

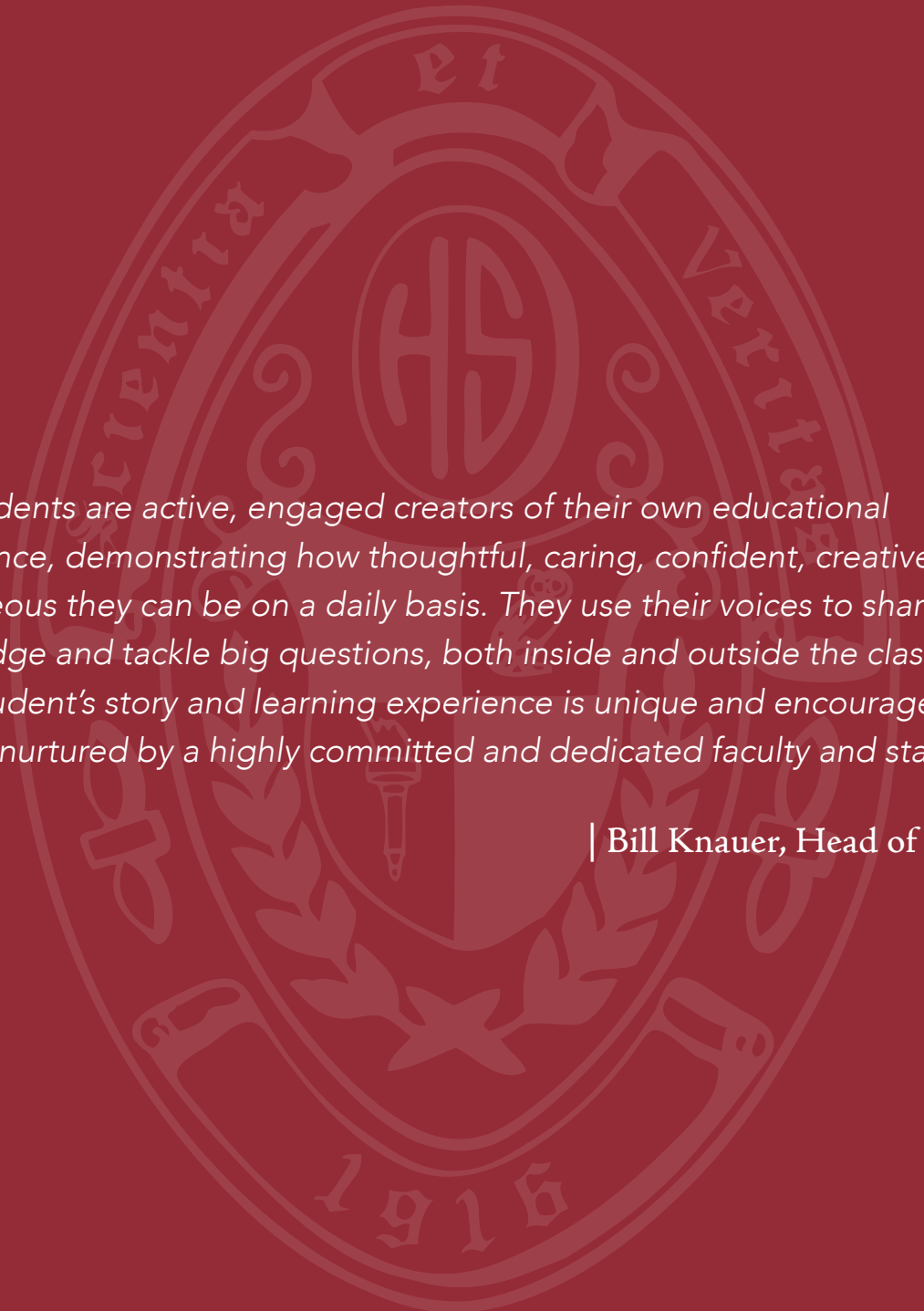
# THE HARVEY SCHOOL



2022 - 2023

Upper School Program of Study

*Academic Overview & Course Descriptions*



*“ Our students are active, engaged creators of their own educational experience, demonstrating how thoughtful, caring, confident, creative, and courageous they can be on a daily basis. They use their voices to share their knowledge and tackle big questions, both inside and outside the classroom. Each student’s story and learning experience is unique and encouraged at Harvey, nurtured by a highly committed and dedicated faculty and staff. ”*

| Bill Knauer, Head of School

# TABLE OF CONTENTS

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Our Philosophy ..... 4

Academics at Harvey ..... 5

Upper School at Harvey ..... 6 - 7

    Academic Requirements

    Senior Bridge

    9th Grade Crossing

English ..... 8 - 10

    English electives

Social Studies and History ..... 11 - 13

    Social Studies and History Electives

Languages ..... 14 - 15

Mathematics ..... 16 - 17

Science ..... 18 - 20

    Senior Science Electives

    Science Electives

Performing Arts ..... 21 - 22

    Theater and Acting

    Dance, Movement, and Mindfulness

    Music

Visual Arts ..... 23 - 25

# OUR PHILOSOPHY

## *A Small School with Big Opportunities Where the Whole Student Thrives*

At The Harvey School, we realize that each of our students brings a blend of talents and abilities that contributes to the uniqueness of our school. To help students realize their potential, we ask our faculty members to bring out the best in each of our students so that they discover their strengths, develop confidence in their own abilities, and reach their highest level of academic achievement.

Attentive, knowledgeable, caring, teachers seek the right mix of encouragement, support, discipline and challenge to help students experience success within our school and as members of society. Small classes, averaging 10 students, are a major feature of the School, allowing our teachers to work closely with each student. Faculty members help students develop skills and master the content in their courses. Traditional teaching methods combine with the use of cutting-edge technology to help our students thrive.

While our curriculum is rooted in Western values and traditions, we encourage exploration and critical awareness of other cultures and traditions. We believe that to be successful as individuals, students must gain self-confidence and self-mastery, in addition to learning social responsibility. Teachers are expected to be role models and guides, both in and out of the classroom.

Each student has his or her own contribution to make. Graduating from Harvey means that our students have not only found a level of academic success and are well-prepared for college, but they also know how to behave honorably and responsibly in society.

# ACADEMICS at HARVEY

## Academic Year and Grades

The School year is divided into fall, winter and spring trimesters, each approximately 12 weeks long. Each trimester consists of two marking periods. At the midpoint of each marking period, progress reports may be sent to parents indicating a student's improvement or need for improvement in a particular course. Examinations are given at the end of the fall and spring trimesters, and students are assigned projects to be completed before the end of the winter trimester. Teachers generally hold review periods before each exam, which are two hours in length.

Grades are given at the end of the marking period. Trimester and year grades appear on the transcript.

### There are five letter grades:

A (superior accomplishments) through D (a minimal understanding of the essentials), and F (no credit)

### There are five effort-related grades:

4 (superior effort) through 0 (no discernible effort).

## Homework

Homework is an essential part of the academic process. The School encourages students to budget their time so that some homework can be completed during the school day. However, most students can expect to spend some time at home working on assignments. To assist students, all teachers post homework assignments on an academic website.

## Extra Help

Extra help is a cornerstone of the Harvey academic program. Although it is a student's obligation to seek additional help when needed, a teacher also may require a student to meet during study halls or other free periods.

## Honors

Academic achievement is recognized at the end of each marking period. Students who earn a 3.3 grade point average and have no grade lower than a B- (2.7 weighted) are named to the Honor Roll. Students who earn a 3.7 average with no grade lower than a B (3.0 weighted) are named to the Head's List. Students on the Head's List whose averages are 4.0 or higher are designated as Cavalier Scholars and receive a special certificate.

