
- Completion of two languages through 2nd year level

CLASSICAL LANGUAGES

****Latin 1**

Prerequisite: None
3rd, 4th, 5th, 6th form

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.

****Latin 1 (Honors)**

Prerequisite: placement examination or departmental approval
3rd, 4th, 5th, 6th form

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 Director of Studies and Instruction. 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.

****Latin 2**

Prerequisite: Latin 1 or departmental approval
3rd, 4th, 5th, 6th form

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 Nation Latin Examination.

****Latin 2/Greek 1 (Honors) – requires departmental approval**

Prerequisite: Latin 1
3rd, 4th, 5th, 6th form

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 Nation Greek Examination and the National Latin Examination.

****Latin 3**

Prerequisite: Latin 1 and Latin 2 or departmental approval
3rd, 4th, 5th, 6th form

Students read selections from five Roman poets – Catullus, Vergil, Horace, Tibullus and Ovid. Student apply their knowledge of Latin 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 works become the focus. All students will take the National Latin Examination, and will be prepared to take the SAT subject test in Latin.

CLASSICAL LANGUAGES

+ * Latin 3 (Honors)

Prerequisite: Latin 1 and Latin 2 or departmental approval
3rd, 4th, 5th, 6th form

Students who have worked with distinction in Latin 2 or Latin 2 (Honors) (or equivalent) may request admission into Latin 3 (Honors); admission will be determined by the Classics Chair in consultation with members of the department. In addition to the regular requirements of Latin 3, Honors students will be required to read, outline, and/or respond to scholarly articles and commentaries; they will write two papers per year on a topic of their choosing; and they will be assessed on tests in such a way that the questions asked will demand a higher level of thinking and analysis of the material than in the regular section.

****Greek 2 (Honors)**

Prerequisite: Latin 2 /Greek 1 (Honors) or departmental approval
4th, 5th and 6th form

This course reviews the fundamentals of Greek 1 as learned in the Honors Latin 2/Greek 1 course; it 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 of study. Students will take the National Greek Examination in the spring.

****Latin AP (College Level) – requires departmental approval**

Prerequisite: at least two years of Latin
4th, 5th, 6th form

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 Caesar's commentary, the *Gallic Wars* (Books 1, 4, 5 and 6), and Vergil's epic poem, the

**** (CONT.) Latin AP (College Level) – requires departmental approval**

Prerequisite: at least two years of Latin
4th, 5th, 6th form

Aeneid (Books 1, 2, 4 and 6) as prescribed by the Princeton Educational Testing Service. To supplement their Latin readings, students will also read non-AP content from Caesar and Vergil in English, as well as prominent secondary scholarship. In this course, students will develop their skills of translation, interpretation, grammatical and syntactical analysis. All students will take the AP examination and the National Latin Examination in the spring and will be prepared to take the SAT subject test in Latin.

****Advanced Latin Seminar (College Level) – requires departmental approval (not offered in 2018-2019)**

Prerequisite: Latin (AP) or Latin 3
5th and 6th form

This course is open to students who have completed three full years of Latin with distinction in their study. The content of the 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 reading 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.

****Advanced Latin Seminar: Religion and Philosophy (College Level) – requires departmental approval**

Prerequisite: Advanced Latin Seminar Honors and Greek 3 Honors
5th and 6th form

This course is open to students who have completed three full years of Latin with distinction in their study. For those students studying another foreign language simultaneously at an advanced level, this

CLASSICAL LANGUAGES

(CONT.) **Advanced Latin Seminar: Religion and Philosophy (College Level) – requires departmental approval

Prerequisite: Advanced Latin Seminar Honors and Greek 3 Honors 5th and 6th form

course will satisfy the school's Religious Studies and Philosophy graduation requirement, pending the approval of the academic dean and language department chair. The course material will focus on religious and philosophic texts and themes, examining the relationship between the human and the divine, views on death and the afterlife, the problem of evil, similarities and differences in religious belief and ritual, and questions of ethics and morality. 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 reading from secondary literature. Material concerning Roman culture, society, and politics and will also be integrated into the course. Students will take the National Latin Examination and the SAT subject test in Latin.

****Advanced Latin and Greek Seminar (College Level) – requires departmental approval**

Prerequisite: Advanced Latin Seminar Honors and Greek 3 Honors 5th and 6th form

Open to students who have completed both the Advanced Latin Seminar Honors and Greek 3 Honors courses, this course will include readings in Greek and Latin poetry and prose in a variety of literary genres. The goal of the course is to maintain proficiency in the skills of translation and explication, while exploring the ways in which Greek and Roman authors developed some of the major themes of Classical literature and responded to one another. With the input of students, the instructor will select Greek and Latin works that invite comparison with one another, e.g. Greek lyric poetry and Latin love elegy; epic warfare in Homer and Vergil; philosophical views of the afterlife in Plato and Lucretius; the tragic hero in Sophocles and Seneca, and so on. In addition to readings in the original languages. Students will also read

****Advanced Latin and Greek Seminar (College Level) – requires departmental approval**

Prerequisite: Advanced Latin Seminar Honors and Greek 3 Honors 5th and 6th form

extensively in secondary scholarship and will assimilate their understanding of the texts and scholarship through regular written assignments.

****Greek 3 (Honors)**

Prerequisite: two years Greek 5th and 6th form

This course is open to those students who have completed two years of Greek. For those students studying another foreign language simultaneously at the upper level, this course will satisfy the school's Religious Studies and Philosophy graduation requirement. As such, this course will examine the relationship between the human and the divine, views on death and the afterlife, the problem of evil, similarities and differences in religious belief and ritual, and questions of ethics and morality. The reading selections will contain a mixture of Greek prose and poetry, from a range of genres. The course will place a heavy demand upon a student's knowledge of Greek vocabulary, grammar and syntax. The texts to be studied will be translated, interpreted, and analyzed, with extensive reading from secondary literature. Besides developing skills of close reading in Greek prose and poetry, the course will also demand of students, skills in critical thinking, as they assimilate prominent secondary scholarship, take part in expository writing, and participate meaningfully in class discussion. Students will take The National Greek Examination in the spring term.

****Greek 4 (Honors)**

Prerequisite: three years of Greek 6th form

This course is open to students who have completed three years of Greek. The course material will expand upon the literature and themes developed and introduced in Greek 3 Honors. Students will continue to develop skills of close reading in Greek prose and poetry, while reading secondary scholarship and writing extensively. Students will take The National Greek Examination on Greek Prose and Tragedy in the spring term.

ENGLISH

Using language in all its forms is a vital and sustaining human activity. Inspired by this belief, the English department faculty aims to empower and prepare young adults for a life of learning as readers and writers. Students at The Hill School begin their English studies with a two-year sequence of Foundations courses. These courses introduce third and fourth formers to the writing process, to literary and textual analysis, and to conventions of writing. Students learn to collaborate productively, to problem solve, and to apply their skills and knowledge instructively and creatively. In the fifth and sixth forms students enhance and refine the recursive skills of reading and writing through a wide selection of challenging courses. At each level, discussion—around the Harkness table or in Nodes—is at the heart of what we do.

The English Department identifies six core principles as facilitators of our philosophy: critical thinking, creative purpose, reading, processes, critical action, and knowledge of conventions. By taking classes guided by these principles, Hill students develop the knowledge and skills that will help them become engaged, critical, and creative citizens of the world.

Honors and Advanced Placement (AP) course approval is determined by teacher recommendation, adviser input, and student interest and achievement in the subject; and will take into consideration the demands of the student's overall schedule.

For more information about the English department, program or faculty, please contact the department chair, Mrs. Katy Hudak, khudak@thehill.org.

Graduation Requirement

- Four years of English language
- If eligible, fifth and sixth form students may also meet the English requirement for those two years by enrolling in Humanities 3 and 4.

ENGLISH

****English 1**

3rd form

English 1 is coordinated with 20th Century History to ensure the development of a solid foundation of skills—namely various writing approaches; research techniques; close, critical reading; and oral communication. Students will learn to comprehend, analyze, and discuss complex texts in many genres, including short stories, plays, poetry, essays, and novels. Students will learn to enjoy and contextualize great literature through engaging discussion, varied readings, and frequent writing both in and outside of class on a variety of topics—some directly connected to the literature and others more personal or creative. Teachers stress the fundamentals: correct grammar, spelling, and sentence structures; paragraph organization and clarity; and essay development; with the aim of developing clear, higher-order thinking. Students are encouraged to engage fully in each step of the writing process as they create quality work. Grammar and vocabulary are assessed both explicitly through direct instruction, and implicitly through the study and production of precise, compelling writing. This course requires summer reading assignments.

****English 2**

4th form

English 2 continues to build on the foundation of English 1 with continued practice in writing of all types, but primarily focusing on increased proficiency with the literary analysis essay. The study of major literary genres serves as the foundational material for this writing; students read works of creative non-fiction, short fiction, the novel, poetry, and drama. These works are studied as representative of their genres for the traditional conventions therein, as well as discussed for their relevance to the human experience both in the period from which they originate, and in our own. Students will learn to comprehend, analyze, and discuss complex texts by learning to be active readers—reading to think, reading to write, carefully annotating—and achieving increasing comfort with the ambiguities characteristic of great literature. Teachers will continue to stress the fundamentals of correct grammar, spelling, and sentence structures while guiding students to develop clear theses and provide strong, well-integrated support. Students are encouraged to engage fully in each step of the writing process as they create quality work. Grammar and vocabulary are assessed both explicitly through direct instruction, and implicitly through the study and production of precise, compelling writing. This course requires summer reading assignments.

ENGLISH

****Journalism 1**

4th, 5th, 6th form

In this course, students are practicing journalists getting hands-on experience with various forms of media. The objective of the class is to study news writing so that students can contribute to a quality newspaper printed every two weeks. Additionally, students will learn media literacy through the study and practice of journalism in print, in broadcast, on air (radio/podcast), and online. The class will provide a foundation of journalistic skills that students will hone throughout the year, as well as sequences of assignments that will utilize these skills and push students to develop content for The Hill School's student newspaper, The Hill News as well as its website and social media properties. This class will also reward the entrepreneurial spirit that is so important to successful journalists. Students will use what they learn, along with their connections and creative skills, to discover and pursue stories outside of the confines of assignments – all with the goal of making it into the paper.

In addition to learning how to produce news stories and a newspaper, this class will emphasize the writing process and peer response, explore the nuance within a variety of different writing genres, and promote a critical awareness of the news and the influence it has in society. This course requires summer reading assignments.

Journalism 2 – requires departmental approval (not offered in 2018-2019)

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

4th, 5th, 6th form

In this term course, students will develop, report, write, edit, photograph, and lay out stories for The Hill News, both in print and online. The classroom will serve as a working newsroom, with students seeing the paper from the idea stage to execution, to production, to delivery. Students will also study and develop their skills in news, feature, and opinion writing.

(Cont.) Journalism 2 – requires departmental approval (not offered in 2018-2019)

They will be expected to read a daily newspaper and follow and report to the class on different stories in the news. The course is strongly recommended for anyone who wants to work on The Hill News. This course requires summer reading assignments.

****English 3 (with Honors option)**

5th form

Students in English 3 will build on the foundational skills introduced in English 1 and English 2 as they begin to develop more sophisticated arguments and compositions. Focus on student writing remains a central, driving force in this course. The development of sound arguments and synthesis in academic writing will be emphasized. Students will produce writing in a number of varied genres including literary analysis, the personal narrative, and other creative non-fiction. Student learning will be focused around developing inquiry-based original thinking, an understanding of audience and purpose in writing, and a continued emphasis on drafting and revision. America's literary tradition, like its people and cultures, is a rich and varied one. Students will engage with unique and authentic voices throughout history as they engage in focused literary analysis and criticism.

