

# CATALOG

**New and Notable**

## **ACADEMIC Course Catalog**

**2023**  
**2024**



# New and Notable Courses 2023-2024

## COMPUTER APPLICATIONS

### **Advanced Video Game Creation**

Students will pick up on their skill development from the previous course “Video Game Creation.” They will especially focus on understanding and writing new Blueprints, which is the visual scripting system used in the “Unreal Creativity Engine.” Also, students will work on a crucial skill for all programmers and video game creators: the ability to work together in a team. Students will exercise their communication skills and learn online tools that help teams break tasks into sub-tasks and post their progress for the whole team to see. Time permitting, students will also work with motion capture suits and cameras to create motion to be animated in their game worlds.

### **Young Women Who Code**

Research shows that young women learn better, especially for technical topics, when they learn in an all-women environment. This class will introduce an all-women class to the topic of computer programming using Python. In this way, EHS will contribute to the effort to get more women into the field of computer programming.

## DIVERSITY & SOCIAL JUSTICE

### **SEL Seminar**

In SEL Seminar students will work together with their teachers and peers to start developing social, emotional, critical thinking, study, and life skills as they are introduced to important social justice movements and community service projects. Collaborating with a variety of departments at Eagle Hill, SEL Seminar aims to provide students the opportunity to build community, understand Eagle Hill’s core values, learn innovatively, and build a strong foundation in service and leadership.

## ENGLISH

### **African American Literature**

In this course, students will experience African-American literature across genres. Close readings of classic novelists such as James Baldwin and Zora Neale Hurston may be featured alongside poets like Langston Hughes, Gwendolyn Brooks, Chimamanda Adichie, and Ibram X. Kendi. Students will have opportunities to connect African American arts to the quest for a more just world.

### **Biography**

In this class students will learn about the fascinating, sad, gripping, weird, crazy, and entertaining lives of famous people throughout the course of time. Students will read, watch and explore the decisions that changed the world, failures that ruined lives, breaks that set people up for life, and inventions that determine the future. Students will enhance their reading skills in this nonfiction genre and will choose a subject of interest to research further.

## **Classical Epic: Gods, Heroes, and Mortals**

This course studies epic poetry from the broadly defined ancient world: Homer's *Iliad* and *Odyssey*, Vergil's *Aeneid*, the *Epic of Gilgamesh*, and *Beowulf*. Among other questions, the course asks: what virtues and vices do the heroes of these epics embody? What meaning lies behind the monsters that the heroes meet, the realms that they explore, and the gods that help and hinder? Ultimately, the distinction between gods, heroes, and mortals may not be as clear as we think. No prerequisites; open to all grades; satisfies part of the requirement for the Classics Certificate in Literature.

## **Conducting the Research Process**

This class will focus on the research approach, providing the fundamental steps that constitute the standard research process. Students will not only learn the basic steps, from narrowing down an appropriate topic to identifying what steps are necessary in the process of gathering information but will also practice these skills by actively searching for a specific topic using multiple resource formats such as digital and print. Students will explore different databases, books, journal articles and other source materials to explore the most relevant and important answers to their research questions. Once they find sources they will learn to process, organize, and evaluate the information based on importance and relevance to their the-sis or essay purpose. It is possible for students to write in some form, but the objective of the class to emphasize research tools for the information gathering process rather than the writing process.

## **EcoWriting**

In this course, students will study and write about their relationships with the physical environment. Students will have opportunities to not only learn the writing process and craft arguments but also to write as anthropologists, historians, literary critics, and makers and designers. Students will examine themselves and the world around them, writing about and critiquing the way that we represent, interact with, and construct the environment, both "natural" and man-made.

## **Experimental Writing**

In this class, we will explore and imitate experimental writing methods that well-known authors have invoked to compose their fiction and non-fiction, including stream of conscienceness, cut-up technique, image theatre, and divinatory practices. We will also develop our own experimental methods to write about our own lives.