## Technology: The Krasne Project

The Krasne Project, named for Charles A. Krasne, Treasurer of the Board of Trustees, provides cutting-edge technology to students and teachers alike, to best prepare Harvey students for a rapidly advancing world and workplace. The project's chief goal is to allow faculty to create innovative programs, using the newest technology, and get that technology into student hands as quickly as possible, sometimes in just days. The project provides the latest computers, Chromebooks, iPads, 3D printers and lab equipment. Robotics, Video Production and Graphic Arts are just a few of the academic programs that are available as a result of the Krasne Project.

# UPPER SCHOOL at HARVEY

Department chairs, academic advisors, faculty, and the College Guidance Department play important roles in current students' course selections. Present students are placed in course levels for the following year at the recommendation of their teachers in the respective subject areas, in conjunction with department chairs. [The placement of incoming students is facilitated by the Upper School Administration.](#)

## ACADEMIC REQUIREMENTS

The minimum distribution of course requirements for graduation is as follows:

- English: 4 years
- Social Studies and History: 3 years (including Global Studies, Modern European History, and U.S. History)
- Math: 3 years (including Algebra 1, Geometry, and Algebra 2)
- Science: 3 years (including Science Trajectories and 2 lab sciences selected from Physics, Chemistry, and Biology)
- Foreign Language: 2 years of the same language (completed in grades 9-12)
- Arts: 2 years (6 trimesters)
- Senior Bridge Seminar

Students are expected to go beyond the minimum requirements and take four years of a foreign language (either four years of one language or two years of two different languages), four years of mathematics (Algebra 1 & 2, Geometry, & Pre-Calculus), and an additional science course. Students in grades 9, 10, and 11 must take six (6) Harvey School courses per term. Senior course loads will be determined for each senior individually, with a minimum of five (5) Harvey School classes per trimester, during conferences with the student's college counselor. Each student must fulfill all academic requirements, be found in good disciplinary standing, and be approved by the faculty before a diploma may be awarded.

Students earn one credit for each course passed each term. Partial credit is not granted in a yearlong course if that course is dropped at any point during the year. In order to graduate or gain class status, students need to accumulate a minimum number of academic credits:

- Sophomore status 18 credits
- Junior status 36 credits
- Senior status 54 credits
- Diploma awarded 69 credits

The Harvey School reserves the right to withhold academic credit or trimester grades for any student who misses an excessive number of the meetings of any class, regardless of absences having been excused by a parent or guardian. (Refer to Attendance Policy.) Any student affected by this policy may be required to successfully complete a summer school course of study approved by the Head of Upper School.

## SENIOR BRIDGE SEMINAR

This course approaches the final year of high school as an opportunity for students to become more independent and adventurous thinkers and learners, while reinforcing skills that will prepare them for the rigors and autonomy of college and beyond. Through engagement in inquiry and problem-based coursework, selected readings, journaling, and independent learning projects, students will hone their skills in critical and creative thinking, self-reflection, independence, communication, collaboration, research, and time management. All independent learning projects will be showcased in the seminar's culminating event, the Senior Bridge Expo.

## 9TH GRADE CROSSING

As students travel the Elective Path, they will have the opportunity to sample, explore, and connect subject areas. The Path offers several varied, term-contained courses, and students will choose three classes from the selection.

**NOTE:** Students who select Chorus, Band or Dance Company, all full-year courses, need choose only one term-contained elective. Those who select two full-year performance classes will have met all scheduling requirements. They need not choose additional electives.

### Elective Path:

#### Drawing and Painting I (9) - OFFERED FALL AND WINTER TERMS

This course is an introduction to the fundamentals of drawing and painting, emphasizing the usage and understanding of the Elements and Principles of Design. Students will spend a majority of the class drawing and painting from live observation, developing technical abilities and creative responses to material and subject matter, along with a basic understanding of drawing and painting through history. Various methods and materials will be explored, and a variety of mixed media techniques will be introduced. Additionally, students will learn how to critique and receive critique from fellow students and the teacher. No prior experience with drawing or painting is required or expected.

#### Music in Media - OFFERED EACH TERM

Students in this course will study the use of music in movies and television, and how the process of creating scores and sound effects has evolved from the use of orchestral instruments to the use of digital software. Composers such as John Williams, as well as the classical music scores, like "Jaws" and "Star Wars", will be highlighted. Students will also explore the basics of producing original music, effects, and soundtracks with traditional instruments, as well as digital software.

#### Stagecraft 9 - OFFERED EACH TERM

This class will provide students with a working knowledge of the technical theater, focusing on set construction, design concepts, lighting, costumes, sound and props. Students will learn how to use many of the tools in the shop while learning how to carve and sculpt foam.

#### Yoga Tai Chi (9) - OFFERED FALL AND SPRING TERMS

This class explores a variety of Yoga styles, Tai Chi/Chi Kung, Continuum, somatic movement, breath and sound sequences, along with other Movement, Meditation and Mindfulness styles and techniques. This class aims to assist students with stress management, awareness, health and wellness, strength, flexibility, posture, balance, and fluidity.

#### Dance Lab (9) - OFFERED WINTER TERM

This term-contained class will introduce basic techniques in movement, dance, and choreography. Students will have a chance to explore a variety of genres and styles, as well as the works of notable choreographers and movement artists. Students will also have the opportunity to create their own works through various choreographic methods.

#### Acting (9) - OFFERED EACH TERM

The Acting 9 class will explore various performance techniques for both stage and screen, incorporating props, costumes, and different settings. The goal is to create a safe space where students can follow their impulses and passion. This environment will allow students to develop compelling characters through improvisation, monologues, and scene work. Performance opportunities are a possibility.

#### 3D Studio 1 (9) - OFFERED SPRING TERM

This course is an introduction to working in 3D, using the Elements and Principles of Design as they relate to sculpture. It will emphasize the translation of 2D ideas into 3D forms as students explore creating in dimensional space. Using a variety of media and techniques, such as clay, wire, wood, plaster, and recycled materials, students will respond to a range of sculptural challenges designed to expand their knowledge of materials and their understanding of working in 3D space. Emphasis is placed on developing skills in creative thinking, problem solving, drawing, and craftsmanship, accompanied by a basic understanding of sculpture through history. Additionally, students will learn how to critique their sculptures and receive critique from fellow students and the teacher. Participation in class discussions and critiques enables the students to reflect on their work and artistic development. No prior experience is required or expected.

# ENGLISH

## ENGLISH 9

This course aims to raise students' reading and writing skills to the next level. While focusing on the 6+1 Traits of effective writing and on writing as a process, foundational skills are introduced and reinforced.

Throughout our studies, we will explore a variety of texts, which may include "The House on Mango Street", "Macbeth", "Long Way Down", and "Lord of the Flies". Students are expected to select their own books for independent reading.

## HONORS ENGLISH 9

Honors English 9 challenges students to develop their writing and analytical skills and invites them to indulge their love of reading. As in English 9, the course is organized as a writer's odyssey, but will explore additional texts in greater depth and detail. Students will be encouraged to respond to literature with thoughtful analysis and to make connections between what they read and their own lives. Students are expected to select their own books for independent reading. **Entry into this class is based on teacher recommendation and requires departmental approval.**

## ENGLISH 10

How do we find our voice? What can we learn by sharing stories? What are the different forms stories can take? English 10 explores the themes of voice and the power of story, with an attention to the formal qualities of a wide range of genres, such as fiction, mythology, memoir, comics, poetry, and drama. Major texts include "Night", "Fahrenheit 451", and "Romeo and Juliet". Students will hone their mastery of the five-paragraph essay, increase their sophistication in literary analysis, and develop their voices as writers.