After the opening three weeks of school, students may, with approval from their adviser, college counselor (for 5th and 6th form) and the instructor, elect to pursue an embedded honors curriculum. Acceptance will be based upon the student's performance, competencies, and ability to balance well his/her complete academic schedule. The embedded curriculum demands greater depth and commitment in all aspects of the course, including demonstrated classroom leadership. Unlike the broader Hill policy for drops/level changes, changing from honors to regular means that averages from completed terms, and scores from individual assignments in incomplete terms, shall carry over after the change, as though they had been earned under the regular course expectations. This course requires summer reading assignments.

ENGLISH

****American Studies (Honors) (not offered in 2018-2019)**

5th form

This course is a yearlong, interdisciplinary course incorporating both English 3 Honors and United States History. Students will meet daily as one group during two separate periods. Two faculty, one from each department, teach the course. Students and faculty 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.

****English 3 AP Language (College Level) – requires departmental approval**

5th form

Aristotle defined rhetoric as “the faculty of discovering all available means of persuasion.” English 3 AP is devoted to the study of texts and various rhetorical situations to understand how people make use of these available means of persuasion in different types of communication. The careful study of the rhetorical choices will help students develop skills to consider and assess the messages they receive each day, as well as guide them in making sound choices as they create their own messages for others.

The course will devote particular attention to the rhetorical process, with a focus on audience, purpose, and the occasion of composing (mostly in relation to writing, but there is plenty to consider with speaking and multimodal texts, too). While much attention will be paid to the texts of others, emphasis is placed on student-produced texts. Teachers will embrace a composition process that will give students the opportunity to plan, draft, and revise. By the end of the academic year, this course will help students develop voice and authority in communicating their own ideas and experiences to a specific

Cont. **English 3 AP Language (College Level) – requires departmental approval

5th form

audience. In addition to helping students thrive as writers, this course is intended to prepare them for the national Advanced Placement English Language and Composition exam. This course requires summer reading assignments.

****English 4 (with honors option)**

6th form

English 4 is designed to meet the developing literary and compositional needs of sixth form Hill students: personal essay writing, critical reading, vocabulary acquisition, and, through small group discussion, appreciation of traditional and modern literature. This course is designed to both challenge and invigorate the mature student who is curious about exploring new perspectives, from public speaking to writing and everything in between. The goals and skills of the course are to develop critical thinking and analytical reasoning; develop close reading; develop effective, clear, original thinking in writing and speaking; foster and encourage good listening; and create an environment of inquiry and understanding. This course requires summer reading assignments.

After the opening three weeks of school, students may, with approval from their adviser, College Counselor (for Fifth and Sixth Formers) and the instructor, elect to pursue an embedded honors curriculum. Acceptance will be based upon the student's performance, competencies, and ability to balance well his/her complete academic schedule. The embedded curriculum demands greater depth and commitment in all aspects of the course, including demonstrated classroom leadership. Unlike the broader Hill policy for drops/level changes, changing from honors to regular means that averages from completed terms, and scores from individual assignments in incomplete terms, shall carry over after the change, as though they had been earned under the regular course expectations.

ENGLISH

****English 4 (with honors option): Creative Writing**

6th form

An English 4 Honors variation, Creative Writing is designed to help young writers experiment in order to find an original voice. To develop their stamina, students work over the terms toward a portfolio of pieces in genres including poetry, fiction, and creative non-fiction. Students are taught how to read texts not in terms of literary analysis, but in terms of their usefulness for writers, regularly work shopping their drafts with the rest of the group and studying new techniques and processes through a variety of assignments. Course requirements include: daily drafts or exercises in the particular genre; active participation in discussions of classmates' work; craft essays focusing on what the student can learn, borrow and personalize from a published writer of particular concern or interest as a fellow writer; a class presentation on a specific aspect of writing such as characterization, tone, point of view, scene and summary, rhythm, line, and etc. that interests or challenges the student. Reading will include both instructor and student selections of relevant authors in the focus genre. Admission to the course requires a portfolio submission of no fewer than 10 pages of work in any genre or combination of genres. This course requires summer reading assignments.

2017-2018 Genre Schedule:

- ☐ Fall: Creative Non-Fiction
- ☐ Winter: Poetry
- ☐ Spring: Short Fiction

****English 4 (Honors): Literature and Religion – Requires Religious Studies and Philosophy Department approval**

6th form

Note: completion of this course fulfills the school's Religious Studies and Philosophy graduation requirement.

This course will investigate three aspects of literature's use of religion: first, we will consider examples of literature dealing with the lives of religiously minded persons, including Elie Weisel's searing memoir of the Shoah, *Night*; William Wordsworth's nature-centered poem *The Prelude*; and the autobiography of a medieval English mystic, *The Book of Margery Kempe*. Second, we will look at some of the ways in which secular literature employs the actual texts of religious literature, reading the *Bhagavad-Gita* alongside Stephen Pressfield's *The Legend of Bagger Vance*, and the Qur'an together with Naguib Mahfouz's *Children of the Alley*. Finally, we will look at a classic, and uniquely successful, case in which secular literature about an individual experience puts itself forward as a kind of successor to sacred texts: Dante's *Divine Comedy*. There will be briefer supplementary readings from sources as diverse as *the Aeneid* of Virgil and Thoreau's *Walden*. This course requires summer reading assignments.

****English 4 AP Literature (College Level) – requires departmental approval**

6th form

This course is designed to expose students to college level reading and writing. Students should expect to devote sufficient time and energy to rigorous coursework—reading and discussion assignments, extensive writing, AP test preparation, vocabulary, literary terms, collaborative assignments, and peer activities. The short fiction, novels, poetry, and drama will be stylistically, structurally, and conceptually challenging and are meant to engage discussion and raise questions. Students are expected to be actively involved in discussions through direct participation and active listening. The course will prepare students for the AP Literature and Composition test in May. This course requires summer reading assignments.

HISTORY AND SOCIAL SCIENCES

The first objective of the Department is to present the panorama of the human past in all its richness and diversity so that the student will appreciate not only the realities of the human experience, but also the degree to which the present and future are the products of that past. The second is to practice the intellectual disciplines inherent in historic inquiry, which include the mastery of a defined body of factual and analytic material, as well as developing the capacity to ask the kind of questions about determinism, contingency, evolution, decline, and progress with which historians constantly grapple.

Students then learn how to go about seeking answers to such questions through the informed use of myriad historical sources available for any given historical epoch or topic. The study of history should foster a growing sense of wonder about the human adventure as well as the capacity to read with critical care, listen with respect and attention, speak with clarity and conviction, and finally to write with grace and power. Thus the scope of historical investigation at The Hill begins with 20th Century and ranges back in time and scope to incorporate the oldest human societies, the evolution of the modern world, the development of Western culture, and the heritage of the American Experience.

Honors and Advanced Placement (AP) course approval is determined by departmental review of completed relevant coursework, as well as the students overall academic record, including standardized testing. Additional criteria listed by course.

For more information about the History department program or faculty, please contact the department chair, Mr. Chris Drowne, cdrowne@thehill.org.

Graduation Requirement

- Two years: 20th Century History required in 3rd form and U.S. History is required in 5th or 6th form

HISTORY AND SOCIAL SCIENCES

****20th Century History**

3rd form

This required third form History course will introduce students to historical study through careful examination of major global events throughout the previous century that help define the world of today. This course will be coordinated with English 1 to ensure the development of a solid foundation of skills – namely various writing approaches, research techniques, close, critical reading, and oral communication.

****World History (with Honors option):**

4th form

World History/Modern Europe

World History/Middle East

World History/Latin America

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. In the fall term, students will explore the foundations of Eastern and Western Civilizations, namely Greece, Rome, China, and Mesopotamia. In the winter term, the course will focus on events such as the Crusades, Renaissance, Reformation, Ottoman Rule, and Tokogawa Shogunate. For the spring term, students will explore one of the following three options: Modern Europe, Latin America, or the Middle East. Instead of a term paper, students will continue the independent study project begun in the third form (students new to The Hill will simply pick up where returning Hill students are). Beyond mastering basic historical information, there is a heavy emphasis upon learning and developing certain essential skills: namely, reading carefully and critically; taking detailed notes based upon daily lecture or discussions; and clear and concise narrative and analytical writing. The successful completion of this course will serve as one of the primary criteria for selection to United States History (AP).

(Cont.) **World History (with Honors option):

4th form

After the opening three weeks of school, students may, with approval from their adviser, College Counselor (for Fifth and Sixth Formers) and the instructor, elect to pursue an embedded honors curriculum. Acceptance will be based upon the student's performance, competencies, and ability to balance well his/her complete academic schedule. The embedded curriculum demands greater depth and commitment in all aspects of the course, including demonstrated classroom leadership. Unlike the broader Hill policy for drops/level changes, changing from honors to regular means that averages from completed terms, and scores from individual assignments in incomplete terms, shall carry over after the change, as though they had been earned under the regular course expectations.

****American Studies (Honors) – requires English and History department approval (not offered in 2018-2019)**

5th form

This course is a yearlong, interdisciplinary course incorporating both English 3 Honors and United States History. Students will meet daily as one group during two separate periods. Two faculty, one from each department, teach the course. Students and faculty 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.

HISTORY AND SOCIAL SCIENCES

****Economics**

5th, 6th form

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.

****Economics AP (College Level) – requires departmental approval**

5th, 6th form

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 to analytically describe current economic conditions and issues.

Advanced Economics (College Level) – requires departmental approval

6th form

Prerequisite: Economics (AP)

This full year course is designed for students who have previously taken and performed well in Economics classes. Students select a topic in Macro or Micro Economics for full-year research to present (written and orally) at the conclusion of the year. This full year project requires intensive immersion into the chosen topic in the mold and style of an honors thesis at the college level. This course happens partially in conjunction with Economics (AP)

(Cont.) Advanced Economics (College Level) – requires departmental approval

6th form

Prerequisite: Economics (AP)

such that participants serve as built-in support for the current students of that class. This includes attending and periodically helping facilitate lectures 2-3 times a week as well as helping facilitate study groups for students 1-2 times a week. Participants are also involved in facilitating the Financial Literacy Seminar. Members of this class meet with the instructor on a regular basis for project consultation and Economics AP direction. Evaluation of this course is based on the research project with frequent checkpoints each term but also takes into account the quality and orientation of support provided to Economics (AP) students as well as contributions to facilitating the financial literacy seminar.

****European History AP (College Level) – not offered in 2018-2019**

5th, 6th form

This is a comprehensive yearlong 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. Student 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.

HISTORY AND SOCIAL SCIENCES

****Perspectives on World Civilizations (not offered in 2018-2019)**

5th, 6th form

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

- ❑ **Native Americans and the American West (Fall)**
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.
- ❑ **Latin American Civilization (Winter)**
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.
- ❑ **Islamic Civilization (Spring)**
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;

(Cont.) **Perspectives on World Civilizations (not offered in 2018-2019)

5th, 6th form

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

- ❑ **Islamic Civilization (Spring)**
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.

****Psychology**

5th, 6th form

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

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.

****Psychology AP (College Level) – requires departmental approval**

5th, 6th form

This year-long course prepares the student for the Advanced Placement Examination in Psychology. Topics covered include learning, motivation, personality, biological bases of behavior and psychological disorders. College level laboratories.