## **Shakespeare And...**

Shakespeare's contemporary, the poet Ben Jonson, remembered him posthumously as "not of one age, but for all time." This course will explore select works of Shakespeare that offer a thematic perspective connecting the Elizabethan Age to our own. Examples might include "Shakespeare and War," while reading combat journalism alongside Henry V; "Shakespeare and Love," while studying pop song lyrics and *Much Ado About Nothing*; or "Shakespeare and Magic," while learning about the Salem Witch Trials and reading *The Tempest*. Course-work will include discussions, nightly readings, and projects.

## **Sports Journalism**

The Sports Journalism class introduces students to the basics of journalism through writing about sports. Students write articles covering sports events, using the traditional inverted pyramid method of newspaper writing, and focusing on the who, what, where, when, why and how of each story. Students

will also research and read published sports articles in order to develop appropriate diction and style of writing for their own coverage of professional sports events, including published articles about Eagle Hill School athletics events.

### **Star Wars: The Movie that Changed Movies**

Most discussions of Star Wars focus on whether Han shot first (he did), or why Stormtroopers can't aim (plot armor), or whether you'd work as a contractor on the Death Star (just ask the Wookiees). While these are certainly exciting, few people have researched the production of the film itself, its context in the New Hollywood film movement, or how it single-handedly created the summer blockbuster. This course will study the production process of Star Wars, the films that influenced George Lucas, and the ways that Star Wars forever changed the film industry. Coursework will include discussion, independent research, and projects.

### **Women Writers and the Art of Fiction**

The Women Writer and the Art of Fiction course studies the voice of female writers and the evolution of women as valid authors, as well as the portrayal of female characters in literature. Students read and discuss course texts and apply different critical thinking methods to their reading..

### **Writing for a Subgenre: Holistic Detective Fiction**

A holistic detective is especially sensitive to the fundamental interconnectedness of all things and makes good use of this gift to solve crimes, cases, mysteries, or whatever. In this course we will seek to contribute, by an end-of-course project, to this subgenre via writing (could be short story, novella, novel, graphic novel, play, poem, essay, review, etc.) or some other art. This will of course necessitate a thorough understanding of the key aspects of the subgenre which we will obtain through discussions, reading, and viewings. One might rightly point out that "Holistic Detective Fiction" is not a currently existing subgenre; right, yes, but what this course presupposes is that it rather could and should be. The seed of greatness is there already in the Douglas Adams classics *Dirk Gently's Holistic Detective Agency* and *The Long Dark Tea-Time Of The Soul*, and their TV adaptations.

### **Writing Invention, Innovation, and Imagination**

Beginning a paper can be the most difficult part of the writing process, not only for students but also for published authors, too! Sometimes our difficulty beginning writing emerges from not knowing what it is that we want to share with our audience! That is, we have yet to discover what it is that we want to write! In this class, we will view ourselves not as inexperienced writers but as inventors with imaginations! We will write papers across genres invoking classical methods of invention, such as asking questions to come to stasis, brain-storming with common and special topics, and keeping a commonplace book; testing out process-oriented methods of invention, such as freewriting, using our cultural eye, and making inventories; and exploring aleatory methods of invention, including singing, Theatre of the Oppressed techniques, AI platforms and strategies, and locating punctum in literature and art. We will also read, discuss, and write about Classical, Romantic, Modern, and Postmodern notions of the human imagination and how our imaginations aid us in being innovative thinkers, writers, and makers.

### **Writing Ourselves**

In this writing course, we will explore our relationships with ourselves and others across strange new worlds. This course will give students the tools to explore who they are and how they place themselves amongst a diverse and multifaceted community of others. Through writing, reflection, imagination,

and analysis, students can expect to define themselves, see their own labels, and write their own selves as they see fit.

### **Writing Wicked Problems**

Design thinking is meant for problems-solving, and not just for problems that have easily identifiable solutions. Wicked problems are problems that are ill-defined, where the relevant information is unclear or confusing, and that involve many stakeholders pursuing conflicting values and interests. Wicked problems are never solvable in a simple, final way. Wicked problems require wicked “solutions,” which are provisional, contingent, and evolving. Every wicked problem is emergent and unique! Some wicked problems we might tackle in this course include poverty, food deserts, school design, climate conflicts, and inequality.