## HONORS ENGLISH 10

For passionate literary scholars, this survey course explores the breadth and variety of the British literary tradition from the Age of Chaucer to the postcolonial era. Students will gain a richer understanding and appreciation of classics including "The Canterbury Tales", "Romeo and Juliet", "Wuthering Heights", and "Great Expectations". In addition to examining literary movements such as those of the Romantic and Victorian poets, the course concludes with a reflection on the legacy of colonialism as dramatized in Nigerian author Chinua

Achebe's "Things Fall Apart". In this faster-paced class featuring more challenging texts, honors students will be challenged to further hone their literary analysis skills and develop their own creative and personal responses to what they read. **Entry into this class is based on teacher recommendation and requires departmental approval.**

## ENGLISH 11

English 11 presents a survey of American Literature, examining themes such as the conflict between the Individual and Society and the elusive pursuit of the American Dream. Students also explore an intertextual unit examining Nineteenth Century perspectives on Slavery and the African American Experience. Major works include *The Crucible*, *The Great Gatsby*, *The Narrative of Frederick Douglass*, and *A Raisin in the Sun*, in addition to poetry by Walt Whitman, Emily Dickinson, Robert Frost and Langston Hughes. Extending beyond their mastery of the basics, students will craft more sophisticated works of literary analysis, while examining how these works comment on such topics as race, gender, ambition, and the individual conscience. Running parallel to the juniors' work in American History, English 11 will encourage students to draw connections between literature, history, and their experiences and observations of contemporary society.

## HONORS ENGLISH 11

While Honors English 11 pursues the same goals and objectives as the regular American Literature course, Honors students delve into the literature in greater depth and breadth. Students should expect a more rigorous pace, as well as supplemental readings and more frequent writing challenges in a variety of analytical and creative modes. **Entry into this class is based on teacher recommendation and requires departmental approval.**

## ENGLISH 12

How can we use writing to make sense of the story of our lives? Reading works by Kurt Vonnegut, Toni Morrison, and Tim O'Brien, as well as short stories from *The Moth*, seniors will explore the way authors process and present their experiences of the world in various literary modes, while examining such topics as homelessness, religion, war, and race relations. Seniors will also prepare for college by writing essays that synthesize analysis of multiple sources and viewpoints. All seniors will complete their course of study in English by crafting a Senior Thesis, giving shape to their own life stories.



## ADVANCED PLACEMENT ENGLISH

This course is designed for the literary scholar, emphasizing in-depth critical reading and intensive analytical writing about literature. Works studied may include “The Theban Plays,” “Hamlet,” “Beowulf,” “Beloved,” “Chronicle of a Death Foretold,” and “Frankenstein,” as well as a wide selection of poetry. **Entry into this class is based on teacher recommendation and requires departmental approval. Students are expected to sit for the AP Exam in the spring of 2023.**



## **ENGLISH ELECTIVES**

*Students in grades 10 through 12 may register for one or more of these electives. Please note that these electives cannot substitute for the required courses listed above.*

### NEWSPAPER

In this course students will write, edit, design and layout the school newspaper. OFFERED EACH TERM

### CONTEMPORARY DRAMA

In this course, students will examine contemporary drama in the context of the history of the theatre. Students will do close readings of plays to understand content, structure, character development, and theme. We will look at different genres and forms that have developed over the last 20 years. Students will complete written analyses of plays in addition to creative assignments. OFFERED FALL TERM.

## WRITING FICTION

“On a dark and stormy night...” In Writing Fiction, students will explore the craft of writing short stories. In addition to reading and discussing exemplary models of the form, students will explore and develop their own voices by writing six short stories over the course of the trimester, in such genres as the six-word story and “sudden fiction,” as well as longer creative writing pieces. We will also “workshop” our stories in class, learning how to offer and receive constructive criticism as literary artists. OFFERED FALL TERM.

## PLAYWRITING

Through a series of scene writing exercises, students are introduced to the concepts of dramatic structure and dialogue for the stage. Additionally, the workshop style of the course creates an ongoing opportunity for playwrights to share their work and constructively respond to those of their peers. Each student will complete a one-act play by the end of the term. OFFERED WINTER TERM.

## WEIRD FICTION

From the absurdist plays of Samuel Beckett to the mind-bending short stories of Jorge Luis Borges, Weird Fiction breaks the norms of traditional storytelling structure and style. In this course, students will explore what can happen when a story deviates from convention. The class will consider not only the meanings of a variety of narratives, but also the ways in which weird styles and strange techniques create their own meaning. The non-chronological plot twists in “Memento” and “Westworld”, the breaking of the fourth wall in “Deadpool”, and the unreliable narration in “Fight Club” would all feel right at home in this elective. Delving into the postmodern, the experimental, and the meta, the course will examine the wide variety of forms literature can take when things get a little weird. OFFERED WINTER TERM.

## POETRY

In this course, students will study poetry as a literary form, with a focus on cultural, social, and historical contexts. Our group will explore various poets, from classic to contemporary, through active discussions and written responses. Students will be invited to sculpt their poetic voices; they will craft original pieces and study a published poet of their choice. OFFERED SPRING TERM.

## HARVEY GROWN

Who said science and literature weren't related? In this course students will have the unique experience of learning about ecology and literature at the same time! Within Harvey Grown students will read green literature and learn about sustainable gardening and horticulture. In addition, they will explore the ways that humans can use sustainable practices in the landscape to help support local wildlife and grow their own food. By the end of the course, students will have developed an appreciation for nature, increased their knowledge of sustainable gardening principles, and put them into practice themselves. This is an opportunity to help the Earth, support the local wildlife community, and leave a positive and lasting impact on the Harvey campus. Get ready to get your hands dirty! OFFERED SPRING TERM.

## MURDER MYSTERIES WITH HOLMES

What is Murder Mysteries with Ms. Holmes? Elementary, my dear Watson! In this course, we will read one novel written by Sherlock Holmes creator Sir Arthur Conan Doyle (for example, "The Hound of the Baskervilles"), one by Agatha Christie (i.e., "Murder on the Orient Express" or "Death on the Nile"), and another more contemporary murder mystery to be selected by the class. We will also study the 2019 movie "Knives Out" and other films in the genre. Together, we will crack the case and learn whether or not the butler really "did it" and more! OFFERED SPRING TERM.

## STAR WARS STUDIES

A long time ago in a galaxy far, far away... a cult sci-fi film became a multi-billion-dollar industry involving writers, artists, designers, and even engineers tapped to bring the galaxy of "Star Wars" to life. Students in this seminar will explore the "Star Wars" phenomenon through a wide range of lenses, exploring the films as dramatic narrative, mythology, philosophy, cultural artifact, political analogy, and commercial enterprise. And we will examine the many fields--from filmmaking to game design; marketing to theme-park imagineering--in which creatives work to expand the "Star Wars" Universe. In addition to class discussion, students are expected to contribute regularly to an ongoing discussion forum and will also write one essay, in addition to a final creative project. OFFERED SPRING TERM.

# SOCIAL STUDIES & HISTORY

## HISTORY 9: GLOBAL STUDIES

Ninth grade history is designed to develop a solid understanding of the geography, culture, history, economies, and present challenges facing the Middle East, Africa, Asia, Australasia, and South America. Skills that are emphasized throughout the year include reading comprehension, writing, note-taking, quiz and test-taking, critical thinking, and research. Reading is required almost each night from a variety of sources that range from primary sources to textbooks. Understanding themes and being able to pull out key information from the reading is a skill that students learn and practice. Students develop an accurate note-taking system from lectures with the help of board work, as well as study techniques for unit exams. Students also learn how to take a concept and apply it back to the historical context with heavy emphasis on writing, as this will allow them to be more successful in future courses.

