



# Hun



## UPPER SCHOOL PROGRAM OF STUDIES AND CURRICULUM GUIDE 2021 – 2022

FOUNDED IN 1914 — PRINCETON, NEW JERSEY

# MISSION

THE HUN SCHOOL OF PRINCETON EMPOWERS  
EACH STUDENT TO THRIVE IN A DIVERSE AND  
EVER-CHANGING WORLD, BY NURTURING RESILIENT  
CHARACTER, PROVIDING INDIVIDUAL MENTORSHIP,  
AND INSPIRING VIGOROUS AND JOYFUL LEARNING.

## ACADEMIC LEADERSHIP

### JONATHAN G. BROUGHAM

HEAD OF SCHOOL

WILLIAMS COLLEGE - B.A. | COLUMBIA UNIVERSITY - M.A. | COLUMBIA LAW SCHOOL - J.D.

### RYAN K. HEWS

HEAD OF THE UPPER SCHOOL

BOWDOIN COLLEGE - B.A. | COLLEGE OF WILLIAM AND MARY - M.ED.

### BETHANY LOFFREDO

DEAN OF STUDENTS

FAIRFIELD UNIVERSITY - B.A., M.ED.

### RADHA MISHRA

DIRECTOR OF COLLEGE COUNSELING

SMITH COLLEGE - B.A. | JAWAHARLAL NEHRU UNIVERSITY, NEW DELHI - M.A. | THE COLLEGE OF NEW JERSEY - M.A.

### DANIEL WALKER

DEAN OF FACULTY

DARTMOUTH COLLEGE - B.A. | UNIVERSITY OF COLORADO BOULDER - M.A.



# WELCOME TO THE HUN SCHOOL OF PRINCETON

... where learning and life are carefully balanced. Our founder, John Gale Hun, was a Princeton University math professor renowned for being able to teach high-level math to anyone. He established Hun as a tutoring school in 1914 to focus on students' individual academic needs while preparing them for an evolving world. We continue to do that today, providing a vigorous, but joyful, learning experience on a foundation of active mentorship.

The Hun School offers a curriculum of remarkable breadth for an independent school, with more than 200 classes to choose from. Coursework is dynamic and experiential with an emphasis on core skills like collaborative problem-solving, ethical decision making, effective communication, leadership, creativity, cultural competency, and critical thinking. NextTerm, a three-week spring mini-semester, offers twenty courses that provide learning through travel, interaction with field experts, and project-based assessments.

# PROGRAM OF STUDIES WORKSHEET

24 CREDITS RECOMMENDED FOR GRADUATION: 7 STEM + 9 HUMANITIES + 2 ARTS + 6 CHOICE

21.5 Credits Required for Graduation (1.5 credits are NextTerm)

## STEM

7 credits required

### SCIENCE

- Biology**
- Biology ESL**
- AP Biology**
- Chemistry**
- Chemistry Honors**
- AP Chemistry**
- Physics**
- Physics Honors**
- AP Physics C**
- Human Anatomy & Physiology**
- AP Environmental Science**
- Marine Science**
- Astronomy - Solar System*
- Astronomy - Universe Beyond*
- Causes of the Climate Crisis*
- Environmental Engineering for Climate Change*

### COMPUTER TECHNOLOGY & ENGINEERING

- Programming 1*
- Programming 2*
- Adv Topics in Computer Science*
- Robotics Engineering*
- Engineering Design*
- AP Computer Science Principles**
- AP Computer Science A**

### MATH

- Algebra 1**
- Geometry**
- Geometry Honors**
- Algebra 2**
- Algebra 2 Honors**
- Pre-Calculus**
- Algebra 2 / Pre-Calc Honors**
- Pre-Calculus Honors**
- Calculus**
- AP Calculus AB**
- AP Calculus BC**
- Multivariable Calculus**
- AP Statistics**
- Advanced Algebra**
- Linear Algebra**
- Probability*
- Statistics*
- Advanced Math Logic and Reasoning*
- Discrete Math - Number Theory*
- Discrete Math - Graph Theory*

## HUMANITIES

9 credits required

### ENGLISH

- English 1**
- English 1 Honors**
- English 2**
- English 2 Honors**
- English 3**
- English 3 Honors**
- English 4 (2 semesters required)**
  - English 4A Global Literature*
  - English 4B Monsters and Madness*
  - English 4C Holocaust Literature*
  - English 4D Detective Fiction*
  - English 4E Lit and Social Change*
  - English 4F Shakespeare's Visions*
  - English 4G Literature and Law*
  - English 4H Gender in Literature*
- AP English - Literature**
- English 5**
- Creative Writing*
- Public Speaking & Debate*
- Journalism*

### HISTORY/GLOBAL STUDIES

- World Studies**
- World Studies ESL**
- United States History**
- United States History Honors**
- American Studies ESL**
- AP United States History**
- AP US Government and Politics**
- AP European History**
- AP Psychology**
- AP Microeconomics**
- AP Macroeconomics**
- U.S. Government*
- Psychology*
- Microeconomics*
- Macroeconomics*
- Cultural Anthropology*
- History and Culture of Greece*
- Global Issues and Human Rights*
- Economic Development*
- Constitutional Law and American Society*
- Women in the Modern World*
- African Americans Since Reconstruction*
- Comparative Government and Politics*
- African History and Culture*

### MODERN LANG/CLASSICS\*

- French 1**
- French 2**
- French 3**
- French 3 Honors**
- French 4**
- French 4 Honors**
- French 5**
- AP French**
- Spanish 1**
- Spanish 2**
- Spanish 3**
- Spanish 3 Honors**
- Spanish 4**
- Spanish 4 Honors**
- Spanish 5**
- AP Spanish**
- Honors Spanish for Spanish Speakers**
- Chinese 1**
- Chinese 2**
- Chinese 3**
- Chinese 4**
- Chinese 5**
- Latin 1**
- Latin 2**
- Latin 3**
- Latin 3 Honors**
- Latin 4**
- AP Latin**
- Ancient Greek Honors**
- Arabic 1**
- Arabic 2**

\*Two sequential years in any Language required

### ESL

- ESL Grammar High and Low**
- ESL Reading High and Low**
- Advanced ESL**

### INTERDISCIPLINARY

- Academy 9*
- Academy 10*
- Intro to Philosophy*
- BioEthics*  
\*may qualify for STEM or Humanities
- Entrepreneurial Studies 1*
- Entrepreneurial Studies 2*
- History Through Film*  
\*may qualify for Humanities or Arts
- Life Skills and College Readiness*

## ARTS

2 credits required

### VISUAL ARTS

- Ceramics 1*
- Ceramics 2*
- Introduction to Visual Art*
- Video Production 1**
- Video Production 2*
- Advanced Video Production*
- Advanced Studio Art Honors**
- Computer Aided Design 1*
- Computer Aided Design 2*
- Computer Aided Design 3*
- Drawing 1*
- Drawing 2*
- Painting 1*
- Painting 2*
- Photography 1*
- Photography 2*
- Careers in Photography*
- AP Studio Art Drawing**
- AP Studio Art 2D Design**

### PERFORMING ARTS

- Chorus*
- Jazz Band**
- Advanced Jazz Band**
- Chamber Orchestra**
- Instrument Exploration*
- Music Production*
- Intro to Pop Music*
- Music Theory*
- Theatre 1*
- Theatre 2*
- Theatre 3*
- Playwright and Production*
- Technical Theatre*
- Production Design*
- Dance*

### INTENDED NEXTTERM COURSE

# SCHOLARS TRACKS

In the spirit of John Gale Hun's vision for meeting students' differing talents, interests, and academic needs so that they might meet their full potential, The Hun School offers the option of four distinct tracks leading to Honors distinction as a STEM, Global, Arts, or Civic Responsibility and Ethical Leadership Scholar. Students may declare intention for one of the four Scholar Tracks in the spring of their Sophomore year. In the spring of Junior year, the Scholars Committee will determine if those students are still eligible for Scholars designation. A minimum average of 90 is required in all Scholars track coursework.

## STEM TRACK

1. **At least 1 AP class in Science, Technology, or Math and courses from the following disciplines:**

### SCIENCE

- Biology**
- Chemistry**
- Physics**

### TECHNOLOGY AND ENGINEERING AND ELECTIVES

- Programming 1* and any 1.5 credits from the following courses:
- Programming 2* or
- Electric Circuits* or
- Digital Logic Circuits* or
- Engineering Design* or
- Biotechnology* or
- CAD 1* or
- Robotics Engineering*
- Environmental Engineering for Climate Change*

### MATH

- Geometry**
- Algebra 2**
- Pre-Calculus**
- Calculus**

2. **Create a Community Leadership Portfolio in STEM extra-curricular activities and events**
3. **Design, propose, and execute a Senior Capstone in STEM**

## GLOBAL TRACK

1. **Required Courses:**

- World Studies and**
- Global Issues/Human Rights* or
- Economic Development* and
- World Language or Latin through level 4**

**Optional Courses:** (2 full credits required)

- AP European History**
- Cultural Anthropology*
- History of Greece*
- World War 2*
- World Religions*
- Comparative Government*
- African History and Culture*
- Macroeconomics*
- Women in Modern World*
- English 4 - Global Literature*
- English 4 - Holocaust Lit*

2. **Create a Community Leadership Portfolio in Global Studies extra-curricular activities and events.**
3. **Design, propose, and execute of a Senior Capstone with a global focus**

## CIVICS, ETHICS, AND SOCIAL JUSTICE TRACK

1. **Required Courses:**

- Public Speaking and Debate*
- Race, Media, and Justice*
- AP Gov and Politics** or
- American Government and Constitutional Law*

**Optional Courses:** (2 full credits required)

- AP U.S. History**
- Any **AP Economics**
- AP Statistics**
- AP Environmental Science**
- Environmental Risks and Disasters Statistics*
- Journalism*
- History of Rome*
- American Government*
- Constitutional Law*
- African Americans Since Reconstruction*
- Women in the Modern World*
- Intro to Philosophy*
- English 4 - Social Change*
- English 4 - Lit and Law*
- English 4 - Gender in Lit*
- Bio Ethics*
- Comparative Government*

2. **Create a Community Portfolio in Ethical Leadership and Civic Responsibility related extra-curricular activities and events, including an ethical leadership training/seminar.**
3. **Design, Propose, and Execute a Senior Capstone which must include an experiential internship in a related field.**

## ARTS TRACK

1. **Students must complete 3.5 credits in Performing or Visual Arts classes. Students may choose to specialize in one area of the arts or take courses in both the Performing or Visual Arts fields.**
2. **Create a Substantive Community Leadership Portfolio in Arts related extra-curricular activities and events that may include:**
  - Outside exhibits or performances**
  - Participation and leadership in Hun arts related extra-curricular activities and clubs**
  - Additional courses outside the core 3.5 credit requirement**
  - Participation and leadership in Hun related student publications, ensembles, productions, or broadcasts**
3. **Design, propose, and execute a Senior Capstone in the Arts.**

# SIGNATURE PROGRAMS

## Only at Hun...



### JOHN GALE HUN (JGH) PROGRAM FOR AMERICAN CIVICS EDUCATION

JGH is an endowed academic program that exposes all Hun School students to the virtues of American democracy. Through experiential activities on and off campus, students observe and interact with individuals at all levels of government, from local judges and mayors to members of the U.S. Congress. Students with a keen interest can pursue a Civic Responsibility and Ethical Leadership Scholars Track, as described on the previous page.

### NEXTERM

One course, three weeks, anywhere your mind can go. NextTerm is a three-week immersive experience that allows students an in-depth exploration of a real-world topic. Students work with an interdisciplinary team of teachers to practice skills in a project-based learning experience. Freshmen explore the dynamics of community using local metropolitan areas as their classroom while Sophomores and Juniors select from a menu of courses that include retracing the footsteps of Martin Luther King, jr., studying the impact of climate change on the ecology of New Jersey, designing a roller coaster to understand the physics of thrill rides, learning the colonial history of slavery while standing on the beaches of Ghana, and understanding the science and history of America's National Parks on an outdoor education experience in Yellowstone and Grand Teton.





## CENTENNIAL SPEAKER SERIES

Each year, Hun welcomes extraordinary authors, artists, and thought leaders as part of our Centennial Speaker Series. The series exposes students to ideas and entertainment that will stretch their understanding of a range of real-world topics and issues. Speakers and performers have ranged from journalists Chuck Klosterman and Frank Bruni to hip hop/classical musicians Black Violin and YouTube Vlogger Casey Neistat.

## CULTURAL COMPETENCE AND GLOBAL IMMERSION

With students from nineteen countries, diversity is a way of life at Hun. But our curriculum goes deeper, offering seminars on community and leadership. Students can take part in a Martin Luther King Jr. Leadership Summit, or travel around the world in our Global Immersions Program.



## RECENT COURSES!

- Astronomy - Solar System
- Astronomy - The Universe Beyond
- Comparative Government and Politics
- African History and Culture  
Economic Development
- Intro to Philosophy
- History through Film
- Senior Wellness Seminar

## FACULTY OFFICE HOURS AND EXTRA HELP

Every day after school, faculty are available in their classrooms for mentorship, academic discussion, or just conversation. This long-held tradition at Hun provides opportunities for faculty to get to know their students better and catapult their academic progress.

# SCIENCE

**REQUIREMENTS: 3 CREDITS REQUIRED; BIOLOGY AND CHEMISTRY REQUIRED**



Science, the study of the natural world, provides a sense of order and wonder in the universe. The science curriculum at Hun focuses on the process, practice, and skills of science comprehension by teaching inquiry and problem solving. Students are encouraged to express curiosity about our world through an appreciation of the simplicity and complexity of science. Our program relies on creativity, open-mindedness, inquisitiveness, and healthy skepticism. Developments in the STEM field, such as nuclear energy, genetic engineering, and organ transplants, result in complex social issues that must be intelligently addressed. As a result, students need to have a clear understanding of science and its methods. Laboratory investigations are included in all science courses in order to engage students in the exploration of questions about the natural world. Guest speakers, fieldwork, and experiential learning enrich the curriculum and encourage development of peer collaboration and critical thinking skills that allow students to assess the benefits and risks inherent in modern technology. There are many open avenues of communication in our classes so that ideas are shared and possible consequences of various courses of action are thought through. The primary goal of the science department is to help our students develop a capacity for lifelong learning, as we encourage them to think critically and independently and to continue to be scientifically informed citizens who will be active participants in the global community.

## BIOLOGY

► 1 CREDIT; REQUIRED COURSE FOR GRADUATION

*How does the environment shape organisms and their behaviors?*

Students will study life in the biosphere and the various interactions that occur between living things by engaging in experience-based instructional activities such as laboratory investigations, fieldwork, projects, and inquiry discussions. Ecological relationships and evolution are the two main concepts around which major biological themes are investigated. Among these themes are science as inquiry, the diversity and unity of pattern in all living things, evolution by natural selection, the continuity of life through genetics, human systems, and the application of science to personal issues and societal programs. Students will develop skills that include collaboration with others, graphical representation of information, using data to draw logical conclusions, and effective oral and written communication.

## BIOLOGY ESL

► 1 CREDIT; INTERNATIONAL STUDENTS ONLY;  
FULFILLS BIOLOGY REQUIREMENT

*How does the environment shape organisms and their behaviors?*

International students in Biology ESL follow the curriculum of the Biology course with special attention to vocabulary and writing skills for native speakers in our ESL program. Students use the same text and follow the same curriculum as the standard course. The class provides a comfortable setting for students to learn Biology while enhancing their understanding of the English language.

## AP BIOLOGY

► 1 CREDIT; PREREQUISITES: GRADE OF 93 IN BIOLOGY AND 85 IN CHEMISTRY HONORS AND RECOMMENDATION OF CURRENT INSTRUCTOR

*How did life on earth evolve and what are the processes that organisms use to grow, reproduce, and interact with their environment?*

While the College Board has established the big ideas of this course as well as specific objectives, students engage in an intellectual challenge that encourages them to ask questions, design inquiries, and apply knowledge to new situations. The course is a crucible of self-learning, as much as it is an in-depth introduction to the concepts of evolution, energy transformation, information exchange, and ecological interactions. The Advanced Placement examination in May is an important measure of student learning, but by no means the only one.

## SCIENCE DEPARTMENT FACULTY

**MS. KARIN GUNS**

SUNY CORTLAND – B.A.

**MS. AURIANA JOHNSON**

LAKE FOREST UNIVERSITY – B.S.  
RENSSELAER POLYTECHNIC INSTITUTE – M.S.

**DR. ALEXANDER LLOYD**

DICKINSON COLLEGE – B.S.  
COLUMBIA UNIVERSITY – M.S., PH.D.

**MR. TODD LOFFREDO**

**GRADE LEVEL DEAN**  
ST. LAWRENCE UNIVERSITY – B.A.  
UNIVERSITY OF PENNSYLVANIA – M.S. ED.

**MR. BRIAN MCGINLY**

UNIVERSITY OF SCRANTON – B.S.  
DREXEL UNIVERSITY – M.S.

**MS. RONALEE NEWMAN**

STATE UNIVERSITY OF NEW YORK AT BUFFALO – B.S.  
DEPAUL UNIVERSITY – M.B.A.  
RUTGERS UNIVERSITY – ED.M.

**MS. JACQUELINE O'GORMAN**

**CHAIR**  
UNIVERSITY OF SCRANTON – B.S.  
RIDER UNIVERSITY – GRADUATE TEACHER  
CERTIFICATION

**MS. LAWREN PELLING**

MAZATLAN INSTITUTE OF TECHNOLOGY – B.S.  
UNIVERSIDAD NACIONAL AUTONOMA  
DE MEXICO – M.S.

**MRS. VIVIAN PIEL**

**GRADE LEVEL DEAN**  
THE COLLEGE OF NEW JERSEY – B.S.N.  
NOVA SOUTHEASTERN UNIVERSITY – M.A.

**MR. MICHAEL WESTHEAD**

SLIPPERY ROCK UNIVERSITY – B.S.

**MR. SHAUN WORKENAOUR**

UNIVERSITY OF WISCONSIN EAU CLAIRE – B.S.  
RENSSELAER POLYTECHNIC INSTITUTE – M.S.  
UNIVERSITY OF WISCONSIN EAU CLAIRE –  
INITIAL EDUCATOR CERTIFICATE

## CHEMISTRY

► 1 CREDIT; PREREQUISITE: BIOLOGY;  
REQUIRED COURSE FOR GRADUATION

*How is the basic knowledge of scientific principles not only useful but also crucial in a comprehensive understanding of life?*

Chemistry is often referred to as “the central science,” and for good reason: it impacts each of our daily lives in a profound fashion. Additionally, it is central to the physical sciences as a powerful extension of Physics and a fundamental basis of all biological understanding. In this course, students will explore characteristics and functions of matter through hands-on activities and laboratory experiments. Most importantly, students will grapple with and ultimately formulate their own answers to the questions of “what is Chemistry?” and “how is a basic knowledge of Chemistry crucial to a comprehensive understanding of life?”

## CHEMISTRY HONORS

► 1 CREDIT; PREREQUISITES: BIOLOGY AND GRADE OF 93 IN GEOMETRY OR 85 IN GEOMETRY HONORS;  
FULFILLS CHEMISTRY REQUIREMENT

*Why is Chemistry the “central science”?*

Chemistry is our attempt to explain the world around us in terms of atoms and their fundamental particles. In this class, students will be introduced on the macroscopic level to the quantitative relationships involved in chemical reactions and physical processes, as well as the energy changes that accompany them. On the microscopic scale, students will be introduced to the electronic structure of atoms and how this influences bonding and molecular geometry. Extensive laboratory work is required. Material learned in this class is essential to further studies in any field of science. Students enrolling in this course should enjoy solving problems and feel comfortable with mathematical reasoning.

## AP CHEMISTRY

► 1 CREDIT; PREREQUISITES: BIOLOGY AND GRADE OF 93 IN CHEMISTRY OR 85 IN CHEMISTRY HONORS AND RECOMMENDATION OF CURRENT INSTRUCTOR

*Why is Chemistry considered to be the “central science”?  
How do the atomic theory and an understanding of chemical reactions, reaction rates, thermodynamics, and equilibrium contribute to our understanding of the world around us?*

Scientific discoveries and research continuously expand scientific knowledge. This course is centered on a model of instruction promoting enduring, conceptual understandings. More time is spent on inquiry-based learning of essential

understandings than on factual recall. There is an emphasis on understanding the basic practices of science, and applying them in both class work and laboratory. During the year, students will complete a minimum of sixteen laboratory experiments. AP Chemistry covers all the subject matter typically included in a first year of college general Chemistry. All students are required to take the AP exam at the end of the year.

