

ACADEMIC YEAR 2023-2024

COURSE CATALOG & PLANNING GUIDE

TABLE OF CONTENTS

▣	<u>Message from the Academic Office</u>	3
▣	<u>Academic Accommodations and Support</u>	4
▣	<u>Learning Opportunities</u>	5
▣	<u>Course Selection Process (New Students)</u>	6
▣	<u>Course Selection Process (Returning Students)</u>	7
▣	<u>Important Course Selection Notes</u>	8
▣	<u>Daily Academic Schedule</u>	9
▣	<u>Graduation Requirements</u>	10
▣	<u>Arts: Performing and Visual</u>	13
▣	<u>Performing</u>	14-18
▣	<u>Visual</u>	19-22
▣	<u>Classical Languages</u>	23-27
▣	<u>English</u>	28-33
▣	<u>History and Social Sciences</u>	34-40
▣	<u>Humanities</u>	41-42
▣	<u>Mathematics</u>	43-48
▣	<u>Quadrivium Engineering and Design (QED)</u>	49-50
▣	<u>Computer Science</u>	51-52
▣	<u>Religious Studies and Philosophy</u>	53-59
▣	<u>Science</u>	60-66
▣	<u>World Languages</u>	67
▣	<u>Arabic</u>	68-69
▣	<u>Chinese</u>	70-71
▣	<u>French</u>	72-73
▣	<u>Spanish</u>	74-76
▣	<u>NCAA Approved Courses</u>	77-78
▣	<u>Sample Course Plan</u>	79

FROM THE ACADEMIC OFFICE

“Whatsoever Things Are True.”

ACADEMIC PROGRAM MISSION

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

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

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

Mrs. Katy Hudak
Academic Dean

Ms. Bo Kim
Director of Studies & Instruction

ACADEMIC ACCOMMODATIONS AND SUPPORT

ACADEMIC ACCOMMODATIONS and ACADEMIC SUPPORT

The Hill School is committed to providing appropriate and reasonable accommodations to students with documented disabilities and learning differences. Available accommodations include extended time (1.5x, maximum), small group testing, preferential seating, and in some cases, use of a laptop for writing assignments or note taking. Students requesting academic accommodations must share documentation with the Academic Office. Please note that the provision of accommodations in a previous educational setting does not guarantee they will be approved in the same manner at The Hill. The Hill provides reasonable accommodations to students with a diagnosed condition that meets the definitions of a disability established by the Americans with Disabilities Act (ADA).

The Hill School will assist students in applying for accommodations for standardized testing through the Collegeboard (SAT, PSAT, AP exams) and the ACT. Signed parental consent and appropriate documentation must be on file in the academic office prior to filing an application for accommodations.

EXTRA HELP

Most faculty offer extra help to students. At The Hill School the intent of this program is:

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

Student responsibilities include:

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

LEARNING OPPORTUNITIES

INDEPENDENT STUDIES

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

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

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

SCHOOL YEAR ABROAD

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

LEARNING OPPORTUNITIES

QUADRIVIUM SCHOLARS (2-year track)

In the Quadrivium Scholars 2-year track, students will develop and employ research skills that will equip them to conduct a long-term research project related to the fields of Science, Technology, Engineering, and Math. Students build upon their unique classroom experiences in STEM during their 3rd and 4th form years, to conduct undergraduate-level research that might equip them for entry into such competitions as the Regeneron Science Talent Search, or for publication in a peer-reviewed journal.

In their 5th form year, students will develop the skills of professional literature searching, presenting, writing, and forming evidence-based research questions. They will undertake this learning with concurrent neuroscientific training with Harvard Medical School's Martinos Center for Biomedical Research. During the spring, students will develop a research project – either with the lab at the Martinos Center, or with another researcher that the course instructor will help the student secure.

During the summer before their 6th form year, students will be expected to complete at least four weeks' worth of research. Upon beginning their 6th form school year, students will begin writing and presenting about their work, culminating in authorship of a mock NIH Grant Proposal and Research Poster Defense in May of the Form 6 year.

QUADRIVIUM SCHOLARS (1-year track)

In the Quadrivium Scholars 1-year track, students will develop and employ research skills that will equip them to conduct meaningful, novel research within the field of neuroimaging. Upon acceptance to the course, students may elect either to find their own research mentor, or to follow the school's Neuroimaging track. With remote daily access to researchers at Harvard Medical School's Martinos Center for Biomedical Imaging, students will collaborate with professional researchers, their course instructor, and their classmates to mimic the setting of a research laboratory. Beginning in the summer before their 6th form year, students will conduct at least four weeks worth of research in their selected track. When the school year begins, students will spend class time meeting with and seeking guidance from their course instructor and their research mentor, in order to develop their own research project through the course of the year. Class time will be spent conducting interviews, analyzing patient data, and completing writing/speaking assignments related to the student's research.

NOTE: these learning opportunities are part of the Engineering and Design curriculum.

COURSE SELECTION PROCESS

New Students

NEW STUDENT ACCOUNTS

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

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

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

REQUEST TO CHANGE CLASSES

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

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

No course change requests will be processed after July 3. Students may request additional changes to their schedule with approval from their academic adviser, college counselor (for 5th and 6th formers) and Director of Studies and Instruction during the specified drop/add period beginning Sept 1.

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

PLACEMENT TESTS

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

All incoming 3rd formers are required to complete a placement test in math and language of their choice. Students interested in the Integrated Science program must complete an application.

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

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

COURSE SELECTION PROCESS

Returning Students

REQUESTING CLASSES

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

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

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

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CLASS PLACEMENT

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

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

IMPORTANT NOTES

COURSE PLANNING AND TESTING

IMPORTANT NOTES

- All students are required to be enrolled in a minimum of 5 graded classes per term.
- A student is only permitted to take 6 graded classes. Only Engineering or a 7th *non-graded* Arts course will be approved with the permission of the Director of Studies and Instruction.
- (Returning) 5th form students **MUST** meet with their College Counselor as well as their Academic Adviser for course plan approval.
- (Returning) 6th form students **MUST** meet with their College Counselor as well as their Academic Adviser for course plan approval.
- All courses of study are subject to the approval of the Director of Studies and Instruction.
- AP and College Level (CL) courses carry the same weight when calculating students' GPA's; however, the former adheres to the AP curriculum endorsed by The College Board and prepares students for the national exam, while curriculum in CL courses is created by Hill faculty and typically does not prepare students for a specific AP exam.
- We often receive requests from students wishing to register for an AP exam without having taken the AP course itself. AP examinations are valuable in the context of the AP curriculum; colleges want to see students engage in collaborative classroom learning as opposed to demonstrating achievement on a single test. Therefore, students must be enrolled in an AP course at Hill in order to sit for the examination. Students who believe they have extenuating circumstances must seek the approval of the Director of College Counseling.

DAILY ACADEMIC SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
A (8:25 - 9:13)	C (8:25 - 9:40)	E (8:25 - 9:40)	A (8:25 - 9:40)	G (8:25 - 9:40)
B (9:20 - 10:08)				
Break	Chapel (9:50 - 10:15)		Advisory (9:50 - 10:15)	Chapel (9:50 - 10:15)
C (10:20 - 11:08)		F (9:47 - 11:02)		
	D (10:25 - 11:40)	Break	B (10:25 - 11:40)	E (10:25 - 11:40)
D (11:15 - 12:03)				
	Lunch (11:47 - 12:17)	G (11:17 - 12:32)	Lunch (11:47 - 12:17)	Lunch (11:47 - 12:17)
Adviser Lunch (12:10 - 12:45)				
E (12:52 - 1:40)	A (12:24 - 1:39)	Lunch (12:39 - 1:09)	C (12:24 - 1:39)	F (12:24 - 1:39)
F (1:47 - 2:35)	Flex (1:46 - 2:08)	Faculty Meeting (1:16 - 2:16)	Flex (1:46 - 2:08)	Student meeting (1:45 - 2:30)
G (2:42 - 3:30)	B (2:15 - 3:30)		D (2:15 - 3:30)	

GRADUATION REQUIREMENTS

Arts: Performing and Visual	<ul style="list-style-type: none"> • New students entering in 3rd or 4th form – 3 terms • Students entering in 5th form – 2 terms • Students entering in 6th form – 1 term
English	<ul style="list-style-type: none"> • Four years • If eligible, fifth and sixth form students may also meet the English requirement for those two years by enrolling in Humanities 3 and 4.
History and Social Sciences	<ul style="list-style-type: none"> • Two years: 20th Century History required in 3rd form and U.S. History is required in 5th or 6th form
*Language	<ul style="list-style-type: none"> • Completion of one Modern or Classical Language through 3rd year level • Completion of two languages through 2nd year level
Mathematics	<ul style="list-style-type: none"> • Three years (should include one year of Geometry and two years of Algebra) • Integrated Math 31 or higher (applies only to students in the class of 2020 and beyond)
*Religious Studies and Philosophy	<ul style="list-style-type: none"> • One year • Advanced Latin Seminar or Greek 3 (Honors) when taken concurrently with a second language at an upper level • English 4 Honors: Literature and Religion
Science	<ul style="list-style-type: none"> • Two years of laboratory science

*Religious Studies and Language requirement waived for Post-Graduates

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

In addition to the above, students are required to participate in the following coursework:

- Eudemonia (see pages 11-12)
- College Seminar (5th form)
- Financial Literacy(any form) – can be fulfilled by taking Economics, AP Economics, Applied Math, or Social Entrepreneurship. Other opportunities include an approved Financial Literacy Workshop, an H-Term course, internship, or independent project that is has been approved to satisfy this requirement.

Required Coursework – Eudemonia

In October 2019 the Independent School Health Check survey indicated a need for more education in areas of health and sex education for students attending Hill. This would include mental health education, drug and alcohol education, sexual health education, and other education on mindsets and beliefs that lead to healthy living and lifestyle choices. Anecdotally, in different venues students are reporting feeling undereducated in these areas and have voiced the need for more formal education.

In researching our peer schools and their health education approaches, it was clear that most schools have adapted this type of educational programming as an academic class with the thought that preparing students for academic success is enhanced by education to understand their physical, sexual, and mental health. This new curriculum will be using the National Health Education Standards (NHES) to provide the framework to build this health education platform. The NHES details what students need to know and be able to do to achieve health literacy, by setting performance indicators around the functional knowledge and essential skills required for adopting and maintaining healthy behaviors.

The class will use state of the art health education information that reflects a growing body of research that emphasizes the following:

1. Teaching functional health information (essential knowledge)
2. Shaping values and beliefs that support healthy behaviors
3. Shaping group norms that value a healthy lifestyle

We firmly believe this information will help drive specific wellbeing initiatives that our evidence based surveys expose. In addition, students have requested a more formal approach to health education and we hope to deliver through our Eudemonia and Eudemonia Health+ curriculums.

Eudemonia & Eudemonia Health+

Eudemonia - Grit & Gratitude Lab 3rd Form

This term course focuses on concepts and skills designed to improve well-being and facilitate the transition to life at Hill. Topics include grit, gratitude, mindfulness, optimism, growth mindset, and more. Students learn the PERMA model of Positive Psychology and Flourishing. Students practice the newly learned skills in class. Time is set aside in each class for guided meditation and gratitude journaling. This class meets two times per week.

Eudemonia Health+ 4th Form

This term course is divided into three main sections of emotional health, sexual health, and drug and alcohol prevention. The emotional health section focuses on understanding and managing stress and disorders such as depression, anxiety, anorexia, and bulimia. The sexual health section covers gender identity, reproductive systems, and dynamics of healthy relationships. The drug and alcohol prevention section includes lessons on alcohol, marijuana, and nicotine. Time is set aside in each class for gratitude journaling. This class meets two times per week.

Eudemonia - Wellness Beyond Hill 6th Form

This term course is designed to equip students with applicable skills and knowledge that can be used throughout their emerging adulthood and lives. A major focus is transitioning to college life. Topics include healthy relationships, affirmative consent, time management, and financial literacy. Lessons on navigating substance use include the dangers of binge-drinking and vaping nicotine and marijuana. This course meets one time per week.

ARTS: PERFORMING AND VISUAL

The Hill School offers a variety of programs and instruction in the performing and visual arts. Students may study music theory, vocal music, instrumental ensembles, theatre and oral communications, studio art, video production, and more.

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

All visual art courses are term courses (offered fall, winter, and/or spring terms) except the following yearlong courses: Intro to Web Design, Studio Art 3, Studio Art 4 AP, 2-D and 3-D Art and Design, Adv. Studio Art Seminar and AP Art History.

All performing art courses are term courses (offered fall, winter, and/or spring terms) except the following yearlong courses: Jazz Ensemble (graded or non-graded), Orchestra (graded or non-graded), Chamber Choir (graded or non-graded), Intro to Musical Theatre, Music Theory and Harmony and Adv. Music Theory and Harmony.

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

For more information about any of the programs in the arts department, please contact the department chair, Ms. Diane Deery, ddeery@thehill.org

Graduation Requirement

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

ARTS: PERFORMING

Class Piano 1 (Beginner)

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

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

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

Class Piano 2 (Intermediate)

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

Prerequisite: Class Piano 1 or by instructor permission

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

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

Class Piano 3 (Advanced)

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

Prerequisite: Class Piano 2 or by instructor permission

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

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

Design Thinking for World Change (not offered 2023-2024)

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

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

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

Digital Music: GarageBand+ (not offered 2023-2024)

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

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

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

ARTS: PERFORMING

Digital Music: Make Your Beats & Introduction to DJing

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

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

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

Introduction to DJing will cover matching beats, keys, and how to work around using the Traktor DJ controller and the Traktor Pro (DJ software) for live shows. DJing is offered to students who have successfully completed at least one term of Digital Music. Requires purchase of Traktor Pro (Mac OS only).