## HISTORY 9: HONORS GLOBAL STUDIES

This course explores the same regions as the standard course, but it is much more reading-and writing-intensive. The ability to read, write, and work independently are primary expectation. **Entry into this class is based on teacher recommendation and requires departmental approval.**

## HISTORY 10: MODERN EUROPEAN HISTORY

In this class, students study the origins of Western thought and the influences that the past has had on modern social customs, political traditions, and cultures. Students explore the Renaissance and the Reformation, the age of revolutions, and the growth of industrialism, imperialism, and the new political ideologies that led to two world wars.



## HISTORY 10: HONORS MODERN EUROPEAN HISTORY

Similar to the standard sections, students examine the rise of Western Civilization from the Age of the Greeks and the Romans to World Wars I and II. Students are required to read from the textbook and primary documentation throughout the year. Students are expected to analyze and critique these documents for deeper historical relevance. Reading and writing assignments are more extensive and students are introduced to document-based questions. Students who are successful in this class are recommended for AP American History. **Entry into this class is based on teacher recommendation and requires departmental approval.**

## HISTORY 11: AMERICAN HISTORY

This class is a survey course designed to introduce students to the basic elements and themes of United States history. During the fall trimester, students view the rise of Colonial America, the Revolutionary War, the Constitutional Period, the era of Jeffersonian Republicans, and the Age of Jackson. During the winter trimester, students study Western expansion, the Civil War era, Industrialization and Imperialism. The spring trimester is dedicated to the study of the 20th century and includes both world wars, the Great Depression, the Cold War, and domestic issues of the 1950s, '60s and '70s.

## HISTORY 11: HONORS AMERICAN HISTORY

Honors United States History is designed for students who wish to take Advanced Placement courses during their senior year of study, but may not be ready for the rigors of AP as juniors. Students are asked to think in a more critical manner and are introduced to document-based questions. The text, "The American Pageant", is the same work used by Advanced Placement students. Workloads include writing daily assignments, extended papers, and the advancement of critical thinking skills. The course will cover America's history fully; examining the 1700s and early 1800s during the fall, the Civil War and Industrial Transformation during the winter, and the modern 20th century from both a domestic and global interest during the spring. **Entry into this class is based on teacher recommendation, and requires departmental approval.**

## HISTORY 11: AP AMERICAN HISTORY

This class is designed to help students achieve college credit in the study of American History. Students are expected to complete work over the summer vacation and during breaks throughout the academic year. The course demands that students write constantly, with biweekly unit exams, document-based questions, abstracts, and graded oral discussions. The class covers American history from 1600 to 1990. **Entry into this class is based on teacher recommendation and requires departmental approval. Students are expected to sit for the AP Exam in the Spring of 2023.**

## **SOCIAL STUDIES AND HISTORY ELECTIVES**

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### AP EUROPEAN HISTORY

This course is a chronological survey of European History from the Renaissance to World War II. Particular emphasis is placed on the emergence of the nation-state, competition among the European states, the emergence of political parties, and the rise of modern ideologies. Students are expected to read and review a serious historical work approximately every four weeks. **Entry into this class is based on teacher recommendation and requires departmental approval. Students are expected to sit for the AP Exam in the spring of 2023.**

### AP MACROECONOMICS

The AP Macroeconomics course will provide students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students will be required to read a substantial amount of information and have the ability to analyze multiple sources to find a solution to an economic problem. **Entry into this class is based on teacher recommendation and requires departmental approval. Students are expected to sit for the AP Exam in the spring of 2023.**

## ECONOMICS

This yearlong course provides an overview of both micro and macro concepts. The course of study attempts to answer questions that interest professional economists today: Why do some businesses succeed while others fail? What causes poverty? How does the American economy compare to the rest of the world? Where do our taxes go? Particular attention is paid to how the economy works in the real world. The overall goals of the course are both academic and practical, allowing students to gain the knowledge of economic tools that will be useful for them in their college years.

### CULTURAL PARTNERSHIP

This course will allow students to partner with peers from Ukraine, who are living throughout Europe. Through supporting research and authentic international interaction, the class is designed to provide our students with a deeper understanding of cultures, history, and current events. As a central part of the experience, our students will work two days per week with Ukrainian students, via Zoom, to share insights into their cultures, exchange viewpoints, and learn from each other. OFFERED FALL TERM.

### DEVELOPMENTAL PSYCHOLOGY

Developmental Psychology refers to the study of human cognitive growth from infancy through adolescence. Topics include perceptual and cognitive development, social and emotional development, and themes of nature versus nurture. Additionally, the course covers theories of development and research methods to understand exactly how this development is studied. Students will be able to recognize the effects of childhood experiences on the individual and their psychological development, applying this to their own social interactions, particularly with children. OFFERED FALL TERM.

### INTRODUCTION TO SPORT AND EXERCISE PSYCHOLOGY

This course will introduce the students to sport/physical activity from the standpoint of psychological aspects contributing to participation and associated psychological outcomes of the participation. The course will examine psychological theories and research, as well as how they are applied to sports/physical activity and affect behaviors and outcomes. Additionally, the course will consider how individual and environmental factors shape these outcomes. OFFERED FALL TERM.

## PAGE TO STAGE – GLOBAL CURRENT AFFAIRS

This student-driven course will combine elements of playwriting and history. In the first marking period, students will explore topics in history and begin the process of crafting scripts. The second marking period will see the class work on creating a performance based on their written words and study of history. **No acting experience is necessary to enroll in the class.** OFFERED WINTER TERM.

## SOCIAL PSYCHOLOGY

Social Psychology examines a range of social interactions, including individual behaviors, culture, conformity, prejudice, and peacemaking, through the lens of the origin of the self and the effects on an individual in a group setting. The aim of this course is to provide students an understanding of how social psychologists interpret these social interactions, and how the insights gained can be applied to future social situations. OFFERED WINTER TERM.

## PSYCHOLOGY OF LEARNING

The Psychology of Learning examines different theories of learning, including observational learning, classical conditioning, operant conditioning, reinforcement, and other elements of the process of learning. Students will study various experiments related to learning, and apply some psychological principles to their own learning in both academic and personal realms. OFFERED SPRING TERM.

# LANGUAGE

## CLASSICAL LATIN 1

This course is an introduction to classical Latin. Key concepts presented include major noun functions, the indicative and imperative moods of verbs, relative pronouns, and the comparison of adjectives. Students also study English words derived from Latin roots, as well as historical and cultural information. The reading of short selections of connected prose is required.

## CLASSICAL LATIN 2

This course is a continuation of Classical Latin 1 and it presents advanced grammatical and syntactical concepts with special emphasis on verbs and translation. Increasingly complex selections of connected prose are read, and major developments in Roman culture and history are also studied.

## CLASSICAL LATIN 3

This course offers an introduction to Roman authors via amended text. Major grammatical topics such as the ablative absolute, indirect discourse, and the uses of the subjunctive are studied. Complex selections of text, including both prose and poetry are read.

## CLASSICAL LATIN 4 HONORS

This course provides an introduction to major Roman authors. During the first half of the year, students read selections from Caesar's "Gallic Wars"; in the second half of the year, students read selections from the lyric poetry of Catullus and Horace. **Entry into this class is based on teacher recommendation and requires departmental approval.**

## CLASSICAL LATIN 5 HONORS

This course introduces students to the epic poetry of Virgil's "Aeneid". Grammatical analysis, comprehension, translation, and interpretation of text are all stressed in reading assignments. **Entry into this class is based on teacher recommendation and requires departmental approval.**

## SPANISH 1

This course is designed for students with no previous knowledge of Spanish. Students learn basic grammar in an oral/aural context in each class. Students in Spanish 1 are expected to develop the four language skills of speaking, listening, basic reading, and writing, as well as

an appreciation of Latino culture. Students are exposed to native speakers of Spanish in an interactive CD ROM included in the "Avancemos" textbook, and videos on the Spanish-speaking world.