HISTORY AND SOCIAL SCIENCES

**** U.S. & Comparative Government and Politics AP (College Level) – not offered in 2018-2019**

5th, 6th form

Prerequisite – US History or US History (AP)

This course introduces students to the fundamental concepts of political science to study the governments of the United States and a variety of other countries. The course aims to illustrate the rich diversity of political life, to explain differences in processes and policy outcomes of governments and institutions, and to emphasize the importance of global political and economic changes. The objectives of this course go beyond a basic analysis of how governments “work”. Students will do this by developing a critical understanding of the strengths and weaknesses of the different political systems. This course is the equivalent of two college semester courses. The goal of this combined course is to prepare students to succeed on both the AP Comparative Government & Politics and the AP US Government Exams administered in May. By taking on this challenge, students will achieve a better understanding of their own political system by comparing it to others. Specifically, students will study the United States, United Kingdom, Russia, China, Mexico, Nigeria and Iran. Concepts and methodologies in comparative politics will be emphasized.

**** Comparative Government and Politics AP (College Level) – requires departmental approval**

5th, 6th form

Prerequisite – US History, US History (Honors) or US History (AP)

This course introduces students to the fundamental concepts of political science in order to study the governments of a variety of countries. The course aims to illustrate the rich diversity of political life, to explain differences in processes and policy outcomes of governments and institutions, and to emphasize the importance of global political and economic changes. The objectives of this course go beyond a basic analysis of how governments “work”. Students will do this by developing a critical understanding of the

(Cont.) ** Comparative Government and Politics AP (College Level) – requires departmental approval

5th, 6th form

Prerequisite – US History, US History (Honors) or US History (AP)

strengths and weaknesses of different political systems, and studying concepts and methodologies that comparative politics emphasizes. Specifically, students will study the United Kingdom, Russia, China, Mexico, Nigeria and Iran. Further, the course aims to assist students in using political framework to understand and deconstruct current events and the rapidly changing 21st century world. The culmination of this course is to prepare students to succeed on the AP Comparative Government & Politics exam administered in May.

****United States History**

5th, 6th form

This is a comprehensive, yearlong 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. A thematic approach will study 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, including the completion of a major thesis. Well-prepared and informed written work is a vital component of the course.

HISTORY AND SOCIAL SCIENCES

United States History (Honors) – requires departmental approval 5th, 6th form

Note: strong preference given to those students who have completed a History course that required a term paper.

This is a comprehensive year-long survey 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.

At least once per term, students will prepare a 3-5 page critical review of a book selected from among a wide ranging reading list. Students will write a common exam at the conclusion of the Fall Term and present a culminating project by the end of the spring.

****United States History AP (College Level) – requires departmental approval** 5th, 6th form

Prerequisite: World History or equivalent year of history at the secondary level

This is a comprehensive yearlong course in United States history designed to prepare students for the CEEB Advanced Placement Examination in United States History, which is 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.

****War Series**

5th, 6th form

Term course: fall, winter, spring (students may enroll in one, two, or three terms)

☐ **History of the Civil War (Fall)**

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. Students will also be required to pursue some independent research and writing guided by their own intellectual interests.

☐ **History of the Second World War (Winter)**

This term course follows a traditional historical pattern as it explores the causes and conduct of the central historical drama of the 20th 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.

☐ **History of the Vietnam War (Spring)**

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.

HISTORY AND SOCIAL SCIENCES

**** Advanced History Seminar (College Level) – requires departmental approval**

6th form (repeat 5th formers who have completed US History may also be considered)

Prerequisite: strongly recommend completion of an AP level history course

Utilizing a strong foundation in the study of History in terms of content and skills, students in this year-long course will explore each of the fundamental questions through seminar style class meetings based on primary and secondary readings and opposing directed lectures. Students will address each fundamental question in the form of a position paper, project, or group presentation.

HUMANITIES

The Humanities, properly understood, encompass all forms of human self-expression aimed at communication with others.

Spoken language, music, written language of all genres, drama, visual arts, architecture, and more recently film and digital arts, have evolved in constant interaction with one another and in concert with technological developments and advances, and can only be fully understood in relation to one another.

The Humanities program at The Hill, uses "greatest jewels" of human creative and intellectual accomplishment, as the foundation from which the students as citizens of a rapidly changing 21st century global community will venture farther afield in both space (beyond the traditionally defined West) and time (to study contemporary creative works) while looking ahead to anticipate the adult world they are about to inherit.

Honors and Advanced Placement (AP) course approval is determined by each individual student's previous academic record, both overall and in relevant subjects involving intensive reading, writing and discussion, as a basis for projecting the likelihood of success in both Humanities 3 and 4 and on the Advanced Placement examinations in English Language and Literature.

For more information about the Humanities program, please contact the department chair, Dr. Kathryn Malone, kmalone@thehill.org.

Graduation Requirement

- If eligible, fifth and sixth form students may also meet the English requirement for those two years by enrolling in Humanities 3 and 4.

HUMANITIES

****Classical Mythology (not offered 2018-2019)**

4th, 5th, 6th form
Fall term only

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 and archaeological sites whose excavations have shed important light upon the myths traditionally associated with them.

****The Art and Archaeology of Ancient Greece (not offered 2018-2019)**

4th, 5th, 6th form
Winter term only

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 (3000-1100 BCE). 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.

****The Art and Archaeology of Ancient Rome (not offered 2018-2019)**

4th, 5th, 6th form
Spring term only

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

(Cont.) The Art and Archaeology of Ancient Rome

4th, 5th, 6th form
Spring term only

will include the Palatine and Capitaline Hills, the Roman Forum, the various Imperial Forums, the Rome of the emperors Augustus, Vespasian, Titus, Domitian, Trajan and Hadrian.

****Humanities 3 AP English Language (College Level) – requires departmental approval**

5th form

Humanities 3 AP is the first year of a two year sequence of courses. It prepares students for the CEEB Advanced Placement Examination in *AP English Language and Composition*. Humanities 3 and 4 together are designed to guide students as they attain the sophisticated levels of both critical and creative thinking that are the foundation of effective, lucid and compelling oral and written articulation of their own understanding, analysis and appreciation. These are the "skills" at the core of the Humanities Program at The Hill, as they are throughout the Liberal Arts curriculum. It is the means to those ends that make the Humanities program at The Hill different; those skills are developed in response to and interaction with the "best" of human creation. Within the environs of the Levis Room, Humanities 3 students will explore rhetorical masters spanning from Prospero in *the Tempest* to such diverse characters as Jonathan Swift, Abraham Lincoln, F. Scott Fitzgerald and Annie Dillard. They will write on a daily basis, while exploring a wide range of genres and rhetorical methods and techniques as both critics and practitioners themselves. Humanities 3 students must be prepared to be challenged daily within an active, interdisciplinary, student-centered learning environment. This course requires summer preparatory work, which includes, reading, writing and experiential activities.

HUMANITIES

****Humanities 4 AP English Literature (College Level) – requires departmental approval**

6th form

Humanities 4 AP is the second year of a two year sequence of courses. It prepares students for the CEEB Advanced Placement Examination in *AP English Literature and Composition*. Humanities 3 and 4 together are designed to guide students as they attain the sophisticated levels of both critical and creative thinking that are the foundation of effective, lucid and compelling oral and written articulation of their own understanding, analysis and appreciation. These are the “skills” at the core of the Humanities Program at The Hill, as they are throughout the Liberal Arts curriculum. It is the means to those ends that make the Humanities program at The Hill different; those skills are developed in response to and interaction with the “best” of human creation. Within the environs of the Levis Room, Humanities 4 students will explore the critical concepts of “genius” “greatness” and “excellence” through their encounters with the *Illiad* and *Hamlet* as well as Michelangelo and Beethoven, and a variety of modern, contemporary and global authors, artists and cultural phenomena. They will write on a daily basis, while exploring a wide range of genres and rhetorical methods and techniques as both critics and practitioners themselves. Humanities 4 students must be prepared to be challenged daily within an active, interdisciplinary, student-centered learning environment. This course requires summer preparatory work, which includes, reading, writing and experiential activities.

MATHEMATICS, COMPUTER SCIENCE AND TECHNOLOGY

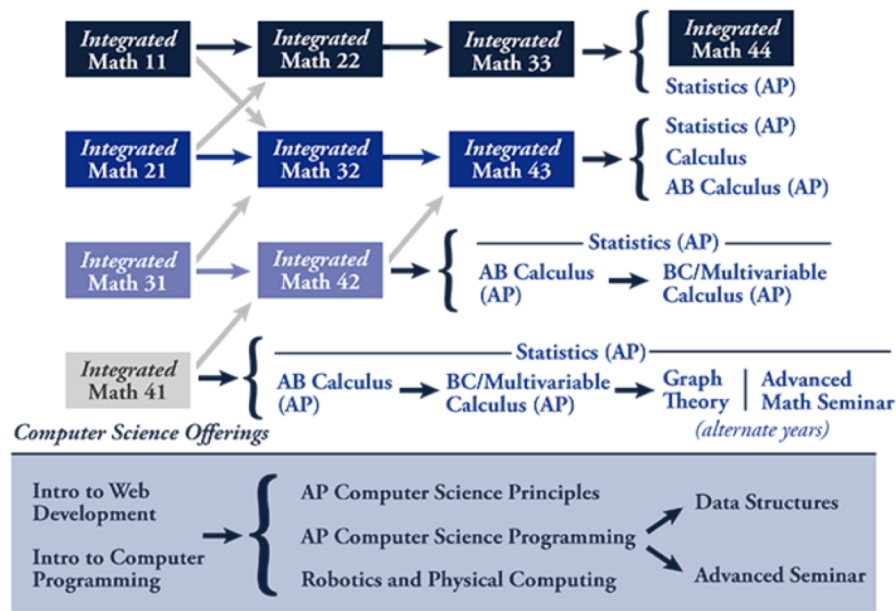
In the fall of 2016, The Hill School introduced a new Integrated Mathematics program, which combines the key components of algebra, geometry, pre-calculus, statistics, and computer programming through a four-year program. Students who finish this program in a strong manner will have the base knowledge to consider taking AP Computer Science, AP Statistics, or AP Calculus.

The Integrated Mathematics program includes a variety of teaching methods which we intentionally use to help students learn to study in different environments, as well as thoughtfully increase their independence in learning each year as their mathematical maturity increases.

Honors and Advanced Placement (AP) course approval is determined by a student's performance in the previous classes through the grade, motivation, quality of work and curiosity displayed by the student.

For more information information about the Mathematics, Computer and Technology department or curriculum, please contact the department chair, Mrs. Elizabeth Dollhopf, edollhopf@thehill.org.

The Mathematics Sequence of Courses at The Hill School



Graduation Requirement

- Three years including one year of Geometry and two years of Algebra **OR**
- Integrated Math 31 or higher (applies only to students in the class of 2020 and beyond)

INTEGRATED MATHEMATICS

****Integrated Mathematics 11: Rates of Change: From Data to Abstraction**

3rd form

This is the first course in a four-year sequence of integrated mathematics courses. The course emphasizes the mathematical process of building from concrete examples to generalized statements about mathematical objects. While the course covers a combination of topics covered in traditional high school Algebra 1, Geometry, and Algebra 2 courses, it does so in a way that highlights connections among the different branches of mathematics. Topics include univariate and bivariate data; algebraic and geometric representations of lines, including parallel and perpendicular lines; intersections of lines, including angles, systems of equations, and systems of inequalities; exponentials and logarithms; sequences; and the applications of these topics to finance. Students who successfully complete this course will be prepared to take Integrated Mathematics 22 the following year or Integrated Mathematics 32 (Honors) with departmental approval.

****Integrated Mathematics 21: Rates of Change: From Data to Abstraction**

3rd form

This is the first course in a four-year sequence of integrated mathematics courses. The course emphasizes the mathematical process of building from concrete examples to generalized statements about mathematical objects. While the course covers a combination of topics covered in traditional high school Algebra 1, Geometry, and Algebra 2 courses, it does so in a way that highlights connections among the different branches of mathematics. Topics include univariate and bivariate data; algebraic and geometric representations of lines, including parallel and perpendicular lines; intersections of lines, including angles, systems of equations, and systems of inequalities; exponentials and

(Cont.) Integrated Mathematics 21: Rates of Change: From Data to Abstraction

3rd form

logarithms; sequences; and the applications of these topics to finance. While this course covers the same topics as the Integrated Mathematics 11 course, it does so to a greater depth and with a heavier emphasis on conceptual understanding. Students who successfully complete this course will be prepared to take Integrated Mathematics 32 (Honors) the following year.