Introduction to Singing: Build Your Confidence! (not offered 2023-2024)

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

Prerequisite: None

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

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

Vocal Ensembles

Students enrolled in vocal courses listed below are eligible to audition for the select a cappella ensembles, the **Hilltones** or the **Hilltrebles**. The Hilltones and the Hilltrebles rehearse outside of class throughout the week, learning a variety of contemporary a cappella songs. They perform both on and off campus, locally, and abroad. Auditions are held throughout the academic year. Vocal ensembles be taken as a seventh non-graded class.

Chorus (Graded or Non-graded)

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

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

Chorus a non-auditioned mixed ensemble. The curriculum is designed to develop the singing voice, ear training, sight singing skills, and competency in reading three- and four-part voicing. Phonetics of various languages and a variety of musical styles are presented. Class work includes singing a variety of choral repertoire, singing exercises to build and strengthen the voice, improve diction, breath support, and resonance. Music theory and music history are also included in the curriculum. Students will participate in performances each term. Singers seeking additional challenge and mastery are given the opportunity to receive a grade by electing to prepare a performance jury each term.

Chamber Choir (Graded or Non-graded)

4th, 5th, 6th form.

Prerequisite: Chorus and an audition. New or 3rd form student wishing to audition for this group should contact the instructor to schedule an audition during the summer.

Chamber Choir is an advanced mixed choral ensemble is a yearlong course intended for singers who have demonstrated considerable vocal ability and musical knowledge. Chamber Choir provides opportunities for the further development of a mature singing voice and an extensive involvement in classical choral music. Chamber Choir also introduces singers to a more complex theory, sight singing, dictation, and solo repertoire. Singers seeking additional challenge and mastery are given the opportunity to receive a grade by electing to prepare a performance jury each term. This also course requires summer assignments.

ARTS: PERFORMING

Public Speaking

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

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

This is a series of three term courses that will introduce students to the major facets of oral communications; public speaking, oral interpretation, one to one communication, group discussions, and developing critical thinking and reasoning skills. Students have an opportunity to present and practice different types of speeches throughout term.

- ▣ Fall: Informative speeches
- ▣ Winter: Persuasive speeches
- ▣ Spring: TEDTALK – Hill Forum/Demonstrative Speech / Ceremonial Speech

Speech and Debate

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

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

This course focuses on public speaking and introduces students to the principles of public forum debate. Students will learn from great historical speeches and debates. Students will learn how to research information to make a persuasive argument or point of view. At the same time, students will learn how to use active listening skills and critical thinking skills to navigate this course. Students will have a greater understanding of public speaking and debate while understanding how to speak persuasively, use vocal projection and body language.

Introduction to Musical Theater (Graded or Non-graded)

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

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

Acting for TV and Film (Intro) (Graded or Non-graded)

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

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

Acting for TV and Film (Advanced) (Graded or Non-graded)

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

Prerequisite: 3 terms (or 1 year) of Acting for TV and Film

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

Acting for TV and Film Advanced will pick up where the intro course left off and dive deeper into not only acting techniques, but also writing and directing for film. Students participating in this course will take on a leadership role in the final project serving as director, writer, or producer as well as an actor. This class may be taken as a seventh non-graded class.

ARTS: PERFORMING

Introduction to Dance (Graded or non-graded)

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

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

This course will provide students with the opportunity to explore dance and movement regardless of previous training or background. From the athlete looking to improve coordination, balance, and flexibility to the student with prior experience and knowledge of the art form, this course is designed to benefit all skill levels. Students will explore ballet, modern, jazz, musical theater and tap techniques with two rotating styles studied each term. Students will gain skills in coordination, flexibility, movement memory and vocabulary, choreography, and stage directions. Each term will conclude with a performance. This course may be taken as a seventh non-graded class.

Adv. Dance Fundamentals (Graded or non-graded)

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

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

Prerequisite: Introduction to Dance or instructor approval

Dancers with experience are encouraged to broaden and develop their technical and performance abilities through this course. Ballet (*with optional pointe work*), Jazz and Modern techniques will be studied throughout the school year. Students will gain knowledge in the choreographic process through creating their own compositions while exploring improvisational skills and expanding knowledge in dance theory and history. This course may be taken as a seventh non-graded class.

Instrumental Ensembles

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

Musicians are given the opportunity to receive a grade for their participation within an instrumental ensemble by electing to perform a performance jury each term. Either ensemble may be taken as a seventh, non-graded class.

☐ **Jazz Ensemble (Graded or Non-graded)**

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

☐ **Orchestra (Graded or Non-graded)**

This performance class combines the instrumentation of strings, woodwinds, brass and percussion. Students acquire a working knowledge of scales, rhythmic patterns, melodic patterns and listening skills. A variety of genres is explored, exposing students to music from the Baroque Period to the Modern. Students also experience the educational benefits of touring. The Orchestra has represented The Hill School locally, as well as throughout the United States.

ARTS: PERFORMING

Music Theory and Harmony

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

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

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

Music Theory and Harmony (Advanced) – requires approval by instructor

4th, 5th, 6th form

Prerequisite: Music Theory and Harmony or departmental approval

In this course, students will complete a series of lessons and projects that aim to both prepare them for participation in music at the collegiate or professional level as well as prepare them to take the AP Music Theory examination in the spring. Because students who take this class already possess an advanced knowledge of music theory and performance skills, the course places a significant focus on individual and group work completed outside of the classroom. Throughout the course, students will have access to both the technology lab and the school's recording studio. Students will also gain knowledge and experience working with advanced ear-training, compositional and recording software. Topics covered include advanced formal analysis, musical form and structure, refining the compositional process; arranging for varied instrumentation; advanced ear-training and sight-singing techniques; and an introduction to sound theory and the recording process. This course requires summer reading assignments.

Theatre Workshop (not offered in 2023-2024)

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

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

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

ARTS: VISUAL

Studio Art 1

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

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

Through drawing and painting, these three one-term courses encourage students to experiment with different art materials and techniques. These include transparent and opaque media such as watercolor, tempera, acrylics, and mixed media. With each assignment, the instructor and fellow classmates analyze the relationships of the elements and principles of design, as well as explore ways in which one represents depth on a two-dimensional picture plane.

Studio Art 2

4th, 5th, 6th form

Prerequisite: Studio Art 1 or permission from instructor

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

These three term courses are a continuation of Studio Art 1 that heighten the students' ability to observe and intensify their visual awareness and activates their imagination and inner vision. Students are encouraged on an individual basis to further develop their skills. The students are urged to approach a given theme in an experimental and original way. Each assignment is critiqued regarding composition, form, space and color/value.

Studio Art 3 (Honors) – requires departmental approval

5th and 6th form

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

This full-year course is designed for advanced Studio Art students. One of the main objectives for this course is portfolio preparation. Early assessment of weaknesses and strengths of the portfolio forms a basis for the individual progression by the student. Once a focus is established, the instructor sets up deadlines and requirements. Individual and group critiques are vital to the learning process and for the growth and strength of the portfolio. Concentration and breadth of the work are weighed heavily during the final assessment.

AP 2-D Art and Design – requires departmental approval

5th and 6th form

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

ARTS: VISUAL

AP 3-D Art and Design – requires departmental approval

5th and 6th form

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

AP Drawing – requires departmental approval

5th and 6th form

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

Advanced Studio Art Seminar (College Level)

5th, 6th form

Prerequisite: Studio Art 4 (AP)

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

Advanced Art History Seminar (CL) - requires departmental approval

5th and 6th form

The goal of the Advanced Art History Seminar (AAHS) is to offer advanced students an opportunity to explore the history of art through a lens of selected artistic themes. By way of a thematic and cross-cultural emphasis, students will make connections among seemingly diverse time periods, locations, and peoples. Students will practice various modes of analysis to aid in interpreting and understanding works of art. AAHS will include topics such as Art & Community, Spirituality & Art, Art & Illusion, Art & Social Conscience, The Body in Art, and Art & Gender. Various outcomes (essays, oral presentations, and research projects) will be used to assess student learning. The course will require reading over the summer and the two major school breaks within the year as a means of supplementing the in-class material. Placement into AAHS requires permission by the instructor and is based on competencies in both English and history courses.

ARTS: VISUAL

Photography (Introduction)

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

Term course: students may enroll in ONE TERM ONLY: fall, winter or spring

Students in Digital Photography will develop and expand their skills in producing artistic photographs using Sony digital DSLR cameras (provided) and equipment. This course will help students become aware of the fundamentals of digital photography. Emphasis will be placed on camera settings, composition, lighting, and photo editing software such as Adobe Lightroom, Bridge, and Photoshop.

Photography

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

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

Students in Digital Photography will develop and expand their skills in producing artistic photographs using Sony digital DSLR cameras (provided) and equipment. This course will help students become aware of the fundamentals of digital photography. Emphasis will be placed on camera settings, composition, lighting, and photo editing software such as Adobe Lightroom, Bridge, and Photoshop. Introduction to alternative photographic darkroom practices using the process of cyanotypes will be explored.

Photography (Advanced)

4th, 5th, 6th form

Prerequisite: 3 terms of Photography or department approval

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

This course will build on the skills and techniques students gained in the Intro and Photo I course with an increased emphasis on individual creation of students' portfolios, exploring a variety of genres of photography. Advanced digital image manipulation and various ways of printing will be covered.

Photography 1

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

This year long course students in Digital Photography will develop and expand their skills in producing artistic photographs using Sony digital DSLR cameras (provided) and equipment. In the fall, students will become aware of the fundamentals of digital photography. In the winter, we move into studio practices using a variety of lighting and technical features of the camera. In the spring, students will use their knowledge to start to develop their own body of work with emphasis on editing skills. Students will learn how to use Adobe Lightroom, Bridge, and Photoshop.

- ▣ Fall Term: Nature/Macro/Conceptual Photography
- ▣ Winter Term: Studio Lighting/Long Exposure/Special effects/Abstract photography
- ▣ Spring Term: Street Photography/Photojournalism/ Narrative

Experimental ART: Alternative Photography

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

Term course: fall, winter, spring (students may enroll in one, two, or three terms- however this is a repeat course)

No experience in photography is needed for this course. Alternative process photography is a whole universe filled with interesting printing methods and techniques. Using historical methods students will learn how to create art in an experimental way. This will give students a deeper understanding of abstract art and chemical reactions. These processes will utilize traditional methods in the dark room. In this course students will focus on the practice of making photographic prints from natural elements such as plants and various objects. This class does NOT rely on taking photos or knowing how to use a camera. Processes such as cyanotypes, lumen, phytogram, chemigrams, and making pinhole cameras will be explored.

ARTS: VISUAL

Introduction to Web Design

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

With a focus on visual design and user interface/experience, this year-long course introduces web design and development through a study of HTML, CSS, JavaScript and site design. Students will be introduced to these topics as they produce their own website from the ground up. Adobe Dreamweaver software is used in this course. This course is also part of the computer science track.

Woodworking

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

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

This course is designed to expose students to the art of fine woodworking. Students will have an opportunity to develop the skills to safely and efficiently join wood while also learning the basic techniques of carving, burnishing, and finishing wood. The course combines discussions of wood sculpture history with experimentation of the individual artist's creative process. Some projects will be done as 2-dimensional artwork, while also exploring 3-D sculptural art. In either case, the principles of art and design will be explored through each project; such as proportions, weight, mass, rhythm, composition, spatial arrangement, balance, and structure. In addition, students will learn tool identification and care as well as shop safety and protocol.

Filmmaking and Visual Storytelling (formerly Video Production)

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

Term course: winter, spring (students must enroll in both terms)

Through fun, hands-on experiences, this course familiarizes students with the concepts, equipment, and technical skills needed to provide a basic understanding of the filmmaking process, from script to screen. Students will learn how to use moving images in conjunction with sound, text, and narrative structure as a basis for communicating ideas and stories on video. The course will explore different film genres through readings, film viewings, guest lectures, and most importantly, student-produced projects. All advanced video equipment and software is provided, including Adobe Premiere. Enrolled students also will have access to the state-of-the-art Jonathan P. Silverstein '09 Electronic Media Studio and Visual Communications Lab in the Shirley Quadrivium.

- ▣ Narrative Filmmaking (fall) – This course will focus on narrative, or fiction, filmmaking. Skills that will be covered include screenwriting, storyboarding, directing, cinematography, and editing. The class will explore genres such as drama, comedy, science fiction, and the thriller.
- ▣ Animation/Experimental (winter) – This course will focus on animation and other non-traditional filmmaking techniques. Skills that will be covered are stop-motion, Claymation, two-dimensional animating, and rotoscoping.
- ▣ Documentary Filmmaking (spring) - This course will focus on documentary style filmmaking. Through workshops, screenings, and field work, students will learn the basics of being a documentarian and produce their own documentary projects.