## SPANISH 2

This course builds on the grammatical structure of the Spanish language learned in the first year of Spanish. The focus is on developing and increasing skill levels in the areas of aural comprehension, speaking, reading and writing. The students learn to describe situations in the present, past, and near future tenses. At the end of the course, students will have an intermediate understanding of grammar, including sentence formation, complex verb conjugations, and idiomatic expressions. Students in this course also discuss various cultural aspects of the Spanish-speaking world.

## SPANISH 2 HONORS

This course is designed to further enhance world language skills and to prepare students for living in a global society. Spanish 2H offers a comprehensive review of the grammatical structure of the Spanish language learned in the first year of Spanish. The focus is on developing and increasing skill levels in the areas of aural comprehension, speaking, reading, and writing. The students learn to describe situations in the present, past, and near future tenses. A greater emphasis will be placed on speaking and writing areas of the language. At the end of the course, students will have an intermediate understanding of grammar, including sentence formation, complex verb conjugations, and idiomatic expressions. **This course is taught in Spanish. Entry into this class is based on teacher recommendation and requires departmental approval.**

## SPANISH 3

In Spanish 3, students continue to expand their grasp of vocabulary and grammar as presented in readings. These range in genre from short pieces of poetry to short stories and cultural interludes. Students are expected to read, speak, and respond to different situations presented in class. The class is taught primarily in Spanish; emphasis is placed on sentence structure and comprehension to communicate thoughts and ideas.

## SPANISH 3 HONORS

This course offers an intensive review of the basic structures of Spanish. Class is conducted primarily in Spanish with activities designed to practice and

consolidate all language skills: listening, speaking, reading, and writing. Cultural readings are used to expand vocabulary, stimulate discussion, and broaden students' understanding of the Hispanic world. Emphasis is placed on oral and written communication. **This course is taught in Spanish. Successful completion of Spanish 2 and departmental approval are required for enrollment in this course.**

#### SPANISH 4

This course is designed to reinforce and expand the Spanish language skills the student has acquired in the first three years of language instruction. In this course, students should improve their ability to manipulate not only the basic structures of Spanish, but more idiosyncratic and sophisticated structures as well. Special attention is given to vocabulary enrichment, literary and cultural readings, oral discussions, and writing. **This course is taught in Spanish. Successful completion of Spanish 3 is a prerequisite for enrollment in this course.**

#### SPANISH 4 HONORS

This course will focus on building interpersonal, interpretive, and presentational skills in Spanish at the ACTFL Novice-High/Intermediate-Low level. Advanced structures and vocabulary will be introduced as tools for utilizing the language in more complex situations, and authentic materials will be at the center of each thematic unit. This class will be taught 85-90%+ in Spanish and full participation in the target language is a requirement. **Successful completion of Honors Spanish 3 and departmental approval are required for enrollment in this course.**

#### AP SPANISH LANGUAGE AND CULTURE

This course is designed for students with strong interpersonal, interpretive, and presentational skills in Spanish. Throughout the course, emphasis will be placed on honing real-world communication skills through the further development of linguistic and cultural competencies, and extensive interaction with authentic resources. This class will be taught 95%+ in Spanish and full participation in the target language is a requirement. Over the course of the year, students will work to bring their Spanish skills within the ACTFL Intermediate-Mid and Advanced-Low level range. **Successful completion of Honors Spanish 4 and departmental approval are required for enrollment in this course. Students are expected to sit for the AP Exam in spring of 2023.**



#### JAPANESE 1

By the end of this course, students will be able to read and write the two phonetic alphabets of Japanese, as well as approximately 20 kanji characters. The four basic language skills are taught, but speaking is given the most emphasis. Cultural aspects of the language and country are also emphasized through short readings, and the use of video. Students learn cultural aspects of Japanese through field trips and hands-on experiences. There are also opportunities to interact with Japanese students who attend the Keio Academy in Purchase, New York.

#### JAPANESE 2

Students continue to build upon what they learned in Japanese 1. They also continue to learn kanji (Chinese characters). Students learn vocabulary and grammar through dialogue practice, readings, songs, use of the Internet, and video activities. Cultural aspects of the language and country continue to be emphasized in the course through field trips and hands-on experiences.

#### JAPANESE 3

Students continue to learn vocabulary, kanji, and more advanced grammatical skills through dialogues, readings, and listening activities. Students are expected to do longer and more detailed writing. Studying Japanese culture continues to play an integral part of this course.

#### JAPANESE 4 HONORS

By the end of Japanese 4, students will have learned close to 200-250 kanji characters. They continue to learn through thematic units. However, reading plays a more important role in this class as the students begin to learn enough kanji to read some semi-authentic materials. The students are expected to communicate in Japanese in class, and the majority of the class will be conducted in Japanese. Culture is emphasized through field trips and hands-on experiences. **Entry into this class is based on teacher recommendation and requires departmental approval.**

# MATHEMATICS

## ALGEBRA 1

This is a fundamental course covering properties of number systems, factoring and its applications, simplifying and combining fractions, functions and graphs, algebra in a plane, and equations with real number solutions.

## HONORS ALGEBRA 1

This course stresses the ability to use algebra with skill and understanding. It provides practice in applying the basic concepts and seeks to hone problem-solving skills. In addition to approaching the concepts of Algebra 1 in a more sophisticated way, systems of equations and trigonometry are emphasized. **Entry into this class is based on teacher recommendation and requires departmental approval.**

## GEOMETRY

This course covers the traditional topics of Euclidean plane geometry—elements of geometry, angle relationships, parallel lines and planes, similar geometric figures and their applications, constructions, coordinate geometry (methods and proofs), area, and volume. Algebraic skills are reviewed and strengthened.

## HONORS GEOMETRY

This course in Euclidean plane geometry covers space and coordinate geometry in detail. A major objective is to provide students an opportunity to think critically and creatively while writing formal proofs. Within this structure algebra skills are strengthened and reviewed. Topics include inductive and deductive reasoning, logic, volumes of complex solids, and those topics listed under Euclidean Plane Geometry. **Entry into this class is based on teacher recommendation and requires departmental approval.**

## ALGEBRA 2

Algebra 2 continues the study of algebra by introducing quadratic functions, linear and quadratic equations, conic sections, sequences and series.

## HONORS ALGEBRA 2

This course covers the same algebra topics as the standard section but with greater sophistication and the addition of trigonometry. Topics in trigonometry include functions, circular functions, graph identities, and solutions of

triangles with practical and physics applications, sequences, series, and exponential and logarithmic functions. **Entry into this class is based on teacher recommendation and requires departmental approval.**

## PRECALCULUS

Precalculus is recommended for students who wish to continue their studies in mathematics but need to proceed at a pace slower than that of the honors section. It includes a review and extension of geometry, trigonometry, conic sections, and elementary functions: polynomial, rational, trigonometric, exponential, and logarithmic.

## HONORS PRECALCULUS

This course prepares students for a formal college-level calculus course. Necessary skills in algebra and trigonometry are developed and expanded. Half the year is spent in studying elementary functions—polynomial, rational, trigonometric, exponential and logarithmic. Other topics include sequences, series, the limits of a function, conic sections, graphs in three-space, and an introduction to calculus (derivatives, area as a limit, integrals). A graphing calculator, TI-84 or equivalent, is required. **Entry into this class is based on teacher recommendation and requires departmental approval.**

## CALCULUS

This course is designed for students thinking of majoring in business, economics, or other social sciences. It will introduce the basic concepts of calculus such as limits, continuity, differentiation, integration, maximization, minimization, and partial derivatives with an emphasis on applications to the social sciences, business, and economics. A graphing calculator, TI-83/84 or equivalent, is required.