## PHYSICS

► 1 CREDIT; PREREQUISITE: BIOLOGY AND CHEMISTRY

*How do the principles of Physics and mathematics drive problem-noticing and problem-solving in the natural world?*

An introduction to the underlying principles of mechanics, Physics places emphasis on the notice and solving of problems through observational and inquiry-based experiments. Students’ work in Algebra is brought to bear throughout the course while utilizing video analysis and live-measurement techniques to quantitatively analyze and predict natural phenomena.

## PHYSICS HONORS

► 1 CREDIT; PREREQUISITES: BIOLOGY, CHEMISTRY, AND GRADE OF 93 IN ALGEBRA 2 CLASS OR 85 IN ALGEBRA 2 HONORS CLASS

*How can we use mathematic techniques to quantitatively understand and describe the world around us?*

A mathematically intensive course covering the discipline of Physics across several major topics, Physics Honors studies Newtonian mechanics, wave phenomena, light, electricity and magnetism, and a preview of modern Physics. Emphasis is placed on problem noticing and problem solving. The course is presented as a mixture of lectures, hands-on laboratory exercises, classroom discussions, individual work and small groups collaboration, as well as online interactive animations, simulations, and demonstrations. In addition to the course work, students are required to perform various projects to enhance the philosophy, history, and experimental aspects of Physics, culminating with classroom presentations.



## AP PHYSICS C

► 1 CREDIT; PREREQUISITE: BIOLOGY, CHEMISTRY, AND GRADE OF 93 IN PHYSICS OR 85 IN PHYSICS HONORS, CONCURRENT ENROLLMENT IN CALCULUS

*How can we apply rigorous mathematical techniques to understand and explain naturally occurring phenomena?*

Students in this university-level Physics course will focus on classical mechanics. This course is extremely mathematics intensive, utilizing calculus techniques to reexamine and more rigorously investigate topics already covered in Honors Physics. Working knowledge of the content covered in Physics and/or Honors Physics is assumed. Students will have the option to self-study the Electricity and Magnetism content simultaneous to this class.

## HUMAN ANATOMY AND PHYSIOLOGY

► 1 CREDIT; GRADES 11, 12, PG ONLY;  
PREREQUISITES: BIOLOGY AND CHEMISTRY

*How does the anatomy and physiology of various organs and organ systems control the health and balance of the human body?*

Students will investigate the structure and function of human organ systems. Anatomical terminology, basic BioChemistry, cells, tissues, and body systems will be the focus of study and exploration for this course. Students will expand their knowledge of natural science as they participate in class discussions and labs, design inquiry-based projects that explore the implications of pathologies, and present current medical research findings they have studied with specific relevance to their daily lives. Comparative anatomy and physiology will also be emphasized and examined through

dissection of various organs and preserved specimens. A clinical application of knowledge will continuously be stressed throughout the course, as students learn more about the health and well being of the human body and what causes illness, disease, injury, and impairment.

## AP ENVIRONMENTAL SCIENCE

► 1 CREDIT; GRADES 11, 12, PG ONLY;  
PREREQUISITES: BIOLOGY AND CHEMISTRY AND GRADE OF 93 IN PRIOR SCIENCE CLASS AND RECOMMENDATION OF CURRENT INSTRUCTOR

*Why should we study the state of the Earth?*

The focus of Environmental science is the observed science underlying environmental problems and issues. Environmental science incorporates knowledge and research practices from Biology, Chemistry, Physics, earth science, history, politics, and current events to address the state of the earth. However, above these other sciences, environmental science can have a deep impact on our feelings about how we interact with our surroundings. The study of environmental science can help students understand how humans have changed the planet and identify sustainable techniques in our collective response to these changes. Topics covered will include matter and energy flow, community interactions and biodiversity, population dynamics, renewable and nonrenewable resources, environmental quality and pollution, environmental justice and society, global change, and choices for the future. Hands-on laboratory work is a major emphasis in this class. All students are expected to take the AP exam at the end of the year.

## MARINE SCIENCE

► 1 CREDIT; GRADES 11, 12, PG ONLY;  
PREREQUISITES: BIOLOGY AND CHEMISTRY

*How are we impacting the world ocean and the creatures who live within that realm?*

This course focuses primarily on ecological and biological oceanography through laboratory exercises and fieldwork. Some freshwater stream ecology is used to augment information about marine systems that are discussed in class. Students take an active role in researching solutions to real scientific problems, and participate in developing and presenting their own experiments. Topics covered include overfishing, shark finning, dolphin intelligence, physical oceanography - tides, waves, chart making, invertebrate and vertebrate biology, along with a natural disaster focus on hurricanes and tsunamis.

## FACULTY SPOTLIGHT

When it comes to teaching complex scientific lessons, Dr. Alex Lloyd believes that "the best science has to offer isn't in a textbook." Which is why his lessons often take place outside of the lab. Dr. Lloyd's students explore the history of Earth and the geological events that resulted in a habitable Earth. To teach this lesson, students head to Natale Family Field to create a geological timeline.



With the one hundred yard turf field representing the 4.568 billion years that Earth has existed, Dr. Lloyd challenges students to pick an event in geological history and pinpoint it on the football field. Students create large posters illustrating their event and place the posters in chronological order across the length of the field. Topics include the formation of the first multicellular cell, the moon, the first land plant, main extinction events, the evolution of homosapiens, the first sea animal and more.

The lesson learned? All of the geological events that students are most familiar with all happened within the last 13 yards of the field. Students learned that while the moon formed 4.520 billion years ago, the first species of human, Homo Erectus, evolved only two million years ago — the last 1.5 inches of the football field. This academic exercise was intended to give students context and perspective of just how long the Earth has existed.

Dr. Lloyd notes that "it's not about getting the right answer." Instead, his philosophy revolves around curiosity and creativity. "Students won't remember the long lectures, but they will remember the experience they had that left them feeling curious about the world around them."

## BIOTECHNOLOGY

► ½ CREDIT; GRADES 11, 12, PG ONLY; PREREQUISITES: BIOLOGY AND CHEMISTRY; OFFERED 2022-2023

*How are genes identified and their functions determined?*

This course will introduce the student to the rapidly changing field of biotechnology. Biotechnology can be defined as the use of organisms to solve problems or produce products. Revolutionary advances in the field of molecular Biology have made it possible to use cells and molecules to address problems like the detection and treatment of HIV, the identification of gene functions, and the production of new antibiotics and new plant varieties. After reviewing the history and basic science behind the technology, students will be introduced to methods of DNA extraction and quantification, sterile technique, DNA cloning, PCR amplification, protein characterization, gel electrophoresis, and bioinformatics. The emphasis will be placed on acquiring lab skills and designing experiments.

## ASTRONOMY – SOLAR SYSTEM

► ½ CREDIT; GRADES 10, 11, 12, PG ONLY;  
PREREQUISITES: ALGEBRA 1; OFFERED 2021-2022

*What's in the night sky?*

This course will combine observational and mathematical techniques to study the physical nature of our solar system, including earth motions, celestial coordinates, time, telescopes, moon, planets, sun, and origin of our solar system. Mathematic proficiency through Algebra 2 is needed. Some night viewings required. Compared to The Universe Beyond, this course is focused on celestial bodies within our solar system.

## ASTRONOMY – THE UNIVERSE BEYOND

► ½ CREDIT; GRADES 10, 11, 12, PG ONLY;  
PREREQUISITES: ALGEBRA 2; OFFERED 2021-2022

*What's out there?*

This course will combine observational and mathematical techniques to study the physical nature of the universe, including stellar evolution, multiple and variable stars, the Milky Way galaxy, other galaxies, and origin of the universe. Mathematic proficiency through Algebra 2 is needed. Some night viewings are required. Compared to Solar System, this course is focused on celestial bodies outside our own solar system.

## FORENSIC SCIENCE

► ½ CREDIT; GRADES 11, 12, PG ONLY; PREREQUISITES: BIOLOGY AND CHEMISTRY; OFFERED 2022-2023

*How does forensics use science and mathematics to investigate crime scenes?*

Students in this class will use science, mathematics, and logical thinking to explore real-life applications and case studies of important criminal cases. Some of the topics that might be covered include: fingerprinting, blood and blood spatter, hair analysis, handwriting analysis and forgery, crime scene investigation, DNA identification and analysis, forensic anthropology, and determining the cause and time of death. Much of the material will be taught through group projects, group reports, and hands-on laboratory work. The class culminates with a project in which students work to solve a crime scene set up by their classmates.

## CAUSES OF THE CLIMATE CRISIS

► ½ CREDIT; GRADES 11, 12, PG ONLY; OFFERED 2021-2022

*How do we know that the climate crisis has arrived?*

Humanity has reached an unprecedented moment in our collective history where the observed, rapid changes in our global climate system threaten our collective way of life. In order to answer the question of “How did we get here?”, students will analyze paleoclimate reconstructions, understand current observations of our changing climate, and make predictions about our future climate. Students will learn to communicate effectively about Earth's changing climate using an "Earth System" perspective. Students will consider the role of local, federal, and international policy in reducing the emission of anthropogenic greenhouse gases and investigate global environmental initiatives as models for future success.

## ENVIRONMENTAL ENGINEERING FOR CLIMATE CHANGE

► ½ CREDIT; GRADES 11, 12, PG ONLY; OFFERED 2021-2022

*What are the challenges associated with a rapidly changing climate and what opportunities are there for mitigation and adaptation?*

Through generations of fossil-fuel use and deforestation, humans have increased the atmospheric concentration of greenhouse gases, thus causing a drastic change to the Earth's energy balance and introducing uncertainty in our formerly stable climate. Students will learn about the negative consequences of global climate change on the severity and frequency of environmental risks and disasters. Further, students will explore the impact of this instability on the economy and social well-being, with the primary

focus on developing countries. Although the exacerbation of our vulnerability to natural disaster may seem to indicate a climate catastrophe, students will conclude this course by evaluating engineering solutions designed to increase environmental resilience and decrease the atmospheric concentration of greenhouse gases.

## ELECTRICAL CIRCUITS

► ½ CREDIT; GRADES 11, 12, PG ONLY; OFFERED 2022-2023

*What are the fundamental principles driving technology and its advancement?*

This course will serve as a general introduction to electrical circuits and electronics including the analysis of DC and AC circuits, simple passive filters, and circuit design and construction. Theory will be reinforced through practicing simple skills such as soldering and understanding technical diagrams and by using engineering principles via the design and iteration of circuits. Material covered, tested, and designed will be based on an understanding of Ohm's Law and Kirchhoff's Rules which will be related back to broader scientific principles such as the conservation of energy. Fluency in simple Algebra is assumed.

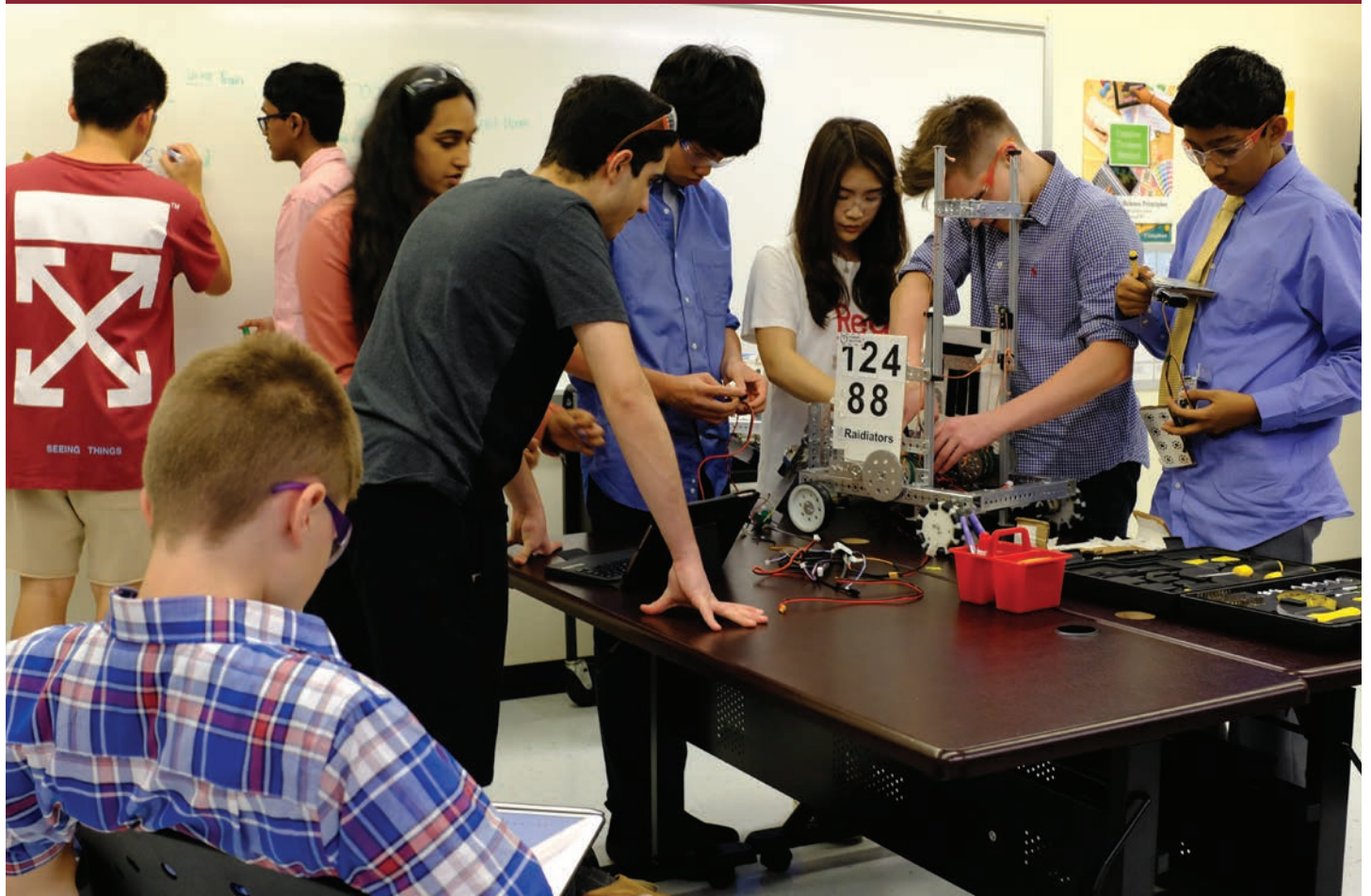
## DIGITAL LOGIC CIRCUITS

► ½ CREDIT; GRADES 11, 12, PG ONLY; OFFERED 2022-2023

*How does the digital world interact with the physical world?*

Computers, cell phones, cars, and many more everyday items are littered with high tech gadgets that allow them to perform amazing tasks that we as consumers simply take for granted. This class will focus on these complex circuit designs through basic logic and reasoning which will be expressed through Boolean algebra. While there are many complicated theories throughout this topic, the focus will be on practicality as students learn to build simple switching circuits based on their understanding of transistors and relays. This course will emphasize learning interesting circuits through trial and error and rely on the engineering process of design and iteration to make successful and practical electronics projects. Fluency in simple Algebra is assumed.

# COMPUTER TECHNOLOGY AND ENGINEERING



In a world more and more defined by technology and its interface with the liberal arts, mastering the skills necessary to thrive in the 21<sup>st</sup> century means making technology our tool rather than our master. The Hun School Computer Technology and Engineering Department offers introductory courses that are on the cutting edge of engineering and technology programming including web design and application creation. Accordingly, all freshmen at The Hun School of Princeton take a Computer Science Coding course as one element of their Academy essential skills preparation. See the Interdisciplinary Studies Department for information on this Academy – Intro to Computer Science requirement that ensures all Hun students have exposure to the 21<sup>st</sup> century language of coding.

## PROGRAMMING 1

► ½ CREDIT

*What is the language of a computer?*

Students in this course will focus on learning the fundamentals of programming using the Python programming language. These concepts include constants, variables, functions, control structures (conditional statements, loops), and how to create graphical images in a 2-D setting. The design process will be used as students combine their creativity and programming skill to create solutions to problems.

## PROGRAMMING 2

► ½ CREDIT; PREREQUISITE: PROGRAMMING 1

*How can programming be used to solve complex problems?*

Students in this course, a continuation of Programming 1, examine more advanced concepts of programming using Python. Additional topics include functions with return values, animation, and complex algorithm development. Students will apply their knowledge of Computer Science as they explore physical computing. Applications of physical computing will be uncovered and students will use their creativity and passion to build and program their own computer devices.

## ADVANCED TOPICS IN COMPUTER SCIENCE

► ½ CREDIT; GRADES 10, 11, 12, PG ONLY;

PREREQUISITE: 85 OR BETTER IN AP CS PRINCIPLES, AP CS A OR BOTH 93 IN PROGRAMMING 1 & 2

*How is computer science changing the world around us?*

This semester course will provide students with the opportunity to explore topics such as machine learning and artificial intelligence, microprocessors, data processing, and additional programming languages. Through hands-on projects and activities, students will identify the impact Computer Science has had on society, economy, and culture and explore the possibilities of continued innovation in this area.

# COMPUTER TECHNOLOGY AND ENGINEERING DEPARTMENT

**MR. CHRIS COOPER**

PENNSYLVANIA STATE UNIVERSITY – B.F.A.  
PENNSYLVANIA ACADEMY OF FINE ARTS – M.F.A.

**MS. JAIME GILLIGAN**

TRUMAN STATE UNIVERSITY – B.A.

**MR. ZACH HUFFMAN**

MACALESTER COLLEGE – B.S.

**MS. AMY WRIGHT**

CHAIR

NEW JERSEY INSTITUTE OF TECHNOLOGY – B.S.

## ROBOTICS ENGINEERING

► ½ CREDIT; GRADES 10, 11, 12, PG ONLY;

PREREQUISITE: PROGRAMMING 1

*How can the engineering design process be utilized to produce autonomous, task-oriented robots?*

Students will be introduced to the engineering design process using robotic programming. The team-based design process will be used to construct remote control and autonomous devices using a problem-based curriculum. Student teams will design, test, and operate robots that will be able to remotely manipulate objects.

## ENGINEERING DESIGN

► ½ CREDIT; GRADES 10, 11, 12, PG ONLY; PREREQUISITE: ALGEBRA 2

*Why is “how” essential to problem solving?*

Students in this semester course will be introduced to engineering design and process. This class is geared toward students interested in going further with engineering and interested in a hands-on application of engineering design, problem solving, critical thinking, ethics, and management. Engineering is concerned with the implementation of a solution to a practical problem. A scientist may ask “why?” and proceed to research the answer to the question. By contrast, engineers want to know how to solve a problem and how to implement that solution. Students will work individually and together to solve problems in creative ways.

## FACULTY SPOTLIGHT

Students may think that their favorite dessert recipe is far from relevant to their Coding class, but Jaime Gilligan's teaching approach says otherwise.

When following a recipe, the chef must pay close attention to detail, ensuring that no one ingredient is forgotten. Similarly, when designing a website, the coder must be meticulous, making certain that every bracket is closed and each line of code is written correctly.



With that being said, a main project in the course is to design a webpage revolving around a favorite recipe. The students' finished websites should include pictures of the recipe along with text describing ingredients and directions. Ms. Gilligan provides the class a wireframe design and students are challenged to write code that matches the given format, but when it comes to the style choices, students have complete creative freedom.

"Coding isn't a subject that you study, it's a subject that you just do. Rather than telling my students about color theory or HTML, I like to just let them experience it on their own and let their curiosity lead the class."

Ms. Gilligan knows that for first year coding students, learning code can be a tiresome process; error messages and faulty code are commonplace in the first few weeks of the course. But, she knows she has succeeded as a computer science teacher when students "stop looking at error messages as the end, and begin to see them as just the beginning."

## AP COMPUTER SCIENCE PRINCIPLES

► 1 CREDIT; GRADES 10, 11, 12, PG ONLY; PREREQUISITE: PROGRAMING 1 RECOMMENDED

*What are the central ideas of computer science that explain how computing has changed the world?*

AP Computer Science Principles is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world in which we live. Using programming languages and applications, students will solve computational problems and create computational artifacts such as an app or a web page. Students will also develop effective leadership and collaboration skills by working individually and in groups. Assigned activities will allow students to solve problems from many disciplines creatively and discuss and write about the importance of these problems and the impacts of them on the world, both locally and globally. Students who take this college level course are required to take the AP exam in May.