ARTS: VISUAL

Advanced Filmmaking and Visual Storytelling

4th, 5th, 6th form

Prerequisite: three terms of Filmmaking and Visual Storytelling or equivalent

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

This course is a continuation of Filmmaking and Visual Storytelling. Students will explore topics introduced in F&VS at a more in-depth level, as well as continue the development of their production and post-production skills. Motion Graphics, VFX, livestreaming, and multi-cam recording may also be explored.

AP Art History – requires departmental approval (not offered 2023-2024, please see Advanced Art History Seminar course) 5th and 6th form

The Advanced Placement History of Art course is a full-year course. Students cultivate their understanding of art history through analyzing works of art and placing them in historical context as they explore concepts like culture and cultural interactions, theories and interpretations of art, the impact of materials, processes, and techniques on art and art making, and understanding purpose and audience in art historical analysis. Homework will be required during the prior summer, H-term and major breaks.

Fiber Arts (not offered in 2023-2024)

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

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

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

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

Advanced Fiber Arts (not offered in 2023-2024)

4th, 5th, 6th form

Prerequisite: requires departmental approval

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

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

CLASSICAL LANGUAGES

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

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

For more information about Classical Languages, program or faculty, please contact the department chair, Mr. Ed Turner, eturner@thehill.org

Graduation Requirement

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

CLASSICAL LANGUAGES

****Latin 1**

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

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

****Latin 1 (Honors)**

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

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

****Latin 2**

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

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

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

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

Open to students with interest in and talent for learning a second language, as well as with distinguished performance in Latin 1, this course presents the fundamental grammar and vocabulary of ancient Attic Greek in conjunction with instruction in Latin 2. Students have the opportunity to integrate the study of the language, history and literature of the Greek and Roman worlds. Emphasis is placed on the integrated study of both languages and cultures. After a review of first year Latin, students progress through additional grammar and vocabulary, translating selected passages from Livy and Caesar. As much as possible of basic Attic Greek will be covered. All students will take the Nation Greek Examination and the National Latin Examination. This course requires summer reading assignments.

****Latin 3**

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

Students read selections from five Roman poets – Catullus, Vergil, Horace, Tibullus and Ovid. Student apply their knowledge of Latin morphology, syntax, and vocabulary to what they read and gain an appreciation for the enduring works of these poets. With the continued development of their reading and translation skills, students become familiar with various meters and become increasingly sensitive to word order and poetic style. In the spring term, the class translates and analyzes Cicero's speech *Pro Archia* or *De Amicitia*. The techniques and elements of rhetoric as well as the historical and literary context of these works become the focus. All students will take the National Latin Examination.

CLASSICAL LANGUAGES

* Latin 3 (Honors)

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

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

**Greek 2 (Honors)

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

This course reviews the fundamentals of Greek 1 as learned in the Honors Latin 2/Greek 1 course; it completes the study of the grammar, and exposes the student to a wide variety of selections from the literature of the Golden Age of Athens. In tragedy, students will read from Aeschylus, Sophocles and Euripides, in history from Thucydides, in rhetoric from Demosthenes and Lysias, and in philosophy from Plato's *Apology* and *Crito*. This course is intended to expose the student to a wide range of Greek literature, art and architecture as corollaries of the primary language of study. Students will take the National Greek Examination in the spring.

**Greek 3 (Honors)

Prerequisite: two years Greek
5th and 6th form

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

**Greek 4 (Honors)

Prerequisite: three years of Greek
6th form

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

CLASSICAL LANGUAGES

**** Latin AP – requires departmental approval**

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

This course is open to students who have demonstrated superior ability in their Latin study of at least two years. Students will translate, interpret and analyze selections from Caesar's commentary, the *Gallic Wars* (Books 1, 4, 5 and 6), and Vergil's epic poem, the *Aeneid* (Books 1, 2, 4 and 6) as prescribed by the Princeton Educational Testing Service. To supplement their Latin readings, students will also read non-AP content from Caesar and Vergil in English, as well as prominent secondary scholarship. In this course, students will develop their skills of translation, interpretation, grammatical and syntactical analysis. All students will be prepared to take the AP examination and will complete the National Latin Examination in the spring. This course requires summer reading assignments.

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

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

This course is open to students who have completed three full years of Latin with distinction in their study. The content of the course will vary depending upon student and faculty interest, likely containing some mixture of Latin prose and poetry. The course will place a heavy demand upon a student's knowledge of Latin vocabulary, grammar and syntax. The texts to be studied will be translated, interpreted, and analyzed, with extensive reading from secondary literature. Material concerning Roman culture, society, and politics will also be integrated into the course. Students will take the National Latin Examination in the spring.

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

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

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

CLASSICAL LANGUAGES

****Advanced Latin Seminar: Poetry and Rhetoric (College Level) – requires departmental approval**

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

This course is open to students who have completed three full years of Latin with distinction in their study. For those students studying another foreign language simultaneously at an advanced level, this course will satisfy the school's Religious Studies and Philosophy graduation requirement, pending the approval of the academic dean and language department chair. The course material will consist of a speech of Cicero, which will serve as the basis for an in-depth study of Roman law, politics, and rhetorical style, and various works of Latin lyric and elegy, to be selected from the works of Catullus, Horace, Vergil, Ovid, Tibullus, Propertius, and Martial. The latter works of poetry will serve as the basis for an in-depth survey of the Latin poetic tradition, the elements of prosody, and the major themes of Latin lyric and elegy: love, loss, and invective. The course will place a heavy demand upon a student's knowledge of Latin vocabulary, grammar and syntax. The texts to be studied will be translated, interpreted, and analyzed, with extensive reading from secondary literature. Students will take the National Latin Examination in the spring.

ENGLISH

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

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

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

For more information about the English department, program or faculty, please contact the department chair, Mrs. Courtney Neese, cneese@thehill.org.

Graduation Requirement

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

ENGLISH

****English 1**

3rd form

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

****English 2**

4th form

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

ENGLISH

****Multimedia Journalism (previously Journalism 1)**

4th, 5th, 6th form

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

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

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

5th form

Students in English 3 will build on the foundational skills introduced in English 1 and English 2 as they begin to develop more sophisticated ways of engaging with literature and begin to develop their own voice in their writing. Student discussion and writing remain the central, driving elements in this course informed by a variety of print and non-print texts. Students will have the opportunity to read books of their choosing independently in addition to the required texts that they will read with the class. Students will work through the writing process as they produce essays in a variety of styles demonstrating an understanding of audience and purpose. This course requires summer reading assignments.

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

ENGLISH

****English 3 AP Language – prerequisites and requirements for approval**

5th form

English 3AP is open principally to fifth formers who have demonstrated the ability to complete very rigorous work in English, who have achieved a minimum A- performance in English 2, and who have demonstrated the ability to excel at literary analysis in both writing and discussions. The reading and writing expectations of this AP course are markedly heavier than in English 3 or English 3 Honors. E3AP students predominantly read non-fiction works, work at a faster pace, receive less support in the development of their work, are self-motivated, and engage ideas in the text at a deeper level. Students will be challenged to increase and sharpen their knowledge of advanced literary and rhetorical terms and techniques while developing their ability to recognize a range of rhetorical strategies.

Students best equipped for this course will have a love of reading, proven skill in close textual analysis, a high level of proficiency in writing, a willingness to participate actively in class discussions, and an understanding of the importance of engaging in a process of persuasive writing that requires a willingness to revise and reflect. Interested students must have proven their skill in effective argument writing, analysis of rhetorical features of a text (critical reading), and synthesis of sources. Interested students must also have demonstrated an AP level command of composition and grammar skills.

To qualify, a student must receive the recommendation of his/her teachers in English 1 and English 2 as well as departmental approval based upon the above criteria after collective discussion of all English department faculty. A student's overall GPA and course load may be consulted as part of the process.

****English 3 AP Language – requires departmental approval**

5th form

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

The course will devote particular attention to the rhetorical process, with a focus on audience, purpose, and the occasion of composing (mostly in relation to writing, but there is plenty to consider with speaking and multimodal texts, too). While much attention will be paid to the texts of others, emphasis is placed on student-produced texts. Although there will be some opportunities for students to plan, draft, and revise, the writing for this course acts as practice for the exam and is often in class. This allows students to focus on strong arguments, structure, and form without penalty for minor errors. By the end of the academic year, this course will help students develop voice and authority in communicating their own ideas and experiences to a specific audience. In addition to helping students thrive as writers, this course is intended to prepare them for the national Advanced Placement English Language and Composition exam. This course requires summer reading assignments.

ENGLISH

Multimedia Journalism 2 (Honors) (previously Journalism 2)

5th , 6th form

Prerequisite: Multimedia Journalism or an equivalent introductory level journalism course OR students with a leadership role in The Hill News may self-select into this course

Students in this advanced journalism course will take a leadership role in our student-led journalism program, working with the editors of The Hill News to provide editorial leadership for our journalism production work, as well as coordinating efforts to use social media to publicize our work and engage with our community. As students who have either passed an introductory journalism course or who have taken on a leadership role with The Hill News, these students are expected to be discussion leaders during current event analysis and to lead peer editing efforts during production cycles. Students in this course will analyze exemplary professional work from reporters, photojournalists, photographers, videographers, and documentary filmmakers to advance their own journalistic and artistic skills. As student editors, they will both practice and teach the fundamentals of reporting (research, fact checking, interviewing, newswriting, and AP Style), while seeking to hone their multimedia skills in areas such as photo composition, filmmaking, and audio / video editing. They will lead peer editing efforts, seek feedback from other community members, and take advantage of off campus reporting opportunities to further our community outreach efforts.

****English 4 (with embedded Honors option)**

6th form

English 4 is designed to meet the developing literary and compositional needs of sixth form Hill students as they prepare for college-level work primarily through extensive essay writing as well as independent and collective reading informed by a variety of print and non-print texts. This course is designed both to challenge and engage the mature student who is curious about exploring new perspectives and skills. The goals of the course are to develop independent critical thinking and analytical reasoning in writing and speaking; to develop sharp, close reading skills; and to create an environment of inquiry and understanding. This course requires summer reading assignments.

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

ENGLISH

****English 4 (with embedded Honors option): Creative Writing (not offered in 2023-2024)**

6th form

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

2017-2018 Genre Schedule:

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

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

6th form

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

Storytelling is a creative act. This means that it makes use of the artistic imagination. However, it also means that, when you tell a story, you are creating. You build worlds. You make meaning. And you bring into being something new. As a student in this course, you will examine storytelling in the form of literature. In particular, you will consider the ways in which literature intersects with another part of life that often proves both creative and creating: religious thought, belief, and expression. The relationship between literature and religion is ancient yet evergreen, and both grapple with weighty issues like life's meaning and import, causes and consequences of evil, sources of goodness, and the transformative power of love. Wrestling with these ideas in class, you will interrogate the creative and creating work of others as you make meaning for yourself.

In large part, you will do this work by reading three types of literature. First, you will consider literature dealing with the lives of religiously minded persons, including Augustine's *Confessions* and *The Autobiography of Malcolm X*. Second, you will look at the ways in which literature employs, adapts, and addresses religious texts, primarily by focusing on John Milton's *Paradise Lost*. Finally, you will turn to secular fiction that speculates upon faith and its role in crafting meaning for individuals and societies. These readings include short stories by authors like Octavia Butler, Flannery O'Connor, and Philip Roth.

This class is a student-driven and discussion-based. You will reflect on and respond to readings during each class meeting, and you will compose argumentative and creative writing. You will also work collaboratively to create multimodal projects like podcasts, videos, and works of art. This course requires summer reading.

ENGLISH

****English 4 AP Literature – prerequisites and requirements for approval**

6th form

English 4AP is the most advanced course offered to sixth formers in The Hill School English department curriculum. This course is available to students seeking an increased level of challenge and who have demonstrated both an enthusiasm for the subject and the ability to complete very rigorous work in English. Students in this college-level course analyze literature that is stylistically, structurally, and conceptually challenging. The course requires more effort, encourages more independent work, and delves deeper into the content of literature than English 4 Honors. It also involves extensive expository writing. Students must have achieved a minimum A- performance in English 3AP AND demonstrated the ability to excel at literary analysis in both writing and discussions. In rare cases, students demonstrating remarkable achievement in English 3 Honors will be considered for promotion to E4AP. These students must recognize that they may be lacking in the skills taught in E3AP as they enter E4AP. Students are not permitted to enter English 4AP from English 3 regular.

Interested students must have proven their skill in reading comprehension and should be prepared to lead discussions about literature. Students should be able to formulate and defend complex arguments and to write compositions of sustained literary analysis, as well as in-class essays similar to those required on the AP Literature and Composition exam. Interested students must have also demonstrated an AP level command of composition and grammar skills.

To qualify, a student must receive the recommendation of all his/her previous English teachers in English 1, English 2, and English 3AP as well as departmental approval based upon the above criteria after collective discussion of all English department faculty. A student's overall GPA and course load may be consulted as part of the process.

****English 4 AP Literature – requires departmental approval**

6th form

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

ENGLISH

+ English 5 for Post-Graduates (with embedded Honors option):

6th form

English 5 is strictly for post-graduate students who have already obtained a high school diploma. Students will hone the skills they have cultivated over four years of high school English—critical thinking, analytical reasoning, close reading, strong listening, original thinking in writing and speaking—to create an environment of inquiry and understanding. This course is meant to be a bridge between high school English and college composition and literature courses. The content of the course will be determined partly by the students in concert with the instructor with the goal of focusing students' gaze outward beyond Hill's walls to challenge and invigorate the mature student. The class will consist of discussion, service learning, reading, and writing. This course requires a summer reading assignment.