****Integrated Mathematics 31 (Honors): Analysis in One, Two, and Three Dimensions – requires departmental approval**

3rd form

Prerequisite: superior performance in Algebra 1; a course in Geometry is preferred.

This is the first course in an accelerated two-year sequence of integrated mathematics courses. The course emphasizes the mathematical process of building from concrete examples to generalized statements about mathematical objects. While the course covers a combination of topics covered in traditional high school Algebra 1, Geometry, and Algebra 2 courses, it does so in a way that highlights connections among the different branches of mathematics. In addition to the topics covered in the Integrated Mathematics 21 (Honors), this course will explore algebraic and geometric interpretations of area and volume, and it will introduce coding as a tool of exploration and problem solving. Students who successfully complete this course will be prepared to take Integrated Mathematics 42 (Honors) the following year.

INTEGRATED MATHEMATICS

****Integrated Mathematics 41 (Honors): Advanced Algebra and Trigonometry**

3rd form

Prerequisite: superior performance in Algebra 1 and Geometry

This is a rigorous, integrated mathematics course, which condenses two years of traditional high school mathematics into a single year. It is a necessarily fast-paced course that explores topics including: manipulation of algebraic expressions; solution of equations and inequalities, and of systems; transformation, composition, and analysis of functions and their inverses; the behaviors of algebraic and transcendental functions; analytic trigonometry; trigonometry of right and oblique triangles; analytic geometry; sequences and series; and introductory probability and statistics. Students are required to have a graphing calculator. Students who successfully complete this course may proceed directly to AB Calculus (AP).

***Integrated Mathematics 22: Pattern Analysis: Geometric Models and Algebraic Functions**

4th form

Prerequisite: Integrated Math 11 or Integrated Math 21

This is the second course in a four-year sequence of integrated mathematics courses. The course emphasizes the mathematical process of building from concrete examples to generalized pattern recognition and generation. While the course covers a combination of topics covered in traditional high school Geometry, Algebra 2 and Pre-calculus, it does so in a way that highlights connections among the various branches of mathematics. The year will begin with an individual analysis of student background and a self-paced review of foundational topics. Further topics will include: properties of two and three dimensional shapes; area and volume; polynomials; functions including domain and range; exponential functions; and radical functions. Students will additionally get a solid introduction to computer science in this course through several projects. Students who successfully complete this course will be prepared to take Integrated Math 33 the following year.

****Integrated Mathematics 32: Pattern Analysis: Geometric Models and Algebraic Functions**

4th form

Prerequisite: Integrated Math 21 or excellent performance in Integrated Math 11

This is the second course in a four-year sequence of integrated mathematics courses. The course emphasizes the mathematical process of building from concrete examples to generalized pattern recognition and generation. While the course covers a combination of topics covered in traditional high school Geometry, Algebra 2 and Pre-calculus, it does so in a way that highlights connections among the various branches of mathematics. Topics include properties of two and three dimensional shapes; area and volume; polynomials; functions including domain and range; exponential functions; radical functions; probability; and infinite series. Students will additionally get a solid introduction to computer science in this course through several projects. Students who successfully complete this course will be prepared to take Integrated Math 43 the following year.

****Integrated Mathematics 42 (Honors): Analysis with Proof**

4th form

Prerequisite: Integrated Math 31 or excellent performance in full year of Geometry and a full year of Algebra 2

This is the second course in a two-year sequence of integrated mathematics courses. The course emphasizes analyzing functions and algebraic proof. While the course covers a combination of topics covered in traditional high school Pre-calculus, it does so in a way that highlights connections among the various branches of mathematics. Topics include: exponential functions; radical functions; piece-wise functions; and conic sections. Students who successfully complete this course will be prepared to take AB Calculus (AP) the following year.

INTEGRATED MATHEMATICS

+ * Integrated Mathematics 33: Trigonometry and Applied Functions

5th form

Prerequisite: Integrated Math 22 or Integrated Math 32

This is the third course in a four-year sequence of integrated mathematics courses. The course emphasizes the mathematical process of building from concrete examples to generalized pattern recognition and generation. While the course covers a combination of topics covered in traditional high school Pre-calculus, it does so in a way that highlights connections among the various branches of mathematics. Topics include properties of three-dimensional shapes; volume and surface area; polynomials; inverse functions; trigonometry; vectors; and parametric equations. Students who successfully complete this course will be prepared to take Integrated Math 44 the following year.

+ ** Integrated Math 43 (with Honors option): Foundation for Calculus

5th form

Prerequisite: Integrated Math 32 or Integrated Math 42

This is the third course in a three-year sequence of integrated mathematics courses. The course emphasizes analyzing functions and algebraic proof. While the course covers a combination of topics covered in traditional high school Pre-calculus, it does so in a way that highlights connections among the various branches of mathematics. Topics include: trigonometry; series; inverse functions; rational functions; piece-wise functions; and conic sections. Students who successfully complete this course will be prepared to take Honors Calculus or AB Calculus (AP) the following year.

(continued) Integrated Math 43 (with Honors option): Foundation for Calculus

5th form

Prerequisite: Integrated Math 32 or Integrated Math 42

After the opening three weeks of school, students may, with approval from their adviser, college counselor (for 5th and 6th form) and the instructor, elect to pursue an embedded honors curriculum. Acceptance will be based upon the student's performance, competencies, and ability to balance well his/her complete academic schedule. The embedded curriculum demands greater depth and commitment in all aspects of the course, including demonstrated classroom leadership. Unlike the broader Hill policy for drops/level changes, changing from honors to regular means that averages from completed terms, and scores from individual assignments in incomplete terms, shall carry over after the change, as though they had been earned under the regular course expectations.

ALGEBRA, GEOMETRY, CALCULUS, STATISTICS, FINANCE

****Algebra 1 – effective Fall 2016, this course no longer offered**

3rd, 4th form

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.

****Geometry - effective Fall 2017, this course no longer offered**

4th, 5th form

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.

****Geometry (Honors) – effective Fall 2016, this course no longer offered**

4th, 5th form

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.

****Algebra 2 – effective Fall 2018, this course no longer offered**

4th, 5th, 6th form

Prerequisite: Algebra 1 and Geometry

This second year algebra course prepares students for the study of Pre-calculus. Topics include review of Algebra 1 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.

****Functions and Discrete Mathematics – effective Fall 2018, this course no longer offered**

4th, 5th form

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 graphing calculator and Microsoft Excel. This course is for fourth and fifth form students who have completed Algebra 2 and wish to strengthen and broaden their mathematical background before taking Pre-calculus or AP Statistics.

ALGEBRA, GEOMETRY, CALCULUS, STATISTICS, FINANCE

****Algebra 2 Accelerated (Honors) – effective Fall 2017, this course no longer offered**

4th form

Prerequisite: superior performance in Algebra 1 and Geometry

This rigorous course in algebra and precalculus covers a large amount of material in greater depth than the standard two year Algebra 2/Precalculus sequence. Students who successfully complete this course may proceed directly to AB Calculus (AP).

****Algebra 2 (Honors) – effective Fall 2017, this course no longer offered**

4th, 5th form

Prerequisite: excellent performance in Algebra 1 and Geometry

This second year rigorous algebra course prepares students for the study of Pre-calculus. Topics include a short review of Algebra 1 concepts; rational expressions; radicals; rational and negative exponents; equations and linear inequalities; functional analysis including graphs, transformation, and composite functions, quadratics and polynomials, and rational functions; rational and polynomial inequalities; inverse functions; exponential and logarithmic functions; systems of equations; circles and parabolas; sequences and series; and in introduction to trigonometry including radians, the unit circle and right triangles.

****Pre-calculus – requires department approval**

4th, 5th, 6th form

Prerequisite: good performance in 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, and probability and statistics.

****Pre-Calculus (Honors) – effective Fall 2018, this course no longer offered**

4th, 5th form

Prerequisite: excellent performance in Algebra 2 or Algebra 2 (Honors)

This course will explore topics important for success in both upper level mathematics and science, including the behaviors of algebraic and transcendental functions; right triangle and analytic trigonometry; analytic geometry; sequences and series; and introductory probability and statistics. This course may be offered as a stand-alone course, or it may be offered in conjunction with Physics 1 (AP). See the description for that course under the Science Department for more information.

****Calculus (Honors) – requires departmental approval**

5th, 6th form

Prerequisite: good performance in Integrated Math 42, 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.

ALGEBRA, GEOMETRY, CALCULUS, STATISTICS, FINANCE

****Statistics – requires departmental approval**

6th form

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 (experiments 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.

+ Personal Finance

6th form

Term course: winter term only

This real-life simulation course will allow students to learn about various financial decisions that have to be made at various stages of life by living through those stages each week of the course. Students will learn about personal finances including credit cards, debt, insurance, savings and investments accounts, housing, investment, family planning and retirement. Students will maintain accounts for the duration of the course and have to make major financial decisions that will determine whether they will be able to retire at the end of the course. Students will become fluent in the use of Excel spreadsheets. Students will also have a physical or virtual folder of financial resources for future use.

ADVANCED MATHEMATICS

****Statistics AP (College Level) – requires departmental approval**

5th, 6th form

Prerequisite: Algebra 2 or Integrated Math 31 or higher

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), measure 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 Advance Placement Exam in Statistics.

****Calculus AB AP (College Level) – requires departmental approval**

4th, 5th, 6th form

Prerequisite: superior performance in Integrated Math 41, Integrated Math 42, Algebra 2 Accelerated (Honors), 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.

****BC/Multivariable Calculus AP (College Level) – requires departmental approval**

5th, 6th form

Prerequisite: superior performance in 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.

****Advanced Mathematics Seminar Honors (College Level) – requires departmental approval (not offered 2018-2019)**

5th, 6th form

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, Abstract Algebra, Number Theory, Advanced Geometry, Stochastic Processes, Mathematical Modeling, Complex Analysis, Linear Algebra, and Differential Equations.

****Graph Theory and Proof Honors (College Level) – requires department approval**

5th, 6th form

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.

COMPUTER SCIENCE AND TECHNOLOGY

Introduction to Computer Programming (not offered in 2018-2019)

3rd, 4th, 5th, 6th form

This full year course presents an introduction to computer programming Python and other programming languages on the popular hobbyist microcomputer the Raspberry Pi (RPi). Utilizing a variety of hands-on simulations and applications such as Minecraft Pi virtual block world, Sonic Pi music generation program, and controlling electronics via networks, students will explore programming in the context of virtual reality, media composition, and the Internet of Things. This course is designed to give students a solid foundation in common programming practices and conventions that translate across languages and development environments. Topics include conditionals, loops, arrays, data types, objects and classes, procedures, common algorithms, and other content – all with a strong focus on good programming technique and proper documentation. After completion of this course, students will be eligible to enroll in AP Computer Science A or Robotics and Physical Computing (Honors).

Introduction to Web Development

3rd, 4th, 5th, 6th form

This full year course introduces web development through a study of HTML, CSS, JavaScript and site design. Students will be introduced to these topics as they produce their own website from the ground up. Adobe Dreamweaver software is used in this course. This course receives art credit.