## ADVANCED PLACEMENT CALCULUS

These two AP courses cover the topics of first (AB) and second (BC) semester college-level courses in differential and integral calculus, functions and analytical geometry. A graphing calculator, TI-84 or equivalent, is required. **Successful completion of Honors PreCalculus and departmental approval are required for enrollment in this class. Students are expected to sit for the AP Exam in the spring of 2023.**



## ADVANCED PLACEMENT STATISTICS

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

**Successful completion of Algebra 2 and departmental approval are required for enrollment in this class. Students are expected to sit for the AP Exam in the spring of 2023.**

## COLLEGE MATHEMATICS

This course provides seniors with an opportunity to reinforce, or relearn, pertinent topics in Algebra and Trigonometry in preparation for successful completion of a core college algebra course. **This is NOT a substitute for Algebra 2 or PreCalculus. This course is for seniors only. Algebra 2 is a prerequisite.**

# SCIENCE

## SCIENCE TRAJECTORIES

Science Trajectories is an immersive and challenging Grade 9 science program developed by the Harvey faculty. It is designed to inspire scientific inquiry, generate passion for the sciences, and showcase the dynamic teaching that takes place in the Harvey science department. With a focus on core scientific principles and unifying themes, the Trajectories program seeks to lay a solid foundation of high school level science, while inspiring individual interest in the various disciplines offered at the higher levels of science at Harvey. Students will partake in three separate units of study, designed to explore the various disciplines and core fundamentals that science demands. To follow this trajectory model, students will then be guided into the field of science that best fits their goals and aspirations and an individual course of study will be determined. The goals of this exciting curriculum is to provide a rich and positive scientific experience for our students, generate both interest and passion for a future in the fields of science, showcase our talented faculty, centralize our curriculum to fit departmental philosophies and core objectives, and finally, to foster a scientific commitment and dedication from our student body.

## BIOLOGY

Biology, the study of living things, is a course that gives students a strong background in the structure and functions of molecules, cells, organ systems, genetics, ecology, evolution, and the five kingdoms. Lectures and discussions are supplemented by labs and demonstrations relevant to the topics being studied. Students are graded on homework, quizzes, tests, lab reports, and projects or papers.

## HONORS BIOLOGY

This course is an accelerated and intensified version of the regular biology course. Students who are interested in taking the SAT II in biology or in enrolling in AP Biology are both challenged and well-prepared by this course. Class work and labs emphasize the quantitative and technical processes of biology. **Entry into this class is based on teacher recommendation and requires departmental approval.**

## ADVANCED PLACEMENT BIOLOGY

This course is open to students who have demonstrated exceptional aptitude in biology and chemistry. The course follows the standard AP Biology curriculum set up by the College Board. The course involves a great deal of reading, and labs include experimentation in genetics, DNA, and environmental chemistry. Lab reports must be completed in the standard scientific paper format. **Successful completion of Chemistry and Biology are prerequisites for this course. Entry into this class is based on teacher recommendation and requires departmental approval. Students are expected to sit for the AP Exam in the spring of 2023.**

## CHEMISTRY

Chemistry is presented primarily on a conceptual basis, with some aspects of the course addressed quantitatively. Specific areas of study are atomic structure, quantum mechanics, chemical nomenclature, reaction types, gas laws, acid-base chemistry, and the numerous applications of the periodic table.

## HONORS CHEMISTRY

This introductory course is open to motivated students with solid mathematical skills. The entire syllabus seeks to answer the three fundamental questions in chemistry: What is it? How much? Will it react and, if so, how fast? Emphasis is placed on the quantitative approach, with reinforcement through laboratory investigation. A winter trimester laboratory project is required. **Entry into this class is based on teacher recommendation and requires departmental approval.**

## ADVANCED PLACEMENT CHEMISTRY

This course is designed to be the equivalent to a first-year college chemistry course. Topics taught in general chemistry will be studied in greater depth, while aspects not covered will be explored. Topics to be introduced include: stoichiometry, thermochemistry, gas laws, quantum theory, molecular geometry, kinetics, solution equilibria, and electrochemistry. A quantitative approach will be stressed, though experience in descriptive chemistry will supplement the students' background. The numerous required labs will be evaluated on precise reporting and accurate documentation. **Successful completion of Chemistry and Algebra 2 is a requirement for this course. Entry into this class is based on teacher recommendation and requires departmental approval. Students are expected to sit for the AP Exam in the spring of 2023.**

## ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the natural world. Students taking this course will identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Four big ideas serve as the foundation for this course: energy transfer, interactions between Earth systems, interactions between different species and the environment, and sustainability. This environmental science course is interdisciplinary, incorporating topics from geology, biology, environmental studies, chemistry, and geography. Students taking this course will also have the opportunity to engage in laboratory and fieldwork investigations focused on designing experiments, collecting data, applying mathematical methods, and refining explanations and predictions. **Successful completion of Biology, Chemistry, and Algebra 2 is required for this course. Entry into this class is based on teacher recommendation and requires departmental approval. Students are expected to sit for the AP Exam in the spring of 2023.**

## PHYSICS

Physics places a strong emphasis upon the scientific method, data collection and evaluation, graphical analysis, and applying basic mathematical skills to scientific principles. Additional areas of study include forces and motion, energy and systems, states of matter, sound and waves, optics, electricity, and magnetism. Laboratory work and various student projects are required.

## HONORS PHYSICS

Honors Physics covers the same topics as Physics, but the course does require a more in-depth treatment of topics with a greater emphasis on mathematical analysis. Laboratory work and various student projects are required. **Entry into this class is based on teacher recommendation, and requires departmental approval.**

## ADVANCED PLACEMENT PHYSICS 1

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy and power; mechanical waves and sound; and introductory, simple circuits. **Successful completion of Physics and Algebra 2 is required for this course. Entry into this class is based on teacher recommendation and requires departmental approval. Students are expected to sit for the AP Exam in the spring of 2023.**

## ROBOTICS 1

This is a **full-year course** in which students will learn to design, construct, program, and drive robots using VEX EDR robotics kits and the RobotC programming language. Emphasis will be placed on task-oriented hardware and software design, durability, and flexibility.

## ROBOTICS 2

Robotics 2 is a **full-year, project-based course** that aspires to help students learn principles of engineering through robot design. Students develop problem-solving skills, reasoning, and creative thought processes through an engaging, hands-on curriculum. Areas of emphasis include: project and time management, robot design, technical writing, programming, and mechanical engineering concepts. Students build on the fundamentals learned in Robotics 1 and will design, construct, code, and document larger systems. Advanced skills include: pneumatics, encoder motor controls, autonomous and driver control programming, sensors, and drive trains. **Robotics 1 is a prerequisite for this course.**

## HONORS ROBOTICS COMPETITION

Students will continue to use the VEX Robotics design system, with an emphasis on programming skills and on use of sensors, to develop competition robots for VEX EDR competitions. Students will also work throughout the year to develop a second robot designed to compete in the CREATE U.S. ROBOTICS OPEN. There will be an emphasis on mechatronic principles, integration of VEX PRO parts, and the use of Autodesk Inventor and CAD to design 3-D printed parts. **Robotics 2 is a prerequisite for this course.**

## SENIOR SCIENCE ELECTIVES

*These electives are open to any 11th or 12th-grade student and to selected 10th graders by departmental approval.*

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### THE SCIENCE OF YOUTUBE (AND SOCIAL MEDIA)

A term-contained course focused on inspiring interest in science and exploring the internet for creative ways of viewing but also learning from that inspiration. The course will work in three phases. Phase 1 will be involved in researching what's out there. Utilizing well-known YouTube science channels, as well as those not so well-known, students will be tasked with compiling and collecting various examples of amazing science being done online. They will investigate underlying principles of specific phenomena that interest them, debunk misconceptions, and learn how to become responsible scientific investigators. Phase 2 will involve designing an experiment, instructional video, or demonstration of their own, to contribute to the classroom webchannel that will be curated and maintained by the students themselves. By producing science of their own, they will begin to take a more active role in "doing" the science that inspires them. Phase 3 will showcase these videos and allow students to give feedback and peer review each other's work to highlight the need for a critical audience and revision. OFFERED FALL TERM.