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

HISTORY AND SOCIAL SCIENCES

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

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

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

For more information about the History department program or faculty, please contact the department chair, Mr. Dan McMains, dmc mains@thehill.org.

Graduation Requirement

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

HISTORY AND SOCIAL SCIENCES

****20th Century History**

3rd form

This required third form History course will introduce students to the historical study through careful examination of major global events throughout the previous century that helped define the world of today. This course will focus on the development of a solid foundation of skills namely various writing approaches research techniques close critical reading and oral communication. One of the unique features of this course provides students with an opportunity to create a documentary video based on an oral history project that they conduct with a family member or close friend.

****World History (with Honors option) (not offered 2023-2024):**

4th form

World History/Modern Europe

World History/Middle East

World History/Latin America

This course will examine a broad scope of World History to introduce students to the diversity of cultural experiences throughout the world. Particular attention will be paid to how cultures understood themselves and how they interacted with other groups. The fall term will examine a selection of ancient civilizations from Greece and Rome to Pre-Columbian North America and China. The winter term will focus on the Middle Ages of Europe, the Middle East, Latin America, and Asia. Students will also work on an extended research paper. The spring term will focus on the early modern period of World History and its broad geographic and cultural diversity.

(Cont.) **World History (with Honors option) (not offered 2023-2024):

4th form

Embedded Honors option: This option is available, upon department approval, to students who wish to explore history in greater detail. Students enrolled in this option should expect assessments that will prepare them for AP-Style tests. Explicit preparation for the AP Modern World History exam is not the goal of this course, rather students will gain familiarity with the question types common to the AP. Extensive reading and in-class participation are an expectation for students enrolled in this option. Students interested in taking further AP courses within the department are encouraged to apply for this option.

Power and Identity in World History (with Honors option):

4th form

This course will examine a broad scope of World History to introduce students to the diversity of cultural experiences throughout the world. Particular attention will be paid to how cultures understood themselves and how they interacted with other groups. The fall term will examine a selection of ancient civilizations from Greece and Rome to Pre-Columbian North America and China. The winter term will focus on the Middle Ages of Europe, the Middle East, Latin America, and Asia. Students will also work on an extended research paper. The spring term will focus on the early modern period of World History and its broad geographic and cultural diversity.

Embedded Honors: This option is available, upon department approval, to students who wish to explore history in greater detail. Students enrolled in this option should expect assessments that will prepare them for AP-Style tests. Explicit preparation for the AP Modern World History exam is not the goal of this course, rather students will gain familiarity with the question types common to the AP. Extensive reading and in-class participation are an expectation for students enrolled in this option. Students interested in taking further AP courses within the department are encouraged to apply for this option.

HISTORY AND SOCIAL SCIENCES

****Economics**

5th, 6th form

Designed to help students gain an understanding of economic terms on both a conceptual and graphic level, this course covers a number of basic macro and microeconomic issues, as well as some basic management concepts and skills. Students will be expected to understand each chapter of the primary text, as well as review current economic publications, prepare an 8-10 page term paper, manage an investment portfolio, and participate in class projects.

Note: this course fulfills the financial literacy requirement.

****Economics AP – requires departmental approval**

5th, 6th form

This course explores the science and art of economics using all mediums available. The discipline is the cross-section of all subjects as a basis for exploring the strengths and challenges of the world. The curriculum is designed for fifth and sixth formers considering the Advanced Placement examination in Macroeconomics and/or Microeconomics, but the aspirations and objectives are considerably higher than any formal test. Technical skills are developed in this class, especially graphing and application, but all course material is enveloped within real world concepts and current events. While all formal assignments require close attention to the textbook, students are regularly exposed to other exhibits intended to illuminate the moral implications of all economic theories. This course requires summer reading assignments.

Note: this course fulfills the financial literacy requirement.

Advanced Economics (College Level) – requires departmental approval

6th form

Prerequisite: Economics (AP)

The study of Economics helps to develop a critical, analytical mind that challenges any preconceived notions regarding how the economy works. Some of the profoundly important questions you will be asked include: does China threaten or improve our standard of living? Will India's style of growth reduce poverty quickly enough? Is the discovery of oil a good thing? Why is Zimbabwe economically shrinking? If these questions intrigue you, then the study of Advanced Economics will provide you with a way of analyzing them. You will be expected to think independently about economic issues, be they local, national, and international, as well as be encouraged to discuss your views to develop your critical distance: the ability to step back from the discussion and analyze assumptions. The advanced seminar course is distinguished from AP Economics in that it provides the opportunity to examine several formal models in some depth and it also requires pupils to use mathematical quantitative techniques to identify, explain and analyze economic relationships.

Note: this course fulfills the financial literacy requirement.

****Psychology**

5th, 6th form

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

These three one-term courses are an introductory survey that aims to help students understand themselves as well as others. The fall term covers research methods, the biological basis of behavior, states of consciousness, and principles of learning. The winter term focuses on memory, intelligence, human development and personality theory. The spring term includes psychological disorders, therapies, and social psychology.

HISTORY AND SOCIAL SCIENCES

**** U.S. & Comparative Government and Politics AP (not offered in 2023-2024)**

5th, 6th form

Prerequisite – US History or US History (AP)

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

**** Comparative Government and Politics AP – requires departmental approval (not offered in 2023-2024)**

5th, 6th form

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

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

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

5th, 6th form

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

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

**** U.S. Government and Politics AP**

5th, 6th form

Prerequisite – US History or US History (AP)

This course will give students an in-depth understanding of the history, framework, and contemporary applications of American democracy. The course will follow the AP syllabus to give students a grounding in the documents and ideals of America's founding, as well as the evolution of those ideals and documents. Landmark Supreme Court cases will be examined, as they relate to the changing nature of American government. The course will also offer significant analysis of current events in American politics, and opportunities for students to engage with current political campaigns and issues. This course requires departmental approval and students are strongly encouraged to have completed US History prior to enrollment.

HISTORY AND SOCIAL SCIENCES

****United States History**

5th, 6th form

This is a comprehensive, yearlong course in United States history which seeks to explore the past as a means both to explain the present and prepare for responsible adult participation, citizenship and leadership in the future. A thematic approach will study the creation of the American Republic, society and culture are approached as particular examples of the human experience, which are explored by asking the kind of questions historians ask as they probe cause and effect, determinism and contingency. Students are taught how to go about searching for answers through the use of the full range of historical sources, including the completion of a major thesis. Well-prepared and informed written work is a vital component of the course.

United States History (Honors) – requires departmental approval

5th, 6th form

This highly discussion-based course explores the evolution of American democracy through case studies. The fully case-based course will guide students through various events in American History to explore how and why decisions were made and their implications for contemporary America. Daily participation in class discussions is an expectation of this course. Students will develop their analytical speaking and writing skills as we read through case studies to better understand American History. Students eager to engage with regular class discussions on topics related to American History are encouraged to apply for departmental approval.

****United States History AP – requires departmental approval**

5th, 6th form

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

This is a comprehensive yearlong course in United States history designed to prepare students for the CEEB Advanced Placement Examination in United States History, which is given in May. Students who enter this course are presumed to be ready to encounter and make use of sophisticated historical analysis, challenging texts, and provocative and difficult questions about the human condition as well as the human past. The evolution of the United States is studied as one particular example of the larger human story. Successful work at the AP level requires the mastery of an enormous body of factual material as well as the ability to respond to challenging intellectual problems and offer well informed solutions presented clearly and cogently. This course requires summer reading assignments.

*** Social Justice (Honors)**

5th, 6th form

This honors-level course will familiarize students with various social justice causes. From racism and sexism to environmental justice and inequality, this course is designed to deepen students' historical and background knowledge on various topics, explore contemporary discussions, and apply their skills as agents of change. The content will be reading and research based, and discussion and writing will be the primary modes of assessment. Students will work to spread understanding both in our community, as well as work toward legal change on a larger scale.

HISTORY AND SOCIAL SCIENCES

War Series (with Honors option)

5th, 6th form

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

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

☐ ****History of the Civil War (Fall)**

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

War Series (with Honors option)

5th, 6th form

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

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

This term course follows a traditional historical pattern as it explores the causes and conduct of the central historical drama of the 20th Century, the struggle, which tore the world apart between 1939 and 1945, and left it changed forever. The course work will require substantial reading, careful listening and the ability to express one's own thoughts clearly and effectively, orally and in writing. Students will also be required to pursue some independent research and write a 1500-word research paper.

☐ ****History of Modern Counter Insurgency (Spring)**

This term course follows a traditional historical pattern as it explores the evolution of warfare in a post-Korean War world. Counterinsurgency and surgical strikes come to the fore as United States military seeks to achieve different objectives. The course work will require substantial reading, careful listening and the ability to express one's own thoughts clearly and effectively, orally and in writing in exploring American conflicts Vietnam to Iraq and Afghanistan.

☐ ****History of the Vietnam War (Spring) (this term topic not offered 2023-2024)**

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

HISTORY AND SOCIAL SCIENCES

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

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

Prerequisite: strongly recommend completion of an AP level history course

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

Entrepreneurship and Social Enterprise

5th, 6th form

Term course: fall, winter, spring (it is highly recommended that students enroll in all three terms. The spring term requires prior enrollment in one of the previous terms.)

This course provides a fundamental understanding of entrepreneurship and social impact through corporate social responsibility (CSR). Students will receive both theory and hands-on experience in sales, marketing, management, financial literacy, writing business plans, and building pitch decks. This course will also focus on leadership development, including social and cultural intelligence, networking, and public speaking. Finally, this course will introduce creative problem-solving methods, such as design thinking and theory of change, and examine social enterprise as a way of blending the values of social change with the market-driven approach of traditional entrepreneurship. In the spring term, the course culminates in the practical application of selecting a business idea and creating a full concept-to-development model, then pitching it to a panel of judges.

Additional experiential learning course highlights are off-campus field trips, notable Hill alumni guest speakers, and opportunities to attend events outside of the classroom, such as the Penn/Wharton Startup Challenge in Philadelphia.

HUMANITIES

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

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

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

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

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

Graduation Requirement

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

HUMANITIES

****Humanities 3 AP English Language – requires departmental approval** 5th form

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

****Humanities 4 AP English Literature – requires departmental approval** 6th form

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

MATHEMATICS

Introduced in the fall of 2016, the Integrated Mathematics program at Hill combines the key components of algebra, geometry, pre-calculus, statistics, and coding through a multi-year, multi-tiered program. Students who achieve success in this program will have the base knowledge and skills necessary for advanced mathematics topics, including calculus and probability and statistics.

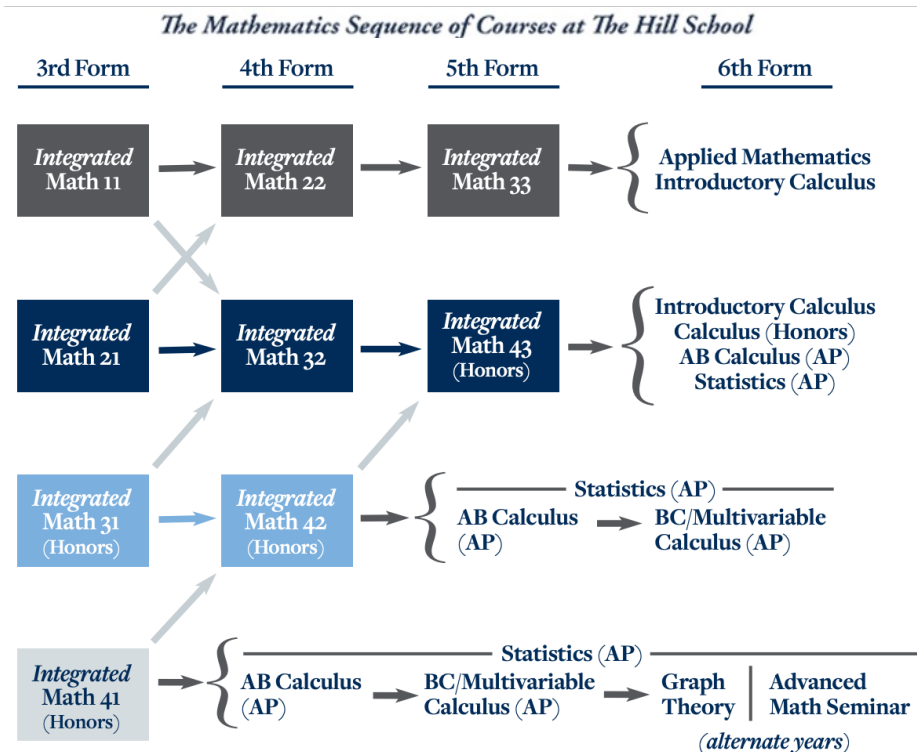
The Integrated Mathematics program includes a variety of teaching methods which we intentionally use to help students learn to study in different environments, as well as thoughtfully increase their independence in learning each year as their mathematical maturity increases.

Approval for Honors and Advanced Placement courses:

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

For students who are new to The Hill School, mathematics course placement is based on a combination of standardized test scores, performance on the placement test given by the department (for incoming 3rd and 4th form students), and grades in prior math courses and teacher recommendations.

For more information information about the Mathematics department or curriculum, please contact the department chair, Mr. Higginbotham, ehigginbotham@thehill.org.