Computer Science Principles AP (College Level) – requires departmental approval

4th, 5th, 6th form

Prerequisite: Algebra 1

Along with the fundamentals of computing, students will learn creative problem solving, how to apply computational processes to analyze large data sets, the global impacts of programming, internet structures and important cyber security issues and programming. AP Computer Science Principles focuses on the innovative aspects of computing as well as how computing can affect the world.

Computer Science A AP (College Level) – requires departmental approval

Prerequisite: Intro to Web Development, Intro to Computer Programming or equivalent

5th, 6th form

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 implications of computer use, and basic computer architecture. After completing the course, students should be fully prepared for the Computer Science A (AP) Exam.

Data Structures and Algorithms Honors (College Level) – requires departmental approval

4th, 5th, 6th form

Prerequisite: Intro to Web Design, Intro to Computer Programming or equivalent

This course picks up where Computer Science A (AP) ends. Students will continue with Java to study more advanced data structures, such as stacks, queues, and binary trees. They will dig deeper into AP topics such as searches, sorts, and recursion. Students will also move from text-based to GUI based programs.

COMPUTER SCIENCE AND TECHNOLOGY

Underwater Robotics and Physical Computing (Honors) - requires departmental approval

4th, 5th, 6th form

Prerequisite: Introduction to Web Development, Introduction to Computer Programming (or equivalent) or Precalculus and Chemistry.

The Marine Advanced Technology Education Center (MATE) Remotely Operated Vehicle (ROV) competition challenges students to create an underwater vehicle company that develops and markets ROVs to accomplish underwater work too dangerous, dirty, detailed, or dull for humans to do effectively. In this course, students will learn the basics of robotics using various hardware and software components and systems. Starting with learning electronic circuits, students will move on to understanding the Arduino microcontroller and Raspberry Pi microcomputer, and various other electronic sensors and boards as their understanding of robotics grows and evolves. Students will demonstrate their knowledge of robotics competing in the Marine Advanced Technology Education Center (MATE) Remotely Operated Vehicle (ROV) contest in April, with the chance of advancing to competing at the international level in June.

Robotics and Physical Computing (Honors) – requires departmental approval (not offered in 2018-2019)

4th, 5th, 6th form

Prerequisite: Intro to Web Design, Intro to Computer Programming (or equivalent) or Pre-calculus and Chemistry

In this course, students will learn the basics of robotics using various hardware and software components and systems. Starting with learning electronic circuits, students will move on to understanding the Arduino microcontroller, various other electronic sensors and boards, and eventually, the Raspberry Pi 2 microcomputer as their understanding of robotics grows and evolves. Students will demonstrate their knowledge of robotics competing in the Marine Advance Technology Education Center (MATE) Remotely Operated Vehicle (ROV) contest in May.

Advanced Computer Science Seminar Honors (College Level) – requires department approval (not offered in 2018-2019)

4th, 5th, 6th form

Prerequisite: Computer Science A (AP)

This course is for students who have already completed Computer Science A (AP) or its equivalent. It supposes a strong understanding of object-oriented programming techniques and algorithm design. The course begins with a study of Objective-C through the fall term, before moving on to iOS development using Xcode for the remainder of the year. The bulk of the course will involve major projects for Apple mobile devices, and is designed for highly motivated and creative students looking to spend the majority of their time on one or two complex projects for potential distribution in the iTunes App Store. Students will have the option to join the Apple Developer Program for a \$100 annual fee if they wish to attempt to have a project available for download through iTunes.

QUADRIVIUM ENGINEERING AND DESIGN (QED)

The Quadrivium Curriculum

Quadrivium, literally translated as “where four roads meet,” is a nod to Plato’s ideal combination of studies in science, math, engineering, and the arts.

At The Hill, we are committed to extraordinary learning. We honor and value the tenets of a traditional liberal arts education, and we strive to provide our graduates with skills and tools that a fast-changing, 21st Century world will require for success and fulfillment. The Hill’s Quadrivium Curriculum sets a new standard for interdisciplinary studies in science, math, technology, engineering, and digital design.

The Quadrivium Curriculum empowers students to identify connections between, and solutions to, some of the most challenging societal issues; Quadrivium scholars develop the mindsets of engineers, designers, scientists, and innovators as they seek to discover solutions to these complex matters.

For more information or questions about the Quadrivium Curriculum, contact the chair, Mr. Timothy Jump, tjump@thehill.org.

NOTE: Engineering is eligible for art credit for those who started the program **PRIOR** to Fall 2017.

Engineering³ Building Blocks:

E³ students apply the scientific method from start to finish in each creation: definition, abstraction, analysis, prototyping, and testing.

E³ builds students’ engineering knowledge inventory, preparing them to excel in their engineering or STEM-focused college experiences.

E³ cultivates project management skills with each unique project.

E³ prepares students for solving real-world challenges.

E³ students grasp the variables of team dynamics, including conflicting ideas, compromise, and resolution.

QUADRIVIUM, ENGINEERING AND DESIGN (QED)

Engineering 1

3rd, 4th, 5th, 6th form

Students develop an engineer's perspective of effective problem solving and engineering design. Students will explore fundamental mechanical engineering concepts such as statics (objects in equilibrium) and dynamics (objects in acceleration). There will be substantial group project work but very little if any assigned homework. This course may be taken as a seventh graded course.

Engineering 2

4th, 5th, 6th form

Prerequisite: Engineering 1

Students continue to expand their engineer's perspective of effective problem solving and engineering design while gaining new skills with the introduction of 3D CAD software, fabrication with rapid prototyping, and preliminary development of an advanced project that will carry over into Engineering 3. Our current focus is design and development of search and rescue robots. Robots provide a good tool for learning how to think in terms of systems integration. Adapting robots to the requirements of search and rescue lead students through significant mechanical challenges that expand their knowledge of static and dynamic behaviors (as well as control system challenges explored in Engineering 3). There will be substantial group project work but very little if any assigned homework. This course may be taken as a seventh graded course.

Engineering 3 (Honors)

5th, 6th form

Prerequisite: Engineering 2

Students will formalize their engineering habits of mind and engineer's perspective of effective problem solving and engineering design, hone their CAD skills and improve parts design and fabrication processes, finalize mechanical performance of their small form factor robot, and experience an in-depth immersion into the world of data acquisition and processing related to robot control, both human operated and embedded. There will be substantial group project work but very little if any assigned homework. This course may be taken as a seventh graded course.

+ Engineering 4 (College Level)

6th form

Prerequisite: Engineering 3 (Honors)

Students will expand the engineering skills they have developed through exploration of advanced elements of embedded data acquisition and robot control, and a conversion of their small form factor robot from a LEGO prototype to a fully customized chassis with 3D printed parts, laser cut parts and integrated sensors. This small form factor robot may be submitted for testing in the NIST, RMRC (Rapid Manufactured Robot Competition). Additional to completion of the small form factor robot, E4 students will engage in development of a full-scale search and rescue robot as part of the NIST, USAR (Urban Search and Rescue) research project. Development of this participation in the Major Division of the Rescue Robot League at the international RoboCup competition. There will be substantial group project work but very little if any assigned homework. This course may be taken as a seventh graded course.

RELIGIOUS STUDIES AND PHILOSOPHY

The Department of Religious Studies and Philosophy encourages Hill students to a rigorous, thoughtful, humble, and curious application of empathy and critical thinking skills to the inner and outer worlds of human experience. Religious studies and philosophy consider not only the historical development of the great questions of human life—e.g., its connection (if any) with the transcendent, its meaning and purpose, the nature and duty of human beings as authentic individuals and members of communities—but also the existential claims those questions make on contemporary persons; not only the issues raised by the world's art and literature, but also those embedded in the rituals and practices of its cultures. Some courses in these disciplines invite close examination of the sources and claims of systems of values from around the world, others develop at least the beginnings of that religious literacy which is a prerequisite for being a world citizen. *As an academic department, Religious Studies and Philosophy has no connection with the School's Spiritual Life Program.* The successful student in Religious Studies and Philosophy may be highly devout, or may have no individual religious inclinations at all; but he or she should emerge with more informed understanding of some aspect of the fundamental questions of human life and of the intellectual tools required for their consideration.

Acceptance to honors level courses will be based upon students' performance and competencies as demonstrated in their academic records and standardized test results as well as their anticipated ability to balance well their complete academic schedule.

For more information about the Religious Studies and Philosophy program, please contact the department chair, the Very Reverend Dr. John Houghton, jhoughton@thehill.org

***Graduation Requirement**

- One year
- Advanced Latin Seminar, Greek 3 (Honors) or Arabic 3 (Honors) when taken concurrently with another upper level language
- English 4 Honors: Literature and Religion

*Religious Studies requirement waived for Post-Graduates

RELIGIOUS STUDIES AND PHILOSOPHY

Arabic 3 (Honors) – requires departmental approval

4th, 5th, 6th form

Prerequisite: excellence in Arabic 2 (or equivalent)

Note: when taken concurrently with another upper level language, this course fulfills the school's Religious Studies and Philosophy graduation requirement.

The course will use a wide range of situation-based texts, topics, and multi-media about Arab culture and history to help students progressively develop all four language skills in Modern Standard Arabic: speaking, reading, writing and listening. The course will introduce new vocabulary, idioms, and high intermediate to low advanced level complex grammatical structures in Modern Standard Arabic as well as spoken regional varieties in the three major Arabic dialects (Maghrebi, Egyptian, and Levantine). Students will be able to expand their world view by exploring a variety of religious texts from the major world religions as well as select texts and articles from leading Arabic newspapers and magazines. Upon completion students should have a high intermediate to low advanced level oral and written communicative competence. They should be able to comprehend and respond with increasing proficiency to spoken and written Arabic. They should also demonstrate an understanding of the history and the current affairs in North Africa and the Middle East.

****Philosophy Seminar: Can Virtue Be Taught? (with Honors option)**

4th, 5th, 6th form

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

(Cont.) Philosophy Seminar: Can Virtue Be Taught? (with Honors option)

4th, 5th, 6th form

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 4th form. It fulfills the Religious Studies graduation requirement.

After the opening three weeks of school, students may, with approval from their adviser, College Counselor (for Fifth and Sixth Formers) and the instructor, elect to pursue an embedded honors curriculum. Acceptance will be based upon the student's performance, competencies, and ability to balance well his/her complete academic schedule. The embedded curriculum demands greater depth and commitment in all aspects of the course, including demonstrated classroom leadership. Unlike the broader Hill policy for drops/level changes, changing from honors to regular means that averages from completed terms, and scores from individual assignments in incomplete terms, shall carry over after the change, as though they had been earned under the regular course expectations.

****God and Free Will (Honors) (not offered 2018-2019)**

4th, 5th, 6th form

(This course is on hiatus effective fall 2018)

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 what time it is? How does God's unchanging eternal knowledge relate to the idea of "now"? Thinkers in the three great Abrahamic traditions, Judaism,

RELIGIOUS STUDIES AND PHILOSOPHY

(Cont.) **God and Free Will (Honors)

4th, 5th, 6th form

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 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.

Introduction to Biblical Criticism (not offered in 2018-2019)

4th, 5th, 6th form

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.

****Worldviews and World Religions (with Honors option)**

4th, 5th, 6th form

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

(Cont.) **Worldviews and World Religions (with Honors option)

4th, 5th, 6th form

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.

After the opening three weeks of school, students may, with approval from their adviser, College Counselor (for Fifth and Sixth Formers) and the instructor, elect to pursue an embedded honors curriculum. Acceptance will be based upon the student's performance, competencies, and ability to balance well his/her complete academic schedule. The embedded curriculum demands greater depth and commitment in all aspects of the course, including demonstrated classroom leadership. Unlike the broader Hill policy for drops/level changes, changing from honors to regular means that averages from completed terms, and scores from individual assignments in incomplete terms, shall carry over after the change, as though they had been earned under the regular course expectations.