## AP COMPUTER SCIENCE A

► 1 CREDIT; PREREQUISITES: 93 IN PROGRAMMING 2 OR 85 IN AP CS PRINCIPLES

*What computer programming concepts and skills must I acquire in order to earn university credit for an introductory computer science course?*

The Advanced Placement Computer Science A course is an introduction to Java programming that allows qualified students the possibility of earning university credit for an introductory computer science class. Students will learn logic, syntax, methods, and data structures and will develop functional, readable, and reusable computer programs that solve specific problems effectively and efficiently. Students will analyze algorithms and participate in pair-programming activities that facilitate an appreciation for the best programming practices and ethical computing behaviors that underpin Computer Science. Students who take this college level course are required to take the AP exam in May.



# MATHEMATICS

**REQUIREMENTS: 3 CREDITS REQUIRED; ALGEBRA 1, GEOMETRY, AND ALGEBRA 2 REQUIRED**



The Mathematics Department at The Hun School of Princeton creates an atmosphere that fosters active student participation in the learning process. Students are encouraged to think creatively while constructing ideas and solving problems. Incorporating the latest technology, students become critical thinkers and collaborate in small and large groups as they learn to think logically and critically.

## ALGEBRA 1

► 1 CREDIT; REQUIRED COURSE FOR GRADUATION

*How can math be used as a language? How can algebraic properties be used to manipulate expressions and solve equations?*

Students will learn the language of mathematics—algebra. The mastery of this language is necessary for problem solving and decision making in all math courses. The course content includes: the solving and graphing of linear equations, inequalities, exponents, quadratic equations, polynomials, and factoring. In studying these concepts, students develop problem solving, reasoning, and communication skills while applying math to real world situations. Students are introduced to technology via many features of TI-84 Plus C graphing calculators.

## GEOMETRY

► 1 CREDIT; PREREQUISITE: ALGEBRA 1; REQUIRED COURSE FOR GRADUATION; PLACEMENT TEST REQUIRED FOR STUDENTS NEW TO THE HUN SCHOOL

*How can geometric theorems and postulates be used to think logically and to solve problems? What purposes do measurements serve?*

Students will learn to think logically by examining concepts and topics involving plane Euclidean geometry. Students investigate, make conjectures, and form conclusions. The course content includes: the study of parallelism, congruent polygons and similar polygons, right triangle properties, circles, area, and volume. Students will construct their understanding through logical reasoning, problem solving, and communication. The course incorporates the use of technology in the form of the TI-84 Plus C graphing calculator and the iPad app GeoGebra.

## GEOMETRY HONORS

► 1 CREDIT; PREREQUISITE: GRADE OF 93 IN ALGEBRA 1 OR 85 IN ALGEBRA 1 HONORS; FULFILLS GEOMETRY REQUIREMENT

*How is being able to think logically and reach conclusions a useful life tool? When does geometry help us understand algebra and when does algebra help us understand geometry?*

Students will develop their analytical thinking skills while learning the geometric principles of Euclidean geometry through proof and problem solving. The course content includes: parallel lines, polygons, congruence, similarity, right triangle trigonometry, area, and volume. Honors students are required to do more challenging proofs and apply their knowledge to more rigorous applications.

## MATHEMATICS DEPARTMENT FACULTY

### MR. RYAN BROWN

LOYOLA MARYMOUNT UNIVERSITY – B.S., B.A.  
INDIANA UNIVERSITY – D.M.A  
EASTMAN SCHOOL OF MUSIC – M.M.

### MS. KATE BUTLER

SKIDMORE COLLEGE – B.A.  
RUTGERS UNIVERSITY – M.ED.

### MR. DAVID DAVIS

TEMPLE UNIVERSITY – B.A.

### MS. JULIE DAVIS

CHAIR  
UNION COLLEGE – B.S.  
DREXEL UNIVERSITY – M.S.

### MR. CHARLES DUBOC

ROGER WILLIAMS UNIVERSITY – B.S.  
ARCADIA UNIVERSITY – M.ED.  
ROGER WILLIAMS UNIVERSITY – M.ARCH.

### MR. PATRICK JONES

JUNIATA COLLEGE – B.S.

### MR. PATRICK QUIRK '02

DICKINSON COLLEGE – B.A.  
THE COLLEGE OF NEW JERSEY – M.A.T

### MS. DANA RADANOVIC

UNIVERSITY OF COLORADO – B.A.

### MS. MOLLY SPADARO

STEVENS INSTITUTE OF TECHNOLOGY – B.S., M.S.

### MS. JENNIFER STONE '93

WIDENER UNIVERSITY – B.A.

### MR. JONATHAN STONE

DIRECTOR OF RESIDENT LIFE  
COLGATE UNIVERSITY – B.A.  
UNIVERSITY OF ROCHESTER – M.S.

Students are expected to be able to do so with minimal guidance. TI-84 Plus C and GeoGebra software are used to supplement the text.

## ALGEBRA 2

► 1 CREDIT; PREREQUISITES: ALGEBRA 1 AND GEOMETRY; REQUIRED COURSE FOR GRADUATION

*How can algebraic and graphical representations be constructed, interpreted, and manipulated?*

Students will extend the language and operations of algebra that they first explored in Algebra 1, to evaluate, analyze, and solve problems. Students will identify and analyze relationships among functions. The course content includes quadratic functions, rational exponents, rational equations, and matrices. Students will broaden their problem-solving skills and techniques. They will learn the more advanced features of their TI-84 Plus C graphing calculators.

## ALGEBRA 2 HONORS

► 1 CREDIT; PREREQUISITES: GRADE OF 93 IN ALGEBRA 1 AND GEOMETRY OR 85 IN ALGEBRA 1 HONORS AND GEOMETRY HONORS; FULFILLS ALGEBRA 2 REQUIREMENT

*How can algebraic equations and inequalities be used as tools to model and explain real-life scenarios and problems?*

Students will learn to represent functions algebraically, numerically, and graphically, and analyze function behavior. The types of functions include: linear, quadratic, radical, and rational. Students are expected to have mastered the symbolic language of algebra that they learned in Algebra 1. Students will be challenged with applications involving mathematical modeling and non-trivial problem solving. The TI-84 Plus C calculator is essential for this course.

## PRE-CALCULUS

► 1 CREDIT; PREREQUISITE: GRADE OF 80 IN ALGEBRA 2 OR GRADE OF 85 IN ADVANCED ALGEBRA

*What are the practical applications of algebraic, exponential, and trigonometric functions?*

Students will continue to build upon their foundation of Algebra 1 and Algebra 2. Students will learn to represent, analyze, manipulate, and evaluate polynomial, exponential, logarithmic, and trigonometric functions. Students will also study radian measures, trigonometric equations and identities, and applications to the real world with the laws of sine and cosine. The TI-84 Plus C calculator is essential for this course.

## ALGEBRA 2 – PRE-CALCULUS HONORS

► 1 CREDIT; THIS HIGH-LEVEL MATH COURSE IS DESIGNED ONLY FOR THE MOST CAPABLE MATH STUDENTS; ENROLLMENT APPLICATION IS REQUIRED.

*How are functions used to represent and communicate mathematical ideas precisely and accurately?*

*How are the algebraic, numeric, and graphic representations of functions related?*

Students will participate in a highly accelerated course that covers the entire Algebra 2 Honors and Pre-Calculus Honors curriculums in one year. This course is intended for only the most mathematically proficient students. The pace is quick, the material is rigorous, and the content is thorough. Students will learn how to analyze and solve problems numerically, algebraically, and graphically. The course content includes: polynomials, rational functions, radical functions, matrices, exponential and logarithmic functions, conic sections, trigonometry, vectors, parametric equations, polar equations, and limits. The TI-84 Plus C calculator is essential for this course.

## PRE-CALCULUS HONORS

► 1 CREDIT; PREREQUISITE: GRADE OF 93 IN ALGEBRA 2 OR 85 IN ALGEBRA 2 HONORS

*How do functions help us describe data and physical phenomena and solve a variety of problems? How are the algebraic, numerical, and graphical representations of functions related?*

Students will learn to think like mathematicians through mathematical modeling and problem solving. Students will prepare for calculus by engaging in a challenging course of study that includes many non-trivial problems. Students will conceptualize, analyze, and identify relationships among functions. The course content includes: rational, polynomial, exponential and logarithmic functions, trigonometry and its applications, parametric and polar equations, sequences, and series. The TI-84 Plus C calculator is essential for this course.



## CALCULUS

► 1 CREDIT; PREREQUISITE: GRADE OF 85 IN PRE-CALCULUS OR PRE-CALCULUS HONORS

*How are the patterns of change related to the behavior of functions? What role do limits and derivatives play as a foundation for calculus and in practical applications?*

Students in this class will transition from Pre-Calculus into Calculus by reinforcing skill development and progressing to more rigorous problems. Students will be introduced to the concepts of calculus by examining the concept of limits, by computing rates of change, by learning the various rules of differentiation and integration using polynomial functions. The TI-84 Plus C is essential for this class.

## ADVANCED PLACEMENT CALCULUS AB

► 1 CREDIT; PREREQUISITE: GRADE OF 93 IN PRE-CALCULUS OR 85 IN PRE-CALCULUS HONORS

*How can change be described mathematically? Why is calculus the study of change?*

Students will receive a comprehensive introduction to differential and integral calculus and follow the curriculum as prescribed by the College Board. Students will work with functions represented in a variety of ways: graphical, numerical, analytical, and verbal. Students will learn rates of change in differential calculus and the area and volume of shapes in integral calculus. Students will use technology to help solve problems, determine reasonableness of solutions, interpret results, and verify conclusions. The TI-84 Plus C is essential for this class.

## ADVANCED PLACEMENT CALCULUS BC

► 1 CREDIT; PREREQUISITE: GRADE OF 93 IN PRE-CALCULUS HONORS OR BY APPEAL FROM AP CALCULUS AB WITH 4 OR BETTER ON AP CALCULUS AB EXAM AND GRADE OF 85 AND RECOMMENDATION OF CURRENT INSTRUCTOR

*How can change be described mathematically? Why is calculus the study of change? How do you determine error in mathematics?*

Students will learn differential and integral calculus in a curriculum prescribed by the College Board. Students will study all of the topics covered in Calculus AB plus additional topics. Students will work with functions represented in a variety of ways: graphical, numerical, analytical, and verbal. Students will learn the relationship between the derivative and the definite integral. Students will learn how to use calculus to solve problems that algebra and geometry cannot solve. Applications of differentiation and integration to biology, physics, and the social sciences receive special attention, as does the study of parametric and polar functions, and infinite series. The TI-84 Plus C is essential for this class.

## MULTI-VARIABLE CALCULUS AND ADVANCED TOPICS IN MATH

► 1 CREDIT; PREREQUISITES: GRADE OF 85 IN AP CALCULUS BC AND 4 OR BETTER ON AP CALCULUS BC EXAMINATION AND RECOMMENDATION OF CURRENT INSTRUCTOR

*How can calculus be used on planes and surfaces? How can power series be used to solve differential equations?*

Students will receive a rigorous introduction to Multi-Variable Calculus. Students will learn multi-variable functions represented in rectangular, cylindrical, and spherical graphic systems. This course is intended for only the most mathematically proficient students who have successfully completed Advanced Placement Calculus BC. Course content includes: Taylor polynomials, differential equations, vectors, functions of several variables, partial derivatives, and multiple integrals. The TI-84 Plus C and Grapher are used in this class.

## FACULTY SPOTLIGHT

Factoring, graphing parabolas, solving quadratic functions, and calculating velocity are a few examples of common topics covered in Algebra 2 classes. While most of these lessons typically involve a pencil, a calculator, and graph paper, Patrick Quirk has taken an unconventional approach to these lessons by using a popular app known amongst high school students: Angry Birds.

That's right. Algebra 2 students have discarded the graph paper and picked up their iPads to play Angry Birds to learn how to properly graph parabolas and learn quadratic functions. "Each bird has a different flight pattern that creates a different parabola. The biggest bird doesn't fly high or far, while the yellow bird shoots up really fast and comes down even faster."



For this lesson, students are given tidbits of information and a variety of scenarios with the goal of determining the parabolic trajectory of each bird. "Students will know where the bird will start on the x-axis and where the bird will end on the x-axis. From that information they can find the axis of symmetry, then they know that the vertex has to go through the axis of symmetry."

Mr. Quirk notes that while students are playing Angry Birds they aren't certain what the actual vertex is, but when pulling the slingshot back, they are able to adjust how much velocity the bird will have. The calculations that are done give students a better understanding of where to aim the bird depending on their flight patterns.

"I use Angry Birds as an example because I want students to see that math shows up everywhere, even when they are least expecting it to be there," Mr. Quirk said. "I also want to show students that math isn't a subject that you can try one time and be successful, it's a skill that continues to grow and students must continue to exercise those math muscles in their brains to get better at it."

## ADVANCED PLACEMENT STATISTICS

► 1 CREDIT; PREREQUISITE: GRADE OF 85 IN AP CALCULUS OR CONCURRENT ENROLLMENT IN AP CALCULUS AND RECOMMENDATION OF CURRENT INSTRUCTOR

*How can collection, organization, interpretation, and display of data be used to answer questions?*

*How can patterns be observed through data?*

Students will be introduced to statistics and probability while following the curriculum as prescribed by the College Board. Students will collect, analyze, and draw conclusions from data. Students will learn the basics of experimental design and proper sampling techniques, followed by data collection and summary. Students will explore random phenomena using probability and simulation. Techniques of descriptive statistics are covered in detail, followed by a comprehensive overview of probability. The course also covers the major aspects of inferential statistics, including inference with confidence, and hypothesis testing. The TI-84 Plus C and Excel are used to enhance the analysis of data.

## ADVANCED ALGEBRA

► 1 CREDIT; PREREQUISITE: ALGEBRA 2

*How do algebraic concepts interconnect and build on each other? How can algebra be used as a scaffold for problem solving?*

Students will reinforce and expand their knowledge of algebraic concepts from Algebra 1 and Algebra 2 while strengthening their problem-solving skills. The course will prepare students to study pre-calculus. Included in the course of study are sets of and operations on real numbers, functions and graphs, matrices, sequences and series, and systems of equations. Mathematical modeling is an inherent component of the course. Students will learn how to integrate technology strategically by using the TI-84 Plus C graphing calculator.

## LINEAR ALGEBRA

► 1 CREDIT; PREREQUISITE: GRADE OF 85 OR BETTER IN AP CALCULUS AB OR AP CALCULUS BC AND 3 OR BETTER ON EITHER AP EXAM AND RECOMMENDATION OF CURRENT INSTRUCTOR

*How are the tools of linear algebra used to model and represent numeric operations and build geometric understanding of matrices and vector spaces?*

Students in this course will learn the fundamentals of vectors and matrices including how to perform operations on matrices, determinants, inverses, transposes, and how to solve systems of equations. The students will then work

in a more abstract linear algebra setting to learn about vectors from algebraic and geometric viewpoints. Students will delve into homogeneous and nonhomogeneous systems, projections, linear maps; and learn span, linear transformations, vector spaces, diagonalization of matrices, Eigenvalues, and Eigenvectors.

## PROBABILITY

► ½ CREDIT; PREREQUISITE: PRE-CALCULUS

*What can the study of probability tell us about the world around us?*

Students will be introduced to the basic principles of probability theory and its applications. Students will learn how to calculate the probability behind board games, card games, game shows, and other events. Students will also learn to analyze data and perform simulations to investigate the relationship between theoretical and experimental probability. Topics include the fundamental counting principle, combinatorial analysis used in computing probabilities, conditional probability and independence of events, and probability distributions. The TI-84 Plus C and Excel are used to enhance the analysis of data.

## STATISTICS

► ½ CREDIT; PREREQUISITE: PRE-CALCULUS

*How can collecting, organizing, and displaying data help us analyze information and make reasonable predictions and informed decisions?*

Students will be introduced to statistical thinking and interpretation of data. The course connects statistics to the real world through investigations. Students build basic skills and vocabulary, use and interpret concepts, and perform simulations, while an increased technology-focus guides students in exploring the Internet, newspapers, and other sources of data. Course content includes: computer-aided statistical modeling of real problems, estimation, and test of statistical hypotheses. The TI-84 Plus C and Excel are used to enhance the analysis of data.

## ADVANCED MATH LOGIC AND REASONING

► ½ CREDIT; PREREQUISITE: ALGEBRA 2

*What does it mean to solve a real-world problem?*

For most students, it is unlikely that their future bosses will require them to recall the quadratic formula. However, it can be assured that at some point in their lives students will be asked to come up with a solution to a problem. Students

will learn how to be better problem solvers through the use of logic and reasoning. This will include traditional logic exercises and the skills they learn from these exercises will be applied to real life problems involving optimization, finding unknown quantities, and developing mathematical models for business, finance, sports, etc. Course content will include fractions, decimals, proportions, percentages, writing and solving equations, exponents, scientific notation, probability, graphing, and basic geometry.

## DISCRETE MATH – NUMBER THEORY

► ½ CREDIT; PREREQUISITE: PRE-CALCULUS

*How can number theory be used to analyze patterns, relations, and functions in order to describe the interconnect relationships found throughout the world?*

Students in this semester class will be introduced to looking at the world through a discrete mindset where options have clear separations and fall into non-overlapping, distinct categories. Students will learn to use mathematical reasoning in order to read, comprehend, and construct mathematical arguments and then use that knowledge to count objects, learn whether or not it is possible to count objects, find the sums of finite and infinite series, use sigma notation and solve real life applications using the knowledge gained from the course.

## DISCRETE MATH – GRAPH THEORY

► ½ CREDIT; PREREQUISITE: PRE-CALCULUS

*How can we use graph to model real world relationships and then utilize that knowledge to help solve the needs of society?*

Students will examine diagrams and graphs in order to enhance conceptual learning and problem solving. They will utilize visual representations of complex systems including graphs, trees, and finite state machines to understand abstract mathematical concepts and build relationships between them. The mathematical modeling used in graph theory has applications to computer science, data networking, chemistry, botany, zoology, linguistics, geography, business, economics, and the Internet.

# ENGLISH

**REQUIREMENTS: 4 CREDITS REQUIRED; ENGLISH 1-4 REQUIRED**



Good literature, because of its thematic richness and levels of meaning, as well as the moral and ethical ambiguities it often expresses, is the ideal medium through which students can learn to analyze and synthesize complex information and form meaningful intellectual decisions and opinions. Justifying those findings effectively and succinctly, as well as manifesting depth of learning through a variety of well-crafted presentations, both written and oral, is the primary goal of the English curriculum. A natural progression of this pedagogical philosophy is to have students gain genuine appreciation for great literature as well as the associated humanities and, ideally, to promote within the students a desire to emulate the literary masters. This disciplined approach to study prepares students for the rigors of college-level reading and writing.

## ENGLISH 1

► 1 CREDIT; REQUIRED COURSE FOR GRADE 9

*What can discussion and writing about literature teach us about identity and culture?*

Students in this literature-based course move beyond literal readings to critical and creative interpretations. Students form opinions about the literature and justify their ideas both orally and in writing. Emphasis is placed on the clear, logical presentation of well-formed, intellectual conclusions. In addition to formal study of vocabulary, the curriculum includes a carefully designed grammar sequence that incorporates sentence diagramming. This class also emphasizes the writing process by requiring pre-writing, drafting, and revising for each formal composition. Students study *The Odyssey*, *Romeo and Juliet*, *To Kill a Mockingbird*, and *Black Boy*, as well as selected short stories and poetry.

## ENGLISH 1 HONORS

► 1 CREDIT; PREREQUISITE: GRADE OF 93 IN MIDDLE SCHOOL ENGLISH COURSE OR PLACEMENT TEST; FULFILLS ENGLISH 1 REQUIREMENT FOR GRADE 9

*What can discussion and writing about literature teach us about identity and culture?*

While the focus and aims of this course are similar to those of regular English 1, students in English 1 Honors read an additional novel, *All Quiet on the Western Front*, and write more essays. Students in this advanced English 1 program are expected to be proficient readers and writers when entering this course as the requirements are significantly more challenging than those of English 1.

## ENGLISH 2

► 1 CREDIT; REQUIRED COURSE FOR GRADE 10; PREREQUISITE: ENGLISH 1 OR ENGLISH 1 HONORS

*How do various literary forms and techniques depict the development, influence, and expression of identity?*

Building upon the foundation of writing mechanics in English 1, students in English 2 approach analytical writing as a process of investing themselves in arguments. Rewriting fosters the ability to incorporate feedback and self-assessment in order to shape convincing interpretations. Students focus on organization and clarity by progressing from assignments that require revision to those that afford more independent practice. The theme of the course is identity, a topic students explore through a broad scope of literary forms: tragedy, short fiction, epic, formal poetry, free verse, and novel. Possible readings

## ENGLISH DEPARTMENT FACULTY

### DR. AHMET BAYAZITOGU

MIDDLEBURY COLLEGE – B.A.  
YALE LAW SCHOOL – J.D.  
PRINCETON UNIVERSITY – PH.D.