INTEGRATED MATHEMATICS

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

3rd form

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

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

3rd form

This is the first course in a three-year sequence of integrated mathematics courses. The course emphasizes the mathematical process of building from concrete examples to generalized statements about mathematical objects. While the course covers a combination of topics covered in traditional high school Algebra 1, Geometry, and Algebra 2 courses, it does so in a way that highlights connections among the different branches of mathematics.

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

3rd form

Topics include univariate and bivariate data; algebraic and geometric representations of lines, including parallel and perpendicular lines; intersections of lines, including angles, systems of equations, and systems of inequalities; exponentials and logarithms; sequences; and the applications of these topics to finance. While this course covers substantially similar topics as the Integrated Mathematics 11 course, it does so to a greater depth and with a heavier emphasis on conceptual understanding. Students who successfully complete this course will be prepared to take Integrated Mathematics 32 the following year.

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

3rd form

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

This is the first course in an accelerated two-year sequence of integrated mathematics courses. While the course explores a combination of topics covered in traditional high school Algebra 1, Geometry, and Algebra 2 courses, it does so in a way that highlights connections among the different branches of mathematics. IM31 is intended for those students who are both confident in their mathematics and comfortable sharing and defending their ideas with their peers. In addition to the topics covered in the Integrated Mathematics 21, this course will place a greater emphasis on formal proof by exploring algebraic and geometric interpretations of area and volume. Students who successfully complete this course will be prepared to take Integrated Mathematics 42 (Honors) the following year.

INTEGRATED MATHEMATICS

****Integrated Mathematics 41 (Honors): Advanced Algebra and Trigonometry – requires departmental approval**

3rd form

Prerequisite: superior performance in Algebra 1 and Geometry

This is a rigorous integrated mathematics course, which condenses two years of traditional high school mathematics into a single year. It is a necessarily fast-paced course that explores topics including: manipulation of algebraic expressions; solutions of equations and inequalities including systems; transformation, composition, and analysis of functions and their inverses; the behaviors of algebraic and transcendental functions; analytic trigonometry; trigonometry of right and oblique triangles; analytic geometry; sequences and series; and introductory probability and statistics. Students who successfully complete this course may be recommended for AB Calculus (AP) in their 4th form year.

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

4th form

Prerequisite: Integrated Math 11 or Integrated Math 21

This is the second course in a three-year sequence of integrated mathematics courses. The course emphasizes the mathematical process of building from concrete examples to generalized pattern recognition and generation. While the course covers a combination of topics covered in traditional high school Geometry and Algebra, it does so in a way that highlights connections among the various branches of mathematics. The year will begin with a review of previous integrated mathematics topics. Further topics will include triangles and quadrilaterals; area and perimeter; probability; quadratics; and functions including domain, range, and translations; radical functions; piece-wise functions; and compositions of functions. Students who successfully complete this course will be prepared to take Integrated Math 33 the following year.

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

4th form

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

This is the second course in a three-year sequence of integrated mathematics courses. The course emphasizes the ability to generalize from examples and to fully explain mathematical ideas in several modes, including through formal proof. While the course covers a combination of topics covered in traditional high school Geometry, Algebra 2, and Pre-Calculus, it does so in a way that highlights connections among the various branches of mathematics. Topics include properties of two- and three-dimensional shapes, area and volume, quadratics and polynomials, functions including domain and range, exponential functions, radical functions, piecewise functions, and probability. Students who successfully complete this course will be prepared to take Integrated Mathematics 43 (Honors) the following year.

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

4th form

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

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

INTEGRATED MATHEMATICS

**** Integrated Mathematics 33: Trigonometry and Applied Functions**

5th form

Prerequisite: Integrated Math 22 or Integrated Math 32

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

**** Integrated Math 43 Honors: Foundation for Calculus**

5th form

Prerequisite: Integrated Math 32 or Integrated Math 42

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

****Integrated Math 44: An Introduction to Calculus and Statistics (not offered 2023-2024)**

6th form

Prerequisite: Integrated Math 33 or Integrated Math 43

This is the fourth course in a four-year sequence of courses that comprise the integrated mathematics program. The course begins with a review of topics from pre-calculus and then moves into rational functions. Topics for the winter and spring include a survey of the calculus concepts of continuity, limits, differentiation and integration (with applications).

CALCULUS, STATISTICS, FINANCE

+Introductory Calculus (formerly Integrated Math 44)

6th form

Prerequisite: Integrated Math 33 or Integrated Math 43 honors

This course builds on the work of our Integrated curriculum with an introduction to the topics of basic calculus. The course begins with a review of concepts from precalculus, with an emphasis on building a library of basic functions and an in-depth study of rational functions. Through the winter and spring terms, students will conduct a survey of the basic concepts in calculus, including continuity, limits, differentiation and integration (with applications).

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

6th form

Prerequisite: Integrated Math 43 or excellent performance in Integrated Math 33 with supplemental spring term work

This is an introductory course in differential and integral calculus. The course begins with a discussion of end behavior and continuity of the various functions explored in previous courses using the language of limits. This leads to the development of the derivative, the techniques of differentiation, and their use in addressing problems in curve-sketching, related rates, and optimization. Finally, Riemann sums, the anti-derivative, the techniques of integration and their application will also be covered. Note: This course does not prepare students for the Advanced Placement Exam in Calculus.

****Applied Mathematics: Introduction to Statistics, Probability and Finance**

6th form

Prerequisite: Integrated Math 33 or higher

Applied Mathematics approaches real world problems through the lens of statistics, probability, and personal finance. This is a year-long course that will ask students to analyze, explore, and discover mathematical concepts in order to explain choices and outcomes regarding current events and timely global issues. Approximately two terms will focus on data exploration, interpreting summary statistics, probability, and an introduction to statistical inference. The third term will lead students through an investigation of financial mathematics including interest, credit, loans and investing. Work in this course has a strong emphasis on technology, including the use of Excel and supplemental applets to help students organize and synthesize large sets of data in order to better understand the story behind the numbers.

Note: this course fulfills the financial literacy requirement.

CALCULUS, STATISTICS, FINANCE

****Statistics – requires departmental approval (not offered 2023-2024)**

6th form

Prerequisite: Integrated Math 33 or equivalent

This course in probability and statistics covers a wide range of statistical material, including displays of quantitative and categorical data (e.g. boxplots, scatterplots, contingency tables), measures of spread, relationships between quantitative variables (including linear regression), randomness and probability, data collection (experiments and surveys), random variables in probability models, and statistical inference (hypothesis testing and confidence intervals). This course does not prepare students for the Advanced Placement Exam.

Personal Finance (not offered 2023-2024)

6th form

Term course: winter term only

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

ADVANCED MATHEMATICS

****Statistics AP – requires departmental approval**

5th, 6th form

Prerequisite: Integrated Math 31 or higher

This AP course in probability and statistics covers a wide range of statistical material, including displays of quantitative and categorical data (e.g. boxplots, scatterplots, contingency tables), measure of spread, relationships between quantitative variables (including linear regression), randomness and probability, data collection (experiments and surveys), random variables in probability models, and statistical inference (hypothesis testing and confidence intervals). Special emphasis is placed on the interpretation of those topics and practical applications. This course prepares students for the Advanced Placement Exam in Statistics.

****Calculus AB AP – requires departmental approval**

4th, 5th, 6th form

Prerequisite: superior performance in Integrated Math 41, Integrated Math 42, Integrated Math 43

This AP course studies topics in both differential and integral calculus. Topics include limits and continuity; derivatives including implicit, exponential, logarithmic, and inverse trigonometric functions; applications of derivatives including graphing, first and second derivative tests, rectilinear motion, and maximum and minimum problems; antiderivatives and integration including the Fundamental Theorem of Calculus; area between two curves and volumes by slicing; and separable differential equations. This course prepares students for the Advanced Placement Exam for Calculus AB.

****BC/Multivariable Calculus AP – requires departmental approval**

5th, 6th form

Prerequisite: superior performance in Calculus AB (AP)

This course continues the calculus sequence started in Calculus AB (AP). The topics covered at the start of the course complete the study of single variable calculus including methods of integration, sequences and series, and polar and parametric functions. Included among the topics for multivariable calculus are three-dimensional space, vectors, vector-valued functions, curvature, partial derivatives, multiple integrals and their applications including Green's Theorem and Stokes' Theorem. This course prepares students for the Advanced Placement Exam for Calculus BC.

****Advanced Mathematics Seminar Honors (College Level) – requires departmental approval**

5th, 6th form

Prerequisite: completion of or concurrent enrollment in BC/Multivariable Calculus AP

Topics in undergraduate mathematics will be studied as chosen by the instructor. Topics may include, but are not limited to, Chaotic Dynamical Systems, Logic and Set Theory, Abstract Algebra, Number Theory, Advanced Geometry, Stochastic Processes, Mathematical Modeling, Complex Analysis, Linear Algebra, and Differential Equations.

****Graph Theory and Proof Honors (College Level) – requires department approval (not offered in 2023-2024)**

5th, 6th form

Prerequisite: completion of or concurrent enrollment in BC/Multivariable Calculus AP

This is a course in discrete mathematics, methods of mathematical proof, and introductory graph theory. Emphasis will be placed on daily presentation of material from the reading. Topics include logic, congruence, induction and recursion, algorithms, graphs, and applications.

QUADRIVIUM ENGINEERING AND DESIGN (QED)

The Quadrivium Curriculum

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

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

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

For more information or questions about the Quadrivium Curriculum, contact the chair, Dr. Hoda Ehsan, hehsan@thehill.org

QUADRIVIUM, ENGINEERING AND DESIGN (QED)

Engineering 1 – Engineering Design Practices and Fundamentals

3rd, 4th form

In this full-year course, students will develop and practice engineering habits of mind and thinking competencies through collaborative, hands-on, engineering design projects. Students will be introduced to the core of engineering design practices, including problem scoping, ideation, prototyping, and troubleshooting. They will also explore the fundamentals of engineering science and learn how to apply those principles to engineering design projects. This class may be taken as a seventh, graded course – no homework will be assigned.

Engineering 2 (embedded honors option) - Engineering of Smart Toys

4th, 5th form

Prerequisite: Engineering 1

In this course, students will explore the essential skills needed for designing smart products. Students will gain advanced 3D modeling skills in CAD, and be introduced to rapid prototyping using 3D printing, laser cutting and CNC machinery. Additionally, through engaging and collaborative hands-on projects, they will learn about the internet of Things (IoT), explore fundamentals of electronics with Arduino kits, and engage in coding to create smart products. Finally, working in small groups, students will engage in the engineering design process to define a need in the toy industry. They will experience building a prototype and testing the toy to address the identified need. This class can be taken as a seventh, graded course – no homework will be assigned.

Engineering 3 (CL) – Multidisciplinary Engineering Design and Integrative Product Design

5th, 6th form

Prerequisite: Engineering 1 and 2

This full-year course is an integration of engineering, design, project management and marketing. This course advances students' knowledge and skills within the engineering design process of product design and user experience. They will learn about advanced multidisciplinary engineering approaches such as human-centered design, bio-inspired design, design aesthetics, material processing, and the Internet of Things (IoT). Managing a given budget, students have the option to work for an actual local or non-local client, or to be their own client. They will conduct research on various existing creative and smart products, identify the needs and problems in society, ideate and prototype solutions, and finally design, test and manufacture a marketable solution. This is a collaborative course which allows students to practice effective and professional communication skills. This class may be taken as a seventh, graded course – no homework will be assigned.

Engineering Disciplines of Real Life Seminar (CL)

6th form

Prerequisite: Engineering 1, 2 and 3, Integrated Math 43 or equivalent or by instructor permission. (Exceptions may be made for students joining in the 4th or 5th form year)

In this course, students will analyze engineering disciplines such as aerospace, mechanical, civil, energy, biomedical and electrical engineering in a college-level training. Each term, students will select one engineering discipline as their exploratory field. Working through a scenario-based project, students will take a deeper dive into that discipline, work with industrial equipment, conduct industry-level engineering experiments in that discipline. They will have opportunities to interact with engineers of various fields and learn from their real-world experiences. This class may be taken as a seventh, graded course – no homework will be assigned.

QUADRIVIUM, ENGINEERING AND DESIGN (QED)

Accelerated Engineering (honors): Exploring Engineering as a Multidisciplinary Practice

5th, 6th form

This full year course introduces students to engineering as a multidisciplinary practice. Students will learn about multiple engineering disciplines; develop engineering professional skills like teamwork, communication and engineering ethics; and practice problem solving in engineering. By putting on the engineer hat, students develop and apply these skills in a hands-on, authentic, self-selected engineering design project. Students will design for a client, collect and analyze user data, and finally present their design. This is a student-centered course where one may engage in engineering in a fun way, have a chance to interact with engineers, and get a better sense of what engineering really is.

QUADRIVIUM SCHOLARS

QUADRIVIUM SCHOLARS (1-year track)

6th form

Prerequisites: Biology, Chemistry, and Physics; AP Calculus; successful application process with the course instructor.