****Greek 3 (Honors)**

Prerequisite: two years Greek
5th and 6th form

Note: when taken concurrently with another upper level language, this course fulfills the school's Religious Studies and Philosophy graduation requirement.

This course is open to those students who have completed two years of Greek. For those students studying another foreign language simultaneously at the upper level, this course will satisfy the school's Religious Studies and Philosophy graduation requirement. As such, this course will examine the relationship between the human and the divine, views on death and the afterlife, the problem of evil, similarities and differences in religious belief and ritual, and questions of ethics and morality. The reading selections will contain a mixture of Greek prose and poetry, from a range of genres. The course will place a heavy demand upon a

RELIGIOUS STUDIES AND PHILOSOPHY

(Cont.) **Greek 3 (Honors)

Prerequisite: two years Greek
5th and 6th form

student's knowledge of Greek vocabulary, grammar and syntax. The texts to be studied will be translated, interpreted, and analyzed, with extensive reading from secondary literature. Besides developing skills of close reading in Greek prose and poetry, the course will also demand of students, skills in critical thinking, as they assimilate prominent secondary scholarship, take part in expository writing, and participate meaningfully in class discussion. Students will take The National Greek Examination in the spring term.

****Advanced Latin Seminar: Religion and Philosophy (College Level) – requires departmental approval**

Prerequisite: Advanced Latin Seminar Honors and Greek 3 Honors
5th and 6th form

This course is open to students who have completed three full years of Latin with distinction in their study. For those students studying another foreign language simultaneously at an advanced level, this course will satisfy the school's Religious Studies and Philosophy graduation requirement, pending the approval of the academic dean and language department chair. The course material will focus on religious and philosophic texts and themes, examining the relationship between the human and the divine, views on death and the afterlife, the problem of evil, similarities and differences in religious belief and ritual, and questions of ethics and morality. 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 reading from secondary literature. Material concerning Roman culture, society, and politics and will also be integrated into the course. Students will take the National Latin Examination and the SAT subject test in Latin.

****English 4 (Honors): Literature and Religion – requires departmental approval**

6th form

Note: completion of this course fulfills the school's Religious Studies and Philosophy graduation requirement.

This course will investigate three aspects of literature's use of religion: first, we will consider examples of literature dealing with the lives of religiously minded persons, including Elie Weisel's searing memoir of the Shoah, *Night*; William Wordsworth's nature-centered poem *The Prelude*; and the autobiography of a medieval English mystic, *The Book of Margery Kempe*. Second, we will look at some of the ways in which secular literature employs the actual texts of religious literature, reading the *Bhagavad-Gita* alongside Stephen Pressfield's *The Legend of Bagger Vance*, and the Qur'an together with Naguib Mahfouz's *Children of the Alley*. Finally, we will look at a classic, and uniquely successful, case in which secular literature about an individual experience puts itself forward as a kind of successor to sacred texts: Dante's *Divine Comedy*. There will be briefer supplementary readings from sources as diverse as *the Aeneid* of Virgil and Thoreau's *Walden*.

Philosophy and Religion in China and Beyond (with Honors option)

4th, 5th, 6th form

The goal of this year-long course is to examine many of the world religions and philosophies from the perspective of China and Chinese history. This course will provide a different and broader perspective on thought systems and religious beliefs by studying them in a new context, while also broadening their global perspective through better understanding of China and their neighbors. We will study the world's major religious and philosophical systems from their source, examine their transmission and changes through time and space, with particular emphasis on its ideological and cultural impact on China. One of the advantages of using China as a touchstone is because at each point in world history, as one tradition or system developed and spread, China was there. China has its creation

RELIGIOUS STUDIES AND PHILOSOPHY

(Cont.) Philosophy and Religion in China and Beyond (with Honors option)

4th, 5th, 6th form

myths, great flood hero, pantheons of both native and borrowed gods and supernatural characters, periods of monotheism, numerous competing philosophical schools and systems, many absorbed cultures and religions, and both native and adapted religious and moral-ethical systems.

After the opening three weeks of school, students may, with approval from their adviser, College Counselor (for Fifth and Sixth Formers) and the instructor, elect to pursue an embedded honors curriculum. Acceptance will be based upon the student's performance, competencies, and ability to balance well his/her complete academic schedule. The embedded curriculum demands greater depth and commitment in all aspects of the course, including demonstrated classroom leadership.

Unlike the broader Hill policy for drops/level changes, changing from honors to regular means that averages from completed terms, and scores from individual assignments in incomplete terms, shall carry over after the change, as though they had been earned under the regular course expectations.

+ * Religion and Film in Contemporary Society

4th, 5th, 6th form

Religion can be reflected in the various cultural expressions and practices of society, and in particular the arts. Film is one way that art can display religious experience and/or religious dimensions of human life. This course will introduce students to ways of thinking theologically about contemporary popular film. Students will view works by diverse filmmakers and examine how these films provide insight into how faith can intersect with larger issues in contemporary society. It is also designed for the student to gain an awareness of the influence film has on our understanding of religious concepts and its role in shaping

(Cont.) Religion and Film in Contemporary Society

4th, 5th, 6th form

religious consciousness. Topics covered will include: Religion & Social Issues, Religion & Self-Identity, Religion, Death & the Here-after, Religion & Free Will, Religion, Ethics & Morality, and Religious Practices & Film. Students will be required to watch films (on their own time) and may have an additional option of film screenings (to be determined). The course will combine film and discussion with accompanying readings and lectures.

After the opening three weeks of school, students may, with approval from their adviser, College Counselor (for Fifth and Sixth Formers) and the instructor, elect to pursue an embedded honors curriculum. Acceptance will be based upon the student's performance, competencies, and ability to balance well his/her complete academic schedule. The embedded curriculum demands greater depth and commitment in all aspects of the course, including demonstrated classroom leadership.

Unlike the broader Hill policy for drops/level changes, changing from honors to regular means that averages from completed terms, and scores from individual assignments in incomplete terms, shall carry over after the change, as though they had been earned under the regular course expectations.

SCIENCE

The goal of The Hill School Science Department's curriculum is, first and foremost, to expose our students to the breadth of the subject matter. We firmly believe in having our students study the three traditional disciplines of science: biology, chemistry, and physics, before pursuing these subjects at the AP level. AP level courses are offered in the three main scientific disciplines as well as environmental science. Through this foundational philosophy, we feel that we best serve both our science-oriented students, as well as our students whose interests expand beyond the sciences.

New for the 2016-17 academic year, highly-motivated students who apply for -- and are accepted by the Department -- may enroll in Integrated Science. This course aims to cover the fundamentals of the three sciences in two years, allowing successful students to then move on to an AP course or elective with the approval of the Department. In addition to work in the classroom, students take their knowledge into the lab one day per week for practical learning experience. Hill students not only learn science; they "do" science. Pasco Probeware and technology is used extensively in both the classrooms and the labs to enhance active learning. Finally, the Department continues to embrace and integrate technology with many teachers using iPads as their primary text format, grading platform, and assignment interface.

For more information about the Science program or curriculum, please contact the department chair, Mr. William Yinger, byinger@thehill.org

Graduation Requirement

- Two years of laboratory science

SCIENCE

****Integrated Science 1 (Honors) – requires application and departmental approval**

3rd form

Integrated Science 1 (Honors) aims to cover the content and skills in basic Biology, Chemistry, and Physics necessary that the student will be prepared to be successful in taking the Advanced Placement Course in one of the aforementioned disciplines in their 5th form year. Using the Modelling Method, this course will cover selected topics in class along with a highly correlated lab experience. Topics covered in this first year include, but are not limited to; the concept of Mass, Biological Classification, Velocity, the Atom, Temperature and Heat, the concept of Evolution, Acceleration and Forces, and finally a highly integrated unit on Energy as it pertains to all three disciplines. This course aims to take only the most highly motivated students through a fast-paced, student-driven learning experience in the sciences.

****Biology 1**

3rd, 4th form

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. This course fulfills one Science Lab requirement.

Design Technology 1 (not offered in 2018-2019)

3rd, 4th, 5th, 6th form

Students will become acquainted with the digital language that our 3-D printers and digital manufacturing equipment need to operate correctly. Students will concentrate their efforts on three different solid modeling programs, each broken down into Fall, Winter and Spring terms. Using these three programs, students will learn how to use parametric modeling techniques to create solid models that can be sent to a 3-D printer for rapid-prototyping. These programs are currently the industry standard in the fields of Product Design and Engineering. The fall term will focus on

(Cont.) Design Technology I (not offered in 2018-2019)

3rd, 4th, 5th, 6th form

Term course: fall, winter, spring – students may enroll in one, two or all three terms

Dassault Systems “Solidworks”. Winter term will focus on Auto Desk “Inventor” and the spring term on PTC “Pro-Engineer/Creo”. Students will learn the basic features of each of these programs and produce final 3-D models on in-house, rapid prototyping equipment. These courses receive art credit.

- ❑ Design Technology I (fall) – the fall term will focus on Dassault Systems “Solidworks”. This program is an ideal design tool with quick material and environment applications to render photo-realistic models.
- ❑ Design Technology I (winter) – winter term will focus on Auto Desk “Inventor”. This program is similar to Solidworks in design abilities, but has some slightly different modeling features for generating parametric models.
- ❑ Design Technology I (spring) – the spring term will focus on PTC “Pro-Engineer/Creo”. This program is similar to a standard engineering program, enabling the user access to a more traditional drafting mechanism that, in some ways, is more accurate to true mechanical drawing.

SCIENCE

Integrated Science 2 (Honors) – requires application and departmental approval

4th form

Prerequisite: Integrated Science 1 (Honors) or equivalent

This course acts as a continuation of the curriculum covered in Integrated Science 1 (Honors). This course further explores content and skills, also using a Modelling curriculum, to investigate a deeper understanding of the content and to complete the Integrated Curriculum. Topics covered include, but are not limited to; Newton's Second Law, Electrostatics, the Modern Atomic Theory, Nomenclature and Stoichiometry, Bonding, the Cell and its Reproduction, basic Genetics, and 2D Motion. Upon completion of this course, the student may choose an appropriate AP course in Science for their 5th form year with the help of the IS2 instructor.

****Chemistry 1**

4th, 5th, 6th form

An introductory course in general chemistry. Taught in the modelling method, this course works under the premise of a particle theory to understand both basic and more complex material. A highly student driven course, the instructor will focus on both deep learning and skills as the class moves through the curriculum. This course fulfills one Science Lab requirement.

****Chemistry 1 (Honors) – requires departmental approval and completion of the Chemistry Placement Test**

4th, 5th, 6th form

An Honors level 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. This course fulfills one Science Lab requirement.

Design Technology II (not offered in 2018-2019)

4th, 5th, 6th form

Prerequisite: Design Technology I or equivalent

Term course: fall, winter, spring – students may enroll in one, two or all three terms

This class is a logical extension of Design Tech I. Students will prepare for specific software certification exams. Each exam will be administered by The Hill, however written and graded by the software companies themselves. There is a fee for the purchase of each exam taken in this course. These courses receive art credit.

- ❑ Design Technology II (fall) – the fall term will be spent preparing for the "Solidworks" (CSWA) exams.
- ❑ Design Technology II (winter) – winter term will be devoted to preparing for the Auto Desk "Inventor" user certification.
- ❑ Design Technology II (spring) – the spring term will be devoted to PTC "Pro-Engineer/Creo".

****Environmental Science**

4th, 5th, 6th form

Prerequisite: Biology 1

A full-year introductory lab course considering current concepts in Environmental Science and the interconnectedness of global systems. The course covers issues in a multi-disciplinary program incorporating elements of biology, chemistry, geology, oceanography, and natural resource management. Questions of sustainability, current issues in environmental ethics, and the value of a systems thinking approach will be considered and addressed from a human ecology perspective. The course will be taught out of Pearson's Environmental Science, a currently available online text. The text will be supplemented with many outside sources throughout the year. This course fulfills one Science lab requirement.