### GEOLOGY

The curriculum will include the structure of the Earth, its geological history, and the conditions of the atmosphere. The curriculum also provides some context for Earth's place in the solar system, addressing certain aspects of Space Science, including the motion of our moon, as well as the structure and activity of our sun. Given the location of the Harvey campus, there are several outdoor activities the students will do to better understand the geological history of the area. In addition, outdoor activities will lend to the explanation of rock and river formations, as well as give students a chance to identify clouds and moon phases. OFFERED FALL TERM.

### ASTRONOMY

This course will explore the origins of the universe and the formation of stars. We will investigate the life cycle of our sun and other main sequence stars, learning about white dwarfs, neutron stars, black holes, pulsars, quasars, novae, and supernovae. We will learn about

the structure of the Milky Way, which will lead us to Sagittarius A\* and the likelihood of black holes at the heart of every galaxy. We will look at cosmic inflation and try to understand the theory of general relativity and speculation about dark matter and dark energy. OFFERED WINTER TERM.

### BIOETHICS

Essentially a philosophy class with a focus on Biomedical Ethics, this course offers a unique opportunity to study graduate level publications on varying current issues involving moral and ethical practices in medicine today. Students will have an opportunity to develop philosophical writing techniques, engage in productive peer conversations regarding controversial topics, and ultimately present a final project of their choosing that highlights a specific issue in the field that interests them. Students spend considerable time reading, writing, and debating about classical topics in biomedical ethics, including abortion, euthanasia, suicide, and experimentation on humans. **OPEN TO JUNIORS AND SENIORS.** OFFERED WINTER TERM.

### SUSTAINABILITY

The term-contained course on Sustainability will be broken down into two central objectives. First, the concept of Sustainability will be established, focusing on the "Big Ideas of Sustainability," utilizing Sustainability as a lens to examine challenges and opportunities. Students will actively engage in considering what it means to create a sustainable future, examine the concepts of service-based learning, consider the impacts of personal and community decisions, and explore the past, present, and future of sustainability.

In the second part of the course, students will be given the opportunity to explore a variety of independent projects that examine the possibilities of sustainability in their own communities. Students will design solutions for a variety of community challenges that could range from the local level to worldwide global solutions. These projects will culminate in a presentation-based format, designed to inspire the students to further their exploration of the cause and be inspired to make real change in their communities. OFFERED SPRING TERM.

# PERFORMING ARTS

## **THEATER AND ACTING**

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### **PLAYWRITING**

Through a series of scene writing exercises, students are introduced to the concepts of dramatic structure and dialogue for the stage. Additionally, the workshop style of the course creates an ongoing opportunity for playwrights to share their work and constructively respond to those of their peers. Each student will complete a one-act play by the end of the term. OFFERED WINTER TERM.

### **STAGECRAFT**

This class will provide students with a working knowledge of the technical theater, focusing on set construction, design concepts, lighting, costumes, sound and props. Students will learn how to use many of the tools in the shop while learning how to carve and sculpt foam. OFFERED FALL AND SPRING TERMS.

### **PAGE TO STAGE: GLOBAL CURRENT AFFAIRS**

This student-driven course will combine elements of playwriting and history. In the first marking period, students will explore topics in history and begin the process of crafting scripts. The second marking period will see the class work on creating a performance based on their written words and study of history. No acting experience is necessary to enroll in the class. OFFERED WINTER TERM.



## **DANCE, MOVEMENT, AND MINDFULNESS**

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### **DANCE CONCERT COMPANY CLASS**

This full-year class focuses on learning and developing techniques in multiple styles of dance, performance art, composition, choreography, and reconstruction. A repertoire of original and existing pieces will be prepared for the Dance Concert, Studio Showings, and other performance opportunities. The Dance Team will grow out of this class.

### **DANCE LAB**

This term-contained class will introduce basic techniques in movement, dance, and choreography. Students will have a chance to explore a variety of genres and styles, as well as the works of notable choreographers and movement artists. Students will also have the opportunity to create their own works through reconstruction and other choreographic methods. OFFERED EACH TERM.

### **YOGA/TAI CHI**

This class explores a variety of Yoga styles, Tai Chi/Chi Kung, Continuum, somatic movement, breath and sound sequences, along with other Movement, Meditation and Mindfulness styles and techniques. This class aims to assist students with stress management, awareness, overall health and wellness, strength, flexibility, posture, balance, and fluidity. OFFERED EACH TERM.

### **MOVEMENT, MINDFULNESS, AND MEDITATION**

This class will explore various meditation, breathing, sounding, movement, and mindfulness techniques. In addition to overall health and wellness, this course fosters relaxation, stress management, increased concentration, and heightened awareness. OFFERED EACH TERM.

## MUSIC

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### CHORUS

The Harvey Upper School Chorus meets four times in the eight-day cycle. Singers perform in the winter and spring concerts, plus other performance opportunities that may arise. Students enhance their abilities to sing in tune, sing harmony, read musical notation, and interpret music sensitively. Daily warm-ups improve diction, agreement of vowels within the group, and vocal range. Repertoire includes music from folk, popular, and traditional choral canon of “classical” pieces. As is appropriate for any school setting, religious texts of various kinds may be studied and performed. Arrangements of Broadway music and jazz may also be incorporated.

### CHAMBER SINGERS

The Harvey Chamber Singers is a small group drawn from the larger Upper School Chorus. Selection is by audition only at the beginning of each academic year. Once a student has been accepted into the group, he or she may sign up in the spring for the following year without re-auditioning. The Chamber Singers meet during the same slot as the Upper School Chorus, and will meet on the three days per eight-day cycle that the larger group does not meet. Students in this group must be highly motivated musically and have a desire to sing a cappella with other students equally committed to music. Repertoire may focus on various genres: renaissance, baroque, classical, modern, jazz, and popular, depending on the particular interest and talent of a given group. There are additional opportunities for the Chamber Singers to perform off-campus, since they are a smaller group.

### VOICE MASTER CLASS

Students in the voice class learn the fundamentals of healthy vocal production for solo singing. Through a varied repertoire of music and vocal exercises, students will explore topics such as posture for singing, breath support, vocal tone, expression, and diction. Repertoire is chosen based on student interest and can include musical theater, classical, jazz, or pop. OFFERED EACH TERM.



### BAND

Upper School Band is a course in which students develop advanced individual and ensemble musicianship through the study of orchestral and band music, transcriptions, and arrangements. Styles include anything from early Renaissance to recent jazz and pop. **The course requires outside practice, and students should have prior study with a private teacher.**

### MUSIC PRODUCTION

Music production is a term-contained course that is open all year for students interested in producing music using the Logic program. Students will learn the basics of recording, editing, and composing both live and digital sounds. Students in Music Production will be expected to collaborate across disciplines through cross-curricular projects with other departments. Students do not need prior musical experience to take this class. OFFERED EACH TERM.