In the Quadrivium Scholars 1-year track, students will develop and employ research skills that will equip them to conduct meaningful, novel research within the field of neuroimaging. Upon acceptance to the course, students may elect either to find their own research mentor, or to follow the school's Neuroimaging track. With remote daily access to researchers at Harvard Medical School's Martinos Center for Biomedical Imaging, students will collaborate with professional researchers, their course instructor, and their classmates to mimic the setting of a research laboratory. Beginning in the summer before their 6th form year, students will conduct at least four weeks worth of research in their selected track. When the school year begins, students will spend class time meeting with and seeking guidance from their course instructor and their research mentor, in order to develop their own research project through the course of the year. Class time will be spent conducting interviews, analyzing patient data, and completing writing/speaking assignments related to the student's research.

QUADRIVIUM SCHOLARS (2-year track)

5th, 6th form

Prerequisites: Biology, Chemistry, and Physics; Math 43; successful application process with the course instructor.

In the Quadrivium Scholars 2-year track, students will develop and employ research skills that will equip them to conduct a long-term research project related to the fields of Science, Technology, Engineering, and Math. Students build upon their unique classroom experiences in STEM during their 3rd and 4th form years, to conduct undergraduate-level research that might equip them for entry into such competitions as the Regeneron Science Talent Search, or for publication in a peer-reviewed journal.

In their 5th form year, students will develop the skills of professional literature searching, presenting, writing, and forming evidence-based research questions. They will undertake this learning with concurrent neuroscientific training with Harvard Medical School's Martinos Center for Biomedical Research. During the spring, students will develop a research project – either with the lab at the Martinos Center, or with another researcher that the course instructor will help the student secure.

During the summer before their 6th form year, students will be expected to complete at least four weeks' worth of research. Upon beginning their 6th form school year, students will begin writing and presenting about their work, culminating in authorship of a mock NIH Grant Proposal and Research Poster Defense in May of the Form 6 year.

Please note that summer work will be assigned in both Quadrivium Scholars courses.

COMPUTER SCIENCE/DATA PROCESSING

Introduction to Web Design

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

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

Computer Science 1: Introduction to Computer Programming

3rd, 4th form

This full-year course provides an introduction to computer programming. Students will learn programming concepts and commands through block-based coding before transitioning to the study and mastery of Python. This class integrates algebraic thinking, programmatic knowledge, and the use of scenario abstraction. As an applied course, students will see the practical applications of programming and how it can be used to solve real-world problems. The course also integrates programming with hardware such as drones and robots.

Computer Science 2: Foundations of Computing and Advanced Computer Programming

4th, 5th form

Prerequisite: Intro to Web Design or Computer Science 1

This college level, year-long class delves into the fundamentals of computing with a focus on programming in Java. The curriculum covers a broad range of topics including abstraction, algorithm development, memory allocation, and basic computer architecture. The course places a strong emphasis on both procedural and object-oriented programming using the Java language. Upon completion, students will be well-prepared to take the AP Computer Science A exam in May.

Computer Science 3: Data Science and AI (CL)

5th, 6th form

Prerequisite: Computer Science 2, Integrated Math 42 or higher

This college-level course expands students' knowledge and understanding of the field of technology with a focus on artificial intelligence, machine learning, data science, and cybersecurity, and their practical and real-life applications. The course also examines the design and programming principles of unmanned aerial vehicles (such as drones).

Students will delve into the challenges of image analysis and reinforce their knowledge through machine learning and augmented reality applications. They will collect and create datasets to train machine learning algorithms and learn about the concepts of cybersecurity, including the ethical implications of sharing data through digital networks. The mathematical concepts and computer science principles of cryptography will also be evaluated. As a final project, students will have the opportunity to apply AI and data science to multidisciplinary projects such as virtual reality, engineering design, sports, and neuroscience.

Computer Science 4: Advanced Computer Science Seminar (CL)

5th, 6th form

Prerequisite: Computer Science 3 and departmental approval of project proposal

This full-year course is an open research and development time for highly motivated and creative students looking to explore complex projects. Students must submit project proposals for approval prior to acceptance into this course.

COMPUTER SCIENCE/DATA PROCESSING

AP Computer Science Principles

5th, 6th form

Prerequisite: Concurrent enrollment in or completion of Integrated Math 31 or higher

This year-long class utilizes a version of Harvard University's CS50 curriculum to introduce students to the fundamental concepts of computing with a programming-centric focus, while simultaneously preparing students for the AP Computer Science Principles exam. Topics covered in this class include algorithms, abstraction, data, global impact, and internet technologies, among others. Students will also develop competence in several programming languages including Python and C. By the end of the year, students can expect to have a foundational understanding of core computer science principles, be comfortable programming in multiple languages, and most importantly be better problem solvers and computational thinkers. This class will prepare students to take the AP Computer Science principles exam. Students who successfully complete this course can be recommended to take Computer Science 3 the following year.

Note: For Physical Computing, see [Quadrivium Engineering](#)

COMPUTER SCIENCE/DATA PROCESSING

Advanced Computer Science Seminar (College Level) – requires department approval (not offered 2023-2024)

5th, 6th form

Prerequisite: Data Structures and Algorithms and departmental approval of project proposal

This full-year course is an open research and development time for highly motivated and creative students looking to explore complex projects. Students must submit project proposals for approval prior to acceptance into this course.

Introduction to Computer Programming (not offered 2023-2024)

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

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

Underwater Robotics and Physical Computing (Honors) - requires departmental approval (not offered in 2023-2024)

4th, 5th, 6th form

Prerequisite: Introduction to Web Design, Introduction to Computer Programming (or equivalent), Chemistry or Integrated Math 43 or higher

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

Data Structures and Algorithms (CL) – requires departmental approval (not offered 2023-2024)

4th, 5th, 6th form

Prerequisite: AP Computer Science A or departmental approval

This full-year course focuses on the fundamental theories and topics of computer science. Students will study more advanced data structures such as stacks, queues, and binary trees; and dig deeper into AP topics such as searches, sorts, and recursion. Additionally, students will begin explorations into GUI-based programming. This course is recommended for those who aim to major in computer science in college.

RELIGIOUS STUDIES AND PHILOSOPHY

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

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

For more information about the Religious Studies and Philosophy program, please contact the department chair, The Reverend Anne Confer Martens, '02, aconfermartens@thehill.org

***Graduation Requirement**

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

*Religious Studies requirement waived for Post-Graduates

RELIGIOUS STUDIES AND PHILOSOPHY

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

4th, 5th, 6th form

This course surveys five of the world's major religions: Hinduism, Buddhism, Judaism, Christianity, and Islam. We will explore the history, central teachings, sacred texts, and basic practices of these religious traditions. Students will also examine contemporary social, cultural, and political issues pertinent to each religion. The goal of this course is for students to gain an understanding of and respect for worldviews other than their own. Students will be expected to come to class prepared and eager to learn, to actively engage in class discussions, and to demonstrate their understanding of the course material clearly and thoroughly.

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

The embedded curriculum demands greater depth and commitment in all aspects of the course, including demonstrated classroom leadership. Unlike the broader Hill policy for drops/level changes, changing from honors to regular means that averages from completed terms, and scores from individual assignments in incomplete terms, shall carry over after the change, as though they had been earned under the regular course expectations.

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

6th form

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

Storytelling is a creative act. This means that it makes use of the artistic imagination. However, it also means that, when you tell a story, you are creating. You build worlds. You make meaning. And you bring into being something new. As a student in this course, you will examine storytelling in the form of literature. In particular, you will consider the ways in which literature intersects with another part of life that often proves both creative and creating: religious thought, belief, and expression. The relationship between literature and religion is ancient yet evergreen, and both grapple with weighty issues like life's meaning and import, causes and consequences of evil, sources of goodness, and the transformative power of love. Wrestling with these ideas in class, you will interrogate the creative and creating work of others as you make meaning for yourself.

In large part, you will do this work by reading three types of literature. First, you will consider literature dealing with the lives of religiously minded persons, including Augustine's *Confessions* and *The Autobiography of Malcolm X*. Second, you will look at the ways in which literature employs, adapts, and addresses religious texts, primarily by focusing on John Milton's *Paradise Lost*. Finally, you will turn to secular fiction that speculates upon faith and its role in crafting meaning for individuals and societies. These readings include short stories by authors like Octavia Butler, Flannery O'Connor, and Philip Roth.

This class is a student-driven and discussion-based. You will reflect on and respond to readings during each class meeting, and you will compose argumentative and creative writing. You will also work collaboratively to create multimodal projects like podcasts, videos, and works of art. This course requires summer reading.

RELIGIOUS STUDIES AND PHILOSOPHY

****Advanced Latin Seminar: Religion and Philosophy (College Level) – requires departmental approval (not offered in 2022-2023)**

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

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

Philosophy and Religion in China and Beyond (with Honors option) 4th, 5th, 6th form

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

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

4th, 5th, 6th form

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

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

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

RELIGIOUS STUDIES AND PHILOSOPHY

**** Religion and Film in Contemporary Society (with Honors option)**

4th, 5th, 6th form

Religion can be reflected in the various cultural expressions and practices of society, and in particular the arts. Film is one way that art can display religious experience and/or religious dimensions of human life. This course will introduce students to ways of thinking theologically about contemporary popular film. Students will view works by diverse filmmakers and examine how these films provide insight into how faith can intersect with larger issues in contemporary society. It is also designed for the student to gain an awareness of the influence film has on our understanding of religious concepts and its role in shaping religious consciousness. Topics covered will include: Religion & Social Issues, Religion & Self-Identity, Religion, Death & the Hereafter, Religion & Free Will, Religion, Ethics & Morality, and Religious Practices & Film. Students will be required to watch films (on their own time) and may have an additional option of film screenings (to be determined). The course will combine film and discussion with accompanying readings and lectures.

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

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Religious Radicals (with Honors option)

4th, 5th, 6th form

This course will focus on the ways in which diverse religions traditions conceive of and practically respond to the critical issues in the building of a just society. The topics to be covered will include civil rights movement, peace and anti-violence initiatives, responses to poverty, racial and gender justice, and interfaith efforts towards building positive relationships across religious, racial, and ethnic lines. Fall Term will focus on the Foundations of Religious Radicals. Some leaders covered in the fall will include Gandhi, Jesus & Roman Empire, the Hebrew Prophets, Buddha & Mohammed. Winter Term will focus specifically on leaders within the Civil Rights Movement such as Martin Luther King, Kasturba Gandhi, Malcolm X and Abraham Heschel. Finally the Spring Term will focus on Post Civil-Rights Movements and leaders and will provide more practical and service learning through projects. Overall, the course will seek to engage sources from Christianity, Islam, Buddhism, Judaism, and other religious traditions, ranging from selections from their foundational texts to the writings by contemporary religious activists and thinkers who have shaped the social and spiritual landscapes of our country and the entire world.

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

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

RELIGIOUS STUDIES AND PHILOSOPHY

*** Good and Evil: A Religious and Philosophical Inquiry (with Honors option)**

4th, 5th, 6th form

What is evil? Why is there evil in the world? Why do we suffer? How can humans respond to experiences of evil and suffering? This course intends to grapple with the problem of evil and the many efforts to understand, make meaning of, and respond to evil. We will investigate diverse religious and philosophical perspectives on evil while also working with sources from literature, history, psychology, film, and current events. Topics to be covered include the origins of evil, classic definitions of evil from ancient sources, theodicy, various types or aspects of evil (moral, personal, systemic, and natural), free will and moral evil, social psychology and evil, responses to evil, and case studies of evil including slavery, war, the Holocaust, and terrorism.

The primary goal of this course is to promote understanding of a variety of religious and philosophical positions and arguments concerning questions of evil and suffering. As students consider the cultural, historical, philosophical, and religious issues and approaches raised in class, they will investigate these claims and will be able to articulate their understanding of their meaning for their own lives.

****Philosophy Seminar: Can Virtue Be Taught? (with Honors option) (not offered 2023-2024)**

4th, 5th, 6th form

This course provides students with an introduction to the formal philosophical study of Ethics. Topics covered will include the basics of ethical inquiry, the relationship between the self and society, as well as more focused examinations of racism, non-violence, war and peace, and other specific exercises in "applied ethics". All will be taught from various perspectives in both Western and Eastern religious and philosophical traditions. In addition to the specific problems examined, the course will attempt to bring students to an understanding of the vital importance and relevance of the formal study of Ethics. To this end, the course methodology will be primarily Socratic, and students will be expected to be active, informed and engaged participants at all times.

This course is a writing and discussion focused class. There are no tests and only infrequent quizzes, and daily homework typically consists of ungraded reading; in any grading period, a student's grade is determined by class participation as well as 3-4 formal writing assignments. Students are expected to keep up with readings as assigned and be fully prepared daily for in class discussions.

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

SCIENCE

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

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

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

Graduation Requirement

- Two years of laboratory science

SCIENCE

****Biology 1**

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

An introductory course in general biology. Some of the topics covered are cell biology, genetics, ecology and physiology. There is an important laboratory component once a week. This course fulfills one Science Lab requirement.

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

3rd form

Integrated Science 1 Honors will begin the process of introducing you to the study of Science by looking at key topics in both Biology and Chemistry. This will be a student-driven process of learning with extensive group work both in the classroom and in the lab setting. This curriculum will be finished in year two, Integrated Science 2 Honors, where the remainder of the topics in Chemistry and Physics will be covered. In completing this course, in succession with IS2 Honors, the student may choose an appropriate upper-level course in Science for their 5th form year. Using the Modeling Method, this course will cover selected topics in class along with a highly correlated lab experience. Topics covered in this first year, include, but are not limited to: the concept of Mass, Biological Classification, the Atom, Temperature and Heat, the concept of Evolution, an introduction to Human Systems, the Mole, and the study of Nomenclature. This course aims to take only the most highly motivated students through a fast-paced, student-driven learning experience in the sciences. This course fulfills one Science Lab requirement.