### MS. CHERYL BEAL '79

AMHERST COLLEGE – B.A.  
RUTGERS UNIVERSITY SCHOOL OF LAW – J.D.

### MS. JESSICA BRIMMER

STATE UNIVERSITY OF NEW YORK AT ALBANY – B.A.

### DR. KYLE BUCY

UNIVERSITY OF OREGON – B.A.  
UNIVERSITY OF CHICAGO – M.A.  
UNIVERSITY OF CALIFORNIA, SANTA BARBARA – PH.D.

### MS. ALLAYNA GARRETT

RUTGERS UNIVERSITY – B.A.

### MS. PATRICIA GARRISON

INTERDISCIPLINARY CHAIR  
FAIRLEIGH DICKINSON UNIVERSITY – B.A.  
NOVA SOUTHEASTERN UNIVERSITY – M.A.

### MS. BETHANY LOFFREDO

DEAN OF STUDENTS  
FAIRFIELD UNIVERSITY – B.A., M.ED.

### MS. DARA MARTIN

NEXT TERM DIRECTOR  
UNIVERSITY OF VIRGINIA – B.A.  
COLUMBIA UNIVERSITY – M.A.

### MS. JOAN ROUX

STELLENBOSCH UNIVERSITY – B.A.  
THE COLLEGE OF NEW JERSEY – M.A.

### MR. TED SHAFFNER

GRADE LEVEL DEAN  
UNIVERSITY OF NORTH CAROLINA AT  
CHAPEL HILL – B.A., M.F.A.

### MR. RICHARD VOLZ '97

CHAIR  
PRINCETON UNIVERSITY – B.A.  
THE COLLEGE OF NEW JERSEY – M.A.

### MS. LISA YACOMELLI

SETON HALL UNIVERSITY – A.B.  
THE COLLEGE OF NEW JERSEY – M.A.  
NEW YORK UNIVERSITY SCHOOL OF LAW – J.D.  
ROYAL ACADEMY OF DANCE – TEACHING CERTIFICATE

## FACULTY SPOTLIGHT

Dr. Ahmet Bayazitoglu traded international law to share his love for the written word with Hun students, and he would not have it any other way. Appropriately, his teaching here is bookended—he teaches ninth grade English and senior seminars. “It’s a gratifying experience to see students return as seniors,” he says.

Dr. B, as he is known by his students, has a PhD in literature from Princeton but he wholeheartedly believes that students should be front and center. In his class, that translates to everything from peer-editing in his senior seminars to ninth graders teaming up to teach sections of *The Odyssey*. “My goal is to break up the typical teacher-oriented classroom,” he says. “Rather than just getting a grade, it is much more instructive for students to see examples of good work produced by their peers,” he explains.



He also never stops learning himself, crediting the small class sizes with affording the ability to develop one-on-one relationships with his students. “Those relationships allow you to discover each student’s gifts, which in turn challenge me to be a better teacher.”

include *1984*, *Macbeth*, *The Inferno*, *Their Eyes Were Watching God*, *A Midsummer Night’s Dream*, and *The Catcher in the Rye*. The course also includes a program of vocabulary, grammar, and standardized test exercises.

### ENGLISH 2 HONORS

► 1 CREDIT; PREREQUISITE: GRADE OF 93 IN ENGLISH 1 OR 85 IN ENGLISH 1 HONORS; FULFILLS ENGLISH 2 REQUIREMENT

*How can we critically interpret literary texts to develop more sophisticated, analytical essays?*

Similar to those in English 2, students in English 2 Honors practice the structure of the traditional thesis-driven essay, but read additional texts and are expected to produce more sophisticated interpretations. The course develops critical imagination through various modes of interpretive writing and the belief that writing is a process of discovery—textual, intellectual, and personal. Students will come to see themselves as apprentices learning a craft. Readings cover a broad scope of literary forms and include *1984*, *Macbeth*, *The Catcher in the Rye*, *Pygmalion*, *Their Eyes Were Watching God*, poetic forms, and selected short stories. The course also includes a program of vocabulary, grammar, and standardized test exercises.

### ENGLISH 3

► 1 CREDIT; REQUIRED COURSE FOR GRADE 11;  
PREREQUISITE: ENGLISH 2 OR ENGLISH 2 HONORS

*Does an American Dream exist and, if so, how does traditional and contemporary American literature reflect that Dream and what it means to be American?*

Students in English 3 undertake a comprehensive study of American literature to achieve a broad understanding of what being American means, how the American Dream has changed, and what each specific text means. Students form opinions about the literature and justify their original conclusions in expository essays and research papers. In addition to a formal program of vocabulary development, open class discussions perpetuate their critical and analytical evaluation of the texts. Readings include selections by Emerson, Thoreau, Twain and Fitzgerald together with selected American poetry, short stories, essays, and dramas.

## ENGLISH 3 HONORS

► 1 CREDIT; PREREQUISITE: GRADE OF 93 IN ENGLISH 2 OR 85 IN ENGLISH 2 HONORS; FULFILLS ENGLISH 3 REQUIREMENT

*By tracing the arc of the American Dream in the American literary canon can we answer the question: What does it mean to be American?*

Students in English 3 Honors undertake a comprehensive survey of American literature and move beyond the regular analysis and discussion to explore philosophical issues like the canon, literary merit, and lenses of literary interpretation. Students participate in textually based class discussions, delving into specific works, while considering important cultural developments that shape the American literary tradition. Students are expected to craft original, thoughtful, and eloquent compositions, demonstrating close textual analysis and synthesis of challenging concepts in formal expository writing. Readings include a drama sequence, poetry, selected essays by Thoreau, *The Adventures of Huckleberry Finn*, *The Great Gatsby*, and *The Bluest Eye*.

## ENGLISH 4 SENIOR SEMINARS

► ½ CREDIT EACH, 1 CREDIT REQUIRED; REQUIRED COURSE FOR GRADUATION; PREREQUISITE: ENGLISH 3 OR ENGLISH 3 HONORS

Students in these college-preparatory seminars study the historical, philosophical, political, biographical, and psychological ideas in Western and World literature. They formulate argumentative, articulate theses in research papers and formal compositions and also develop their ability to speak knowledgeably, confidently, and persuasively through class discussion. Seniors are required to choose two of the following Senior Seminars:

### ENGLISH 4A - MULTICULTURAL/ GLOBAL LITERATURE

► ½ CREDIT

*What does global literature from diverse cultural backgrounds say about contemporary negotiations of identity?*

Students in this course gain an understanding and appreciation of culture, cultural values, and perspectives (our own and those of others) by reading literature written by authors from a variety of cultural backgrounds. The literature selections include works from African-American, African, Asian, Latin/South American, Native-American, and European writers, some of whom are neglected in the traditional canon. This course offers a unique opportunity to delve into non-traditional literature and explore themes such as alienation, displacement, family and tradition, the shaping of identity, coming of age, justice and fairness, and personal freedom and social responsibility.

## ENGLISH 4B - POWER, PERFECTION, MONSTERS, AND MADNESS

► ½ CREDIT

*As we construct our twenty-first century lives, how can the Victorian experience, as reflected in their texts, help us to grapple with our fears of personal inadequacy, the unknown, and global contamination?*

A pandemic threatens our ability to move freely, in its best scenario, or our lives, in its worst. Transportation advances and wasteful lifestyles pollute our air and water. Social media demoralizes our sense of adequacy. AI threatens to surpass our intelligence. Advances in biotechnology challenge our ethical standards. All these issues of social anxiety juxtapose against our millennium fascination with horror, as evidenced through shows such as *The Haunting of Bly Manor*, *Lovecraft Country*, *Stranger Things*, *Us*, *Hannibal*, *Vampire Diaries*, *Penny Dreadful*, *Westworld*, *It*, *Get Out*, and *Split*. British Victorians lived, like us, in a time of rapid advancement concerning knowledge and technology, resulting in anxiety about a changing culture with shifting definitions of morality. Then, as now, their fears translated to the page in the classic horror tales of *Dracula*, *Frankenstein*, *Dr. Jekyll and Mr. Hyde*, *Jane Eyre*, *The Woman in White*, or *The Turn of the Screw*, stories that resonate today in books and visual media. What lessons can we learn from the Victorians as we engage in our era? This course will serve as a broad introduction to Victorian literature and, after making scrutiny of the ways in which the issues of Victorian society remain today, help us to recognize in our culture the echoes of theirs.

### ENGLISH 4C - REMEMBERING THE HOLOCAUST

► ½ CREDIT

*How do twentieth and twenty-first century accounts of the Holocaust, including films, literature, memoirs, diaries, museums, and other cultural representations, enter debates about its meanings?*

Students in this course analyze twentieth and twenty-first century accounts of the meaning of the Holocaust: how it has been remembered, processed, packaged, witnessed, and silenced. Through this course, students will gain a greater knowledge of the Holocaust, especially by learning how film, literature, memoirs, museums, and other kinds of cultural representations enter debates about the Holocaust's meanings and shape those meanings in different ways. Students will study *Night*, poetry, short fiction, a graphic novel, and non-fiction essays as well as clips from various Holocaust movies including *Schindler's List* and *Defiance*.

## ENGLISH 4D – DETECTIVE FICTION

► ½ CREDIT

*What does the development of detective fiction teach us about changing attitudes toward knowledge, reality, identity, good and evil, justice, and the search for truth?*

*“The world is full of obvious things which nobody by any chance ever observes.” – SHERLOCK HOLMES*

This course offers a broad overview of detective fiction, from its roots in solving logical puzzles through postmodern investigations of the meaning of life itself. Throughout the course, we will examine how detectives use clues and evidence to reconstruct the truth, enter the minds of others, and bring criminals to justice. We will also examine how the conventions of detective fiction change over time and through different media (short stories, novels, movies, TV, games). Students will have the opportunity to compose their own detective stories, study popular television shows and films, and enjoy a range of popular detective fiction. Along the way, we will be asking our own questions about how to “detect” meaning in literary texts, how to “read” the world, and how to investigate the hidden mysteries of our own lives. The game is afoot!

## ENGLISH 4E - LITERATURE, ETHICS AND SOCIAL CHANGE

► ½ CREDIT

*What does it mean to be human, and what is the right thing to do?*

The study of literature has always helped us grapple with tough philosophical questions. In this course, students will examine texts from different genres and time periods that address social and cultural change in the world, interpreting how power is established, decisions are made, and change is created. Discussions and writings for this course will consider historical and contemporary issues of race, class, and gender to enhance our own understanding and provoke us to become change agents.

## ENGLISH 4F - SHAKESPEARE'S TRAGIC AND COMIC VISIONS

► ½ CREDIT

*How are tragedy and comedy constant, interchangeable companions that shape our worldview?*

*“This world is a comedy to those that think, a tragedy to those that feel.” – HORACE WALPOLE*

Through this course, students will explore the meaning of this common saying as it manifests in various Shakespearean tragedies and comedies. Students will explore the

Shakespearean comedy as it celebrates the individual's participation and education in a community as the most important part of life. Students will learn, by contrast, that Shakespeare's tragedies involve something much more complex: the individual's sense of his own desire to confront the world on his own terms, to get the world to answer to his conceptions of himself, if necessary at the expense of customary social bonds and his own life. The common realm of Tragedy and Comedy, therefore, is the ethical world and its collision. Their essential difference lies in how differently the leading characters relate to this ethical world.

## ENGLISH 4G – LITERATURE AND LAW

► ½ CREDIT

*How does literature address and reflect our conceptions of justice, our definitions of right and wrong, and our distinctions between fairness and legality?*

Law is a favorite topic in literature: in addition to the inherent drama of legal disputes, both rely on the skillful manipulation of language for their success. In this course, we will study prominent literary and artistic works centrally concerned with the world of law. Then we will investigate how literature and art depict the struggle to define fairness and justice from Ancient Greece to modern-day America. In the second part of the course, we will approach law as literature: how does the construction of law, legal texts, and court opinions resemble the creation of a literary narrative? Here, we will read some theoretical texts about literature and the law, and investigate as a narrative areas of Supreme Court jurisprudence.

## ENGLISH 4H – GENDER IN LITERATURE

► ½ CREDIT

*How is our gender identity shaped by culture, literature, and media?*

Man up! You throw like a girl! These common expressions are often thrown around in casual conversation. Yet, what do we really mean when we say “man up”? What does it really mean to “throw like a girl”? This course will examine texts that prompt us to question how we learn gender and how gender roles are defined. We will investigate how our everyday lives are shaped by gender and how social institutions – law, religion, education, marriage, family, work, the media – produce and regulate gender. Through the critical study of a variety of literature (novels, short stories, poems, essays) and media (advertisements, movies, songs), we will investigate the binary and non-binary definitions of gender, gender as a social construct, and what it means to be male/female in society today.

## ADVANCED PLACEMENT ENGLISH LITERATURE

► 1 CREDIT; PREREQUISITE: GRADE OF 93 IN ENGLISH 3 OR 85 IN ENGLISH 3 HONORS AND RECOMMENDATION OF CURRENT INSTRUCTOR; FULFILLS ENGLISH 4 REQUIREMENT

*What do great masterpieces of literature reveal about the full complexity of the human condition?*

Students in this college-level course analyze imaginative literature that is stylistically, structurally, and conceptually challenging. The course requires more effort, gives greater opportunity for individual accomplishment, and penetrates deeper into the content of literature than the English 4 courses do. It also involves extensive expository writing. Assessments include in-class writings, reading quizzes, practice AP examinations, oral presentations, and compositions. Readings include *Don Quixote*, *Heart of Darkness*, *Hamlet*, *Oedipus Rex*, *Dubliners*, and a selection of poetry and short stories.

## ENGLISH 5

► 1 CREDIT

*To what extent has human evolution complicated our primal yearning for survival?*

The overarching theme of Postgraduate English is survival as it pertains to our understanding of self and place in the universe. What inherent traits differentiate humanity from other animal species? To what extent have societal and cultural elements led humans to assume a sense of superiority? Aside from the survival of self and species, are there characteristics that bind humanity to other species? In the face of extreme adversity, is it possible for a human being to maintain those very traits that make us unique? What is the significance of the answer to this question? Students will explore these questions through a geographical and temporal variety of plays, prose, and poetry from writers such as Sophocles, Shakespeare, Hemingway, Vonnegut, Greitens, Whitman, Atwood, and Poe. Students are expected to formulate argumentative, articulate theses in at least two research papers during the year and three formal compositions each semester. Students also deliver periodic formal oral presentations throughout the year to develop their ability to speak knowledgeably, confidently, and persuasively.

## CREATIVE WRITING

► ½ CREDIT; OPEN TO ALL GRADE LEVELS

*What are the rules that govern creativity, and what are the best ways to release and refine it?*

Students in this course explore the sources of creativity, practice a variety of writing skills, and demonstrate their ability to create narrative prose and poetry. They examine the building blocks of fiction, experiment with a range of literary techniques, and compose diverse pieces of writing with which to practice their craft. Students may repeat this course once for credit, and will work on extended projects that stretch their abilities and introduce them to new genres. Students produce a collection of their original work that takes the place of a final exam.

## PUBLIC SPEAKING AND DEBATE

► ½ CREDIT; OPEN TO ALL GRADE LEVELS

*What are the elements of effective persuasion, and how can these be used to effect social change?*

Students in this course become confident speakers, writers, and thinkers by examining historical orators as well as modern rhetorical expression in TED talks. They craft arguments on controversial issues and present them in formal debates. Students learn the importance of organization, credibility, and poise, and how to evaluate information in terms of its bias, logical flaws or objectivity. The class equips students with skills to shape their environment in high school, college, and beyond. Students will deliver substantial speeches and participate in formal debates, as well as impromptu speeches and debates, to build a variety of skills useful for both complex research and quick thinking. Students may repeat this course once for credit.

## JOURNALISM

► ½ CREDIT; OPEN TO ALL GRADE LEVELS

*What are the responsibilities and skills of a successful journalist?*

Students in this course cover the basics of journalistic writing, beginning with pre-writing skills such as making coverage decisions, formulating interview questions, and conducting interviews. The class will focus on the basics of news, features, sports, and opinion writing. Students will also learn about the history of journalism, the first amendment, and the ethical decisions that all publications face. Students will have their work published in *The Mall* (school newspaper) and may repeat this course once for credit.

# HISTORY AND GLOBAL STUDIES

**REQUIREMENTS: 2 CREDITS REQUIRED; WORLD STUDIES AND U.S. HISTORY REQUIRED**



History and Global Studies expose students to a broad framework of historic, geographic, social, and cultural perspectives, encompassing Western and non-Western experiences. The department presents history as a means of exploring vital questions of both historic and contemporary relevance. Students learn both independently and cooperatively, developing skills in problem solving and decision making. Varied classroom activities give students opportunities to develop critical thinking and writing skills. Research and discussion are further enhanced by the use of materials made available through computer technology. Because civic engagement and responsible citizenship is an essential skill for all Hun School students, sophomores also take a Civic Responsibility class as part of their essential skills Academy class. See the Interdisciplinary Studies Department for information on this Academy - Civics requirement.

## WORLD STUDIES

► 1 CREDIT; REQUIRED COURSE FOR GRADE 9

*Where did we come from, how did we get here, and what has impacted the human experience?*

Students in this course will develop an overview of human events from the origins of humans to the present. Through an emphasis on major events and key ideas from each of the inhabited continents students will work to master the skills of collaborative problem solving, critical thinking, cultural competency, and effective communication. Examining and investigating different patterns of human interaction with each other, the environment, technology and resistance will be focal points of many historical periods. Discovering, analyzing, and using evidence to support or counter opinions and hypotheses are practiced through discussions, essays, and research projects, including at least one formal paper. Texts, supplemented with short readings, are used to illustrate historic interpretation.

## WORLD STUDIES ESL

► 1 CREDIT; INTERNATIONAL STUDENTS ONLY;  
FULFILLS WORLD STUDIES REQUIREMENT

*How does a perspective on world history change based upon cultural perspective?*

Students of either low-intermediate or high-intermediate English as a Second Language will develop a global perspective of historical and contemporary issues. The content is equivalent to that of the World Studies course, with texts chosen that are suitable for students who are learning English. While studying World History ESL, students also improve their skills in reading, writing, and speaking English.

## UNITED STATES HISTORY

► 1 CREDIT; REQUIRED COURSE FOR GRADE 10

*How has America's history shaped its modern political, social, and economic climate?*

Students will trace the history of the United States from the European colonization of North America to the present, with a focus on the events and trends in the nation's 500-year history that are the foundation of its modern society. Students will critically examine past events and trends and draw conclusions about their causes and impacts. Students will collaborate on primary source research, using diaries, letters, reports, speeches, and official documents. Students will combine writing and reading skills with research, presentation technologies, and analysis of film and video resources.

## HISTORY AND GLOBAL STUDIES DEPARTMENT FACULTY

### DR. LAURA DOCTER

STANFORD UNIVERSITY – B.A., M.A.  
MICHIGAN STATE UNIVERSITY – PH.D.

### MR. OTIS DOUCE

DIRECTOR OF CULTURAL COMPETENCE  
STATE UNIVERSITY OF NEW YORK – B.A.  
UNIVERSITY OF NEW HAMPSHIRE – M.A.

### MR. SIMON ESPINOSA

UNIVERSIDAD SAN FRANCISCO DE QUITO, ECUADOR – B.A.  
COLUMBIA UNIVERSITY – M.F.A.  
UNIVERSITY OF LONDON – B.SC.

### DR. STEPHEN FABIAN

CHAIR  
COLGATE UNIVERSITY – B.A.  
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN – PH.D.

### MR. RORY HART

DIRECTOR OF JOHN GALE HUN CIVICS  
EDUCATION PROGRAM  
LAFAYETTE COLLEGE – B.A.  
EMORY UNIVERSITY – M.A.

### MR. CAMERON HELVEY

BRIGHAM YOUNG UNIVERSITY – B.S.

### MR. RYAN HEWS

HEAD OF THE UPPER SCHOOL  
BOWDOIN COLLEGE – B.A.  
COLLEGE OF WILLIAM & MARY – M.ED.

### MR. WILLIAM HOLUP

ASSOCIATE DEAN OF STUDENTS  
WESLEY COLLEGE – B.S.

### MS. LYNN MCNULTY

DIRECTOR OF GLOBAL AND IMMERSION PROGRAMS  
DOUGLASS COLLEGE – B.A.

### MR. LAMECH OBWOGE

RUTGERS UNIVERSITY – B.A.

### MRS. VIVIAN PIEL

THE COLLEGE OF NEW JERSEY – B.S.N.  
NOVE SOUTHEASTERN UNIVERSITY – M.A.