# VISUAL ARTS

LEVEL 3	<i>Honors Portfolio Development (prerequisite: a complete Drawing and Painting sequence or complete 3D Studio sequence + 2 other Visual Arts classes)</i>
LEVEL 2	<i>Drawing and Painting 2 - 3D Studio 2 (prerequisite: Drawing and Painting 1, 3D Studio 1)</i>
LEVEL 1	<i>Drawing and Painting 1 - 3D Studio 1 - Studio Art - Ceramics (Can count as 3D Studio 1) Digital Photo - Graphic Design - 3D Design/Printing - Intro to Photoshop - Fashion Design Yearbook - Art/English Elective - Robotics - Art History - Public Art</i>

**9th Grade:** *Drawing and Painting 1 (9) or 3D Studio 1 (9)*

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## 3D STUDIO I

This course is an introduction to working in 3D, using the Elements and Principles of Design as the students relate to sculpture. It will emphasize the translation of 2D ideas into 3D forms as students explore creating in dimensional space. Using a variety of media and techniques, such as clay, wire, wood, plaster, and recycled materials, students will respond to a range of sculptural challenges designed to expand their knowledge of materials and their understanding of working in 3D space. Emphasis is placed on developing skills in creative thinking, problem solving, drawing, and craftsmanship, accompanied by a basic understanding of sculpture through history. Additionally, students will learn how to critique their sculptures and receive criticism and advice from fellow students and the teacher. Participation in class discussions and critiques enables the students to reflect on their work and artistic development. No prior experience with sculpture is required or expected. **This class is a prerequisite for taking 3D Studio 2.** OFFERED SPRING TERM.

## 3D DESIGN AND 3D PRINTING FOR ARTISTS

This course is an introduction to 3D design and 3D printing, from the perspective of a creative artist. Students learn how to be “makers” by using various types of basic 3D modeling software to print actual physical objects that they have designed and modeled themselves. Though projects in this course will have an artistic approach, students explore all applications, both functional and artistic, of this new and exciting technology. Students must have access to a laptop they can use in class and at home. OFFERED WINTER TERM.

## CERAMICS

This class will teach students the basics of ceramics using both the pottery wheel and hand-building. Students will have the opportunity to learn a variety of techniques using these two methods through different projects. Students will also utilize different tools and glazing techniques. OFFERED FALL AND SPRING TERMS.

## CONTEMPORARY CRAFTS

Students will learn about traditional and contemporary crafts, and produce art objects that are both functional and decorative. Students will explore the tools and techniques used by many cultures. Projects might include: embroidery, knitting, weaving, felting, mosaics, tie dye, jewelry-making techniques, and marbling. OFFERED FALL AND SPRING TERMS.

## DIGITAL PHOTOGRAPHY

Digital Photo provides students with an introduction to photography through the digital camera. Students will learn the basics of operating the camera, including, aperture, shutter speed, and depth of field. Students will explore contemporary concepts in photography such as composition, color, focal point, abstraction, portraiture, landscape, and documentary. Students will be encouraged to think deeply about their work through group discussions and critiques. OFFERED FALL AND WINTER TERMS.

## DRAWING AND PAINTING 1

This course is an introduction to the fundamentals of drawing and painting, emphasizing the usage and understanding of the Elements and Principles of Design. Students will spend a majority of the class drawing and painting from live observation. They will develop technical abilities and creative responses to material and subject matter, along with a basic understanding of drawing and painting through history. Emphasis is placed on developing skills in creative thinking, problem solving, and craftsmanship. Various methods and materials will be explored, and a variety of mixed media techniques will be introduced. Additionally, students will learn how to critique drawings and receive criticism and advice from fellow students and the teacher. No prior experience with drawing or painting is required or expected. **This class is a prerequisite for taking Drawing and Painting 2.** OFFERED FALL AND WINTER TERMS.

## DRAWING AND PAINTING 2

This course builds upon the skills and techniques learned in Drawing and Painting 1, and is for students who want to advance their skills and techniques in various drawing and painting topics and media. With a clear understanding of the Elements and Principles of Design acquired from the previous class, the importance of this class will be to build on that foundation with further experimentation and exploration in drawing and painting media. An additional emphasis will be placed on the development of a personal style. The class will consist of in-class projects along with homework assignments that will supplement the in-class work. **Drawing and Painting 1 is a prerequisite for this class.** OFFERED SPRING TERM.

## FASHION DESIGN

This course is an introductory design class which examines how current fashion has evolved from styles of the past. Following each era studied, students will identify historical elements of fashion and draw parallels to current fashion trends. Students will also have the opportunity to design their own clothes while perfecting their technique in drawing the human form. In addition, students will learn basic sewing skills to help their designs come to life on a small-scale mannequin. OFFERED WINTER TERM.

## GRAPHIC DESIGN

In this course, students will learn the fundamentals of graphic design through a variety of in-class tutorials, exercises, and projects. They will be introduced to a brief history of graphic design, explore contemporary works, and use this knowledge to form their own design sensibilities. Students will learn the basics of Adobe Photoshop, Illustrator, and Indesign to create projects such as logos, packaging, and ads/posters, and will learn to take digital photographs if needed as a component for their projects. Long-term and in-depth projects are encouraged! OFFERED WINTER AND SPRING TERMS.

## HONORS PORTFOLIO DESIGN

This is a yearlong course for juniors and seniors designed to prepare a portfolio of work for entrance into an art or architecture program in college. It will be taught similar to an AP Art class in that students will pick a theme and create artwork with the intent that each piece will go into a portfolio to help gain entrance into college. All projects will be designed to fill gaps in the student's skills, experience, and portfolio. Topics as diverse as 'what is creativity,' opportunities in the art world, and day-to-day life of an artist will be explored. A minimum of 9 pieces (or time equivalent) must be completed, which requires a commitment to working at least one extra free slot per day, and possibly more at home. **Entry into this class is based on teacher recommendation and requires departmental approval.**





## INTRODUCTION TO PHOTOSHOP

This course is designed to teach you everything you need to know to make full use of Adobe Photoshop, the industry-standard tool for digital imaging. Adobe Photoshop is a powerful graphic editing program that allows you to create and manipulate images for print, the web, and other media. It has a tremendous breadth of uses ranging from photography to graphic arts and illustration. You can even paint with it. The skills developed in this class will be useful to you throughout your Harvey experience and beyond, whether editing photos for a presentation, making digital photo collages, or learning to paint digitally. OFFERED FALL AND SPRING TERMS.

## PUBLIC ART AND MURAL PAINTING

This course will introduce and involve students in the process of creating a piece of public art to be displayed permanently or semi-permanently in the school. Working as a group, they will collaborate on everything from concept design through installation at an on-campus site. Students will also focus on learning a variety of painting or sculpting techniques to enable the completion of the project. Through various side projects, they will explore the unique qualities of public art, techniques of project design and creation, the history of public art and murals, among other elements involved in creating art to be displayed in a community. OFFERED FALL TERM.

## STUDIO ART

This course is designed to enable students to embrace art as a creative outlet and complement to life. It will introduce them to a variety of art media and techniques, including drawing, painting, mixed media, and sculpture, through which their own unique vision will begin to be revealed. Emphasis is placed on developing imaginative solutions and individual expression on 2D and 3D projects. OFFERED EACH TERM.

## YEARBOOK

Yearbook is for those who want to take part in creating the permanent keepsake of this year at The Harvey School. Students will be honing their strengths in subjects they already like, while gaining an introduction in others. For example, students will be introduced to the basics of graphic design through making layouts, graphics, and typography. They will also be writing up blurbs and captions, taking photos of school events, and providing their own ideas for the book. OFFERED EACH TERM.

# THE HARVEY SCHOOL

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