## **HISTORY**

### **Empires**

In this one-term class students will examine the history of selected empires through texts and documentaries. They will then complete research projects and make presentations about an empire of their choice. They will examine how empires were formed and governed and how they collapsed. This class will appeal to lovers of history and especially those with a particular interest in the cultural, economic, political, and military processes of developing and wielding great-power influence.

### **Island of Fire & Ice: A Survey of Iceland**

This one term course is open to all students and is highly recommended for those students who plan on attending the spring trip to Iceland. The course will highlight the history, language, culture, geology, and ecology of Iceland. Major components of the course will include an overview of Nordic history and its impact on present day Iceland as well the science behind the unusually mild climate found in a land only miles from the Arctic Circle. Students will explore the dramatic geology and unique landscapes of this island of fire and ice.

## **MATHEMATICS**

### **Problem Seminar**

A discussion and writing intensive course in which we learn a bit of math in the way of a mathematician, which is to say that we will talk a lot together over coffee/tea and cookies and occasionally present on our projects. All members of the class will be active in discussions and will keep a journal in which they record their thoughts, feelings, discoveries, and the problems they are working on. Participants shall try to keep three to five open problems at all times throughout the course, adding new problems to their collection as they like.

### **Near Calculus**

A discussion and writing intensive course in which we learn a bit of math related to the calculus in the way of a mathematician, which is to say that we will talk a lot together over coffee/tea and cookies and occasionally present on our projects. All members of the class will be active in discussions and will keep a journal in which they record their thoughts, feelings, discoveries, and the problems they are working

on. Participants shall try to keep a few open problems at all times throughout the course, adding new problems to their collection as they like. Our particular focus will be on the great many interesting problems which one might consider during a calculus course if they weren't so busy trying to learn the calculus; essentially this amounts to investigating, as our interest dictates, some bits and pieces of the linear algebra, differential equations, complex analysis, and differential geometry which are all hinted at but rarely explicitly discussed in our calculus classes. Please note that while the calculus here serves as a source of problems and discussion topics, one does not need to actually know any calculus in order to do well in this course; we'll all be learning a lot about a lot as we go!

## PRAGMATICS

### Applied Psychology

The Applied Psychology course reviews the history of mental illness perceptions and past/ current therapeutic techniques. Theories of counseling are discussed as well as psychopharmacology, emphasis on mental and emotional well-being, and research of individual and group therapy techniques. Students learn through lecture, activities, peer reviewed readings, biographies, discussions, and documentaries.

## READING

### Reading and Writing Children's Literature

This back to the basics course exposes students to a variety of children's literature. Students read, discuss and critique various genres of literature with a focus on setting, plot, characters, theme, and overall appeal to children. After being exposed to numerous pieces of children's literature, students write their own children's stories. These stories involve character, setting, and plot development, as well as the incorporation of various themes. Students do not have to be artisans for this class they just need a desire to study this genre and have a positive attitude.

### Understanding Informational Texts

The Understanding Informational Text course explicitly teaches methods in a multi-sensory, sequential way to assist students in understanding and applying information from expository text about various topics. Students will learn about different organization structures of informational text and the unique features that are encountered when reading a nonfiction passage, text, or article. Students will be able to navigate information and have a better understanding of the content. Students will practice reading with curiosity, resilience, and empathy. This course is for students that need support in collecting, synthesizing, and studying information from nonfiction academic texts. This course may be taken in combination with the Close Reading Strategies for Fiction course or taken singly.

## SCIENCE

### All About Birds!

All About Birds! introduces several unique aspects of bird physiology and behavior within the animal kingdom. Students will explore the life history, speciation, and migratory patterns of birds. This course will also discuss factors of avian life history that have been influenced by humans as well as the environmental significance of our interest in bird life and behavior.

## **Health Science**

In this course, students explore multiple facets of human health; both the scientific underpinnings of why something does (or does not) contribute to overall health, as well as practical applications of this knowledge in one's own life are addressed. Major areas of health high-lighted in this course include physical, social, emotional/mental, and environmental health. Practical applications of health skills, including preventative care, first aid, and CPR, are also an integral component of this course. Topics are explored using a variety of modalities, including lab work wherever appropriate.