### MS. ELIZABETH PLAUTZ

WASHINGTON UNIVERSITY – B.A.  
INDIANA UNIVERSITY – M.B.A.  
CLEVELAND STATE UNIVERSITY – M.A.

### MR. NATHANIEL RICKLER

BATES COLLEGE – B.A.  
LESLEY UNIVERSITY – M.ED.

### MR. ROBERT SACCO

EAST CAROLINA UNIVERSITY – B.A.  
RUTGERS UNIVERSITY – M.A.

## FACULTY SPOTLIGHT

History may be focused on the past, but that certainly does not stop Laura Docter from devising innovative ways to teach it. Instead of spending time memorizing a string of facts, students in her World Studies, Psychology, and Women in the Modern World classes get to work by jumping into the role of a historian on the hunt for clues to the past. "I realized early on that in order to learn, it was better to do," she explains.



Just as a scientist goes into the field, takes samples, and returns to the lab to determine a conclusion, Dr. Docter empowers her students to research a subject, just as a historian would, diving into the archives and reading a variety of primary and secondary sources before making a decision. It's much more nuanced than simply taking a textbook and turning to a particular point in time. It also encourages students to think differently, and for themselves. "This process isn't just about learning about a historical event. It's also about arming students so they can enter into any discourse in the future."

Dr. Docter may find the past compelling, but it is her students' futures that particularly interest her. "Part of my job as a history teacher is helping them become good citizens."

## UNITED STATES HISTORY HONORS

► 1 CREDIT; PREREQUISITE: GRADE OF 93 IN WORLD STUDIES; FULFILLS U.S. HISTORY REQUIREMENT

*How close has America come to the vision of its founders?*

Designed to prepare students for AP U.S. History, students in U.S. History Honors will examine the story of America focusing on the individuals and events that have shaped the nation. They will attempt to trace the evolution of America's national identity as they examine the complex nature of democracy and the constant struggle to make the promise of the U.S. Constitution a reality. Students will focus on analytical reading and writing skills, discussion, document-based questions, effective note taking, and cooperative learning. Primary source readings, maps, secondary source readings, and video will be incorporated to enhance understanding of various periods.

## AMERICAN STUDIES ESL

► 1 CREDIT; INTERNATIONAL STUDENTS ONLY; FULFILLS U.S. HISTORY REQUIREMENT

*How does the world perceive the impact of American culture?*

International students will develop an understanding of the main events, ideas, and conflicts in the history of the United States, and connect their understanding to contemporary culture. The main text is supplemented by newspapers and newsmagazines, as well as videos that complement the text and current events. The assignments will combine writing and reading skills with new research and presentation technologies.

## AP UNITED STATES HISTORY

► 1 CREDIT; PREREQUISITE: GRADE OF 93 IN U.S. HISTORY OR 85 IN U.S. HISTORY HONORS AND RECOMMENDATION OF CURRENT INSTRUCTOR

*How did the American past shape the American present?*

Students will trace the chronological history of the United States in this college-level course designed to prepare them for the AP U.S. History examination in May. The course covers the full range of American History, with emphasis on the major themes, such as the evolution of government and politics, the role of the U.S. in the wider world, regional developments and distinctions, and diversity: race, class, and gender. The course uses an advanced text and substantial supplemental materials with an emphasis on discussion, analysis of primary sources, and differing interpretations of major issues and events. Students will further develop their research, writing, and analytical skills through independent and collaborative work. Finally, students will practice skills particular to the national exam, including document-based question essays, multiple choice questions, and free response question essays.

## AP U.S. GOVERNMENT AND POLITICS

► 1 CREDIT; PREREQUISITE: GRADE OF 93 IN U.S. HISTORY OR 85 IN U.S. HISTORY HONORS AND RECOMMENDATION OF CURRENT INSTRUCTOR

*What defines the political culture of the United States?*

As they prepare for the AP U.S. Government and Politics exam in May, students in this college-level class will be introduced to the various theoretical and conceptual frameworks related to political science, governmental institutions, and politics and parties in the American governmental and political system. Students will have the chance to analyze and examine the issues surrounding such topics as voter behavior and voting trends, the changing role of parties in politics, the constitutional aspects of governing, the role of media in politics, and the many stakeholders involved in the complex policymaking process.

## AP EUROPEAN HISTORY

► 1 CREDIT; PREREQUISITE: GRADE OF 93 IN U.S. HISTORY OR 85 IN U.S. HISTORY HONORS AND RECOMMENDATION OF CURRENT INSTRUCTOR

*Does the development of European society create the foundation for the modern world?*

Students will review the key political, social, intellectual, and cultural changes by which Europe evolved into a modern industrial society as well as the increasingly interdependent group of nations that have become major players on the world stage. Topics covered include the Renaissance and Reformation, the Scientific and Industrial Revolutions, and the growth of democracy and nationalism: all themes required of the AP European History Examination in May. Students are expected to show strong analytic and interpretive skills as well as a sound command of large factual content.

## AP PSYCHOLOGY

► 1 CREDIT; PREREQUISITE: GRADE OF 93 IN U.S. HISTORY OR 85 IN U.S. HISTORY HONORS AND RECOMMENDATION OF CURRENT INSTRUCTOR

*What can we learn about the behavior and mental process of human beings and other animals?*

Students in this course will be introduced to the systematic and scientific study of behavior and mental processes of human beings and other animals in order to prepare them for the AP Psychology examination in May. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology, including but not limited to, cognition, personality, and social psychology. They also learn about the ethics and methods psychologists use in their science and practice.



## AP MACROECONOMICS

► 1 CREDIT; PREREQUISITE: GRADE OF 93 IN U.S. HISTORY OR 85 IN U.S. HISTORY HONORS AND RECOMMENDATION OF CURRENT INSTRUCTOR

*How does a government respond to economic shocks and promote domestic and global growth?*

Students will explore the topics of the AP Macroeconomics curriculum and leverage their understanding of macroeconomic indicators and economic policy to explore contemporary economic issues. In particular, students will explore topics including national income, the financial sector, stabilization policies, economic growth, and international economics. Students will have the opportunity to engage in comparative economic research, debate modern economic policy and critically analyze the usefulness of key economic indicators. Students will also explore the balance between domestic economic priorities and global economic goals. Time will also be directed towards ensuring that students are prepared for success on the AP Macroeconomics exam given in late spring.

## AP MICROECONOMICS

► 1 CREDIT; PREREQUISITE: GRADE OF 93 IN U.S. HISTORY OR 85 IN U.S. HISTORY HONORS AND RECOMMENDATION OF CURRENT INSTRUCTOR

*How do individuals and businesses engage in economic decision making and what is the role of the government in regulating markets and effecting change?*

The course places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity. Using the AP Microeconomics

curriculum as a springboard, students will engage in the exploration of contemporary issues including monopoly power, responses to climate change, and how economic policy can address income, racial, and gender inequality. Time will also be directed towards ensuring that students are prepared for success on the AP Microeconomics exam given in late spring.

## AMERICAN GOVERNMENT

► ½ CREDIT; GRADES 11, 12, PG ONLY

*Does the democratic republic founded in the Constitution still function in 21<sup>st</sup> century society?*

Students will develop an understanding of the forces that interact to make our government function. In addition to learning about the Constitution and the unique system of Federalism by which the American political system operates, students also examine the dynamics of political participation, campaigns, elections, interest groups, political parties, and the media. Class discussions and research on current events are major components of the course.

## PSYCHOLOGY

► ½ CREDIT; GRADES 11, 12, PG ONLY

*What can psychology tell us about ourselves, our interactions with others, and our society?*

Students in this course review the scientific study of human behavior and mental processes as well as an introduction to the general concepts and theories of the overall field of psychology. They will explore the topics that they find most interesting in greater depth as well as make connections regarding how these concepts can be applicable to their own lives and across other academic disciplines. Some of the concepts examined include the historical origins of psychology, the biological perspectives of psychology, disorders and their treatment, theories of human development, and theories of cognition and intelligence.

## MICROECONOMICS

► ½ CREDIT; GRADES 11, 12, PG ONLY

*What are the primary components of the free market system?*

Students will develop an understanding of economic principles such as supply and demand, as well as the ways they function in the real world. Students learn to use basic economic tools and analyze real-life situations and the effects on their daily lives. Written assignments are required, with emphasis on the value of critical thinking and research.

## MACROECONOMICS

► ½ CREDIT; GRADES 11, 12, PG ONLY

*What are the real world implications of free enterprise?*

Students will investigate economic concepts as they affect the modern world economy. Students will also develop an understanding of the U.S. economic system including taxation, the money supply, the Federal Reserve System, the role of wages, etc. Written assignments are required, with emphasis on the value of critical thinking and research.

## WORLD WAR II IN THE GLOBAL CONTEXT

► ½ CREDIT; GRADES 11, 12, PG ONLY; OFFERED 2022-2023

*How did the events of World War II shape the modern world?*

Students will develop a focused theme related to World War II within its broader historical, international, and strategic contexts. World War II was truly a global conflict fought on the oceans and in the skies, the deserts of Africa, the frozen steppes of Russia, as well as tropical islands of the Pacific. Common citizens were targets as much as opposing troops. Students will be expected to develop and complete original research as a requirement of the course.

## CULTURAL ANTHROPOLOGY FOR GLOBAL UNDERSTANDING

► ½ CREDIT; GRADES 11, 12, PG ONLY; OFFERED 2021-2022

*What is culture and how do humans use it to adapt and survive?*

Students in this course are introduced to the discipline of Anthropology with an emphasis on its Cultural Anthropology sub-discipline. Through readings and hands-on exercises they will become familiar with the anthropological perspective on understanding humans and our use of culture to adapt and survive, and will practice techniques of anthropological fieldwork such as participant observation for enhanced understanding of these concepts. There is a heavy emphasis on experiential and project-based learning.

## WORLD RELIGIONS

► ½ CREDIT; GRADES 11, 12, PG ONLY; OFFERED 2022-2023

*How do world religions define and help their adherents achieve ultimate meaning?*

Students in this course are introduced to the background and concepts of five of the world's major religious traditions: Hinduism, Buddhism, Judaism, Christianity, and Islam. The objective of this semester course is for students to use



the writings and teachings of these traditions to explore and come to understand the impact of these five religious traditions along multiple dimensions. The impact of each of these religious traditions on modern society will be pursued. Sources will include original texts when appropriate, as well as current academic analysis.

## HISTORY AND CULTURE OF CLASSICAL GREECE

► ½ CREDIT; GRADES 11, 12, PG ONLY; OFFERED 2021-2022

*What aspects of Classical Greece built our modern Western culture?*

Students will examine the culture of ancient Greece that provided much of the foundation of Western civilization. Beginning with the formation of Greek culture around 6,000 BCE, and moving forward to the rise of the polis, democracy, and the Persian and Peloponnesian Wars, students will also study government, religion, art, philosophy, theatre, and athletics. Special attention will be paid to mythology as offering insight into the mindsets of Greek culture. Plays and poetry will be included among assignments, so students can hear the voices of the Greeks themselves.

## HISTORY AND CULTURE OF CLASSICAL ROME

► ½ CREDIT; GRADES 11, 12, PG ONLY; OFFERED 2022-2023

*What aspects of Classical Rome built our modern Western culture?*

Students will examine the culture of ancient Rome that built the cornerstones of Western civilization. Beginning with the formation of the Roman republic, and moving forward to the rise of the empire, Caesar, and Rome's ultimate decline,

students will also study government, religion, art, philosophy, theatre, and athletics. Special attention will be paid to primary accounts of Roman life and culture in order for students to appreciate Roman civilization as those who lived it.

## GLOBAL ISSUES AND HUMAN RIGHTS

► ½ CREDIT; GRADES 11, 12, PG ONLY

*By examining global issues and human rights, how do we ethically address the complex and often daunting issues facing today's world?*

Students in Global Issues and Human Rights will delve into the global interconnectedness of complex issues such as poverty, population, technology, environmental sustainability, war and conflict, infectious diseases, and the challenges and opportunities specific to women and girls, and minorities. Students will hone their critical thinking and collaborative skills as they focus on topics related to universal human rights. By analyzing primary and secondary sources, documentaries, news releases, and other sources of relevant information, students will collaborate and implement a diverse approach to these said themes through a wide array of project-based assessments. With this in mind, students will acquire an appreciation for cultural differences, the pluralistic dynamics of the modern world, and by doing so, offer multiple lenses to examine these issues.

## ECONOMIC DEVELOPMENT

► ½ CREDIT; GRADES 11, 12, PG ONLY; OFFERED 2021-2022

*What is economic development and how can/do nations progress in the achievement of the sustainable development goals?*

Students in this semester course will be introduced to the concepts associated with economic development. Students will utilize readings, data analysis, and collaborative planning to explore real world examples of pathways to economic development. Time will be devoted to debating differing viewpoints surrounding economic development programs. The course will build towards an economic development roundtable where student groups will develop, present, and evaluate economic development plans for selected Level 1 or Level 2 nations. Most of the course utilizes project-based learning.



## CONSTITUTIONAL LAW AND AMERICAN SOCIETY

► ½ CREDIT; GRADES 11, 12, PG ONLY

*Does the Supreme Court shape American society or reflect it?*

This advanced course allows students a focused study of the United States Constitution and the Supreme Court decisions that have subsequently shaped American society. Emphasis is placed on the history of the Supreme Court to provide an understanding of the current Roberts' Court and its impact on contemporary social issues. Students are expected to read and be prepared to argue Supreme Court case briefs with an emphasis on discussion and analytical writing skills.

## WOMEN IN THE MODERN WORLD

► ½ CREDIT; GRADES 11, 12, PG ONLY

*Why is the fight for women's equality yet to be won?*

Students in this class will analyze the waves of feminism in the United States through a focus on key battles for women's rights ranging from birth control, the Equal Rights Amendment, reproductive rights, violence against women, the role of race, and images of women in popular culture. Expanding on these themes, the course will search for connections between these movements and current issues in the lives of women around the globe. Using a transnational and intersectional approach, we will examine women's issues as they relate to gender, race, class, sexuality, and ability, with a focus on power and inequality. Students will understand how empowering women to overcome the everyday challenges they face is one of the best ways to ensure a brighter future for the planet.

## AFRICAN AMERICANS SINCE RECONSTRUCTION

► ½ CREDIT; GRADES 11, 12, PG ONLY

*How have African-Americans shaped American ideals and the American Dream?*

Students in this survey of the developments in African-American history beginning with emancipation and concluding with contemporary, and often controversial, issues will study the rise of Jim Crow and the various ways in which black Americans worked to dismantle the system, including political activism, economic progress, and cultural innovations. Students will examine closely such watershed eras as the Harlem Renaissance and the Civil Rights Movement and debate issues such as Affirmative Action, police brutality, and the role of militancy in the quest for equality.



## COMPARATIVE GOVERNMENT AND POLITICS

► ½ CREDIT; GRADES 11, 12, PG ONLY

*What defines political cultures around the world and how does that influence how they govern?*

Students in this introductory college-level course use a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students cultivate their understanding of comparative government and politics through an analysis of data and text-based sources as they explore topics like power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis.

## AFRICAN HISTORY AND CULTURE

► ½ CREDIT; GRADES 11, 12, PG ONLY; OFFERED 2021-2022

*Where do our narratives about Africa come from? How might we complicate and enrich those through historical, political, and cultural study? How is our own sense of identity related to these African stories?*

Students in this course focus on the development of sub-Saharan Africa from the Bantu migrations to the present studying movements, problems, misconceptions, and African initiatives and responses. Students will broaden their understanding of African peoples and the African continent and relate recent events in Africa, particularly those affecting economic development and the environment, to the historical past.

# MODERN LANGUAGE AND CLASSICS

**REQUIREMENTS: 2 CREDITS REQUIRED; TWO SEQUENTIAL YEARS OF ANY LANGUAGE REQUIRED; COMPLETION OF WORLD LANGUAGE THROUGH LEVEL 4 REQUIRED FOR GLOBAL SCHOLARS TRACK**



In today's increasingly global environment, world languages are essential to the intellectual and cultural development of all students. The Modern Language and Classics curriculum is designed to develop students' modes of communication and acquaint them with other cultures. Toward this goal, the department offers a series of courses, some compulsory and some elective, in French, Spanish, Chinese, Arabic, Latin, and Ancient Greek. Class time focuses on writing, speaking, and listening skills in conjunction to grammar and culture. At the honors level, an appreciation of literature becomes increasingly important.

## FRENCH 1

► 1 CREDIT

*What is it like to speak, read, and write about everyday life in a language different from one's own?*

Students in French 1 focus on building the ability to speak and write in French. Throughout the course, students will learn a number of language skills including: asking questions; expressing actions in the present, past, and near future; describing people; discussing their daily activities; and linking ideas coherently. Students will practice these skills in conversations, reading, and writing. Students will also learn to talk about concrete situations: school life, family and friendships, socializing and leisure activities, holidays, and travel. French is the primary language of class discussions and small group activities.

## FRENCH 2

► 1 CREDIT; PREREQUISITE: FRENCH 1

*How can we communicate in French effectively prior to attaining fluency in the language? What does the study of French teach us about Francophone culture?*

Students in French 2 will learn to discuss concrete topics such as household chores, cuisine, daily routines, health, technology, city and country life, and the arts. They will practice a number of communicative skills to guide them in these discussions, including: describing past, present, and future actions; forming hypotheses; expressing wishes and emotions; and linking ideas coherently. Students will practice these skills through speaking, reading, and writing activities and through watching cultural clips that reinforce the grammatical structures. French is the primary language of class discussions and small group activities.

## FRENCH 3

► 1 CREDIT; PREREQUISITE: FRENCH 2

*How does one communicate effectively in spoken and written French? What can knowledge of the French language reveal about French-speaking communities and our own?*

Students are asked to examine these central questions while continuing to build on the foundations of French 2. The grammar base from the first two years is reviewed and expanded to include more sophisticated structures such as compound tenses and relative pronouns. Vocabulary enrichment and reading comprehension are developed through dialogues, newspaper and magazine articles, and selections from French literature. A selection of films and news clips provides authentic listening activities.

# MODERN LANGUAGE AND CLASSICS DEPARTMENT FACULTY

### DR. ISAIA CROSSON

UNIVERSITÀ CATTOLICA DEL SACRO CUORE, MILAN – B.A.  
COLUMBIA UNIVERSITY – M.A., PH.D.

### MS. MELISSA DORFMAN

PENN STATE UNIVERSITY – B.S., M.A.

### MR. SIMON ESPINOSA

UNIVERSITY OF LONDON – B.S.  
UNIVERSIDAD SAN FRANCISCO DE QUITO – B.A.  
COLUMBIA UNIVERSITY – M.F.A.

### MS. MARIANELA GONZALEZ

RUTGERS UNIVERSITY – B.A.  
KEAN UNIVERSITY – M.A.

### MR. REINALDO GONZALEZ

PRINCETON UNIVERSITY – B.A.  
RUTGERS UNIVERSITY – M.A.

### DR. SETH HOLM

UNIVERSITY OF MASSACHUSETTS – B.A.  
BOSTON COLLEGE – M.A.  
BOSTON UNIVERSITY – PH.D.

### DR. LUCIENNE KNIGHT

MIAMI UNIVERSITY – B.A., M.A.  
EMORY UNIVERSITY – PH.D.

### MS. MICHELLE KOENEN

MOUNT HOLYOKE COLLEGE – B.A.  
NEW YORK UNIVERSITY – M.A.  
NEW YORK UNIVERSITY – M.PHIL.

### MS. MING-SING LEE

HOLY FAMILY UNIVERSITY – M.E.  
UNIVERSITY OF CONNECTICUT – M.A.

### MS. JENNIFER MITCHELL

CHAIR  
GETTYSBURG COLLEGE – B.A.

### MR. DANIEL WALKER

DEAN OF FACULTY  
DARTMOUTH COLLEGE – B.A.  
UNIVERSITY OF COLORADO – M.A.

An appreciation of French culture is cultivated through various speaking and writing projects that require the use of different media and technologies. French is the primary language of class discussions and small group activities.

## FACULTY SPOTLIGHT

Dr. Isaia Crosson brings a world of knowledge to The Hun School's Modern Languages and Classics department. A lover of languages—he is fluent in six—Dr. Crosson gleans energy and passion from both his subject (Latin) and his students. "I love the students' spirit and dedication to something new and foreign ... it is a joy to teach them," he explains. A native of Italy, Dr. Crosson taught college courses at Fordham University and Columbia University while earning his PhD and while the age of his students may be different, the rigor is not: Hun uses the same Latin textbook he used at Columbia.