SCIENCE

Environmental Science AP (College Level) – requires departmental approval

4th, 5th, 6th form

Prerequisite: Biology 1 and Chemistry 1

A college level course with the purpose of preparing the student for success on the Advanced Placement Test in Environmental Science. Students will engage in appropriate level labs culminating in formal write-ups. The course will cover basic ecological concepts, topics in energy, populations, sustainability, as well as topics on soils, water, and air. This course fulfills one Science Lab requirement.

****Physics 1 (Honors)**

4th, 5th, 6th form

Prerequisite: Biology 1 and Chemistry 1 or completion of one and concurrent enrollment in the other

A first year lab course, based on Newtonian physics, covering the concepts of kinematics, dynamics, electricity and magnetism, optics and energy. The course is both conceptual and quantitative. It develops a basic understanding of the connection between graphing data and relating this to quantitative analysis using weekly labs. A student is expected to understand simultaneous equations and right triangle trigonometry prior to taking Physics 1. This course fulfills one Science Lab requirement.

****Physics 1 AP with Pre-Calculus (Honors) (College Level) (not offered 2018-2019)**

4th, 5th form

Prerequisite: Biology 1 and Algebra 2 (Honors) or superior performance in Algebra 2. *Chemistry is not required but completion of it or concurrent enrollment in it is strongly recommended.*

This is an interdisciplinary team-taught course that covers both the topics of the *AP Physics 1: Algebra-based* curriculum and the concepts traditionally covered in an Honors Pre-calculus course. The AP Physics 1 curriculum explores the topics

(Cont.) Physics 1 AP with Pre-Calculus (Honors) (College Level) (not offered 2018-2019)

4th, 5th form

Prerequisite: Biology 1 and Algebra 2 (Honors) or superior performance in Algebra 2. *Chemistry is not required but completion of it or concurrent enrollment in it is strongly recommended.*

traditionally covered in a first-semester college physics course, including Newtonian mechanics; work, energy, and power; mechanical waves and sound; and simple electrical circuits. Understanding of these topics is developed through a focus on the internal properties and interactions of systems. Laboratory work will make up at least 25% of total class time and will focus on inquiry-based investigations. The Pre-calculus (Honors) portion of the course will explore topics important for success in both upper level mathematics and science, including behaviors of algebraic and transcendental functions; right triangle and analytic trigonometry; analytic geometry; sequences and series; and introductory probability and statistics. Understanding of these topics is developed through a systems approach that mirrors the one taken for the physics topics. This course fulfills one Lab Science requirement, gives credit for both a mathematics and a science course, and counts as two courses for the purposes of scheduling and course load requirements.

SCIENCE

****Biology AP (College Level) – requires departmental approval**

5th, 6th form

Prerequisite: Biology 1, Chemistry 1 and Physics 1. (Physics may be taken concurrently.)

A deeper look at subjects presented in Biology 1. College level laboratories and an oral presentation will prepare the student for the Advanced Placement Examination in biology. This course fulfills one Science Lab requirement.

****Chemistry AP (College Level) – requires departmental approval**

5th, 6th form

Prerequisite: Biology 1, Chemistry 1 and Physics 1. (Physics may be taken concurrently.)

A deeper look at subjects presented in Chemistry 1. College level laboratories. Prepares the student for the Advanced Placement Examination in Chemistry. This course fulfills one Science Lab requirement. This course requires summer preparatory work.

****Physics 1 AP (College Level) – requires departmental approval**

5th, 6th form

Prerequisite: Biology 1, Chemistry 1 and and currently enrolled in at least Pre-Calculus (Honors)

The AP Physics 1 curriculum explores the topics traditionally covered in a first-semester college physics course including: kinematics, Newtonian dynamics, energy, momentum, circular motion, rotational motion, mechanical waves, and simple electrical circuits. Understanding of these topics is developed through a focus on the internal properties and interactions of systems. Laboratory work will make up at least 25% of total class time and will focus on inquiry-based investigations.

****Physics C AP Mechanics (College Level) – requires departmental approval**

5th, 6th form

Prerequisite: Biology 1, Chemistry 1 or completion of one and concurrent enrollment in the other. Completion or concurrent enrollment in a Calculus course.

A deeper look, using calculus, into the mechanics presented in Physics 1. AP Mechanics prepares the student for the C Level Advanced Placement Mechanics Examination in Physics and goes beyond the scope of the AP Examination. This course fulfills one Science Lab requirement.

****Physics C AP E & M (College Level) – requires departmental approval**

5th, 6th form

Prerequisite: Physics C (AP) Mechanics and AB Calculus (AP)

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. This course fulfills one Science Lab requirement.

SCIENCE

Quadrivium Capstone – requires Science and Math department approval (not offered in 2018-2019)

6th form

Prerequisite: Algebra 2, Biology, Chemistry and 3rd year of science (may be taken concurrently). Previous coursework in Computer Science, Environmental Science and Design Thinking encouraged.

The Quadrivium Capstone is a culminating experience for Hill's new interdisciplinary scientific curriculum. Students in the Quadrivium Capstone will apply their advanced math, science, engineering, and technology skills to address complex, real world, local problems. Participating on small design teams, students will conduct field research, develop prototypes, master presentation and reporting skills, and attack the challenge of generating comprehensive solutions for selected environmental, engineering, biomedical and/or energy projects. During the 2016-2017 school year, the central Capstone project will be an engineering and sustainability analysis of The Hill's proposed Quadrivium Center, including the fundamentals of thermodynamics, fluids, sound, optics and electricity as applied to the building design. Participation in the Quadrivium Capstone requires a brief orientation and research methodology session in the spring of 2016. The Hill will help Capstone students secure a relevant summer lab or research internship, which is strongly encouraged.

WORLD LANGUAGES

The World Language Department offers Chinese, French, and Spanish, from beginning to AP levels, and beyond. Since the fall of 2014, an Introduction to Arabic course has been offered with the intention that courses will be added sequentially in the coming years. All courses, regardless of the language, emphasize the four “pillars” of language (reading, writing, listening, and speaking) and use both intensive classroom instruction and innovative technology to enhance student learning. The Department offers integrated and sequential programming that allows for instructor autonomy and enhances student learning.

Along with acquisition of vocabulary and the fundamentals of grammar, emphasis is placed on development of cultural awareness and global competence. The World Language Department capitalizes on the presence of international students and faculty to educate Hill students as global citizens.

For more information about the World Languages program, please contact the department chair, Mr. Yassine Benzinane, ybenzinane@thehill.org.

***Graduation Requirement**

- Completion of one World or Classical Language through 3rd year level **OR**
- Completion of two languages through 2nd year level

*Language requirement waived for Post-Graduates

WORLD LANGUAGES: ARABIC

****Arabic 1**

3rd, 4th, 5th, 6th form

This introductory course is designed for students new to the language. Through use of the four language learning pillars (reading, writing, speaking and listening) students are introduced to the fundamentals of the Arabic language. Communication skills and character writing are reinforced through multi-media activities, cultural exercises and projects.

****Arabic 2**

3rd, 4th, 5th, 6th form

This course will use a wide range of situation-based texts, topics, and multi-media about Arab culture to help students progressively develop all four language skills in Modern Standard Arabic: speaking, reading, writing and listening. The course will introduce new vocabulary, idioms, and intermediate level complex grammatical structures in Modern Standard Arabic as well as spoken regional varieties in the three major Arabic dialects (Maghrebi, Egyptian, and Levantine). Upon completion, students should have an intermediate level oral and written communicative competence in Modern Standard Arabic. They should be able to comprehend and respond with increasing proficiency to spoken and written Arabic and demonstrate cultural awareness of North Africa and the Middle East.

****Arabic 2 (Honors) – requires departmental approval**

3rd, 4th, 5th, 6th form

Prerequisite: excellence in Arabic 1 (or equivalent)

This course will use a wide range of situation-based texts, topics, and multi-media about Arab culture to help students progressively develop all four language skills in Modern Standard Arabic: speaking, reading, writing and listening. The course will introduce new vocabulary, idioms, and intermediate level complex grammatical structures in Modern Standard Arabic as well as spoken regional varieties in the three major Arabic dialects (Maghrebi, Egyptian, and

****Cont. Arabic 2 (Honors) – requires departmental approval**

3rd, 4th, 5th, 6th form

Prerequisite: excellence in Arabic 1 (or equivalent)

Levantine). The course will also explore classical Arabic syntax through the study of texts from pre-Islamic poetry, the Quran, the old and new testaments. Upon completion, students should have an intermediate level oral and written communicative competence. They should be able to comprehend and respond with increasing proficiency to spoken and written Arabic and demonstrate cultural awareness of North Africa and the Middle East.

****Arabic 3 (Honors) – requires departmental approval**

4th, 5th, 6th form

Prerequisite: excellence in Arabic 2 (or equivalent)

The course will use a wide range of situation-based texts, topics, and multi-media about Arab culture and history to help students progressively develop all four language skills in Modern Standard Arabic: speaking, reading, writing and listening. The course will introduce new vocabulary, idioms, and high intermediate to low advanced level complex grammatical structures in Modern Standard Arabic as well as spoken regional varieties in the three major Arabic dialects (Maghrebi, Egyptian, and Levantine.) Students will be able to expand their world view by exploring a variety of religious texts from the major world religions as well as select texts and articles from leading Arabic newspapers and magazines. Upon completion, students should have a high intermediate to low advanced level oral and written communicative competence. They should be able to comprehend and respond with increasing proficiency to spoken and written Arabic. They should also demonstrate an understanding of the history and the current affairs in North Africa and the Middle East. For those students studying another foreign language simultaneously at the upper level, this course will satisfy the school's Religious Studies and Philosophy graduation requirement.

WORLD LANGUAGES: ARABIC

+ * Arabic 4 Seminar (College Level)

5th, 6th form

Prerequisite: excellence in Arabic 3 (Honors) (or equivalent)

This course will use a wide range of authentic texts and multi-media to help students attain an advanced-low to advanced-mid level in interpersonal, interpretive, and presentational skills. The course will follow an experiential education model with an emphasis on documentary movie making, commercials, and short productions. In addition to strengthening the core foundations of their "Fusha" Arabic, students will also get a solid exposure to all dialects of the Arab world. Through media productions, students will contrast practices, products, and cultural perspectives from various parts of Arab speaking countries and beyond, with the goal of attaining an advanced-low level in cultural competence.

WORLD LANGUAGES: CHINESE

****Chinese 1**

3rd, 4th, 5th, 6th form

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.

****Chinese 2**

3rd, 4th, 5th, 6th form

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.

****Chinese 2 (Honors) – requires departmental approval**

3rd, 4th, 5th, 6th form

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 when spoken to understand sentences or strings of sentences. 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.

****Chinese 3**

3rd, 4th, 5th, 6th form

Prerequisite: excellence in Chinese 2 or Chinese 2 (Honors), (or equivalent)

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.

****Chinese 3 (Honors) – requires departmental approval**

3rd, 4th, 5th, 6th form

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. 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.

WORLD LANGUAGES: CHINESE

****Advanced Chinese 4 (Honors) – requires departmental approval**

3rd, 4th, 5th, 6th form

Prerequisite: excellence in Chinese 3 or Chinese 3 (Honors), (or equivalent)

Offered to students who have completed three years of Chinese, and wish to continue developing proficiency in all communicative aspects of Mandarin Chinese, both oral and written. While the core curriculum and research into Chinese culture and history will continue, there will be more opportunities to explore other genres of literature and various types of media. Particular emphasis will be placed on increasing the fluency and ease of speaking and writing in the target language, further reinforcing the grammatical and vocabulary skills the students have been working on.