Applications for Integrated Science 1 Honors (IS1H) are open for all incoming third form students. Placement into IS1H is based on placement into Integrated Math 31 or higher, SSAT scores, and performance on a placement application that evaluates scientific reasoning and passion for the sciences. For students who have not taken the SSAT, greater emphasis will be placed on the placement test and recent math and science grades from their previous school.

****Chemistry 1**

4th, 5th, 6th form

Prerequisite: Biology 1 or Integrated Science 1 (Honors)

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

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

4th form

Prerequisite: Integrated Science 1 (Honors) or equivalent

This course acts as a continuation of the curriculum covered in Integrated Science 1 (Honors) and will focus on Chemistry and Physics topics. This course further explores content and skills to investigate a deeper understanding of the content and to complete the Integrated Curriculum. Topics covered include, but are not limited to: Balancing Chemical Equations, Stoichiometry and Limiting Reactant, Solutions Chemistry, Constant Velocity, Constant Acceleration, Forces, and Energy (Mechanical, Thermal, Chemical, and Light). Upon completion of this course, the student may choose an appropriate upper-level course in Science for their 5th form year with the help of the IS2 instructor. This course fulfills one Science Lab requirement.

Placement into Integrated Science 2 Honors requires successful completion of Integrated Science 1 Honors.

SCIENCE

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

4th, 5th, 6th form

An Honors level introductory course in general chemistry. Topics of study include Atomic Structure, the Periodic Table, Chemical Bonding, Stoichiometry, Gases, Equilibrium, Thermochemistry, Kinetics, Acids and Bases, Electrochemistry, Nuclear Chemistry and Organic Chemistry. There is a weekly laboratory program, which provides a “hands-on” learning environment for the student. This course fulfills one Science Lab requirement.

Placement into Chemistry 1 Honors requires a minimum score, determined by the science department, on the Chemistry Placement Test. Students enrolled in Biology 1 will take the Chemistry Placement Test in class at the start of spring term. Incoming students wishing to take Chemistry 1 Honors will take the Chemistry Placement Test through an online platform.

****Environmental Science**

4th, 5th, 6th form

Prerequisite: Biology 1

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

****Advanced Environmental Science Seminar (CL)** (previously Advanced Topics in Environmental Science)

5th, 6th form

Prerequisite: Biology 1 and Chemistry 1

The goal of the Advanced Environmental Science Seminar (AESS) is to offer students a deeper dive into current, salient topics in environmental science from the perspective of both the modern developed and undeveloped worlds. The Advanced Seminar will include topics in ethics, energy, population, food production, education, buildings and construction, land use, transportation, waste, environmental justice, climate change, and plausible future concerns within the environment around us. The course may require reading over the two major school breaks throughout the year as a means of supplementing the covered material. This reading will directly inform the new units being covered at those points in the school year. Further, each week will involve both posting and discussing a current environmental news article. The course will use two main texts; Environment and Society: a Critical Introduction, and Drawdown, a New York Times bestseller.

Placement into AESS requires successful completion of Biology and Chemistry, or successful completion of the IS program at Hill. AESS is a writing intensive science course. When considering students for AESS, the science department highly considers grades in previous and current Science courses as well as the students most recent English course, enthusiasm for learning environmental science, overall work ethic, and teacher recommendation.

SCIENCE

**** Environmental Science AP – requires departmental approval (not offered 2022-2023)**

4th, 5th, 6th form

Prerequisite: Biology 1 and Chemistry 1

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

****Physics 1 (Honors)**

4th, 5th, 6th form

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

A first-year lab course, based on Newtonian physics, covering the concepts of kinematics, dynamics, energy, momentum and optics. This course develops both a conceptual and quantitative understanding of physics through lecture, graphical analysis, and inquiry. In addition, students will gain problems-solving and critical thinking skills by exploring real world examples and in-class labs. Incoming students are expected to be proficient in solving algebraic equations prior to taking Physics 1. This course fulfills one Science Lab requirement.

Placement into Physics 1 Honors requires successful completion of Biology and Chemistry, regular or honors, or completion of either course with concurrent enrollment in the other. When considering placement into Physics 1 Honors the science department considers grades and work ethic in previous and current science and math courses.

***Anatomy and Physiology (Honors)**

5th, 6th form

Prerequisites: Biology 1 and Chemistry 1 OR completion of Integrated Science 1 and Integrated Science 2

The course is designed to take an in-depth look at how the human body works by building an understanding of the structure and function of major human organ systems. Each organ system studied is supported by course laboratory work involving organ dissections, experimental design where the students are the target subject, case studies of healthy and diseased states, and physiological adaptations to stress and exercise. Students will have the opportunity to develop and engage in critical skills of scientific thinking and communication. This course fulfills one Science Lab requirement.

Placement into Anatomy and Physiology (Honors) (A&PH) requires successful completion of Biology and Chemistry, or successful completion of the IS program at Hill. The course is designed for students who have a strong interest in Biology and want to learn more about the human body than what is covered in other Science Department offerings. When considering placement into A&PH, the science department considers grades and work ethic in previous and current science and math courses.

SCIENCE

****Physics 1 AP – requires departmental approval**

4th, 5th, 6th form

Prerequisite: Biology 1 and Chemistry 1 OR Integrated Science 1 and 2. Concurrent enrollment in Integrated Math 42 Honors or higher for 4th form and concurrent enrollment in Integrated Math 43 Honors or higher for 5th and 6th forms.

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

Placement into Physics 1 AP requires successful completion of Biology and Chemistry, regular or honors. Alternatively, students can complete the prerequisites by completing integrated science 1 honors and integrated science 2 honors. A student must also be concurrently enrolled in Integrated Mathematics 43 Honors or higher through the math department. When considering students for Physics 1 AP the science department highly considers grades in previous and current science and math courses, enthusiasm for learning science, overall work ethic, and teacher recommendations.

****Physics C AP Mechanics – requires departmental approval**

5th, 6th form

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

A deeper look, using calculus, into the mechanics presented in Physics 1. AP Mechanics prepares the student for the C Level Advanced Placement Mechanics Examination in Physics and goes beyond the scope of the AP Examination. It involves college-level laboratories and prepares the student for the C Level Advanced Placement Mechanics Examination.

Placement into AP Physics C Mechanics requires successful completion of Biology and Chemistry (or enrollment in one and completion of the other). Alternatively, students can complete the prerequisites by completing integrated science 1 honors and integrated science 2 honors. A student must also be enrolled in either in an AP Calculus course or Calculus Honors through the math department. When considering students for AP Physics C Mechanics, the science department highly considers grades in previous and current science and math courses, enthusiasm for learning science, overall work ethic, and teacher recommendations.

This course fulfills one Science Lab requirement.

SCIENCE

****Physics C AP E & M – requires departmental approval**

5th, 6th form

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

This course involves a deeper look, using calculus, into Electricity and Magnetism. It involves college-level laboratories and prepares the student for the C Level Advanced Placement Magnetism and Electricity Examination. This course fulfills one Science Lab requirement.

Placement into AP Physics C Electricity and Magnetism requires successful completion of AP Physics C Mechanics and AP Calculus AB. When considering students for AP Physics C E&M, the science department highly considers grades in previous and current science and math courses, enthusiasm for learning science, overall work ethic, and teacher recommendations.

****Biology AP – requires departmental approval**

5th, 6th form

Prerequisite: Biology 1 and Chemistry 1 OR completion of Integrated Science 1 and Integrated Science 2

The course is structured around the enduring understandings of the four 'big ideas' in biology and will provide a basis for students to develop a deep conceptual understanding as well as opportunities to integrate biological knowledge and science practices through inquiry-based activities and laboratory investigations. This course fulfills one Science Lab Requirement. This course requires summer reading assignments.

All students are strongly encouraged to take the AP Biology Examination in May.

Placement into Biology AP (AP Bio) requires successful completion of Biology and Chemistry, or successful completion of the IS program at Hill. When being considered for placement in AP Bio, there will be a heavy emphasis on grades in current and previous science and math courses. Performance in other classes will also be considered. Other considerations for AP Bio will include interest and passion for science as well as strong work ethic (e.g., completing work on time and seeking appropriate extra help) and teacher recommendations.

SCIENCE

****Chemistry AP – requires departmental approval**

5th, 6th form

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

AP chemistry takes a deeper look at subjects presented in Chemistry 1 in order to prepare students for the Advanced Placement Examination in Chemistry. Topics covered in this course include atomic structure, chemical bonding, gas laws, thermodynamics, intermolecular forces, kinetics, equilibrium, acid/base chemistry, and electrochemistry. This course fulfills one Science Lab requirements through the completion of college level labs. This course requires summer preparatory work.

Students who would like to take AP Chemistry must have completed biology and chemistry (regular or honors), and then either completed or concurrent enrollment in physics (any level). Alternatively, students can complete the prerequisites by completing integrated science 1 honors and integrated science 2 honors. When being considered for placement in AP Chemistry there will be a heavy emphasis on grades in current and previous science and math courses. Other considerations for AP chemistry will include interest and passion for science as well as strong work ethic (e.g. completing work on time and seeking appropriate extra help).

****Psychology AP**

5th, 6th form

Prerequisites: Biology 1 and Chemistry 1 or Integrated Science 1 and 2

This year-long course prepares students for the Advanced Placement Exam in Psychology. Students will be introduced to the systematic and scientific study of human behavior and mental processes by diving into the work of past psychologists and their seminal research that shaped the field. Students will also employ psychological research methods of their own, take research ethics into consideration, evaluate claims and evidence, and practice effective communication of ideas. The AP curriculum will be enhanced with numerous laboratory activities including dissections. Topics covered include the scientific foundations of psychology, biological bases of behavior, sensation and perception, learning, cognition, brain development, motivation, mental health, and social psychology.

Placement into AP Psychology requires successful completion of Biology and Chemistry or Integrated Science Honors 1 and 2. AP Psychology is a writing-intensive science course. When considering students for AP Psychology, the science department highly considers grades in previous and current science courses, as well as the student's most recent English course, comfort with independent reading of text, enthusiasm for learning science, overall work ethic, and teacher recommendations.

WORLD LANGUAGES

The World Language Department offers Arabic, Chinese, French, and Spanish, from beginning to AP levels, and beyond. All courses, regardless of the language, emphasize the three modes of communication: interpersonal, interpretative, and presentational, alongside the attainment of intercultural competence. All courses use an oral proficiency-based curriculum, innovative technology, and authentic experiential activities to enhance student language and inter-cultural acquisition.

The Department offers integrated and sequential programming that allows for instructor autonomy and enhances student learning.

Along with acquisition of overall linguistic skills, emphasis is placed on development of inter-cultural fluency and global competence. The World Language Department capitalizes on the presence of international students, a network of native speakers and international guests, as well as study abroad and international travel programs to educate Hill students as global citizens.

For more information about the World Languages program, please contact the department chair, Mr. Chris Delucia, cdelucia@thehill.org.

***Graduation Requirement**

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

*Language requirement waived for Post-Graduates

WORLD LANGUAGES: ARABIC

****Arabic 1**

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

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

****Arabic 2**

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

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

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

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

Prerequisite: excellence in Arabic 1 (or equivalent)

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

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

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

Prerequisite: excellence in Arabic 1 (or equivalent)

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

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

4th, 5th, 6th form

Prerequisite: excellence in Arabic 2 (or equivalent)

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

WORLD LANGUAGES: ARABIC

*** Arabic 4 Seminar (College Level)**

5th, 6th form

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

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

*** Arabic 5 Seminar (College Level)**

5th, 6th form

Prerequisite: excellence in Arabic 4 Seminar (or equivalent)

This course will use a wide range of authentic texts and multi-media to prepare students for the National Examination in World Languages (NEWL). The course will follow the communicative approach to help students attain a high functional linguistic proficiency or performance in Arabic within interpersonal, interpretive, and presentational modes of communication. Students will also be introduced to a wide variety of narratives and sub-cultures within the major countries in the Middle East and North African (MENA) region with the objective to help students attain a mid-advanced intercultural competency.

+ Advanced Arabic Cinema Seminar (College Level)

5th, 6th form

Prerequisite: excellence in Arabic 4 Seminar and Arabic 3 (or equivalent) or departmental approval

This course focuses on visual media using a project-based learning pedagogy. The objective of the course is to help students acquire conversational competency in the major Arabic dialects, and cultural competency of various sub-cultures in the greater Middle East and North Africa (MENA). Students will explore contemporary life in the MENA region through films spanning various countries. Through film and accompanying critical essays, the course will explore topics such as colonialism; ethnic, religious, and national identities; civil conflicts; gender relations; authoritarianism and democratization; and socio-economic disparities. The final project-based products will primarily be short video productions from 1 to 5 minutes on topics focusing on environmental sustainability; migration; cultural, ethnic, and socio-linguistic diversity; economic and social inclusion; as well as xenophobia. One of the goals of students will be to submit their best work to Plural +, a youth video festival on migration, diversity, and social inclusion: <https://pluralplus.unaoc.org/>

WORLD LANGUAGES: CHINESE

****Chinese 1**

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

The grammatical structures, vocabulary, pronunciation, tones, and writing system of Mandarin Chinese are presented together in an integrated, communication-oriented curriculum. College-level texts are used and some 400 characters and vocabulary items are learned by the end of Chinese 1. Both inside and outside the classroom, the speaking, listening, reading and writing of Chinese are reinforced through multimedia technology, cultural activities and projects.