Dr. Crosson believes in the power of learning from the past. "There is a continuity between the past and the present and recognizing that helps you understand who you are as a human being." He also debunks the notion that Latin is disconnected from our present. "Latin is highly logical and it opens up intellectual skills that will have practical benefits later in life. It's no surprise that those with top scores on the LSATs, and even MCATs, are classics majors."

## FRENCH 3 HONORS

► 1 CREDIT; PREREQUISITE: GRADE OF 93 IN FRENCH 2

*How does one communicate effectively in spoken and written French? What can French-speaking texts add to our understanding of French language and of francophone cultures?*

French 3 Honors builds students' ability to speak, read, write, and listen to French while expanding their awareness of francophone cultures. Students will improve their ability to speak about more abstract topics, to read articles, poems and short stories, and to write both creative compositions and analytical essays inspired by our texts. Students learn to communicate both orally (in discussions and presentations) and in writing with a wide variety of vocabulary and grammatical structures. Listening comprehension is developed through classroom discussions and activities, songs, films, and television clips. The class is conducted in French.

## FRENCH 4

► 1 CREDIT; PREREQUISITE: GRADE OF 85 IN FRENCH 3 OR FRENCH 3 HONORS

*What makes the francophone world so unique? How have francophone cultures and civilizations influenced the world?*

In this course, students will have the opportunity to explore several aspects of francophone civilization and culture through media, literature, historical readings, and current affairs discussions. They will discover the main contributions of francophone culture to the world in topics such as art, politics, philosophy, literature, and the sciences. The course is designed for students with an adequate understanding of the French language and a strong interest in francophone culture and civilization.

## FRENCH 4 HONORS

► 1 CREDIT; PREREQUISITE: GRADE OF 93 IN FRENCH 3 OR 85 IN FRENCH 3 HONORS

*How do francophone texts address the question of identity? How is the self defined in relation to the "other"?*

Students will consider the question of identity as they explore novels, poems, plays, screenplays, and short stories in which authors encounter "otherness" in foreign lands and within them. This course introduces students to some of the most significant francophone literary texts from the 20<sup>th</sup> to the 21<sup>st</sup> centuries. This course concentrates on expanding students' knowledge of Francophone culture, history, and literature while improving reading, speaking, writing, and listening skills.

## FRENCH 5

► 1 CREDIT; PREREQUISITE: GRADE OF 85 IN FRENCH 4  
OR FRENCH 4 HONORS

*How is the study of identity, community, and social responsibility shaped by language and culture?*

Students in this course will develop their language skills and their ability to critically reflect on the interconnection of history, culture, and language. This course will build on the foundation of French 4. Students will reflect on themes, such as identity, coming of age, justice, community, and social responsibility. They will study how historical and cultural contexts shape one's perspective. This course will be taught in French, and students will use resources in both English and French to explore this essential question. The focus of the course will be continued improvement of oral and written French as well as the development of a broader understanding of the French-speaking world. The course is for students who have completed either French 4 or 4 Honors.

## AP FRENCH

► 1 CREDIT; PREREQUISITE: GRADE OF 93 IN  
FRENCH 4 OR 85 IN FRENCH 4 HONORS

*What are some of the most pertinent issues and debates taking place in francophone countries today? How are we addressing these issues in our own society?*

Students in AP French will focus on six themes related to the Francophone world: contemporary life, global challenges, public and private identity, science and technology, aesthetics, and family and community. Each theme will focus on a particular issue or question such as immigration (global challenges) or how technology facilitates life (science and technology). Students will explore these themes through articles, novels, videos, music, and films. Additionally, each student adopts a region in the Francophone world that will form the focus of in-class presentations. In conjunction with discussions in class, students will write papers and complete in-class comprehension exercises, and record speaking exercises. Vocabulary and grammar continue to be refined to raise the level of sophistication of both speaking and writing in preparation for the required Advanced Placement examination.



## SPANISH 1

► 1 CREDIT

*What is it like to speak, read, and write about everyday life in a language different from one's own?*

Students in Spanish 1 focus on building the ability to speak and write in Spanish. Throughout the course, students will learn a number of language skills including: asking questions; expressing actions in the present, past, and near future; describing people; discussing their daily activities; and linking ideas coherently. Students will practice these skills in conversations, reading, and writing. Students will also learn to talk about concrete situations: school life, family and friendships, socializing and leisure activities, holidays, and travel. Spanish is the primary language of class discussions and small group activities.

## SPANISH 2

► 1 CREDIT; PREREQUISITE: SPANISH 1

*How can we communicate in Spanish effectively prior to attaining fluency in the language? What does the study of Spanish teach us about the cultures of Latin America and Spain?*

Students in Spanish 2 will learn to discuss topics such as homes and household chores, food, daily routines, health, technology, the environment, and the arts. They will practice a number of communicative skills to guide them in these discussions, including: describing the past, present, future actions, and expressing wishes. Reading selections and writing assignments improve proficiency and allow students to investigate cultural topics. Spanish is the primary language of class discussions and small group activities.

## SPANISH 3

► 1 CREDIT; PREREQUISITE: SPANISH 2

*How does one communicate effectively in spoken and written Spanish? How does knowledge of Spanish and Latin American culture increase students' cultural understanding?*

These essential questions will guide students' studies while developing language skills with more sophisticated structures and increasing proficiency with their use. Vocabulary enrichment, writing skills, and reading comprehension are developed through articles, film, and dialogues. This practice will offer both exposure to the language and its culture. Spanish is the primary language of class discussions and small group activities.

## SPANISH 3 HONORS

► 1 CREDIT; PREREQUISITE: GRADE OF 93 IN SPANISH 2

*How does the study of Spanish-language literature, music, and culture add to our understanding of other cultures?*

Students continue to improve their communication skills in Spanish in order to function effectively in a variety of situations and for different purposes. Through themed units that integrate various aspects of the language and authentic materials, students build proficiency in interpersonal, interpretive and presentational communication. By continuing to develop a deeper understanding of the cultural practices and perspectives of Spain and Latin America, students make comparisons and connections with their own cultural experience, allowing them to increase their cultural competence.

## SPANISH 4

► 1 CREDIT; PREREQUISITE: GRADE OF 85 IN SPANISH 3 OR SPANISH 3 HONORS

*What makes the Hispanic world unique? How have Hispanic cultures and civilizations influenced the world?*

In this course, students will have the opportunity to explore several aspects of Spanish and Latin American civilization and culture through media, literature, historical readings, and current affairs discussions. They will discover the main contributions of Spanish and Latin American culture to the world in topics, such as politics, history, business, arts, and the sciences. The course is designed for students with a good command of the Spanish language and a strong interest in Spanish and Latin American culture and civilization.

## SPANISH 4 HONORS

► 1 CREDIT; PREREQUISITE: GRADE OF 93 IN SPANISH 3 OR 85 IN SPANISH 3 HONORS

*What universal questions about human nature and culture are raised when studying the literature and culture of Spanish speaking countries?*

Students study Spanish through literature, film, cultural readings, and current affairs. Oral and written communications, both formal and informal, are emphasized. Classroom discussion and written assignments allow students to learn to comprehend and communicate effectively in Spanish. Through their studies of works by Hispanic authors, playwrights, poets, and artists, students will be able to compare and contrast both modern and historical differences between many cultures. This course is also a preparatory course for AP level Spanish.

## SPANISH 5

► 1 CREDIT; PREREQUISITE: GRADE OF 85 IN SPANISH 4 HONORS

*How is the study of identity and social responsibility shaped by community and culture?*

Students in this course will develop their language skills and their ability to critically reflect on the interconnection of history, culture, and language. This course will build on the foundation of Spanish 4. Students will reflect on themes, such as identity, coming of age, justice, community, and social responsibility. They will study how historical and cultural contexts shape one's perspective. This course will be taught in Spanish, and students will use resources in both English and Spanish to explore this essential question. The focus of the course will be continued improvement of oral and written Spanish as well as the development of a broader understanding of the Spanish-speaking world. The course is for students who have completed either Spanish 4 or 4 Honors.

## ADVANCED PLACEMENT SPANISH LANGUAGE

► 1 CREDIT; PREREQUISITE: GRADE OF 85 IN SPANISH 4 HONORS

*How does one communicate with native speakers effectively at all levels of the Spanish experience?*

Students in this college-level class will take a broad approach that continues to reinforce all four language skills: reading, writing, speaking, and listening. The required readings are of a literary, journalistic, and cultural nature. AP Language students will explore the effect of culture on and by language. Grammar presentations take into account exceptions to the rules as well as complex grammar. The class prepares students for the Advanced Placement Spanish examination in May.



## HONORS SPANISH FOR SPANISH SPEAKERS

► 1 CREDIT; PREREQUISITE: SPANISH FLUENCY AND DEPARTMENT RECOMMENDATION

*How does fluency shape our understanding of culture?*

This course is for students who are proficient in Spanish but may not have studied the language, history, and culture of the Spanish-speaking world in a formal school setting. In this course, students will develop their communication skills in Spanish and their cultural competency skills through the study of Hispanic history, culture, and the political and socio-economic issues facing the Spanish-speaking world. The course will also include the study of grammar and literature in the Spanish language. Writing assignments will focus on the formal essay, with emphasis on the difference between the formal and informal register. Students will participate orally through debates, oral presentations, speeches, and student lectures. This course is a good alternative to the AP Spanish classes for the increasing number of heritage Spanish speakers in the Hun Community.

## CHINESE 1

► 1 CREDIT

*What is it like to learn the Mandarin Chinese language that is spoken by over 1 billion people around the world, about one-fifth of the global population?*

Students in Chinese 1 use both Chinese Pinyin and Chinese characters and receive instruction in all four language skills: listening, speaking, reading, and writing. The first-year program focuses on accurate pronunciation, listening comprehension, and fluency when speaking in simple sentences. Writing is aimed at understanding the composition

of characters. Technology is part of the learning experience with select texts and applications to enhance student engagement and understanding.

## CHINESE 2

► 1 CREDIT; PREREQUISITE: CHINESE 1

*How can we communicate in Chinese effectively prior to attaining fluency in the language? What does the study of Chinese teach us about Chinese culture?*

Students in Chinese 2 begin to build more substantive communicative techniques. Learning Chinese sentence patterns is a major component of the course. Using meaningful context and culture, students will practice these patterns to improve comprehension and fluency. Intensive vocabulary practice is an essential part of developing this fluency.

## CHINESE 3

► 1 CREDIT; PREREQUISITE: CHINESE 2

*What are the differences between Chinese and American culture?*

Students in this course further develop fluency in speaking, listening, reading, and writing in Chinese. Students will extend their ability to communicate effectively and properly in various real-life situations, such as talking about their hometown, school campus, asking for and giving directions, cooking, and making plans for a trip. The students will also create dialogues using the learned vocabulary, idioms, and topics, and describe realistic aspects of life in China using complex sentences.

## CHINESE 4

► 1 CREDIT; PREREQUISITE: CHINESE 3

*What can we better understand about modern China through an advanced study of its language?*

Students in Chinese 4 consolidate their knowledge of Chinese through reading and narrative writing. Materials include modern stories and essays on Chinese culture. Discussions of the reading materials will be conducted regularly to develop students' skills in modern Chinese. Independent writing projects are required in this class. At the functional level, this course aims to help students solidify their ability to comprehend, speak, and produce paragraph-level Chinese.

## CHINESE 5

► 1 CREDIT; PREREQUISITE: GRADE OF 85 IN CHINESE 4

*How can the advanced study of both modern and classical Chinese language and literature benefit us in learning China's global role?*

Students in Chinese 5 will continue developing and polishing their skills in speaking, listening, reading, and writing. Materials used include both modern and classical Chinese journal articles, stories, and essays. Class will be conducted in the manner of discussion. Individual presentations and writing projects allow students to explore China's role in our global community.

## LATIN 1

► 1 CREDIT

*Why would someone want to learn a "dead" language? What value is there in learning a language that no one speaks anymore?*

Learning Latin will change the way you think. In this first-year Latin course, students will discover that the value of learning Latin comes from the *way* we learn it. The task of learning Latin begins with understanding the foundations of what a language is, down to its simplest parts and how we tie those fundamental parts together to express any idea we can imagine. Through the study of Latin, students will learn to improve their memory, to organize and use vast amounts of data, to comprehend and express complex ideas clearly in any language, all while preparing to read the foundational works of Western culture in their original form.

## LATIN 2

► PREREQUISITE: LATIN 1

*How can language express things that aren't real? How complex can a sentence become and still be understandable and effective? What is "the subjunctive" anyway?*

In this second-year course, students will continue their acquisition of complete Latin grammar and syntax while practicing the reading skills they will need to read and understand original ancient Roman texts on their own. After a brisk review, students will be exposed to enough Latin to begin to read selected passages of famous Roman authors such as Caesar, Vergil, Catullus, and Cicero. They will also learn the basics of how Latin poetry is structured and gain basic competence in identifying and discussing rhetorical figures, stylistic features of Latin poetry, and the significance of Roman historical events as they pertain to the literature they encounter.



## LATIN 3

► PREREQUISITE: LATIN 2

*How do we create a dialogue with ancient literary, historical and material culture, and learn to recognize their dialogue with one another?*

In their third year, students consolidate their understanding of the minutiae of Latin grammar with continuous review of syntax and forms. They use the analytical skills that they have learned in the previous levels to read Caesar, Sallust, Cicero, and Ovid with an eye to understanding complicated grammar and beginning to develop their own textually supported critical approach. Students complete projects on Roman history, topography, and myth.

## LATIN 3 HONORS

► 1 CREDIT; PREREQUISITE: GRADE OF 93 IN LATIN 2

*How does language become "literature"? How can morphology and syntax create art? How can we use our knowledge of grammar to analyze and discuss a culture through its writing?*

In this third-year course, students will complete their acquisition of all Latin grammar and syntax. Students will then begin reading Latin texts in the original, with emphasis on Caesar's *Bellum Gallicum* in preparation for Advanced Placement Latin. Students will learn to apply their deep knowledge of syntax and grammar to deep analysis of rhetorical and poetic features of the text they are studying. They will also learn to formulate these analyses into well-developed, persuasive essays.

## LATIN 4

► 1 CREDIT; PREREQUISITE: GRADE OF 85 IN  
LATIN 3 OR LATIN 3 HONORS

*What modern perceptions are shaped or influenced by our understanding of the ancient world?*

This seminar-style course will focus on authors of both the golden and silver Ages of Latin literature. Students will translate the original Latin and also engage with the literary, historical, and cultural characteristics that make it a work of enduring worth and a source of enjoyment.

## AP LATIN

► 1 CREDIT; PREREQUISITE: GRADE OF 93 IN  
LATIN 3 OR 85 IN LATIN 3 HONORS

*How did Roman history intersect with its literature, and how did its literature alter the course of its history?*

In this fourth-year course, students will prepare to read, discuss, and write about Latin literature at the college level. They will utilize all the skills they have acquired to quicken their reading pace without sacrificing understanding and to discuss and write intelligently about Roman literature in its historical context. The course will focus on the selections of Caesar's *Bellum Gallicum* and Vergil's *Aeneid* required and recommended by the AP Latin Exam Board in preparation for the AP Latin exam in the spring.

## ANCIENT GREEK HONORS

► 1 CREDIT; PREREQUISITE: GRADE OF 93 IN  
LATIN 3 HONORS OR 85 IN AP LATIN

*How can a love of Latin become a passion for the classics? What came before Ancient Rome?*

In this one-year course, students will prepare for reading ancient Greek from Homer to Plato in the original by acquiring a basic knowledge of classical Greek grammar and a base vocabulary. This course is intended for students with proven success in Latin who wish to continue or broaden their study of the classical languages. This course regularly uses Princeton University Art Museum's impressive collection of vases and inscriptions to practice and challenge their knowledge of Ancient Greek language and culture.

## ARABIC 1

► 1 CREDIT

*What are the linguistic and cultural differences of Arabic speaking countries? What are the basic vocabulary words and grammatical structures needed to interact with Arabic speakers and authentic materials?*

The goal of this course is to develop students' reading, listening, writing, and speaking skills in both Modern Standard Arabic (MSA) and colloquial Arabic in conjunction to learning about the Arabic-speaking world. While learning how to read and write during the first few weeks, students also learn how to greet Arabic speakers and introduce themselves. By the end of the year, students expand their knowledge of vocabulary and grammar, acquiring the skills to speak about their studies, families, activities, and plans in the present, past, and future tenses. They will have an understanding of the root and pattern system and use skimming and scanning techniques to understand short texts. Students also learn about Middle Eastern history, current events, and culture including films, songs, and literature.

## ARABIC 2

► 1 CREDIT; PREREQUISITE: ARABIC 1

*How can the structure of the language help Arabic speakers encounter and understand new words and ideas in interactions with other Arabic speakers and authentic materials?*

This second-year Arabic course builds on the skills and materials presented in Arabic 1. It takes a four-skills approach with emphasis on listening, speaking, reading, and writing. During the year, students continue to expand their knowledge of grammatical concepts and vocabulary in order to be able to speak, write, and read about more complex political, historical, and cultural subjects. Students are introduced to more challenging authentic materials and will learn how to use the root and pattern system to understand unfamiliar vocabulary. Additionally, students complete a cultural portfolio in which they write and present on various cultural, political, religious, and historical topics related to the Arabic-speaking world.



# ESL

**REQUIREMENTS: REQUIRED OF INTERNATIONAL STUDENTS; PLACEMENT TEST REQUIRED**

The English as a Second Language Department provides international students practice and fluency in English grammar and reading from the basics to more advanced usage. Courses not only allow practice in an immersive experience but also provide a better understanding of American culture and norms through discussion-based seminars and field trips.

## ESL LOW INTERMEDIATE READING, GRAMMAR, AND WRITING

► 1 CREDIT EACH; BOTH CLASSES REQUIRED CONCURRENTLY

*What vocabulary, structures, and expressions do students need to talk to native speakers about events in daily life?*

In these classes, students will gain confidence in their English ability as they participate in discussions with their multicultural peers. They will review basic tenses and structures that they will use in developing their written work from paragraphs to short essays. Students will read a variety of genres, such as short stories and magazine articles, and then use integrated skills to discuss and write about the content. Students will learn basic vocabulary necessary for daily life.



## ESL DEPARTMENT

**MS. JEN MITCHELL**  
CHAIR, MODERN LANGUAGE AND CLASSICS  
GETTYSBURG COLLEGE – B.A.

**MS. DIANNE SOMERS**  
DIRECTOR OF INTERNATIONAL STUDENT PROGRAM  
GEORGETOWN UNIVERSITY – B.S.  
RIDER UNIVERSITY – M.A.

## ESL HIGH INTERMEDIATE READING, GRAMMAR, AND WRITING

► 1 CREDIT; PREREQUISITE: ESL LOW READING AND GRAMMAR OR DEPARTMENT APPROVAL; BOTH CLASSES REQUIRED CONCURRENTLY

*How do students go beyond survival English to gain greater fluency in Academic English?*

Students will expand their working knowledge of compound verb tenses, clauses, and sentence construction so that they can develop the flow and effectiveness of their written work. They will read novels and plays that they will discuss and write about in three-to-five paragraph essays. Students will work with vocabulary for reading more advanced novels and textbooks.

## ESL ADVANCED

► 1 CREDIT; PREREQUISITE: ESL HIGH READING AND GRAMMAR OR DEPARTMENT APPROVAL

*What linguistic competencies do students need to move beyond an ESL-based class and to be successful in mainstream curriculum?*

Students will learn to read critically and work to increase their reading speed and comprehension. In class discussions, students will explore the existential themes in literature that cross all cultures. They will learn to use contextual support to develop three two-to-four page papers of literary analysis. To strengthen their overall skills, they will learn vocabulary in context and review grammatical patterns.

# INTERDISCIPLINARY STUDIES

**REQUIREMENTS: 2 CREDITS REQUIRED; LIFE AND SCHOOL SKILLS ACADEMY REQUIRED OF GRADES 9 AND 10 BEGINNING 2020 - 2021**



Because real-world problems are not discipline specific, the Interdisciplinary Studies Department encourages student preparation for an ever-changing world by offering courses that span academic disciplines. Foundational to The Hun School experience is a student-centered education that mentors students in character development and foundational skills that will allow them success in high school, college, and life. From an introduction to ethical decision making, leadership, and effective communication in Seminar to coding skills, health and wellness appreciation, inspiration in civic participation, and a survey of visual and performing creative arts, the 9<sup>th</sup> and 10<sup>th</sup> Grade School and Life Skills Academy courses orient students to The Hun School Program of Studies. Through experiential and team-taught courses, students in all Interdisciplinary Studies classes learn to collaborate to solve problems, become innovative and creative, and access and analyze information in a real-world context.