****Chinese AP (College Level) – requires departmental approval**

3rd, 4th, 5th, 6th form

Prerequisite: good performance in Chinese 3

The AP Chinese Language and Culture course is designed to be comparable to fourth semester college/university courses in Mandarin Chinese (approximately 250 hours of college-level classroom instruction). The goal of the course is to further develop communicative skills in Chinese across the three communication 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.

****Chinese 5: Business and Communication Honors (College Level) – requires departmental approval**

3rd, 4th, 5th, 6th form

Prerequisite: excellence in Chinese 4 (Honors) or Chinese (AP)

This course focuses on the communication skills in the Chinese business world. This class will be conducted entirely in Chinese with authentic materials, including a variety of business forms, letters and reports, as well as other media, and will be supplemented with Business Chinese texts. Students will learn the cultural etiquette of doing business in Chinese, business terms, and learn about economic and business issues in China.

Chinese 6 Honors (College Level) – requires departmental approval (not offered in 2018-2019)

3rd, 4th, 5th, 6th form

Prerequisite: excellence in Chinese 5 (Honors), (or equivalent)

This class will be an extension of Chinese 5 (Honors) and will be conducted entirely in Chinese. We will be shifting from modern Chinese to reading several types of classical Chinese literature. In order to deepen students' literary competence and linguistic sophistication, we will read from different time periods and different genres. Students will be doing projects such as translating the classical articles, and comparing the writing of modern and classical Chinese.

WORLD LANGUAGES: FRENCH

****French 1**

3rd, 4th, 5th, 6th form

This course is designed for students who have never studied French before. It is an elementary French course that 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.

****French 2**

3rd, 4th, 5th, 6th form

Prerequisite: French 1 or equivalent

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 discuss short stories and poems and to write short compositions. The course is conducted in French.

****French 2 (Honors) – requires departmental approval**

3rd, 4th, 5th, 6th form

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.

****French 3**

4th, 5th, 6th form

Prerequisite: excellence in French 2, French 2 (Honors) or equivalent

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.

****French 3 (Honors) – requires departmental approval**

4th, 5th, 6th form

Prerequisite: excellence in French 2, 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 media resources. They continue to develop reading skills, writing ability and cultural awareness. The course is conducted in French.

****Advanced French 4A (Honors) and Advanced French 4B (Honors)**

4th, 5th, 6th form

Prerequisite: French 3 or equivalent

Courses offered in alternating years to students who wish to continue their study of French beyond The Hill School requirement. 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.

WORLD LANGUAGES: FRENCH

****French AP (College Level) – requires departmental approval**

5th, 6th form

Prerequisite: French 3, 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.

****Senior French Seminar (College Level) – requires departmental approval**

4th, 5th, 6th form

Prerequisite: French (AP) or 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.

****French 6 (College Level) – requires departmental approval (not offered in 2018-2019)**

6th form

Prerequisite: French (AP)

This upper-level French course is offered for those who have completed AP French coursework and demonstrate superior speaking and writing skills. With fewer class meetings per week than a regular language course, it will require considerable self-direction on behalf of the student. Course topics will be selected through consultation between the instructor and the class at the beginning of the year. The course will be reading and writing intensive.

WORLD LANGUAGES: SPANISH

****Spanish 1**

3rd, 4th, 5th, 6th form

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.

****Spanish 2**

3rd, 4th, 5th, 6th form

Prerequisite: Spanish 1 or equivalent

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.

****Spanish 2 (Honors) – requires departmental approval**

3rd, 4th, 5th, 6th form

Prerequisite: Spanish 1 or equivalent

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.

****Spanish 3**

4th, 5th, 6th form

Prerequisite: Spanish 2, Spanish 2 (Honors) or equivalent

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.

****Spanish 3 (Honors) – requires departmental approval**

4th, 5th, 6th form

Prerequisite: Spanish 2, Spanish 2 (Honors) or equivalent

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 information and familiarity with idiomatic living language. This course is conducted in Spanish.

WORLD LANGUAGES: SPANISH

****Advanced Spanish 4A (Honors) and Advanced Spanish 4B (Honors) – requires departmental approval**

4th, 5th, 6th form

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 reading 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.

****Spanish Language and Culture AP (College Level) – requires departmental approval**

4th, 5th, 6th form

Prerequisite: excellence in Spanish 3, Spanish 3 (Honors) or equivalent

This is a college-level course designed for students who want to continue developing their proficiency in all four language skills: listening, speaking, reading and writing. This course is conducted entirely in Spanish, and its content should qualify students for the Advanced Placement Examination in Spanish Language and Culture. Following the College Board course description, the AP class emphasizes: the use of authentic materials and sources in Spanish to demonstrate language proficiencies in multiple modes of communication, including Interpersonal Communication (two-way written interactions and conversations), Interpretive Communication (interpretation of written, audio, and audiovisual materials), and Presentational Communication (oral and written presentation of information, opinions, and ideas). These skills are taught through six guiding cultural themes of: family & communities, science & technology, beauty & aesthetics, contemporary life, world challenges, and personal & public identities.

****Spanish Language and Culture with Service Learning AP (College Level) (not offered 2018-2019)**

4th, 5th, 6th form

Prerequisite: excellence in Spanish 3, Spanish 3 (Honors) or equivalent

This is a college-level course designed for students who want to continue developing their proficiency in all four language skills: listening, speaking, reading and writing. This course is conducted entirely in Spanish, and its content should qualify students for the Advanced Placement Examination in Spanish Language and Culture. Following the College Board course description, the AP class emphasizes: the use of authentic materials and sources in Spanish to demonstrate language proficiencies in multiple modes of communication, including Interpersonal Communication (two-way written interactions and conversations), Interpretive Communication (interpretation of written, audio, and audiovisual materials), and Presentational Communication (oral and written presentation of information, opinions, and ideas). These skills are taught through six guiding cultural themes of: family & communities, science & technology, beauty & aesthetics, contemporary life, world challenges, and personal & public identities.

In addition, this course with the service-learning component will integrate WE.org's service-based learning framework and resources into six AP courses. The goal is to identify local priorities and translate classroom learning into hands-on innovation and problem solving. In order to accomplish this, there will be a minimum of 10 hours of in-class instruction related to service learning. Each student must also engage in a minimum of 20 hours of service during the first four (out of six) stages of the program through investigating, learning, planning, educating, and taking action.

WORLD LANGUAGES: SPANISH

****Spanish Literature AP (College Level) – requires departmental approval**

5th, 6th form

Prerequisite: excellence in Spanish (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.

NCAA APPROVED COURSES



Student-athletes interested in pursuing athletics at the college/university level in NCAA Division I, Division II and Division III must adhere to NCAA guidelines for course selection. See below for a complete list of NCAA approved courses.

For more information, eligibility and requirements, visit <http://www.ncaa.org>.

Classical Languages

Advanced Latin Seminar
Advanced Latin and Greek Seminar
Greek 2 (Honors)
Greek 3 (Honors)
Greek 4 (Honors)
Latin (AP)
Latin 1
Latin 1 (Honors)
Latin 2
Latin 2 (Honors)
Latin 2/Greek 1 (Honors)
Latin 3

English

English 1
English 2
English 3 (Honors)
English 3 (AP) Language
English 4 (Honors)
English 4 (Honors) Creative Writing
English 4 (Honors) Literature and Religion
English 4 (AP) Literature
Journalism

Humanities

Humanities 3 (AP) English Language
Humanities 4 (AP) English Literature

History and Social Sciences

20th Century History
Advanced History Seminar
American Studies (Honors)
Classical Mythology
Economics
Economics (AP)
European History (AP)
Islamic Civilization
History of the Civil War
History of the Second World War
History of the Vietnam War
Latin American Civilization
Modern European History (AP)
Native Americans and the American West
Psychology
Psychology (AP)
The Art and Archaeology of Ancient Greece
The Art and Archaeology of Ancient Rome
U.S. & Comparative Government and Politics (AP)
United States History
United States History (Honors)
United States History (AP)

(Cont.) History and Social Sciences

World History
Worldviews and World Religion

Mathematics

Advanced Mathematics Seminar (Honors)
Algebra 2 (Honors)
BC/Multivariable Calculus (AP)
Calculus
Calculus AB (AP)
Calculus BC (AP)
Functions and Discrete Mathematics
Geometry
Geometry (Honors)
Graph Theory and Proof (Honors)
Integrated Math 11
Integrated Math 21
Integrated Math 31
Integrated Math 32
Integrated Math 41
Integrated Math 42
Integrated Math 43
Pre-calculus
Pre-calculus (Honors)
Statistics
Statistics (AP)

(CONT.) NCAA APPROVED COURSES



Religious Studies

God and Free Will
Philosophy Seminar
Worldviews and World Religion

Science

Biology
Biology (AP)
Chemistry
Chemistry (Honors)
Integrated Science 1 (Honors)
Physics 1
Physics 1 (Honors)
Physics (AP)
Physics E & M (AP)
Physics Mechanics (AP)

World Languages

Advanced Chinese 4 (Honors)
Advanced French 4 (Honors)
Advanced Spanish 4 (Honors)
Arabic 1
Arabic 2
Arabic 3
Arabic 4 Seminar
Chinese 1
Chinese 2
Chinese 2 (Honors)
Chinese 3
Chinese 3 (Honors)
Chinese 5 (Honors)
French 1
French 2
French 2 (Honors)
French 3
French 3 (Honors)
French 4
French 4 (AP)
French 6 (Honors)
Senior French Seminar (Honors)
Spanish 1
Spanish 2
Spanish 2 (Honors)
Spanish 3
Spanish 3 (Honors)
Spanish 4
Spanish (AP)

SAMPLE COURSE PLAN – NEW STUDENT CLASS OF 2022

| | 3 rd Form | 4 th Form | 5 th Form | 6 th Form |
|------------------------------|--|--|--|---|
| ARTS: PERFORMING AND VISUAL | Any arts class – either term or year-long | Any arts class – either term or year-long (if requirement not met) | Any arts class – either term or year-long (if requirement not met) | Any arts class – either term or year-long (if requirement not met) |
| ENGLISH & HUMANITIES | English 1 | English 2 | English 3 (Honors) | English 4 (Honors) |
| HISTORY & SOCIAL SCIENCES | 20 th Century History (required 3 rd form) | World History | US History (required in 5 th or 6 th form) | History or Social Science class of choice |
| MATHEMATICS | Integrated Math 11 or Integrated Math 21 | Integrated Math 22 or Integrated Math 32 | Integrated Math 33 or Integrated Math 43 | Integrated Math 44, Calculus, Calculus AB (AP) or Statistics (AP) |
| MODERN & CLASSICAL LANGUAGES | Arabic, Chinese, French, Latin or Spanish (level dependent upon previous coursework or placement test) | Arabic, Chinese, French, Latin or Spanish (level dependent upon previous coursework or placement test) | Arabic, Chinese, French, Latin or Spanish (level dependent upon previous coursework or placement test) | Arabic, Chinese, French, Latin or Spanish (level dependent upon previous coursework or placement test) |
| SCIENCE | Biology 1 or Integrated Science 1 (Honors) | Chemistry 1, Chemistry 1 (Honors) or Integrated Science 2 (Honors) | Physics 1 (Honors) or Environmental Science | Biology (AP) or Chemistry (AP) |
| RELIGIOUS STUDIES | | Worldviews and Religions, Philosophy Seminar or Religion in Global Issues | Worldviews and Religions, Philosophy Seminar or Religion in Global Issues (if not completed in 4 th form) | Worldviews and Religions, Philosophy Seminar or Religion in Global Issues (if not completed in 4 th or 5 th form) |