****Chinese 2**

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

Grammar patterns, vocabulary, good pronunciation and the learning of characters continue to be stressed. Students will now be familiar with most of the basic sentence patterns and will have doubled their vocabulary and character knowledge. Speaking and other productive language skills are stressed, while increasing cultural knowledge is approached through various media and contexts.

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

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

Prerequisite: excellence in Chinese 1 (or equivalent)

The curriculum will continue to build on students' listening, speaking, reading and writing skills at an accelerated pace. Students are required to speak the target language in phrases and sentences whenever possible and when spoken to understand sentences or strings of sentences. Level appropriate literacy in reading and writing of Chinese characters is also required. Web-based online aural and oral training programs will be employed for speaking and listening-comprehension training purposes. Occasionally, students will be expected to do independent research on projects using a hardcopy or online dictionary or other resources.

****Chinese 3**

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

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

Speaking, listening, reading and writing continue in a communication-oriented classroom, while the reading of intermediate level texts, using a Chinese dictionary, begins. Increasing vocabulary and developing reading and decoding skills are primary goals, as is improving writing and composition ability. Students will be exposed to a wide variety of media and linguistic forms to broaden their familiarity and comfort with Chinese language and culture.

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

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

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

This class is a pre-Advanced Placement level course that reinforces students' listening, speaking, reading and writing skills. Students are required to speak the target language in strings of sentences and paragraphs. Level appropriate literacy in reading and writing of Chinese characters is also required. Web-based online aural and oral training programs will be employed for speaking and listening-comprehension training purposes. Students will be expected to do independent research on projects using a hardcopy or online dictionary or other resources.

WORLD LANGUAGES: CHINESE

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

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

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

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

****Chinese AP – requires departmental approval**

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

Prerequisite: good performance in Chinese 3

The AP Chinese Language and Culture course is designed to be comparable to fourth semester college/university courses in Mandarin Chinese (approximately 250 hours of college-level classroom instruction). The goal of the course is to further develop communicative skills in Chinese across the three communication modes (interpersonal, interpretive, and presentational), in preparation for the Advanced Placement Chinese exam. Students will read a wide variety of authentic texts ranging from works in the literary form to more colloquial and modern writings. Writing and composing in the presentational mode will take on a greater role, and as the AP exam is entirely internet based, students will be required to submit most of their written work and communications via computer. The AP exam also has sections evaluating listening and speaking, so the course will include a variety of activities to improve all of the communicative areas. Cultural knowledge and awareness is also a key component of the course.

****Chinese 5: Advanced Seminar (College Level) – requires departmental approval**

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

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

This course is primarily intended as a continuation for those students who have completed AP Chinese Language and Culture and want to continue to develop their linguistic skills and understanding of Chinese culture and literature at a deeper level. This course focuses on in-depth study of Chinese literature, movies, business, history and other cultural areas. A high degree of spoken proficiency will be expected and writing skills will continue to be developed. Authentic resources will be analyzed in writing and through conversations and discussions. If you want to deepen and widen your knowledge of Chinese culture and language, this class is for you.

Chinese 6 Honors (College Level) – requires departmental approval (not offered in 2022-2023)

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

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

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

WORLD LANGUAGES: FRENCH

****French 1**

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

This course is designed for students who have never studied French before. It is an elementary French course that focuses on the skills needed to learn a world language. Emphasis is placed on communication, both oral and written, and culture. This is an interactive course that uses a variety of media including video, audio, print, and the Internet.

****French 2**

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

Prerequisite: French 1 or equivalent

French 2 is a course that builds on the four language skills acquired in French 1. Course content further develops the student's ability to understand and to communicate in the language, both orally and in writing. Students begin to read and discuss short stories and poems and to write short compositions. The course is conducted in French.

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

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

Prerequisite: excellence in French 1 or equivalent

French 2 (Honors) is a beginning intermediate course that builds on the language skills – listening, speaking, reading and writing – acquired in level 1. Since it is an honors course, students are expected to work at an accelerated pace and produce oral and written work of a high caliber. In addition to developing their linguistic skills, students study a variety of cultural products, practices, and perspectives, from across the francophone world. This course is conducted in French.

****French 3**

4th, 5th, 6th form

Prerequisite: French 2 or equivalent

This is an intermediate French course. It reviews and expands important linguistic structures acquired during the two previous years. Students are expected to work independently on oral and written projects and to demonstrate increasing ability to handle a wider and more complex range of topics. The course is conducted in French.

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

4th, 5th, 6th form

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

This is a pre-Advanced Placement level course that reinforces the four skills. It reviews important linguistic structures acquired during the two previous years. Students learn to work independently on intermediate-high level complex oral and written assignments, which are based on authentic traditional and media resources. They continue to develop linguistic and inter-cultural competencies at the intermediate-high level. The course is conducted in French.

****French 4 (Honors)**

4th, 5th, 6th form

Prerequisite: French 3 or equivalent

Courses offered in alternating years to students who wish to continue their study of French beyond The Hill School requirement. Each course reinforces, expands, and refines students' ability to communicate orally and in writing at the advanced level. As well, the classes introduce them to a variety of literary works from the French-speaking world, allowing them insight into the history and culture of the francophone world. Emphasis is placed on fostering oral communication in everyday situations and developing writing skills through a process including drafts and editing. Authentic French media, including radio, television and cinema, are used to help students expand linguistic and inter-cultural competencies at the low-advanced level.

WORLD LANGUAGES: FRENCH

****French AP – requires departmental approval**

5th, 6th form

Prerequisite: French 3 (Honors)

This course prepares students for the AP Language Exam that evaluates them on a standard equivalent to that of an advanced level college course. During the year, students work on enhancing their communicative skills, both oral and written. Assignments include: compositions, oral activities and presentations, grammatical exercises, and practice AP activities. A variety of materials are used such as French radio selections, audio segments and programs, Internet activities and a wide array of reading materials.

+ Advanced French Seminar: Cinema (College Level)

4th, 5th, 6th form

Prerequisite: French 4 Honors

This course, intended for students who have completed a level three French course, will use both contemporary and classic French cinema as a vehicle to further develop communication skills in French. Students will address themes associated with the AP curriculum and analyze films in both writing and through conversation and discussion. Cultural and sub-cultural competencies will be taught through a selection of films which highlight the richness of diversity in the francophone world.

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

4th, 5th, 6th form

Prerequisite: French (AP) or equivalent

As its title suggests, this advanced level French course – the equivalent of a 300-level college course – has two main axes. The first is conversational and focuses on oral comprehension and expression. Emphasis is placed on correct usage, vocabulary enrichment and the development of linguistic proficiency in all

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

4th, 5th, 6th form

Prerequisite: French (AP) or equivalent

modes of communication alongside the attainment of a low-advanced inter-cultural competence. Students are required to do a number of oral projects throughout the year as well as work regularly with a variety of original oral sources, across the francophone world. The second is literary. Here students read a number of works spanning several centuries and develop the critical tools needed to do literary analyses. Then the works read in the class are matched with films, which either offer a cinematic version of a particular text or treat the period in which this book was written. Students demonstrate their acquisition of critical skills by writing short analytical papers of one to three pages on the texts and films covered in class.

During the winter term, a variety of historical and contemporary works are explored to determine the extent of influence that French scientists, philosophers and leaders have had on the modern world. During the third term, a study of the concept of “happiness” is undertaken by students using original documentaries and books on the subject.

****French 6 (College Level) – requires departmental approval (not offered in 2022-2023)**

6th form

Prerequisite: French (AP)

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

WORLD LANGUAGES: SPANISH

****Spanish 1**

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

This introductory course uses a progressive immersion model to help students acquire Spanish in the interpersonal, interpretive, and presentational modes. Context and experiential based activities help students communicate from the very first weeks of class. Students explore various products, practices, and perspectives in the Spanish speaking world. Particular emphasis is placed upon honing students' intercultural competencies alongside a balanced oral and written language acquisition.

****Spanish 2**

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

Prerequisite: Spanish 1 or equivalent

This course builds on the skills students attained in Spanish 1 and prepares them to acquire mid-intermediate level language competencies in an oral proficiency-based curriculum. Through use of authentic resources, students continue to develop intercultural competencies and are confident to communicate exclusively in Spanish by the end of the course.

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

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

Prerequisite: Spanish 1 or equivalent

This course builds on the skills students attained in Spanish 1 and prepares them to acquire mid-intermediate level language competencies in an oral proficiency-based curriculum. Since it is an honors course, students are expected to work at an accelerated pace and produce oral and written work of a higher caliber. Through use of authentic resources, students continue to develop intercultural competencies and are confident to communicate exclusively in Spanish by the end of the course.

****Spanish 3**

4th, 5th, 6th form

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

This course builds on the skills students attained in Spanish 1 and Spanish 2 and prepares them to acquire high-intermediate to low-advanced level language competencies in an oral proficiency-based curriculum. Through use of authentic resources, students continue to develop intercultural competencies in a sequential fashion of select communities in the Hispanic world.

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

4th, 5th, 6th form

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

This course builds on the skills students attained in Spanish 1 and Spanish 2 (honors) and prepares them to acquire high-intermediate to low-advanced level language competencies in an oral proficiency-based curriculum. Since it is an honors course, students are expected to work at an accelerated pace and produce oral and written work of a higher caliber. Through use of authentic resources, students continue to develop intercultural competencies in a sequential fashion of select communities in the Hispanic world.

****Spanish 4 (Honors) – requires departmental approval**

4th, 5th, 6th form

Prerequisite: Spanish 3 or equivalent

The students enrolled in the Advanced Spanish class have finished three years of high school Spanish; thus, they should have a good understanding of the Spanish grammar and an intermediate level of proficiency. In each course, students will not only develop and refine speaking, reading and writing skills in the target language, but will also become competent in the cultures whose primary language is Spanish. For that purpose, students will read short stories, poetry and culture reading as well as watch and discuss movies. Throughout the year, students will be expected to write essays on works by a given author and on movies discussed in class.

WORLD LANGUAGES: SPANISH

****Spanish Language and Culture AP – requires departmental approval**

4th, 5th, 6th form

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

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

+ Advanced Spanish-American Cinema Seminar (College Level)

5th, 6th form

Prerequisite: strong performance in Spanish 4 Honors (with teacher recommendation or AP Spanish

This course is intended for exceptional students who have completed a level 4 Honors Spanish course, or AP4 Language and Culture. Spanish-American Cinema will use both contemporary and classic Hispanic cinema as a vehicle to further develop communication skills in Spanish. Furthermore, students will study terminologies and concepts related to film theories, the development of the film industry in Spain and Latin America, and the sociopolitical context related to countries included in this course such as Cuba, Spain, Mexico, Colombia, Chile, Puerto Rico, and Argentina. Spanish-American Cinema Advanced Spanish-American Cinema Seminar focuses on the various perspectives of the Hispanic world through the study of short films, documentaries, and movies. Students enrolled in this class are expected to sustain meaningful discussions and to write essays applying critical analysis. Films will be analyzed in writing and through conversations, class discussions, and group projects. Cultural and sub-cultural competencies will be taught through a selection of films that highlight the richness and diversity of the Hispanic world. If the magic of cinematography intrigues you, and if you are open to new challenges, and new discoveries, then this class is for you.

WORLD LANGUAGES: SPANISH

****Spanish Language and Culture with Service Learning AP**

4th, 5th, 6th form

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

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

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

****Spanish Literature AP – requires departmental approval**

5th, 6th form

Prerequisite: excellence in Spanish (AP) Language

The objective of this college-level, survey-style course is to develop an appreciation of literature that is written in Spanish. It introduces prominent works written in Spanish across the centuries. The required reading list includes authors in all genres from the Middle Ages to the present. In addition to the reading and critical discussion of literary works, students are encouraged to take advantage of the Internet to expand their knowledge of the topics and issues studied. The course is conducted entirely in Spanish; and it is anticipated that, upon completion, students will qualify for the Advanced Placement Examination in Spanish Literature.

NCAA APPROVED COURSES



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

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

Classical Languages

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

English

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

Humanities

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

History and Social Sciences

20th Century History
Advanced History Seminar
Economics
Economics (AP)
History of the Civil War
History of the Second World War
History of the Vietnam War
Psychology
Psychology (AP)
U.S. & Comparative Government and Politics (AP)
United States History
United States History (Honors)
United States History (AP)
World History

Mathematics

Advanced Mathematics Seminar (Honors)
Applied Mathematics
BC/Multivariable Calculus (AP)
Calculus AB (AP)
Calculus BC (AP)
Graph Theory and Proof (Honors)
Integrated Math 11
Integrated Math 21
Integrated Math 22
Integrated Math 31
Integrated Math 32
Integrated Math 33
Integrated Math 41
Integrated Math 42
Integrated Math 43
Statistics
Statistics (AP)

(CONT.) NCAA APPROVED COURSES



Religious Studies

God and Free Will
Philosophy Seminar
Religion and Film in Contemporary Society
Worldviews and World Religion

Science

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

World Languages

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

SAMPLE COURSE PLAN – NEW STUDENT CLASS OF 2027

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