As health and wellness are life-long endeavors, The Hun School of Princeton's Health and Wellness curriculum is a dynamic and key component of our interdisciplinary offerings that focus on allowing students the opportunity to develop the skills to live healthy, whole, and full lives to truly thrive in an ever-changing world. The curriculum is primarily implemented through marking-period long courses but is also complemented through varied channels such as special events, guest speakers, and advisory programming. The content of this curriculum is presented using developmentally appropriate methods and also aligns with national standards and best practices to ensure our students are able to realize their potential across all disciplines, whether that be academic, athletic, personal, or social.

## ACADEMY 9

► 1 CREDIT, REQUIRED FOR GRADE 9  
(BEGINNING WITH THE CLASS OF 2024)

Academy 9 introduces first year students to The Hun School's curriculum by offering four distinct programs to build foundational skills, inspire new areas of interest, and build health and wellness competencies. Students take one marking period in each of the following areas of study:

- **Seminar 9** - Taught in the Harkness method, this discussion-based seminar will include a study of ethics and provide students with focused practice on the foundational skills necessary to succeed at The Hun School and beyond.
- **Health and Wellness 9** - Centered on enhancing the health of the whole student, this course is designed to arm students with the knowledge, skills and behavior to make healthy decisions throughout their life including an introduction to nutrition, physical activity, substance use and abuse, and human personality and sexuality.
- **Intro to Visual or Performing Arts** - This art appreciation survey course, allowing students to select a concentration in either visual or performing arts, is designed to inspire new interests and introduce students to the varied creative offerings available to them at The Hun School. (Students may opt out of this marking period survey if they select a semester or year-long visual or performing arts course)
- **Intro to Computer Science** - This introductory course takes a wide lens on computer science by covering topics such as programming, physical computing, HTML/CSS, and data. Students will use the design process to develop empathetic solutions to problems facing society and give students the opportunity to survey a variety of areas that will help guide them in choosing future computer science offerings.

## ACADEMY 10

► 1 CREDIT, REQUIRED FOR GRADE 10  
(BEGINNING WITH THE CLASS OF 2023)

Academy 10 builds on the foundational skills introduced in Academy 9 by offering four additional programs to inspire ethical leadership and civic participation and develop health and wellness competencies.

- **Seminar 10** - Taught in the Harkness method, this discussion-based seminar will include a study of leadership and provide students with continued practice on the foundational skills necessary to succeed at The Hun School and beyond.
- **Health and Wellness 10** - Building on the ninth grade

## INTERDISCIPLINARY STUDIES DEPARTMENT FACULTY

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### MS. LAURA BISHOP

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CHAIR  
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### MS. BRYNN HANSON

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### MR. RORY HART

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### MR. JOSH ROBINSON

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### MS. LAURA SHAFFNER

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AT CHAPEL HILL – B.A., M.S.W

### MS. JENNIFER STONE '93

WIDENER UNIVERSITY – B.A.



health and wellness experience, this class will focus on applying decision making skills, using skills for accessing health resources, and demonstrating strategies for reducing conflict. Students will develop healthy ways to express emotions and learn how to assist others experiencing mental health issues.

- ▶ **Intro to Visual or Performing Arts** - This art appreciation survey course, allowing students to select a concentration in either visual or performing arts, is designed to inspire new interests and introduce students to the varied creative offerings available to them at The Hun School. (Students may opt out of this marking period survey if they select a semester or year-long visual or performing arts course)
- ▶ **Civic Responsibility** - This introduction to the John Gale Hun Civic Education Program seeks to inspire civic participation and a responsibility for the maintenance and care of the American Republic. Students will learn the fundamentals of American government and apply their knowledge in an experiential program in partnership with the National Constitution Center.

## BIOETHICS

▶ ½ CREDIT; GRADES 11, 12, PG ONLY; OFFERED 2022-2023;  
MAY BE USED TO MEET STEM OR HUMANITIES  
DISTRIBUTION REQUIREMENT

*How does the intersection of science and morality affect humanity?*

Each year our society is faced with new scientific possibilities that challenge traditional norms, ethics, and tolerances for what is right and what is wrong. New technological advancements extend lives, avert diseases, and enrich families, but not without difficult problems and unintended personal and social consequences. This course will prepare students to respectfully and intelligently grapple with some of these advancements and consequences as they investigate some bioethical dilemmas. The course will pull from science, social science, and humanities disciplines and borrow cognitive tools like logic, cultural analysis, legal interpretation, and ethical philosophy to understand the science and social science of biotechnology.

## LIFE SKILLS AND COLLEGE READINESS

▶ ½ CREDIT, SENIORS AND PGS ONLY

*What life skills do students need to thrive in a diverse and ever-changing world?*

Geared towards students transitioning from Hun to the world beyond high school, this seminar-style class will focus on life skills, stress reduction techniques, and overall college readiness. Students will ponder the differences between high school and college and practice tangible skills that will transition well to life after high school. Through a health and wellness lens, this class will explore mindfulness, financial literacy, healthcare navigation, and many other topics to set the transitioning student up for success.

## RACE, MEDIA, JUSTICE, AND EQUITY

▶ ½ CREDIT; GRADES 11, 12, PG ONLY

*How does media affect our understanding of race and justice?*

Students in this class will examine the relationship between media and social justice. They will focus on the role of media in reinforcing or challenging power and inequality on an individual, systematic and cultural level. This course will help students identify, observe, understand, and analyze issues of race, gender, and class and the way they have been defined and shaped through traditional media formats as well as social media.

## INTRODUCTION TO PHILOSOPHY

► ½ CREDIT; GRADES 11, 12, PG ONLY

*What is the meaning of life?*

“*The unexamined life is not worth living.*” - Socrates  
Who am I? Why am I here? How do I act responsibly and ethically? What are good and evil and why do they exist? Is there free will? What are happiness, friendship, and love? What does it mean to live the good life? What is the meaning of life? These are the questions that philosophers have debated for centuries, and they are the questions we all must face individually. In this discussion-based class, we will study classic texts of Western philosophy from Plato and Aristotle to William James, Friedrich Nietzsche, and Jean-Paul Sartre as we wrestle with ways to answer these questions for ourselves.



## ENTREPRENEURIAL STUDIES 1 - SMALL BUSINESS SIMULATION

► ½ CREDIT; GRADES 11, 12, PG ONLY

*What communication, problem-solving, and decision-making skills are necessary to establish and run a successful business?*

Students in this course will learn how to begin and manage a small business through an investigation of the fundamentals of small business operation. The course is designed around several units – small business in your community, elements of advertising, marketing, inventory management simulation, and analysis of the Hun Community – so that students can cooperatively gain insight into many facets of small business. These aspects of small business include, but are not limited to: the advantages and disadvantages of owning your own business; logo design; advertising; marketing research; survey design; formulating a business idea; and writing a business proposal. The efforts in this course lead to designing and operating an actual business on The Hun School campus.

## ENTREPRENEURIAL STUDIES 2

► ½ CREDIT; GRADES 11, 12, PG ONLY;

PREREQUISITE: ENTREPRENEURIAL STUDIES 1

*How does the long-term management of a business differ from start-up skills?*

This semester course is specifically designed for those students who completed Entrepreneurial Studies, Small Business Simulation. Entrepreneurial Studies 2 allows students to design their own business to operate on campus. Using the skills developed in the prerequisite course, students will conduct the day-to-day operation of their business. In addition to operating their business, the primary focus of this course will be marketing, managing inventory, making purchases, working with budgets, writing financial reports, conducting business meetings, and bookkeeping.

## HISTORY THROUGH FILM

► ½ CREDIT; GRADES 11,12, PG ONLY; MAY BE USED TO MEET HUMANITIES OR ARTS REQUIREMENT

*What can we learn about history through film?*

*What is real and what is reel?*

Students in this course will explore how history is portrayed through film and how films capture the history of the period in which they were made. Historic context will be explored and discussed prior to viewing each film. Through discussion, research, and written response, students will begin to understand how to discern the real history from the reel history. May be used to meet an Arts or Humanities distribution requirement.

# VISUAL ARTS

**REQUIREMENTS: 4 COURSES REQUIRED BETWEEN VISUAL AND PERFORMING ARTS, 2 CREDITS RECOMMENDED; BEGINNING WITH CLASS OF 2024 1.5 CREDITS REQUIRED; ALL ARTS COURSES QUALIFY FOR ARTS SCHOLARS TRACK**



The Visual Art classes at The Hun School teach students to think like artists: how to explore the world with curiosity, adapt solutions to fit a variety of problems, and foster the passion to express themselves visually. Lessons offer technical skill building as well as knowledge of artists throughout history and cultures that relate to the specific coursework. Visual Art teachers work to present multiple strategies for encouraging creative expression from students. Each student is prompted to find their own creative voice both through their artwork and in speaking about art in class critiques. The Visual Art Department hopes students come away from each class inspired to create and with an appreciation of a wide range of artistic approaches that will last a lifetime.

Because creativity is an essential skill for all Hun School students, freshmen, and sophomores have the option for introductory arts classes as part of their essential skills Academy class. See the Interdisciplinary Studies Department for information on this Academy - Art option.

## CERAMICS 1

► ½ CREDIT

*What does a box of clay have to do with being thoughtful?*

Students will be introduced to ceramics, including a variety of forming techniques, design, decoration, and glazing and will create both sculptural and utilitarian pieces. Form and function will be a part of an ongoing conversation as the recognition of one's own developing sense of aesthetics. Students will look at numerous historically significant ceramic artists and time periods from around the world. Throughout the term emphasis will be placed on personal creativity and establishing a solid foundation in the basics of clay construction that will be used in further ceramic or other art classes.

## CERAMICS 2

► ½ CREDIT; PREREQUISITE: CERAMICS 1

*What makes a lump of clay art?*

Students explore forming techniques with hand-built and extruded forms. Students are evaluated on creativity, form, function, and craftsmanship. This course expands on basic ceramic skills acquired in Ceramics 1 class. Students are encouraged to develop a personal language that manifests itself at the completion of the semester. Emphasis is placed on personal creative development and advancement within the ceramics tradition.

## CERAMICS 3

► ½ CREDIT; PREREQUISITE: CERAMICS 2

*What is creativity really?*

Ceramic 3 builds upon the knowledge gained from previous ceramics classes. Using the skills of construction and creating stable objects that survive both bisque, glaze, and Raku firing, we will make conceptual, sculptural, and even some functional pieces. Students continue the study of other ceramic artists; some contemporary and from other cultures.

## INTRODUCTION TO VISUAL ART

► ½ CREDIT

*How well will I be able to accept new ideas about modern art? If I don't draw well, will I still be able to find value in taking Introduction to Art?*

Students will develop an understanding of how to think, read, and write about art. Students participate in drawing and painting and, by doing so, learn to be more aware of what artists do and how they create. They will work on and compete a sketchbook throughout the semester. Art vocabulary, art history,

## VISUAL ARTS DEPARTMENT FACULTY

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CHAIR

SOUTHERN METHODIST UNIVERSITY – B.F.A.  
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**MR. DAVID BUSH**

RUTGERS UNIVERSITY – B.A.  
UNIVERSITY OF KANSAS – B.F.A.  
UNIVERSITY OF ARTS – M.F.A.

**MS. STACY COLLINGHAM**

UNIVERSITY OF NEBRASKA – B.F.A.  
TYLER SCHOOL OF ART – M.F.A.

**MR. SEAN HILDRETH**

PURCHASE COLLEGE, SUNY – B.F.A.

**MR. MARTIN HOBAN**

DREXEL UNIVERSITY – B.S.

**MS. ANNA KALFAIAN**

PRINCETON UNIVERSITY – B.A.

**MS. ALLISON SIMS**

ARCADIA UNIVERSITY – B.F.A.

and creating their own artwork is emphasized so that students gain an increased and more realized ability to articulate ideas in reacting to what they observe. The class will engage in spirited discussions about the “value” of art; why some say it is great and others dismiss it.

## VIDEO PRODUCTION 1

► 1 CREDIT

*How can I become visually literate?*

Students will develop both creative and technical skills in a production environment as they explore the four classic storytelling genres of video and film: narrative, documentary, experimental, and animation. Over the course of this full year class, students will produce their own digital video projects as they perfect their techniques in scriptwriting, camera shooting, post-production editing, and graphic design.

## VIDEO PRODUCTION 2

► ½ CREDIT; PREREQUISITE: VIDEO PRODUCTION 1

*How can I become even more visually literate?*

Students in the semester-long Video Production 2 focus on selected areas of exploration and project-based work that interests each individual. Collaborative group experiences will be gained as students produce the semester's offering of live HUN TV student news coverage.

## ADVANCED VIDEO PRODUCTION

► ½ CREDIT; PREREQUISITE: VIDEO PRODUCTION 2;  
MAY BE REPEATED FOR CREDIT

*What is the right mix between driving curiosity, dedicated passion, and the digital media creativity needed to master the making of more mature memorable video experiences?*

Students in this advanced section of video production will continue their studies of this digital medium with a more independent focus. Student-designed themes will guide individual production work during each marking period of the course. Structured coursework can take any number of forms: from creating independent video art exhibitions, to students teaching specific, introductory video production classes, to working with teachers of other disciplines in developing video-related coursework. It is up to the student, working with the video teacher, to design his or her own course. This project-based class will allow deeper independent study for the individual while at the same time provide opportunities for collaboration across campus.

## ADVANCED STUDIO ART HONORS

► 1 CREDIT; PREREQUISITE: GRADE OF 93 IN  
PRIOR VISUAL ARTS COURSE

*How can I use art to explore my identity? How can art promote connection and understanding?*

Students will experiment with creative practices that challenge them to reconsider what art is and what it can convey. Projects will provide opportunities for introspection as well as collaboration. They will require students to use critical thinking skills to decide how to express an idea, even if the end result doesn't "look like" what art "should" look like. Students will examine how artists have used their work to engage with others and address matters of social, cultural, and environmental significance. Independent thinking is encouraged when sharing personal opinions, along with open-mindedness when considering other perspectives.



## CAD 1 - ARCHITECTURE IN THE 21<sup>ST</sup> CENTURY

► ½ CREDIT; PREREQUISITE: INTRO ARTS

*How does the CAD system and rapid prototyping change our understanding of architecture?*

Students in Computer Aided Design will use this software to study the language of contemporary architecture. They will work through both individual and group projects that question how architecture impacts our daily lives. They will learn how to present work in various virtual formats as well as 3D printing their designs. The study of significant architects and movements in architecture will parallel the class projects.

## CAD 2 - THE PERSONAL OBJECT

► ½ CREDIT; PREREQUISITE: CAD 1

*With CAD and rapid prototyping, how is the personal object changing in our society?*

We have surrounded ourselves with personal objects. These objects can be tools that make our lives more efficient, mobile, and productive. They help us with our personal hygiene. They keep us organized and connected with others. Smart phones, toothbrushes, pens, and eyeglasses are some examples of these objects. In this class, students will work the Computer Aided Design and rapid prototyping to invent the next generation of the personal object.

## CAD 3 – DRONE AS CASE STUDY

► ½ CREDIT; PREREQUISITE: CAD 2

*How are drones the new frontier in computer design?*

In recent years drone technology has rapidly advanced. The military brought attention to it and now it is widely available both commercially and privately. Universities and businesses are looking for and finding new uses for the technology every day. This class will run as a business model in which students will conceptually and then physically build drones using CAD and 3D printing. They will procure materials such as motors, propellers, and the radio system based on our determined drone scale and needs and will also incorporate into the designs the First Person View (FPV) technology.

## DRAWING 1

► ½ CREDIT

*Why is drawing a skill that can be learned?*

A common belief is that artistic talent is innate. In Drawing 1, students learn techniques to strengthen their observational drawing skills and improve their expressive ability. Projects focus on strategies to help refine technique and visual awareness of their subjects. The class progresses from contour line work to shape building and value studies. Students learn how different artists around the world approach drawing, and how to identify different styles of work.

## DRAWING 2

► ½ CREDIT; PREREQUISITE: DRAWING 1

*Is a picture worth a thousand words, or can art convey messages without language?*

Students will explore the effect of formal aesthetic decisions on the emotional quality of a drawing, and the translation and (mis)communication that occurs between artist intent and viewer experience. Using a variety of drawing materials and considering historical and contemporary examples, students will endeavor to deliver message and emotion through their artwork, developing their own artistic voices and contending with key conceptual themes in the process.

## PAINTING 1

► ½ CREDIT

*Is the sky really blue? Is an apple really red?*

The process of creating a painting from observation requires the artist to paint what they see instead of what they know. Students learn how paintings are made, from the basics of paint application techniques to incorporating color schemes. Projects emphasize how color choices, brush stroke methods,

and arrangement of space can affect how someone reacts to and reads a painting. Study of painters throughout the world helps illustrate concepts covered and inspire students to create strong paintings.

## PAINTING 2

► ½ CREDIT; PREREQUISITE: PAINTING 1

*How can a painting be constructed to express ideas?*

*Can painting be an idea unto itself?*

Students will discover how working with a liquid material can preserve the history of how a painting was made, revealing the artist's creative process. Projects will allow students to experiment with techniques juxtaposing the materiality of the paint and the control of the artist, ultimately combining them to create exciting and expressive work. A level of independence and willingness to experiment with technique is desired from students.

## PHOTOGRAPHY 1

► ½ CREDIT

*How can a photographer control the camera and editing to reflect personal ideas?*

Students are introduced to digital photography through the use of a digital single lens reflex camera. Projects are designed to help students master basic controls like the shutter and aperture to create clear visual statements with their photographs. Through class critiques and homework assignments, students learn to creatively analyze both their own photographs and the work of professional photographers. This work helps strengthen their own shooting methods and inspire them to create strong photographs. Basic Photoshop editing is also introduced, and students learn dry mounting to present their work professionally.

## PHOTOGRAPHY 2

► ½ CREDIT; PREREQUISITE: PHOTO 1

*Why is light critical to the success of photography?*

Beyond the basics of exposure, students study the subtleties of light and shadow. Photographers use light like painters use color and skilled photographers can enhance their work by being intentional with light. Techniques covered include directional light to create mood and ways to flatter subjects with diffused lamps and reflectors. Students also learn how to create light at night with long exposures and flash photography or painting with the existing exposure in the scene. Students continue to analyze their work and study photographers to help inspire their own production.



## PHOTOGRAPHY CAREERS

► ½ CREDIT; PREREQUISITE: PHOTO 2; OFFERED 2021-2022

*How can photography be used to make a living after school?*

Students in Photography Careers focus on career specialties in photography. Popular projects include the study of fashion, advertising, documentary photography, fine art photography, and post-production processing in Photoshop. Students learn the techniques involved and tools needed for each specialty, including training in lenses and advanced lighting techniques. Photographers working in each area are introduced, and students learn to read expressive differences in style.

## ADVANCED TECHNIQUES IN PHOTOGRAPHY

► ½ CREDIT; PREREQUISITE: PHOTO 2; OFFERED 2021-2022

*What are advanced techniques that can push the creative potential of photographic images?*

Students in Advanced Techniques in Photography create their own personal style as a photographer and use processing techniques to expand their skills with photographic manipulation. Some processes covered are HDR, digital infrared, painting with gels or light, and panoramic photography. Advanced Photoshop editing skills are developed, as well as hand-processing of existing prints. The class works as a whole to collaborate on the annual calendar which students select the theme, shoot, and model the months. The process of submitting work for shows and galleries is also covered.

## AP STUDIO ART DRAWING

► 1 CREDIT; PREREQUISITE: RECOMMENDATION OF THE DEPARTMENT

*How can artists use different forms of mark-making to develop their ideas and explore the creative process?*

This class follows the College Board's requirements for studio art instruction in the drawing portfolio. Students choose a question of their own interest to investigate through the process of drawing and are expected to create fifteen pieces by the end of April. Students in this portfolio must use drawing in their art pieces. Photography is allowed if mark-making is a major component in the product. There are assignments relating to new techniques and the study of a variety of artists to encourage students to experiment and revise their ideas. Maintaining a regular sketchbook and research into their question will be graded for homework. Prerequisite: 1 year of visual arts classes with at least one semester of drawing, and recommendation of an art instructor.

## AP STUDIO ART 2D DESIGN

► 1 CREDIT; PREREQUISITE: RECOMMENDATION OF THE DEPARTMENT

*How can artists use the arrangement of a flat picture plane to develop their ideas and experiment with the process of making art?*

This class follows the College Board's requirements for studio art instruction in the 2D design portfolio. Students choose a question of their own interest to explore through photography, collage, painting, printmaking, and drawing. The approach to design and how a composition is formed is more open in this portfolio than the drawing portfolio. Students will produce at least fifteen pieces by the end of April. Assignments relate to new techniques and the study of a variety of artists to encourage students to experiment and revise their ideas. Maintaining a regular sketchbook and research into their question will be graded for homework. Prerequisite: 1 year of visual arts classes and recommendation of an art instructor.