# **VISUAL AND PERFORMING ARTS**

## **Basic Painting**

Students will be introduced to watercolor, acrylic and oil painting techniques. This course will go over basic drawing skills necessary for painting. This course will cover landscape, abstract and impressionistic style painting. Students will study how to create a successful composition using famous paintings to study from. This course will utilize a sketchbook for classwork and homework.

## **Exploring Sculpture**

Tap into your creativity and enjoy the calming nature of working with clay. In this class, you will learn the foundations of realistic bas relief (or 2D) portrait sculpting. Students will make a portrait sculpture of their choosing from a photograph photocopy. Subject can be a self-portrait, relative, friend, famous person, or pet. Students will gain hands on experience in methods of bas relief sculpting to capture a likeness.

## **Intermediate Acting Techniques**

Intermediate Acting Techniques class is designed for more seasoned actors to improve on techniques learned in Basic Acting Techniques or from another high school acting program. In this class, students will explore selected acting styles and exercises designed to expand their acting range and knowledge. The course will also include selections from Uta Hagen's Acting Techniques. Intermediate Acting Techniques is a prerequisite for EHS Advanced Acting Techniques class.

## **Introduction to Fashion Design**

Introduction to fashion design will involve rendering and sewing original designs. In the first half of the course students will be introduced to drawing with the croquis model and cover a range of rendering techniques and styles. Some of the materials will be marker, colored pencil and watercolor. Students will analyze fashion trends and find inspiration images to make mood boards that will inform their designs. The second half of the class will involve learning basic sewing techniques on a sewing machine. The class will also work on repurposing already made garments into unique new designs.

## **Maker Challenge**

Have you ever looked at something and wondered "How did they do that?" In the Maker Challenge course, we will look at these very questions and work to answer them. Using design process, we will explore unique challenges and work together to explore questions like how the Pyramids or Stonehenge were constructed. In a collaborative studio atmosphere, students will engage in research, design thinking, and the building of prototypes.

## **Sculpture**

Take your art to a new dimension, 3D! In this class former STAR artist, John Collins, will teach foundations of realistic sculpting “in-the-round” using water-based clay. Students will make a sculpture of a human head from the skull up. Get hands on experience in armature building, proper proportion measuring, detailed eye, ear, and lip studies, clay sculpting tools and techniques, preparing for kiln firing, and finishing in faux bronze.

## **Women in Metal Work**

In this course, young women will be introduced to different areas of working with metal, without male peer influence. Whether it is to solve a problem or to create a piece of art, metal can be used in many different ways. We will explore melting steel and casting it into new parts, welding and the different types and applications, sheet metal and assorted types of steel stock. Students will start with instruction, be assigned a number of challenges, then decide on a final project.

# **WORLD LANGUAGES**

## **American Sign Language I**

This course introduces the basics of American Sign Language (ASL) and is an introductory level course that establishes a novice range of communication skills. This course emphasizes on the cultural practices distinct to those that approach the world from a visual perspective i.e., readiness for learning will be approached via visual-gestural communication techniques, visual chaldiscrimination, and visual memory exercises. Topics include finger spelling, ASL questions, basic rules of grammar, non-manual aspects of ASL, and other simple sentence structures are introduced to develop rudimentary conversational skills in ASL. Information about the Deaf Community and Deaf Culture will be introduced.

## **Spanish IV**

Spanish IV is a continuation of Spanish III. The course builds on the cultural knowledge and language acquired during the students’ prior years of study and furthers their understanding of Spanish. Class activities include dialogues, discussions, readings, film viewing, computer activities, performance tasks and essays. They will engage in independent, paired, and group practice, as well as oral and written quizzes and tests.

## **The World on Paper: An Approach to Creative Photography**

Teaching common subjects using a second language can be very effective in learning the target language. In the case of “Photography”, students would learn to describe real life situations by using images. Students would learn about the life and work of different artists and, a wide variety of commands by learning photographic and editing techniques. The methodologies that are used in this class is called Content and Language Integrated Learning, CLIL and the Communicative Approach. The objective of this class is to develop artistic and linguistic skills at the same time. Learning Spanish will be a consequence of learning photography. Students will acquire grammar structures and vocabulary indirectly and learn more about the Hispanic culture.