# PERFORMING ARTS

**REQUIREMENTS: 4 COURSES REQUIRED BETWEEN VISUAL AND PERFORMING ARTS, 2 CREDITS RECOMMENDED; BEGINNING WITH CLASS OF 2024 1.5 CREDITS REQUIRED; ALL ARTS COURSES QUALIFY FOR ARTS SCHOLARS TRACK**



Arts education is essential for every student. The mission of the Performing Arts Department at The Hun School is to promote creative expression, communication skills, problem solving, and inventive thinking. Courses and extracurricular activities are designed to foster lifelong appreciation through active participation in a variety of performing arts activities. It is through personal discovery and experimentation, coupled with consistent involvement in the arts that skills are developed, appreciations are formed, and creativity is encouraged. Musical, dance, and dramatic experiences expand students' horizons, develop creative and inventive thought, and provide unique experiences for self-revelation and reflection.

Because creativity is an essential skill for all Hun School students, freshmen and sophomores have the option for introductory arts classes as part of their essential skills Academy class. See the Interdisciplinary Studies Department for information on this Academy - Art option.

## CHORUS

► ½ CREDIT; MAY BE REPEATED FOR CREDIT

*What does it mean to be an artist in a group?*

Students in Chorus participate in a performance ensemble that focuses on the study and performance of vocal music from a variety of musical styles and periods, ranging from Renaissance to musical theatre and world music. Students will also learn music reading, theory, and sight singing skills, as well as basic vocal production and technique. The group performs several times throughout the academic year, both on and off campus. The ensemble is open to students of all ability levels. Participation in Chorus provides excellent preparation for those students wishing to audition for Hun's men's and women's a cappella singing groups, as well as the winter musical.

## JAZZ BAND

► 1 CREDIT; MAY BE REPEATED FOR CREDIT

*What makes jazz uniquely American? How can I perform in the jazz style?*

Students in the Jazz Band work as a performing group consisting of musicians playing rhythm instruments (guitar, bass, piano, and drums) and melody instruments (brass and woodwinds). This group is open to musicians of all ages who have experience playing their instrument and who have a desire to learn to play music in the jazz style. The band studies and performs a wide variety of jazz and jazz-rock fusion tunes, from blues and bebop to swing and funk. This group performs several times during the academic year both on and off campus. Students in the jazz band will work to improve their individual instrument skills within the context of the big band, while internalizing the sound and stylistic techniques unique to jazz music.

## ADVANCED JAZZ BAND

► 1 CREDIT; MAY BE REPEATED FOR CREDIT; AUDITION REQUIRED

*How can I express myself through jazz improvisation and arrangement?*

The Advanced Jazz Band is a jazz combo made up of melody and rhythm instruments. This small group builds on the skills learned in jazz band and focuses on students' arrangements and improvisation. Students delve more deeply into the music theory used in jazz improvisation and on arranging techniques. This group works closely together to create a unique sound, learning to rehearse effectively, listen and adjust as they perform, and respond musically in the moment as they create musical experiences. The emphasis in this group is on creativity, building a repertoire of tunes from disparate jazz styles, and student leadership. This group

## PERFORMING ARTS DEPARTMENT FACULTY

### MR. RYAN BROWN

LOYOLA MARYMOUNT UNIVERSITY – B.S. B.A.  
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EASTMAN SCHOOL OF MUSIC – M.M.

### MR. WILLIAM ESHER

THEATER DIRECTOR; NEXT TERM DIRECTOR  
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### MR. JOEL MICHALCHUK

WESTMINSTER CHOIR COLLEGE OF  
RIDER UNIVERSITY – B.M.E., M.A.T.

### MR. JOSHUA ROBINSON

THEATER MANAGER & TECHNICAL DIRECTOR  
MONTCLAIR UNIVERSITY – B.F.A.

### MS. DEBORAH WATTS

CHAIR  
OBERLIN CONSERVATORY OF MUSIC – B.M.  
OBERLIN COLLEGE – M.M.

### MS. LISA YACOMELLI

SETON HALL UNIVERSITY – A.B.  
THE COLLEGE OF NEW JERSEY – M.A.  
NEW YORK UNIVERSITY – J.D.  
ROYAL ACADEMY OF DANCE – TEACHING CERTIFICATE

performs frequently at school and community events, as well as at concerts during the year.

## CHAMBER ORCHESTRA

► 1 CREDIT; MAY BE REPEATED FOR CREDIT

*What does it mean to be an orchestral musician?*

Students in Chamber Orchestra collaborate as a performing group focused on the study and performance of orchestral works. The group, open to woodwind, brass, percussion, and string musicians will perform great music from the Baroque to modern classical music. Students will work on instrument technique, reading complex scores, and developing musicianship. Active listening, blending sounds, playing accurately and expressively, and stage presence will be studied and practiced. This group performs several times during the academic year both on and off campus. The Chamber Orchestra is open to musicians who have studied their instrument for at least a year.

## MUSIC-INSTRUMENT EXPLORATION

► ½ CREDIT; OFFERED ALTERNATE YEARS

*How do musical instruments work? Which instrument is right for me?*

Students will learn about the characteristics and techniques of woodwind, brass, and string instruments and will have the opportunity to make a basic sound on each of the instruments, as well as choose a primary and secondary instrument on which to focus for the bulk of the semester. Fundamentals of music reading and basic theory will be emphasized through performance on students' chosen instruments.

## MUSIC PRODUCTION

► ½ CREDIT

*How do professional musicians produce the songs I listen to online or on the radio? Can I do that?*

Students taking Music Production will get a behind-the-scenes look into the process of writing, recording, and producing music. Many artists, past and present, in various genres will be analyzed and discussed. Innovations in music performance and production will be spotlighted and experimented with. There will be multiple recording projects focused on various production techniques. It is suggested that students taking Music Production have some musical experience and education, but it is not required. The class is designed to be creatively stimulating, fostering an environment encouraging experimentation without the fear of "failure." Students will complete the class having their own album to share with their friends and family.

## INTRODUCTION TO AMERICAN POPULAR MUSIC

► ½ CREDIT

*How has popular music reflected over 200 years of the American experience?*

This one semester music appreciation course introduces students to the unique styles of music that have emerged as part of American popular culture, starting with its beginnings in European folk songs and African-American spirituals, and progressing through popular song, ragtime, jazz, the blues, country-western, and the many subgenres of rock 'n' roll. The course begins with an exploration of how we listen to, discuss, and write about music, providing students with the tools they need to complete class assignments and projects, as well as share their personal experiences with music.

## MUSIC THEORY

► ½ CREDIT; FALL SEMESTER ONLY

*How is music notated and structured? What are the elements of different tonalities?*

The purpose of this course is to help students, who are interested in music, to recognize and understand the compositional and creative processes utilized in writing music, using master composers of the past as examples, including Bach, Mozart, Schubert, and many others. Topics include major and minor scales, key and time signatures, rhythm and meter, intervals, chords, and part-writing. In addition to class lectures, students will develop ear training and sight singing skills. While the emphasis is on theory, the course includes content relating to music history, particularly through the use of examples from a wide range of genres, composers, and major works. Students are not required to have any previous training in music theory, although the ability to read music will be beneficial. Those students wishing to prepare to take the AP Music Theory exam may follow a supplemental course of study in addition to the coursework.

## THEATRE 1

► ½ CREDIT

*How has this storytelling form evolved to engage and reflect generation after generation?*

This course is designed to give the student an increased appreciation and experience in theatre as an art form. Students explore techniques in acting, voice, movement, writing, design, and production in addition to theatre history, culture, and technology. Additionally, students read, write, and evaluate plays as well as view and critique live, filmed, and taped performances.

## THEATRE 2

► ½ CREDIT; PREREQUISITE: THEATRE 1 OR AUDITION

*As one deepens their understanding of the craft of theatre, how does that impact performance and audience?*

This course continues and expands on theory and technique explored in Theatre 1. Students are challenged to develop deeper understanding of the principles presented in prior classes as they apply to acting, voice, movement, writing, design, and production. Performance/Design opportunities are identified and developed throughout the course. This course is offered to those who have completed Theater 1 or by audition.

## THEATRE 3

► ½ CREDIT; PREREQUISITE: THEATRE 2 OR AUDITION

*How does this collaborative art form amalgamate to portray the human experience?*

Building on the knowledge acquired in previous theatre courses, Theatre 3 affords participants the opportunity to further

develop techniques in acting, writing, design, and production in a conservatory environment. Additionally, students may choose an area of focus – acting, directing, design - through which all projects will be viewed. Both on-campus and off-campus production opportunities will be explored, as well as collaborative projects. This course is offered to those who have completed Theater 1/2 or by audition.

## PLAYWRIGHT AND PRODUCTION

► ½ CREDIT; OFFERED 2020-2021

### *How does a theatre function?*

This class is designed to afford students the experience of production, directing, designing, building, budgeting, and marketing their own production. The production team will select an appropriate script for production based on the number of students in the class, choose their director(s), designers, etc. and work within a designated budget. Problem solving, collaboration, financial responsibility, and leadership are among the skills that this experience will address. Assessment is based on the final public performance and student participation in the production process.

## MUSICAL THEATRE HISTORY

► ½ CREDIT; OFFERED 2021-2022

### *How does musical theatre reflect themes in American history?*

This course will survey the history of the American musical from the beginning “collaboration,” which was its birth, through its growth and development during the 20th century, to the present day. This truly American art form has not only been an entertaining diversion but also a reflection of the social and cultural themes throughout its history. Additionally, it is one of the most collaborative forms of theatre, bringing together multiple elements – including art and technology – to create a whole. Students will have an opportunity to read, view, and analyze many examples of this art form. Discussions will include the content of the individual piece as well as its relationship to the social, cultural, and historical movements of its time.

## TECHNICAL THEATRE

► ½ CREDIT; FALL SEMESTER ONLY

### *How does a theatre function?*

Students in this course will explore all of the behind-the-scenes aspects of production: building scenery, producing, scenic painting, lighting, and costume design. This course gives students the opportunity to apply classroom learning by providing technical support to various productions in the performing arts by building set pieces, running backstage crews, and operating sound and lighting equipment for plays, concerts, and assemblies.

## PRODUCTION DESIGN

► ½ CREDIT; SPRING SEMESTER ONLY

### *How does the work of a designer contribute to the overall experience of an audience?*

Whether it be in film, video, consumer products, or theatre, design has come to play a significant role in the impact on an audience. This class will allow students to focus on the design of a production. Through scenic, costume, lighting, sound, and props design, students will work through the complete process of production design. As a production team, students will work together to collaboratively problem solve, build leadership skills, work within a budget, research architecture and time periods, as well as develop their creative process.

## STAGECRAFT

► ½ CREDIT

### *How can the practical skills of stagecraft be learned, understood, and applied?*

The craft of technical theatre often explores skills that have many other applications. This class offers students a comprehensive understanding of how practical elements of a theatre set work. Students will work on proper tool usage and safety, basic electrical wiring, maintenance of equipment, plumbing, load-bearing construction, drywall installation/mudding, shelving brackets/hardware usage and installation, furniture maintenance and upholstery, basic painting technique, an understanding of basic mechanics, architectural awareness, and proper business practices when working with outside contractors.

## DANCE

► ½ CREDIT; MAY BE REPEATED FOR CREDIT

### *How is dance one of the original art forms?*

Dance will examine, through readings, video viewing, and guest speakers, the many facets of dance, including the evolving forms of ballet, jazz, tap, modern, and musical theatre as well as their methods of choreography and staging. Academic portions of the class include brief papers and quizzes. Studio portions of the class will encompass the practical examination of various dance techniques, student improvisation and choreography, and review of staging to be presented in the fall or spring performances of The Hun Dance Company.

# AUXILIARY ACADEMIC PROGRAMS

## ACADEMIC SKILLS LEARNING CENTER

The Hun School offers academic support for students with mild learning differences. Students in this program meet one-on-one with an academic support specialist every day. This program carries an additional fee.

**MS. JENNIFER BARRETT**  
MUHLENBERG COLLEGE – B.S.

**MS. DAYNA GASH**  
FRESHMAN GRADE LEVEL DEAN  
UNIVERSITY OF DELAWARE – B.A.  
ST. JOSEPH'S COLLEGE – M.A.

**MR. DAVID HAWKINS**  
EAST TENNESSEE STATE UNIVERSITY – B.S.

**MS. CHRISTINE PETRUZZELLI**  
CHAIR  
GLASSBORO STATE COLLEGE – B.A.  
KEAN UNIVERSITY – M.A. ED.

**MS. DEBORAH VERSFELD**  
UNIVERSITY OF MARYLAND – B.S.  
RIDER UNIVERSITY – M.ED.



## POST- GRADUATE PROGRAM

The Hun School's Post Graduate Program is an academically minded gap year that offers students an opportunity to strengthen their candidacies for admission and potential for success in college. Hun postgraduates are full-time boarding students. They take a full course load and participate in activities, athletics, extracurriculars, and social events. This program carries an additional fee.



## COLLEGE COUNSELING

In partnership with students, parents, and advisor, Hun's college counseling team works to discover and ultimately achieve the best college selection for each student. Dozens of educational programs are offered throughout the year, such as informational presentations, panel discussions, and case study programs with top college admission professionals. In addition, The Hun School is fortunate to have more than 100 college and university representatives visit each year. This program is included in tuition.

**MS. KATHLEEN BANK**  
ASSOCIATE DIRECTOR  
BUCKNELL UNIVERSITY – B.S.  
VILLANOVA UNIVERSITY – M.A.

**MS. RADHA MISHRA**  
DIRECTOR  
SMITH COLLEGE – B.A.  
THE COLLEGE OF NEW JERSEY – M.A.  
JAWAHARLAL NEHRU UNIVERSITY, NEW DEHLI – M.A.

**MR. GREGG MURRAY**  
ASSOCIATE DIRECTOR  
UNIVERSITY OF MASSACHUSETTS AMHERST – B.A., M.A.

**MS. DAVIRAH TIMM-DINKINS**  
ASSOCIATE DIRECTOR  
SWARTHMORE COLLEGE – B.A.  
FAIRLEIGH DICKINSON UNIVERSITY – M.A.

## SUMMER ACADEMIC SESSION

The Hun School offers three-week enrichment and six-week for-credit classes during its summer academic session. Credit courses are available in Geometry, Algebra, Algebra II, Pre-Calculus, Calculus, Chemistry, Physics, and Public Speaking and Debate. Visit [hunschool.org](http://hunschool.org) for additional details. This program carries an additional fee.



# NextTerm

One course. Three weeks.  
Anywhere your mind can go.

**COURSES OFFERED IN  
SPRING OF 2022  
(SUBJECT TO CHANGE)**

## **CIVIL RIGHTS AND SOCIAL JUSTICE IN AMERICA**

How do modern social justice movements of today parallel the Civil Rights Movement of the 1960s?

**Travel:** Atlanta, Birmingham, Selma, Montgomery, Pennsylvania and/or Washington, D.C.

## **BE YOURSELF: MINDFULNESS AND NATURE**

How does nature influence our personal identity development? How can we open our minds through our experiences with mindfulness and nature?

**Travel:** New Jersey, Pennsylvania, and New York

## **CLASH OF CIVILIZATIONS: JEWS AND MUSLIMS IN CHRISTIAN SPAIN**

When expelled from Spain 500 years ago, what legacy did Jews and Muslims leave?

**Travel:** Spain



## **BIODIVERSITY AND CONSERVATION IN COSTA RICA**

How might we play an active role in securing our ecosystem health and protect wildlife for the future?

**Travel:** Costa Rica

## **SAVING THE CRESCENT CITY: NEW ORLEANS AND CLIMATE CHANGE**

To what extent does New Orleans embody an American ideal through the melding of cultures and how can citizens take action to mitigate the vanishing coastline of Louisiana due to climate change?

**Travel:** New Orleans

## **WIDE WORLD OF SPORTS: PAST, PRESENT & FUTURE**

How are sports an integral part of America's culture?

**Travel:** Pennsylvania, New Jersey, and New York

## **ICONIC FOODS OF OUR REGION**

What is the history of and the impact of the iconic foods that shape our region?

**Travel:** New Jersey

## **THE TECHNOLOGY & MAGIC OF BROADWAY**

How does technology play a leading role in design for the stage in today's theatre?

**Travel:** New York

## **INTO THE OPEN SPACES: AMERICA'S NATIONAL PARK EXPERIENCE**

How and why are National Parks essential to the American experience and what role do we play in their stewardship and legacy?

**Travel:** Virginia and Utah



Action. That's what all of history's great thinkers, artists, achievers, and innovators have in common. They took action, stepping (sometimes literally) into the unknown. Each November, Hun students choose one course from a menu of topics before spending three weeks immersed in the subject matter, wherever it may take them. Each student or student team will then create and present a project with real-world relevancy at the spring NextPo.

**NEXTERM COURSES ARE GRADED,  
FOR-CREDIT ACADEMIC EXPERIENCES.**

**NEW JERSEY'S  
URBAN LEGENDS &  
BEST KEPT SECRETS**

This course will explore the many urban legends, tall tales, and historically weird facts about the Garden State of New Jersey.

**Travel:** New Jersey



**THE CULTURE OF WAR**

How does war influence leadership, art, and literature and in what ways does science fuel battle?

**Travel:** New York, New Jersey, and Pennsylvania

**TINY HOUSE AND  
MINIMALISM**

How has the "new" consciousness about minimalism influenced contemporary society?

**Travel:** New Jersey, Pennsylvania, and New York

**NATIVE AMERICAN  
LIFE TODAY**

Students in this course will work to understand, appreciate, and celebrate the reality of life for Native Americans today.

**Travel:** Montana

**ART AND NATURE:  
A WILDERNESS  
ADVENTURE**

How can camping and hiking inspire us to connect more deeply with nature and create expressive art that reflects that experience?

**Travel:** New Jersey, Delaware, and Pennsylvania

**TRANSCEND &  
TRANSFORM**

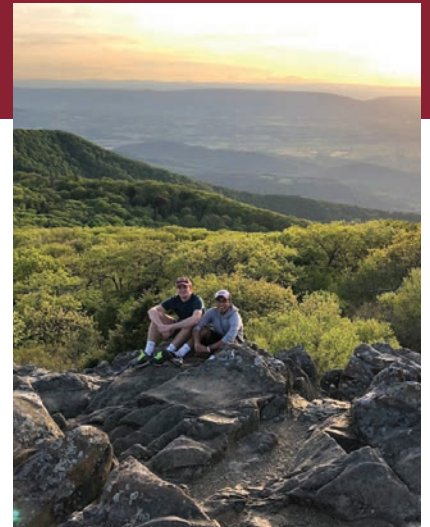
How did Henry David Thoreau and the transcendental movement transform America, our understanding of the natural world, and our place in it?

**Travel:** Massachusetts and Maine

**CRAFTIVISM**

Can the act of crafting inspire change in the world?

**Travel:** New York and New Jersey



**BUILT WITH STEAM:  
THE HAPPIEST PLACE  
ON EARTH**

How do Science, Technology, Engineering, Art, and Math work together to create attractions that entertain (and survive) millions of visitors each year?

**Travel:** Florida

**CREATING GAMES  
WITH MEANING**

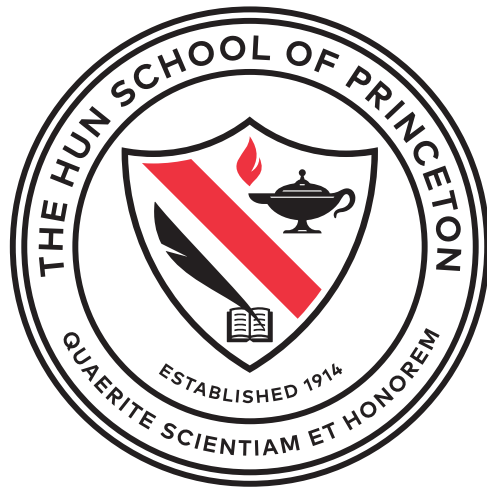
How are video games today able to combine technical gameplay and powerful storytelling to create meaningful experiences?

**Travel:** California

**THE FRESHMAN CITY  
EXPERIENCE**

All freshmen are enrolled in a city-based seminar designed to utilize 21<sup>st</sup>-Century skills, while learning about and then making a meaningful contribution to our communities.

**Travel:** New Jersey



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